

Education and Employment Legislation Committee
Department of Education Questions on Notice – Budget Estimates 2022-23 October and November

Question Number	Department Or Agency	Senator	Broad Topic	Question Text	Written/Hansard	Hansard Page	Portfolio Question No.
1	Australian Curriculum, Assessment and Reporting Authority	Alex Antic	Themes of racism in Curriculum	<p>Senator ANTIC: There are themes of critical race theory throughout the curriculum, including, I think, the health and physical education syllabus, which specifically mentions systemic racism. Is it ACARA's view that Australia is a systemically racist country?</p> <p>Mr de Carvalho: I would have to ask you if you could provide us with the precise examples that you are referring to in the curriculum.</p> <p>Senator ANTIC: There are many. One of them is in the health and physical education syllabus, which uses the phrase, I'm told, 'systemic racism'.</p> <p>Mr de Carvalho: I will have to defer to Ms Foster. She is familiar with that term.</p> <p>CHAIR: It might be helpful if you have the page.</p> <p>Senator ANTIC: No. I don't, I'm sorry.</p> <p>Mr de Carvalho: We can take it on notice</p>	Hansard	57	SQ22-000227
2	Australian Curriculum, Assessment and Reporting Authority	Kerrynne Liddle	ACARA First Nations Australians Advisory Group	<p>Senator LIDDLE: I'm going to move to some questions on analysis and methodology. A question that was asked previously by Senator Nampijinpa Price was around the Aboriginal and Torres Strait Islander advisory group. On your website, when you go and click on that link, it gives you a list from 2017. Are you able to update that list and provide the new updated list to us at the earliest opportunity, please?</p> <p>Mr de Carvalho: Certainly.</p>	Hansard	59	SQ22-000412
3	Australian Curriculum, Assessment and Reporting Authority	Kerrynne Liddle	NAPLAN participation rates	<p>Senator LIDDLE: Are you able to provide the student participation rates by state for NAPLAN since it commenced by states and territories?</p> <p>Mr de Carvalho: Yes. We could do that. If you like, Senator, we could do it now. We could also provide it to you on notice.</p>	Hansard	59	SQ22-000228
4	Australian Curriculum, Assessment and Reporting Authority	Matt O'Sullivan	Student attendance	<p>Can we please have rates of student attendance for all schools over the past 10 years broken down by state and territory?</p> <p>The department's annual report, outcome one, performance measure PM59, page 41, calls for the proportion of students attending school to be 90% or more of the time. This result has not been achieved.</p> <p>Please provide a breakdown of attendance rate by:</p> <p>State/Territory Metro/Rural/Regional Proportion of which are low socio-economic</p>	Written		SQ22-000302

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5	Australian Curriculum, Assessment and Reporting Authority	Matt O'Sullivan	NAPLAN	<p>On August 26, ACARA announced the delay of the release of this year's NAPLAN data "as closer analysis is required due to lower than usual student participation rates as a result of the pandemic, flu and floods".</p> <p>What closer analysis was needed? Can you outline this?</p> <p>Was the methodology used to produce the data changed from previous years?</p> <p>If yes, how was it changed?</p> <p>Please provide the student participation rates by State for NAPLAN since it commenced.</p> <p>What is the reason for the decline?</p> <p>QLD Minister for Education Grace is quoted in an article on 31 October 2022 stated she was concerned about 'the washing of data'. What concerns have been raised by the QLD Government on the washing of data and when?</p> <p>What action are you taking to review this concern?</p> <p>Has advice been provided to Minister Clare or his office on this matter. If so, please provide a copy of this advice.</p> <p>Has this item been listed for discussion at the next Education Minister's Meeting later this year?</p> <p>Have other States or Territories raised this concern?</p>	Written		SQ22-000347
6	Australian Curriculum, Assessment and Reporting Authority	Matt O'Sullivan	Australian Curriculum versions	<p>As at 11 November 2022 the australiancurriculum.edu.au homepage is still showing the outdated curriculum v8.4.</p> <p>Why is this?</p> <p>Why is the current v9 curriculum at a standalone page v9.australiancurriculum.edu.au?</p> <p>When will v9 be the default curriculum?</p>	Written		SQ22-000348
7	Australian Curriculum, Assessment and Reporting Authority	Matt O'Sullivan	Grattan Institute Report - Ending the lesson lottery	<p>Has the authority read the Grattan Institute Report "Ending the lesson lottery"?</p> <p>What do you think of their proposal to create a central bank of best-practice lesson plans?</p> <p>Have you considered whether such resources could be produced by ACARA?</p>	Written		SQ22-000349
8	Australian Institute for Teaching and School Leadership	Kerrynne Liddle	Breakdown of teachers by metropolitan, regional and rural, by postcode and local government area.	<p>Senator LIDDLE: Thank you for your appearance today. I want to ask a question about whether the institute keeps a breakdown of teachers by metropolitan, regional and rural, by postcode and local government area. If so, could you provide it?</p> <p>Mr Grant: I'll let Mr Misson answer the question. If we do, the Australian teacher workforce dataset, which he leads, is the repository for that. But I'm not sure that the deidentified nature of the data goes to all of those characteristics.</p> <p>Mr Misson: We wouldn't go down as far as postcode. We will provide what we can on notice. That is probably the easiest answer.</p>	Hansard	63	SQ22-000229

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9	Australian Institute for Teaching and School Leadership	Kerrynne Liddle	University dropout rates in relation to the teaching profession	<p>Senator LIDDLE: I want to ask a question about dropout rates in the universities in relation to the teaching profession. I know that, depending on which jurisdiction you are in, you can either do early childhood, middle school or high school. What is the dropout rate? Are you able to provide a sense of what the dropout rate in teaching is in the universities?</p> <p>Dr Baxter: I don't know whether Mr Grant has any more specific data here. I have the headline number that I mentioned this morning when we were having the conversation, which is around commencements declining by eight per cent, completions declining by 17 per cent and the six-year completion figure being at about 48 per cent. So only about half of people who enter initial teacher education training finish within six years. Mr Grant may have more specific information around particular primary, secondary and other.</p> <p>Mr Grant: Just before I answer that question, can I just say that Mr Misson has told me it was July 2017 when the Australian teacher workforce data project started. Thanks for correcting the record. The headline figures are the same because they are no doubt drawn from the Australian teacher workforce dataset in terms of completions. Mr Misson, do we have jurisdictional data or in any way lower level?</p> <p>Mr Misson: Only by graduate, postgraduate and the level of school that people are preparing to teach-primary, secondary or early childhood. That is available on our website. We can also provide it on notice, of course.</p> <p>Senator LIDDLE: What strikes me from what you've just said is a 48 per cent completion rate is extraordinarily low for somebody who has invested. Then you have the other way of doing it, which is taking students who already have a degree in a field and then doing the extra year. I think it differs. Some do two and some do one; is that right? Is it all two?</p> <p>Mr Grant: It's a master's, effectively.</p> <p>Senator LIDDLE: Is that a two-year master's or a one-year master's?</p> <p>Mr Grant: It's a master's. How long it takes often depends on the nature of the design of the programs. Some can be a shorter period. In fact, that has spurred another element on the table with the draft of the national teacher workforce action plan, which is those we might call mid-career changers. People who do have a degree in something else may be interested in teaching as a secondary field. But the undergraduate and postgraduate rates are quite different. We can provide that to you on notice</p>	Hansard	65	SQ22-000230
10	Australian Institute for Teaching and School Leadership	Jacinta Nampijinpa Price	Highly accomplished and lead teacher (HALT) accreditation	<p>Senator NAMPIJINPA PRICE: Has AITSL produced any research that shows that learning outcomes are better for students who have HALT teachers?</p> <p>Mr Grant: In fact, I would probably turn the question around the other way. In order to get the status, those teachers have to be able to show evidence that the results from their students are at their exceptional level. It's not so much the reverse. It's that evidence of student impact is high. It's part of that evidence set. However, I can provide you on notice some university reviews of public domain jurisdictional approaches to highly accomplished and lead teacher certification where the particular employer-I am thinking of the independent sector in Queensland as one-has engaged the university to do a proper review of that process. I will ask Mr Misson, who has been in this field longer than me, whether we are aware of any other information or evidence sets that go to the senator's question.</p> <p>Mr Misson: The only other thing I would mention is that there is a very similar process in the United States. I'm aware of quite a rigorous study there where they basically compared the people who got the certification with teachers who had similar characteristics and hadn't got the certification. The results were better for those with the certification. So it's obviously in a different country, but it relates to a similar process.</p>	Hansard	66	SQ22-000232

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11	Australian Institute for Teaching and School Leadership	Jacinta Nampijinpa Price	Colonisation and Indigenous students' education	<p>Senator NAMPIJINPA PRICE: I refer to AITSL's culturally responsive teaching guide. The June 2022 report is entitled Building a culturally responsive Australian teaching workforce: Final report for Indigenous cultural competency project. I was struck by the following extract: Australian education systems were never designed for Aboriginal and Torres Strait Islander people. The legacy of colonisation-including its policies, systems and structures-still exists today and continues to undermine the rights of Aboriginal and Torres Strait Islander peoples to a fair and just education as any student in this nation. Can you please elaborate specifically on how colonisation is undermining Indigenous students' education?</p> <p>Mr Grant: I don't know if Mr Misson has any background to that. I will take it on notice. The reason I take it on notice is there is a very significant group called AGATSIE, which some people may or may not know, that is the partner in our writing work. I would not like to reference incorrectly the answer to that question, so I'll take it on notice and give you a written reply."</p>	Hansard	67	SQ22-000233
12	Australian Institute for Teaching and School Leadership	Matt O'Sullivan	Teacher data	<p>Does the institute keep a breakdown of teachers by: Metropolitan/Regional/Rural Postcode Local Government Area If yes, please provide in a machine readable spreadsheet</p>	Written		SQ22-000350
13	Australian Institute for Teaching and School Leadership	Matt O'Sullivan	Grattan Institute Report - Ending the lesson lottery	<p>Has the Institute read the Grattan Institute Report "Ending the lesson lottery"?</p> <p>Has any consideration been given to the two recommendations made to the institute? Governments should direct the Australian Institute of Teaching and School Leadership to: – Update the Teacher Standards to clarify that teachers are not expected to develop curriculum materials individually, and to recognise the importance of subject-specific curriculum expertise – Update the Principal Standard to emphasise the role of school leaders in establishing a whole-school approach to curriculum Does the institute see merit in these recommendations?</p>	Written		SQ22-000351
14	Australian Institute for Teaching and School Leadership	Matt O'Sullivan	Students studying teaching	<p>Can you please provide the non- completion rates for students studying teaching by state for the last 10 years. Can you please provide the completion rates of students studying teaching by state for the last 10 years. Can you please provide the teacher registration data by state for the last 10 years.</p>	Written		SQ22-000353
15	Australian Research Council	David Pocock	Research grants awarded for climate science studies	<p>Senator DAVID POCOCK: Yes. This is still on the grants but a different question. How many research grants have been awarded for climate science studies in the past three years?</p> <p>Ms Zielke: I don't know that I could give you the past three years. I know I have some figures in relation to the breakdown of applications by research area. No. Do you mind if I take that on notice?</p> <p>Senator DAVID POCOCK: Sure.</p>	Hansard	71	SQ22-000239
16	Australian Research Council	David Pocock	Vetoed research grants	<p>Senator DAVID POCOCK: Do you know how many grants have been vetoed over the last decade?</p> <p>Ms Zielke: I'm happy to come back to you on notice with that. I think it's in the last five years that we've seen applications rejected by ministers. It is about 33, off the top of my head, over that period.</p>	Hansard	71	SQ22-000243

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17	Australian Research Council	Mehreen Faruqi	Revision requests to the national interest test statements	<p>Senator FARUQI: I have a few questions about the national interest test, in particular because there has been significant concern about its operation, as you would be aware. Following the change of government around July and August, there was reportedly a substantial uptake in revision requests to the national interest test statements. In the OPD, the orders for production of documents, tabled on 13 September this year, the response to my motion revealed that you requested revisions to the national interest test in 322 applications. That is about 13 per cent of all applications at that time. Was this a significant increase in requested revisions compared to previous years?</p> <p>Ms Zielke: In looking at the figures, I see that I have requested more revisions than the former CEO.</p> <p>Senator FARUQI: Could you provide us on notice, because you will not have them, for last year, for instance, how many revisions there were and in the year before?</p> <p>Ms Zielke: I'm comfortable to take on notice the difference between the two years.</p>	Hansard	72	SQ22-000244
18	Australian Research Council	Perin Davey	Grant applications and UFIT guidelines	<p>Senator DAVEY: Are you in a position-you might have to take it on notice-to indicate how many applications may have had to go back and address questions relating to the foreign interference guidelines or how many applications didn't proceed because they didn't fit in with those guidelines?</p> <p>Ms Zielke: In relation to the second half of your question-those that didn't fit in-some former ministers have rejected applications because of foreign interference concerns, so I think it's probably best we take that part on notice. I will just check to see whether</p> <p>Dr Southwell-Lee would like to provide any further advice. Very few that are assessed have a need to be assessed.</p>	Hansard	76	SQ22-000245
19	Australian Research Council	Matt O'Sullivan	Research grant rounds	<p>What grant rounds have been presented to the Minister? When was the brief submitted to the Minister's Office?</p> <p>When was the brief signed? Were all recommendations accepted in their original form presented by the ARC?</p> <p>Have all grant rounds completed in the 2022-23 financial year to date grants been delivered to the predetermined timeframes?</p> <p>What changes have been made to reduce administration burden on researchers</p> <p>Please provide a list of all open grant rounds or grant rounds in assessment phase.</p>	Written		SQ22-000355
20	Australian Research Council	Matt O'Sullivan	Advisory Committee	<p>ARC Advisory Committee.</p> <p>How many times has this new committee met?</p> <p>What work is being undertaken by the committee?</p> <p>What is the status of any of any actions being undertaken by the committee?</p>	Written		SQ22-000356
21	Australian Research Council	Matt O'Sullivan	University Research Action Plan	<p>As part of the University Research Commercialisation Action Plan announced by the previous Government a new Industry Fellowship Program was to be delivered that includes an Early Career Industry Fellowship, a Mid-Career Industry Fellowship and an Industry Laureate Fellowship.</p> <p>What is the status of these programs?</p> <p>How do you apply?</p> <p>When will the applications be open?</p> <p>How will they be assessed and over what time period?</p> <p>Principles of these fellowships were to deliver quicker than 6 months, will these be fast tracked?</p>	Written		SQ22-000357
22	Australian Research Council	Matt O'Sullivan	Statement of Expectations	<p>Minister Clare issued ARC with a Statement Of Expectations on 26 August 2022.</p> <p>What work is being done to deliver against these expectations?</p> <p>Will any directives be delayed in delivery?</p>	Written		SQ22-000358

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23	Australian Research Council	Matt O'Sullivan	Guidelines to Counter Foreign Interference in the Australian Higher Education Sector	<p>Has the ARC fully implemented the Guidelines to Counter Foreign Interference in the Australian Higher Education Sector. Are these guidelines now embedded in the assessment of all programs delivered by ARC?</p> <p>How many programs have been finalised since these were applied.</p> <p>How many programs/applications have been reviewed under these guidelines?</p> <p>How many programs/applications have been reviewed or not proceeded because they didn't meet the guidelines?</p>	Written		SQ22-000359
24	Australian Research Council	Matt O'Sullivan	Staff working arrangements	<p>Page 14 of your Annual Report states that 83% of your staff are regularly working from home? Please provide the average number of days staff are working from home.</p> <p>With COVID restrictions lifted across all states and territories, is ARC now transitioning to a full return to the workforce? If not, will lease accommodations and floorspace requirements be reviewed in line with a reduced workforce? If yes, please provide the lease expiry date for the current premises.</p> <p>Staffing statistics on page 91 of your Annual Report note you have one staff member overseas.</p> <p>What is this position for?</p> <p>Why are they overseas?</p> <p>How long have they been overseas?</p> <p>What is their salary?</p>	Written		SQ22-000360
25	Australian Research Council	Mehreen Faruqi	Selection Report for Discovery Indigenous 2023 applications	<p>The below is an extracted transcript from the 10 November hearing:</p> <p>Senator FARUQI: The OPD that we received shows that 10 out of 27 Discovery Indigenous applications had revisions requested. That was according to the selection report. Ten applications ended up being approved for funding. Are you able to confirm whether those were the same 10 applications? You can take that on notice as well, if you like.</p> <p>Ms Zielke : Can I just check? Were you talking about the Indigenous applications?</p> <p>Senator FARUQI: Yes. So 10 out of 27 Discovery Indigenous applications had revisions requested to the NIT test and 10 were approved as well.</p> <p>Ms Zielke : My apologies.</p> <p>Senator FARUQI: That's alright. Were they the same 10?</p> <p>Ms Zielke : There were 17 that were ultimately funded for the round. So in 10 of that 17, in effect, we sought revisions.</p> <p>Senator FARUQI: So 17 were funded?</p> <p>Ms Zielke : Yes. There were, therefore, seven applications that we didn't seek a revision for.</p> <p>The Selection Report for Discovery Indigenous 2023 applications, available on the ARC website, indicates that 10 applications were approved for funding. What is the difference between an application being 'approved' and 'ultimately funded'?</p> <p>If it is the case that only 10 were ultimately funded, were those the same 10 applications for which National Interest Test statements had revisions requested?</p>	Written		SQ22-000404

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26	Australian Research Council	Matt O'Sullivan	National Interest Test	<p>Have there been internal changes to how the National Interest Test is being applied to applications? If so please detail.</p> <p>What was the consultation undertaken with the sector for any changes?</p> <p>How many applications have been assessed under this new definition?</p> <p>How many applications have been unsuccessful under the new application of the NIT?</p>	Written		SQ22-000409
27	Tertiary Education Quality and Standards Agency	Matt O'Sullivan	Allegations of sexual assault on campus	<p>What is the agency's role in the reporting, recording and responding to allegations of sexual assault on campus?</p> <p>How many complaints or allegations of sexual assault on campus have been received over the last year and the last four years?</p> <p>What role did TEQSA play in investigating the reports of six staff members forced to leave Monash University last year over allegations of sexual misconduct.</p>	Written		SQ22-000343
28	Tertiary Education Quality and Standards Agency	Matt O'Sullivan	University Colleges	<p>How many institutions have been approved under the new University College status?</p> <p>What is the legislated purpose of the new University College category in higher education?</p> <p>The standards for research were raised significantly for Universities as part of the Provider Category changes. Do you anticipate that any of the current Universities will transfer categories into the new University College category within the next decade, enabling more teaching focused institutions that aren't inhibited by the demand for high-end research?</p> <p>How many applications have been submitted for approval under this status?</p> <p>How many have been assessed?</p> <p>How many have been denied?</p> <p>How many are in train?</p> <p>Will these institutions be provided Commonwealth Supported Places now they have been approved?</p> <p>If not, why not?</p> <p>If so, what is the formula used to determine places to be assigned?</p> <p>My understanding is that these successful appeals cost these institutions hundreds of thousands of dollars in legal fees, as well as the reputation cost of a delay to being recognised in the category.</p> <p>Did TEQSA provide any compensation to these institutions?</p> <p>Would TEQSA consider these appeal fees being offset against future TEQSA charges?</p> <p>When Professor Coaldrake wrote his final report on the new Provider Category Standards, he acknowledged that "any changes to the Provider Category Standards will need to entertain the possibility of future changes in policy settings, including funding implications". Has any review of funding policy occurred in light of the new Provider Category Standards?</p> <p>Will the Department undertake to follow through on Professor Coaldrake's recommendation and review funding policy with the new Provider Category Standards in mind?</p> <p>If so, what is a likely timeline?</p> <p>Regarding the University Accord</p> <p>Will these issues facing the new category of University Colleges be directly addressed as part of the Accord?</p> <p>Will University College representatives be included as one of the voices around that table – averting the risk of being overshadowed by the larger bodies and issues being discussed?</p>	Written		SQ22-000344

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29	Tertiary Education Quality and Standards Agency	Matt O'Sullivan	Consultation with the sector on the implementation of cost recovery arrangements	During what time period did TEQSA undertake consultation with the sector on the implementation of cost recovery arrangements? What matters were raised through this consultation? What information was presented to the Minister and when to sign off on these arrangements?	Written		SQ22-000345
30	Tertiary Education Quality and Standards Agency	Matt O'Sullivan	Proposed Register Guidelines amendments – consultation paper Tertiary Education Quality and Standards Agency	On 11 October, TEQSA released guidelines Proposed Register Guidelines amendments – consultation paper Tertiary Education Quality and Standards Agency. What feedback have you received to date from stakeholders? Please provide the number of submissions and the list of stakeholders who made submissions.	Written		SQ22-000346
31	Tertiary Education Quality and Standards Agency	Larissa Waters	National Student Safety Survey results	When the results of the National Student Safety Survey were released in March 2022, TEQSA released a statement expressing its concern about the survey findings. What regulatory action has TEQSA undertaken to act on this concern? In a previous response to questions on notice (SQ22-000201), TEQSA outlined three initiatives supporting the sector but advised that "TEQSA is currently reviewing the above support and whether appropriate additional activities may be necessary." Please advise the outcomes of that review and any additional activities pursued by TEQSA.	Written		SQ22-000389

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32	Tertiary Education Quality and Standards Agency	Larissa Waters	TEQSA complaints handling regarding sexual assault and harassment	<p>Please provide an update to previous response SQ22-000203 detailing how many sexual assault and sexual harassment-related complaints / concerns TEQSA has received in each financial year since 2017, including in the current financial year, to date.</p> <p>Please detail how many of these complaints / concerns have been in relation to universities each year</p> <p>Please provide an update to SQ22-000203 on these matters:</p> <p>How many complaints / concerns involving universities since September 2017 have now been finalised?</p> <p>How many complaints / concerns involving universities remain outstanding?</p> <p>What is the average time taken to finalise complaints / concerns involving universities in 2021-22?</p> <p>What is the average time taken to finalise complaints / concerns involving universities since 2017?</p> <p>How many universities have been found non-compliant with the Threshold Standards since September 2017?</p> <p>How many universities have been subject to regulatory action in relation to sexual assault and sexual harassment-related complaints / concerns since September 2017?</p> <p>How many universities have been 'subject to monitoring and annual reporting' since September 2017?</p> <p>Further to the earlier QON response SQ22-000204, how many universities have been approached by TEQSA regarding sexual assault and sexual harassment-related matters raised in media reports since September 2017? Please specify which universities were approached and when, and the outcome of each of these investigations.</p> <p>Please provide a list of the universities subject to sexual assault and sexual harassment-related complaints / concerns and how many sexual assault and sexual harassment-related complaints / concerns have been made against each university.</p> <p>Please provide a list of universities which have been the subject of multiple sexual assault and sexual harassment-related complaints / concerns.</p> <p>TEQSA monitoring and annual reporting</p> <p>Please provide a list of universities 'subject to monitoring and annual reporting' in relation to their sexual assault and sexual harassment processes since September 2017 and the periods they were subject to such monitoring and reporting.</p> <p>University notifications to TEQSA</p> <p>Further to QON response SQ22-000205, how many universities, since 2017, have notified TEQSA of a material change in relation to a matter concerning sexual assault or sexual harassment.</p> <p>Since 2017, on how many occasions has TEQSA found – during its investigations arising from media reports, when investigating complaints / concerns, or during its registration-related sexual assault and sexual harassment assessments of universities – a breach of a Threshold Standard amounting to a material change in a university? Which universities has this involved, and when?</p>	Written		SQ22-000390
33	Tertiary Education Quality and Standards Agency	Larissa Waters	TEQSA registration-related sexual assault and sexual	<p>TEQSA advised in SQ22-000173 that it had undertaken 20 registration-related sexual assault and sexual harassment assessments in relation to 14 universities between 2017-18 until 2019-20.</p> <p>Please provide a list of the universities subject to these assessments each year between 2017-18 until 2019-20.</p>	Written		SQ22-000393

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			harassment assessments				
34	Tertiary Education Quality and Standards Agency	Mehreen Faruqi	Higher education providers	<p>1. Recommendation 12 of the Respect@Work Report calls for the Government to support smaller higher education providers to deliver information and training on sexual harassment for staff and students that addresses the drivers of gender-based violence and includes content on workplace rights. What progress has TEQSA made in implementing this recommendation?</p> <p>2. Provide a list of all universities TEQSA has engaged with in relation to underpayment of staff since August 2020.</p> <p>3. Provide data on the dollar amount in wages underpaid by each public university to their employees in the past ten years.</p> <p>4. What percentage of academic staff in public universities are currently employed under casual contracts? How has this number changed over the years?</p> <p>5. Has TEQSA monitored how increasing casualisation has impacted on the quality of teaching for students throughout Australia and staff morale at universities?</p> <p>6. It has been reported that universities offered as few as 1 in 100 casual staff permanent status in 2021 (https://theconversation.com/unis-offered-as-few-as-1-in-100-casuals-permanent-status-in-2021-why-arent-conversion-rules-working-for-these-staff-172046 (theconversation.com)). Is TEQSA keeping track of this? Are the rates of casual conversion expected to remain low?</p>	Written		SQ22-000395
35	Tertiary Education Quality and Standards Agency	Mehreen Faruqi	Southern Cross University governance	<p>Regarding the appointment of Professor Tyrone Carlin as Vice Chancellor of Southern Cross University, please advise:</p> <p>a. Whether a competitive selection process was conducted for the appointment of Professor Carlin? If not, why not?</p> <p>b. If there was a competitive selection process conducted for the appointment of Professor Carlin, what was the process?</p> <p>c. If a competitive selection process was not conducted for the appointment of Professor Carlin, what process was conducted?</p>	Written		SQ22-000396
36	Department of Education	Matt O'Sullivan	Ministers' Offices Staffing	<p>How many staff were seconded to each of the three Ministerial offices and for what period of time? APS/SES level of each staff member? Outline of duties for each staff member?</p> <p>What travel has been undertaken by staff on secondment that has been charged to the Department?</p> <p>How many staff are still seconded to these Ministerial offices, by level and for what period of time?</p> <p>How many MOPS Act staff are employed by Minister Clare?</p> <p>How many MOPS Act staff are employed by Minister Aly?</p> <p>How many MOPS Act staff are employed by Assistant Minister Chisholm?</p> <p>Do all Ministerial Staff in the three offices hold a Negative Vetting Level 2 security clearance?</p>	Written		SQ22-000256
37	Department of Education	Matt O'Sullivan	Office supply expenditure	<p>Please provide total expenditure by the Department on office supplies.</p> <p>Please provide by category ie. plants, coffee machines, water dispensers, stationary.</p>	Written		SQ22-000257

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38	Department of Education	Matt O'Sullivan	Department of Education Budget	<p>What offsets did the department provide against each Budget measure? How much of each measure will be met using existing resources?</p> <p>What measures that were previously included in the 2022-23 Budget or any previous Budget's have been removed, paused, are being reconsidered or have had commencement dates changed since the original announcement?</p>	Written		SQ22-000258
39	Department of Education	Matt O'Sullivan	WoG working groups and IDCs	<p>What Whole of Government Working Groups, or IDCs, does the department participate in?</p> <p>Please provide a breakdown of staff involvement in each of these and the amount of working hours committed to them.</p>	Written		SQ22-000259
40	Department of Education	Matt O'Sullivan	Portfolio Boards	<p>Please provide an update on portfolio boards including the title, purpose and current composition and their tenure. Have there been any new or re-appointed members since the election? If yes, how long are these appointments for? If yes, what was the recruitment and appointment process? Are there any current vacancies? Please provide a breakdown of composition and remuneration of all boards.</p>	Written		SQ22-000260
41	Department of Education	Matt O'Sullivan	Independent or Minor Party Senators or Members briefings	<p>Has the department, or any agencies in the portfolio, provided briefings to Independent or Minor Party Senators or Members?</p> <p>If yes, please provide</p> <p>Issues/subject matter</p> <p>Topics discussed</p> <p>Attendees at meeting</p>	Written		SQ22-000261

Education and Employment Legislation Committee
Department of Education Questions on Notice – Budget Estimates 2022-23 October and November

42	Department of Education	Matt O'Sullivan	Jobs and Skills summit	<p>In the opening remarks of the PM's speech to the Jobs and Skills summit, he noted that "the summit had been shaped by more than 100 different roundtables and consultations, undertaken by Ministers... across every portfolio.</p> <p>Did the department play a role in these pre-summit roundtables? If so, how many?</p> <p>Please provide a list of each meeting, roundtable or workshop held by Ministers, Assistant Ministers and/or Departmental officials with stakeholders in the lead up to the Jobs and Skills Summit.</p> <p>Please provide a copy of all agendas, invitee and attendance lists, discussion papers, presentations, and minutes of each of these.</p> <p>Please provide the cost of each meeting, roundtable or workshop. Please break this down by cost type ie. room hire, catering, travel, facilitator etc. Please include the cost for all departmental staff travel .</p> <p>Please provide a copy of any summary documents or emails prepared for Minister's or the Treasury Taskforce out of those meetings, roundtables and workshops.</p> <p>What outcomes and actions of the Jobs and Skills Summit were tasked to the department and what are their current status?</p> <p>Have they been given a priority order?</p> <p>How many staff in the department were seconded to the Treasury taskforce for the summit?</p> <p>Was there a team set up in the department to work on the summit?</p> <p>If yes, how many staff did this consist of?</p> <p>If yes, please provide a breakdown across all APS levels and SES officers</p> <p>Can the department provide a list of the policy options put forward for the summit to all three Ministers that were led by the department?</p> <p>Can the department provide a list of the policy options put forward for the summit to all three Ministers that were led by other departments that would impact on the Department of Education?</p>	Written		SQ22-000262
43	Department of Education	Matt O'Sullivan	Advertising campaigns	<p>What advertising campaigns does the department currently have?</p> <p>Has the Department entered into any contracts for advertising campaigns since 1 July 2022?</p> <p>If yes, the value of each campaign and an outline of the purpose.</p> <p>Please provide details broken down into social media, print advertising, tv advertising etc.</p>	Written		SQ22-000266
44	Department of Education	Matt O'Sullivan	Overseas travel for Education portfolio ministers	<p>Has any travel overseas been undertaken by any Ministers for the Education portfolio?</p> <p>If so, please provide details including type, cost, how many APS staff traveled with the Minister etc.</p> <p>Do any of the portfolio Ministers have any upcoming international travel?</p> <p>If yes, to where?</p> <p>If yes, how much is it going to cost?</p>	Written		SQ22-000267

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45	Department of Education	Matt O'Sullivan	Freedom of Information	<p>How many officers are responsible for FOIs? How much money has been spent on external legal advice since 1 July 2022? On average how many days does it take to prepare an FOI response? Are FOI responses provided to Ministerial Offices before they are released to the applicant? If yes, how many days on average is it taking for each FOI request to be cleared by the Ministerial Office. Who in each Minister's office is responsible for providing advice to the Department on clearance of an FOI? How many have been delivered on time to the applicant?</p>	Written		SQ22-000269
46	Department of Education	Matt O'Sullivan	Catering	<p>Total expenditure for 2022-23 by the Department on catering? Of that, how many events were attended by the Minister and/or their staff? List of attendees for each function and their organisations. Details of any entertainment. Details of any alcohol served.</p>	Written		SQ22-000270
47	Department of Education	Matt O'Sullivan	Machinery of Government	<p>How much is it costing to rebrand the departments due to machinery of government? Please break down the costs involved for each of: Digital (eg departmental websites, social media) Print (letterhead, business cards, signage at premises, advertising material, pull up banners, forms, pens, annual reports) How much of this expenditure is: Completed Underway What has it cost to destroy/dispose of previous DESE branded materials? Have environmental considerations been put in place to ensure these materials are disposed of ethically and in an environmentally sound way? Can the department provide an estimate as to the carbon impact of this rebranding and what offset(s) have been purchased? At what cost? Are any external contractors or firms engaged to handle this process? If yes: What is the cost involved? Which firm(s) have been contracted? The former DESE ran a number of helpdesks to support Australians - which of these help desks are still functioning? Please outline each helpdesk. What if any is the implication for these help desks as a result of the division of departments? Are there any lost efficiencies for these help desks as a result of the division of departments. What proportion of the previous DESE staffing is now in the Department of Education as opposed to the Department of Employment and Workplace Relations? Were any staff from education divisions of the previous DESE made redundant as a result of the machinery of government changes?</p>	Written		SQ22-000271

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48	Department of Education	Matt O'Sullivan	Staff with disability	How many staff in the department have a disability? Does this meet the department's targets for representation? Can you please outline any and all support and networking groups that exist within the department for these staff?	Written		SQ22-000272
49	Department of Education	Matt O'Sullivan	Staff who identify as Indigenous and Torres Strait Islander	How many staff in the department identify as Indigenous and Torres Strait Islander? Does this meet the department's targets for representation? Can you please outline any and all support and networking groups that exist within the department for Indigenous and Torres Strait Islander staff?	Written		SQ22-000273
50	Department of Education	Matt O'Sullivan	APS Code of Conduct	Since 1 July 2022 have any staff breached the APS code of conduct? If yes, please break down by all APS levels and SES officers. What action has been taken including dismissals, suspensions and workplace training/remediation?	Written		SQ22-000274
51	Department of Education	Matt O'Sullivan	Reported cases of fraud by departmental staff	Have there been any reported cases of fraud by departmental staff? If yes, please break down by all APS levels and SES officers. What action has been taken including dismissals, suspensions and workplace training/remediation?	Written		SQ22-000275
52	Department of Education	Matt O'Sullivan	Complaints to the Fair Work Commission	Have any departmental staff made complaints to the Fair Work Commission?	Written		SQ22-000276
53	Department of Education	Matt O'Sullivan	Flexible work arrangements	How many flexible work arrangements are in place? How many flexible work arrangements were in place in January 2020? What direction has the department given staff about returning to work in departmental facilities post-COVID?	Written		SQ22-000277
54	Department of Education	Matt O'Sullivan	Lease arrangements	Details of each lease, including term, term expiry, cost, number of staff at each location? Is the department exploring any new premises? What is the energy-efficient rating of each premise? Are any of these premises powered by renewable energy? Do all of the department's premises meet the Australian Human Rights Commission's Disability Standards for accessibility? If they don't, what steps are being taken to ensure they do? How much is this costing the department over the forwards? What consideration has been given to reducing the department's physical footprint to take into account staff who continue to work from home under flexible working arrangements?	Written		SQ22-000278
55	Department of Education	Matt O'Sullivan	Enterprise bargaining	Can the Department outline the status of its latest Enterprise Agreement? When did or will this expire? What is the status of the new enterprise agreement? What arrangements are in place in between?	Written		SQ22-000279

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56	Department of Education	Matt O'Sullivan	Contractors	How many contractors and non-ongoing staff are currently employed by the department? Please provide a breakdown of levels and costs associated with all contractors and non-ongoing staff. How many of these staff are ICT or non-ICT staff.	Written		SQ22-000280
57	Department of Education	Matt O'Sullivan	Consultants	How many active contracts does the Department have in place? How many have been entered into since 1 July 2022? The value of all contracts entered into since 1 July 2022? The spend on each contract to date? An outline of the work commissioned under each contract. Reason for each contract and why the work can not be undertaken in the Department? The category for each contract ie. Media, Research etc Have all contracts been published on AusTender? Were all of these published within the 42 day requirement? If not, why not?	Written		SQ22-000281
58	Department of Education	Matt O'Sullivan	Breaches of the PGPA Act	Have there been any breaches of the Public Governance, Performance and Accountability Act 2013 since 1 July 2022? If yes, what action has been taken?	Written		SQ22-000282
59	Department of Education	Matt O'Sullivan	Staff travel costs	Cost of all staff travel by APS level since 1 July 2022? How much of this travel was to brief or support Ministers?	Written		SQ22-000283
60	Department of Education	Matt O'Sullivan	ICT Systems	How many cyber/data breaches have taken place since 1 July 2022? Have the department's systems been reviewed recently to ensure cyber security is maintained? If not, is there a plan to do so soon? Has the department had any notifiable data breaches which they have had to notify OAIC (Office of the Australian Information Commissioner)? How much is the department currently spending on external ICT contractors?	Written		SQ22-000284
61	Department of Education	Matt O'Sullivan	Grants	What grant rounds does the department administer? Have any grant programs ceased since 2021-22 FY? Have any new grant programs been initiated since 2021-22 FY? What is the scheduled timing for any active or new rounds of grant programs this financial year? Please identify which of these grant rounds are open/competitive processes and which are closed/non-competitive processes?	Written		SQ22-000285
62	Department of Education	Matt O'Sullivan	Market research and reports	Has the Department commenced any market research contracts has the Department entered into since May 2022? If yes, The value of each contract and an outline of the work commissioned. Has the Department commissioned any research reports since 1 July 2022? If yes, the value and outline of work commissioned.	Written		SQ22-000286

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63	Department of Education	Matt O'Sullivan	ANAO Audits	What audits are currently in train or listed as future to be undertaken by the ANAO? Of previous audits undertaken, what is the current status of each outstanding item?	Written		SQ22-000287
64	Department of Education	Karen Grogan	Percentage of women not looking for work because of child care costs	<p>Senator GROGAN: That's enormous. How many people-and I believe the ABS has some stats on this-are not looking for work because they cannot make the childcare payments?</p> <p>Mr Reed: The last ABS survey was the Participation Job Search and Mobility survey. It was 73,000 people.</p> <p>Senator GROGAN: So 73,000 people are not looking for work because of the cost of early childhood education.</p> <p>Mr Reed: Yes, based on that survey.</p> <p>Senator GROGAN: That's huge. Obviously, we've got skills shortages all over the place, so having those 73,000 people in work would be highly beneficial for us as a country-economically, not to mention the advantages for their families. We keep hearing that people who have maybe got three days where they have their children in education and care would lose between 80 and 100 per cent by taking a fourth or a fifth day. Is that about the pattern of subsidy?</p> <p>Mr Reed: It depends. Are talking about the workforce disincentive rates.</p> <p>Senator GROGAN: Yes.</p> <p>Mr Reed: It varies based on family circumstances. It varies based on whether you're a sole parent or a dual income family, and on your income levels, particularly if you're earning under \$100,000 and you have welfare payments, for instance, that taper off. Welfare disincentive rates can definitely be that high at 0.8 to one per cent, and even higher in some circumstances, particularly when there are multiplying effects like childcare fees, welfare payments and then tax on top of that.</p> <p>Senator GROGAN: So you've got many levers moving at the same time.</p> <p>Mr Reed: Yes.</p> <p>Senator GROGAN: Of the 73,000, are they overwhelmingly women? That would be my assumption.</p> <p>Mr Reed: That would be right. I don't know whether I've got stats on that.</p> <p>Dr Bruniges: We can see if we've got a breakdown somewhere in the ABS data. We can check for you. Mr Reed: We would imagine that's probably correct.</p> <p>Senator GROGAN: That would be great, thank you-really appreciated. Are you aware of how many of those women work part time? What's the part-time rate for women in work?</p> <p>Dr Bruniges: It's a relatively high percentage, I think, if they're in the workforce-</p> <p>Senator GROGAN: I'll take 'relatively high'.</p> <p>Dr Bruniges: I think it's relatively high, but if I can take it on notice-</p> <p>Senator GROGAN: Maybe you should just pop it on notice-that would be lovely.</p>	Hansard	99-100	SQ22-000211

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65	Department of Education	Mehreen Faruqi	Early childhood educators	<p>Senator FARUQI: Are you monitoring how many centres have had to cap enrolments due to an absence of staff? Mr Philp: No, that is not a dataset that we have access to. Senator FARUQI: Who would have access to that? Who would keep that dataset? Does anyone have that dataset? Dr Bruniges: ACECQA is the agency. States and territories probably hold it, as the regulators. They might have a notional data given they regulate and look after services. It is an important issue. We are having a conversation with providers at this stage. Senator FARUQI: If you wouldn't mind. Dr Bruniges: We are having conversations with them so that we have a more granular look at what that means at a local level. Senator FARUQI: Mrs Twyman, you said you were doing that work on the number of educators that might be needed. Once that is done, could you provide us with that? Mrs Twyman: Absolutely, I will take that on notice.</p>	Hansard	104	SQ22-000212
66	Department of Education	Perin Davey	Connected Beginnings sites	<p>Senator DAVEY: In the Connected Beginnings program, how many Connected Beginnings sites have opened under the Albanese government? Mr Philp: I would like to say seven. Mrs Twyman: I am not sure that that has all been- Senator DAVEY: You would like to say seven? Is that because it's your favourite number? Mr Philp: Not at all. Mrs Twyman: For 2021-22, I'm trying to work through whether that is from May. In 2021-22, the program has established seven additional sites under an expansion of Connected Beginnings. That's in Mackay and Eagleby in Queensland; Port Hedland and Geraldton in Western Australia; Katherine in Northern Territory; Salisbury Playford in South Australia; and Canberra here in the ACT. What I'm not clear on is whether that's been under the Albanese government, but we can take that on notice to get that.</p>	Hansard	105	SQ22-000235

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67	Department of Education	Mehreen Faruqi	Cheaper Childcare Bill and changes to the activity test	<p>Senator FARUQI: What about the 8,000 number that you already know? How will that number change as a result of the government's legislation?</p> <p>Mr Reed: It is possible it will go down. The bill does a couple of things. Firstly, there's the First Nations measure that will increase the subsidised hours of care for First Nations children, but the bill also increases the low-income threshold to \$80,000. Families that may have received zero hours of care because they were earning between \$72,000 and \$80,000 will now get 24 hours of subsidised care. So it may have a positive impact on that number.</p> <p>Senator FARUQI: So you have done no modelling to figure out how many more people it will benefit?</p> <p>Mr Reed: We've done modelling to understand what the bill-</p> <p>Senator FARUQI: Particularly the change to the activity test.</p> <p>Mr Reed: I'd have to take that on notice, sorry.</p> <p>Senator FARUQI: Could you look at that and tell us how much that 8,000 number will change because of the change to the activity test for First Nations people.</p> <p>Mr Reed: We know—</p> <p>Senator FARUQI: And the other one as well, from \$72,466 to \$80,000.</p> <p>Mr Reed: We know 6,600 First Nations families in the system now will benefit from the measure. I'm not sure how many of those make up the 8,000.</p> <p>Senator FARUQI: Minister, given that it is a huge number of children that miss out on early education because of the activity test, are you considering further changes that might be needed to the activity test?</p> <p>Senator Chisholm: I'm happy for the department to add anything to that.</p> <p>Dr Bruniges: At this stage, I'm not aware of any further changes, but, as I said, I'm very interested in the report that you talked about and in having a look at it. The department should take that into consideration in any advice we provide to government in future.</p> <p>Senator FARUQI: So there are no changes at the moment from the government on the activity test?</p> <p>Dr Bruniges: I can't speak on behalf of the government, but, for the department, no, not at this stage.</p> <p>Senator FARUQI: Minister, you are not considering any changes? More than 100,000 children are missing out.</p> <p>Senator Chisholm: I understand that. I think we've talked about our priorities in detail tonight. If there's anything additional that I can add, I'm happy to take it on notice and provide that to you.</p>	Hansard	108-109	SQ22-000236
68	Department of Education	Matt O'Sullivan	Bachelor of education and childhood education, diploma in early childhood education and cert III data	<p>Senator O'SULLIVAN: Does the department know how many graduates from bachelors of education and childhood education, diplomas in early childhood education and cert IIIs there were across 2020 and 2021?</p> <p>Dr Bruniges: In 2020 there were 13,589 students enrolled in early childhood teaching, bachelor and subbachelor programs-that includes universities and TAFEs.</p> <p>Mr Philp: I will take commencements and completions of diplomas in early childhood education-</p> <p>Senator O'SULLIVAN: Is that something you can table, to be efficient with time?</p> <p>Dr Bruniges: Why don't we take it on notice. It'll probably be a long table.</p> <p>Senator O'SULLIVAN: I'll put the question on Hansard and you can follow it up: does the department know how many graduates from bachelors of education and childhood education, diplomas in early childhood education and cert IIIs there were in 2020 and 2021? My next question is: does the department know how many students enrolled into bachelors of education and childhood education, diplomas in early childhood education and cert IIIs in 2021?</p> <p>Mr Philp: We can provide on notice those commencements and completions for those three categories.</p>	Hansard	113	SQ22-000238

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69	Department of Education	Matt O'Sullivan	Youth Roundtable agendas	<p>Mrs Twyman: We can certainly do that. On 8 August 2022 Dr Anne Aly attended one in Sydney; on 10 August, in Melbourne; and, on 16 August, in Perth. We had youth roundtables as well as early childhood ones. They were in the afternoon and they were facilitated through the Australian Youth Affairs Coalition.</p> <p>Senator O'SULLIVAN: Do you have Schools? I know that's a separate area, so I can ask that separately.</p> <p>Dr Bruniges: In Schools? No, I attended the youth forums too with Minister Aly in Perth. We did that there. I also personally attended the ACT roundtable for the jobs summit.</p> <p>Senator O'SULLIVAN: Were there agendas, and minutes and discussion papers from the meeting, circulated to attendees?</p> <p>Dr Bruniges: I think we had an agenda for the ones I attended of providers with Minister Aly.</p> <p>Senator O'SULLIVAN: Was there a communique following the roundtable at all? Dr Bruniges: No, we didn't have a communique, nor did we have one from the ACT.</p> <p>Senator O'SULLIVAN: That just came from the summit later? Dr Bruniges: Yes. I think there was input to the summit, and then it was rounded off in the summit.</p> <p>Senator O'SULLIVAN: There was an agenda. Was there a discussion paper?</p> <p>Dr Bruniges: No, we didn't have a discussion paper at the summits I attended.</p> <p>Senator O'SULLIVAN: So the question, 'How do we address X issue,' was just put to them?</p> <p>Dr Bruniges: I think the minister had had a lot of contact with many providers in many jurisdictions, and so the department helped facilitate a number of providers in each of those settings. So as departmental officers we set up the forums, sent the invitations out and set the agenda. The agenda basically was that Minister Aly welcomed providers and started questions about what the challenges were, what the strengths of the sector were, what the weaknesses were-</p> <p>Senator O'SULLIVAN: Can I ask that they be provided to us-the agendas?</p> <p>Dr Bruniges: We're happy to take that on notice.</p> <p>Senator O'SULLIVAN: And, to save me asking it again of Schools, for schools as well, if that's alright-if you could pass that through to the secretariat.</p> <p>Dr Bruniges: Yes</p>	Hansard	115	SQ22-000240
70	Department of Education	Matt O'Sullivan	Office for Youth staff	<p>Mr Philp: We're expecting the Office for Youth to be established this month.</p> <p>Senator O'SULLIVAN: How many staff is it expected to have?</p> <p>Mr Philp: We have funds for 10 ongoing staff. Because of the way that's factored in, it's about 6½ staff for the remainder of this financial year.</p> <p>Senator O'SULLIVAN: Are they all full time-FTEs? Mr Philp: Yes, that's full time. It's all FTEs.</p> <p>Senator O'SULLIVAN: How many departmental staff will be employed by the Office for Youth?</p> <p>Mr Philp: They will all be departmental staff.</p> <p>Senator O'SULLIVAN: Can I get a breakdown of their levels-EL1, APS6 et cetera?</p> <p>Mr Philp: I'll start. It will be within Mrs Twyman's division, so she can correct me. The intention is that the Office for Youth will be headed by an SES Band 1 officer, with two teams that will sit below them with two EL2 staff, and then it will cascade down from EL1s through to APS staff. We can provide on notice what the detail of that will be.</p>	Hansard	117	SQ22-000241

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71	Department of Education	Matt O'Sullivan	Youth employment and mental illness	<p>Senator O'SULLIVAN: I'll put the rest of these questions on notice. Can the department advise how many young people have experienced a mental illness in the last 12 months; how many young people are currently unemployed-I guess we covered that-how many young people are in full-time employment or part-time employment; and how many young people are studying full time or part time? If you could provide me those on notice.</p> <p>Mr Philp: The study questions are definitely within our portfolio. For the others, we'll have to reach out to other portfolios like Employment and Health.</p> <p>Senator O'SULLIVAN: Are you able to do that for me, or do I need to ask them?</p> <p>Mr Philp: We'll get that for you on notice, yes.</p> <p>Dr Bruniges: Yes, we're happy to.</p> <p>Senator O'SULLIVAN: Thank you. I'm just trying to be efficient.</p>	Hansard	119	SQ22-000242
72	Department of Education	Kerryne Liddle	Early childhood education and care attendance	<p>Senator LIDDLE: I want to understand around attendance. It's a pretty big area of interest for me, particularly in the area of school attendance, when the measure is often enrolment rather than achievement or performance. That's why I'm interested in this question. How many children aged between zero and two and between three and five attend some form of day care or preschool? I'm particularly interested in a breakdown so that I can understand what's happening in rural, remote and very remote areas for those groups, having recently visited some places where there was no care available.</p> <p>Dr Bruniges: We've got some data here.</p> <p>Senator LIDDLE: Are you able to provide that?</p> <p>Mr Philp: I can. In the zero-to-five cohort, about 47.7 per cent of children attend some form of early learning education and care. We've got that broken down by year group. For below one it is 8½ per cent, for one-year-olds it's 44.3 per cent, for two-year-olds it's 59.6 per cent, for three-year-olds it's 66 per cent, for four-year-olds it's 62.6 per cent and, for five-year-olds it's 43.6 per cent. I think I'd have to take on notice how that is split as to regional, metropolitan, inner-regional, outer-regional and the like. But we can take that on notice.</p> <p>Dr Bruniges: We'll probably use ABS classifications of very remote and remote.</p> <p>Mr Philp: That's right. [inaudible]</p> <p>Senator LIDDLE: That's one group I'm interested in. I'm also interested in the group where English is not their first language.</p> <p>Mr Philp: Let us take that on notice. I'm not sure whether the data breaks it down into those cohorts.</p> <p>Senator LIDDLE: Thank you.</p>	Hansard	120	SQ22-000231
73	Department of Education	Kerryne Liddle	First-nations self-identification	<p>Mr Philp: At the moment the number we have is 6,600 people who identify as Aboriginal or Torres Strait Islander within their applications to Services Australia. It would be those people who would benefit from the changes to the activity test for First Nations children. That is just self-identification on the application form for the childcare subsidy.</p> <p>Senator LIDDLE: But on that self-identification it actually has the appropriate clauses that say when you can tick that box, what you require to tick that box?</p> <p>Mr Reed: I think the current flag is for a parent. I'd have to check what's on the Services Australia form at the moment. It still would be a process of self-declaration. There would be some guidance around that for families, but it would be a process of self-declaration at the moment. I'd have to take on notice what the current form says around the flag that's already on the Services Australia form. Since the hearing on the bill where this issue was first raised we have consulted with stakeholders on the test that's there at the moment. Stakeholders are generally supportive. We're still seeking further feedback on the definition that's in the current bill, but the response from First Nations stakeholders we have had to date is supportive of that three-part test. It has been used in common law and it's used-</p>	Hansard	121	SQ22-000246

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74	Department of Education	Matt O'Sullivan	Fraud data and cash payments	<p>Has the Department done any modelling to suggest there are high levels of fraud being committed by the use of cash payments rather than electronic payments?</p> <p>The Budget papers claim that the integrity measures that ban cash payments in child care will, among other measures claw back \$34.3 million in 22-23, \$42.4 million in 23-24, \$46.8 million in 24-25 and \$49.7 million in 25-26.</p> <p>Why does the Department think the money they will claw back will increase?</p> <p>Wouldn't it decrease as most of the fraud is captured in the first 12-18 months?</p> <p>What modelling have you done to get to those figures?</p> <p>Has the Department identified circumstances where cash will be acceptable as a gap fee payment? I.e. remote Australia / natural disasters?</p> <p>Is the Department concerned about the effect of removing cash as an option to pay gap fees will have on low income families, who may be charged dishonour fees if they don't have the exact amount of money in their account to pay their fees on that specific day?</p> <p>If a family can't pay their child care fees on the specific day required by electronic payments, what does that mean for those children? Will they continue to hold their places or will they lose them? I.e. Has the Department spoken to providers about rules around this?</p>	Written		SQ22-000361
75	Department of Education	Matt O'Sullivan	Non-compliance and integrity measures	<p>How much will it cost the Department to administer the non-compliance and integrity measures each year?</p> <p>Will more staff be required to undertake this work in the Department?</p> <p>If yes, how many?</p> <p>What is the cost of those additional staff in total?</p>	Written		SQ22-000362
76	Department of Education	Matt O'Sullivan	Centre hopping practice	<p>Is the Department concerned about parents "centre hopping" or is this a practice they're aware of?</p>	Written		SQ22-000363
77	Department of Education	Matt O'Sullivan	Partial reversal of the 2021-22 Budget measure - National Partnership Agreement on Universal Access to Early Childhood Education - extension	<p>On page 92 of BP2, as part of the spending audit conducted of Education - \$0.6 million was found through a partial reversal of the 2021-22 Budget measure - National Partnership Agreement on Universal Access to Early Childhood Education - extension.</p> <p>Can you please explain where this saving comes from? The Measure says there was a "duplicate of other Government expenditure". Can you elaborate on that?</p> <p>Can the Government confirm that this saving will be redirected back into preschool funding or education funding?</p>	Written		SQ22-000364

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78	Department of Education	Matt O'Sullivan	Plan for Cheaper Child Care	<p>On page 93 in BP2 is the measure Plan for Cheaper Child Care. Can we get a breakdown of 44.7 million funding and the profiles against each of the dot points listed under this measure in the Budget? How much is specifically for the increase to the Child Care Subsidy? How much is specifically to maintain higher CCS rates for families with multiple children? Confirming the ACCC is now \$10.8 million not \$10.5 million as previously announced? Where has that extra funding come from and what will it go towards? How much is specifically to improve the transparency of the sector? Is the \$43.9 million CTG measures included in this \$4.7 billion or is it separate from that? Is the \$9.5 million to communicate changes to the CCS also included in the \$4.7 billion or is that separate? How did the Department calculate the figure of \$1.7 billion over subsequent years for this policy? What is the modelling behind it? Do the assumptions continue to include 3 days a week as the average? Is there a dollar figure attached for the Productivity Commission review? Regarding the \$9.5 million to communicate changes to the CCS, is that also included in the \$4.7 billion or is that separate? What activities will be undertaken as part of that program? When do you expect to start those communication activities? Will there be a tender process to identify a campaign etc.?</p>	Written		SQ22-000365
79	Department of Education	Matt O'Sullivan	Child care subsidy modelling for Aboriginal and Torres Strait Islander people	<p>Has the Department done any modelling to show that increasing the child care subsidy will increase the number of hours Aboriginal and Indigenous Children will attend child care / preschool? Has the Department done any workforce modelling on the parents of Aboriginal and Torres Strait Islander children to identify whether increasing the subsidy for children will increase workers or working hours in the labour market?</p>	Written		SQ22-000366
80	Department of Education	Matt O'Sullivan	Activity Test for Indigenous children	<p>Can the Department advise if the Minister has asked them to review the Activity Test policy - beyond the changes for Indigenous children? As part of the government's Cheaper Child Care measure, the Activity Test for indigenous children has been increased. Is the government considering any other measures for early childhood education to support school readiness of indigenous children?</p>	Written		SQ22-000367
81	Department of Education	Matt O'Sullivan	Productivity Commission Review	<p>The Government has announced a Productivity Commission Review to conduct a comprehensive review of the sector with the aim of implementing a universal 90 per cent subsidy for all families. What is the timing for this review? Have the terms of reference been finalised? Have you consulted with the sector yet on the proposed terms of reference? When will the Commission report back to the Government</p>	Written		SQ22-000368

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82	Department of Education	Matt O'Sullivan	ACCC inquiry	How will this enquiry link to the price mechanism promised by the Government during the election? What does the Government expect to get out of the ACCC during this Inquiry?	Written		SQ22-000369
83	Department of Education	Matt O'Sullivan	Early Years Strategy	Can the Department provide an update on the Early Years Strategy? What work has commenced on the Strategy to date? Why is Social Services leading the Strategy and not Education? Has the Department liaised with Social Services, Health and the National Indigenous Australians Agency on the Strategy yet? What other Departments does the Department expect to be involved in this Strategy? What will the Department of Education be responsible for as part of the Strategy? When does the Department expect the Strategy to be finalised and made public? What does the Department expect will come out of the Strategy, what are the outcomes for it? How will the Strategy deliver better outcomes for young Australians and their families? Does the Department believe the Strategy will reduce program and funding silos across a number of departments?	Written		SQ22-000370
84	Department of Education	Matt O'Sullivan	Pensioners with education degree modelling	Has the Department done any modelling on the number of pensioners that hold an education degree, diploma or qualification such as a cert III? If not, is the Department planning to do that? Has the Department spoken to pensioners or relevant stakeholder groups to obtain this information?	Written		SQ22-000371

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85	Department of Education	Matt O'Sullivan	ACECQA	<p>The latest quarter data from ACECQA shows the percentage of centres operating with staffing waivers has grown to 16.2% in the last quarter - with WA and QLD having the highest percentage of staffing waivers across the country. Is the Department concerned about this rising figure?</p> <p>The data also shows that of the 17,006 care services approved to operate under the NQF, 15,377 have ratings - can the Department advise or do you have advice from ACECQA as to why the other 1,629 centres do not have ratings?</p> <p>Is the Department concerned that of those 15,377 services, 63% of long day care services and 75% of family day care services are only meeting the NQS, rather than exceeding them?</p> <p>In many states, a significant percentage of family day care services are "working towards NQS", is that of concern to the Department?</p> <p>What is the Department / ACECQA doing to ensure those services are providing quality care to children?</p> <p>What happens to those centres marked as 'Not Meeting National Standards'?</p> <p>Is ACECQA or the Department looking at penalties for facilities not meeting the national standards?</p> <p>Is that something they think could fix issues of standards dropping?</p> <p>How many physical inspections did ACECQA do this year broken down by state and territory?</p> <p>How does that compare to 2019?</p> <p>How many over the phone inspections did they do this year? How does that compare with 2019?</p> <p>Does ACECQA aim to visit every centre every year?</p> <p>Is it the department's policy for ACECQA to inspect every centre yearly?</p> <p>Is the Department or Government concerned that there may be a level of fraud or misleading information provided to ACECQA in over the phone inspections?</p>	Written		SQ22-000373
86	Department of Education	Matt O'Sullivan	Nutrition in centres	<p>Is the Department concerned about reports that some centres aren't providing the correct nutrition for children - feeding them meals that cost 60 cents a day?</p>	Written		SQ22-000374
87	Department of Education	Matt O'Sullivan	Preschool reform agreement	<p>Last year a four year preschool reform agreement was agreed with the states and territories. Under that agreement the Commonwealth is providing a contribution to the states of \$1340.00 per child.</p> <p>What is the Government doing to ensure states are spending that total money on children?</p> <p>Is the Department aware of any states not doing that or not using the full amount on children?</p> <p>If so, what is the Government going to do about those states not fulfilling the agreement?</p> <p>Has the Department been asked to prepare for a pre-school reform agreement post the current 2025 end date?</p>	Written		SQ22-000375
88	Department of Education	Matt O'Sullivan	Child care attendance	<p>Are there any states or territories where the federal department is concerned about child care attendance levels?</p> <p>How many hours a week average do 0-2 year olds attend care?</p> <p>How many hours a week on average do 3-5 year olds attend care?</p>	Written		SQ22-000376
89	Department of Education	Matt O'Sullivan	State and territory performance data	<p>Does the department still collecting performance data regarding the states and territories?</p> <p>How many of the states and territories have failed to meet any of their KPIs and if so, has reward funding been withheld from those states/territories?</p> <p>If yes, do you have a figure on how much withheld?</p>	Written		SQ22-000377

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90	Department of Education	Matt O'Sullivan	\$14 million announcement for disadvantaged children in Victoria	<p>As part of the \$14 million announcement for disadvantaged children in VIC, is the \$9.5 million from the Australian Government specifically for the first site in Richmond, or does that cover the establishment of the other three sites as well?</p> <p>What exactly will the \$9.5 million cover?</p> <p>What will happen once the three years are up?</p> <p>Is the Government considering the same model for any other states, or just VIC?</p> <p>How many children does the Department think will access support through this care trial model?</p> <p>What types of support will children access through the trail sites?</p> <p>When did the Victorian Government request this funding from the Federal Government?</p> <p>What modelling has the Department done regarding this program, i.e. how does the Government know this program will provide the support it's claiming it will?</p> <p>Besides Richmond and Ballarat, what other two sites will be selected for this program?</p> <p>How did the Department pick these sites?</p> <p>Was there a tender process or selection process for the sites?</p> <p>Was there a tender process or selection process for the proponents who will run the sites? I.e. How did you pick Uniting Vic. Tas to deliver the site in Richmond?</p>	Written		SQ22-000378
91	Department of Education	Matt O'Sullivan	Discounts to educators	<p>Does the Department know how many employers currently offer discounts to educators?</p> <p>Is the Government considering expanding this to all centres workers?</p>	Written		SQ22-000379
92	Department of Education	Matt O'Sullivan	Bachelor in Early Childhood Education or Bachelor of Education	<p>How many Australians graduated with a Bachelor in Early Childhood Education or Bachelor of Education, which enables them to be an ECT in 2021, 2020, 2019, 2018, 2017?</p> <p>What is the completion rate of a Bachelor in Education / Bachelor in Early Childhood Education? How many people are starting this degree and actually completing it? Can we get the rate in 2021, 2020, 2019, 2018 and 2017.</p>	Written		SQ22-000380
93	Department of Education	Matt O'Sullivan	Inclusion funding	<p>How much in the last financial year did the Department spend on inclusion funding?</p> <p>How many services are accessing inclusion care funding?</p>	Written		SQ22-000382
94	Department of Education	Matt O'Sullivan	Market Strategy to help inform the Australian Government's roles and goals for early childhood education and care markets	<p>In a response to a previous QON, the Department advised that they were developing a "Market Strategy to help inform the Australian Government's roles and goals for early childhood education and care markets. Can you please provide some more information regarding the strategy, when will it be ready, how are you developing it, who are you speaking to in terms of stakeholders, how will the strategy be used by the Govt?</p>	Written		SQ22-000383

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95	Department of Education	Matt O'Sullivan	Monitoring Framework	The Department also advised you were working on a market Monitoring Framework, can you please provide further information regarding that - including a timeline, who is involved and what the outcome of the Framework will be?	Written		SQ22-000384
96	Department of Education	Matt O'Sullivan	Preschool Outcomes Measure Expert Advisory Group	Can the Department provide an update on the work being undertaken by the Preschool Outcomes Measure Expert Advisory Group? Where is it up to? How often to the group meet? What work are they currently undertaking?	Written		SQ22-000385
97	Department of Education	Mehreen Faruqi	Child care data	1. The Department has only just released the September 2021 quarter child care data on its website a year later. Will the Department be improving its data release time table so that data is released much faster? 2. How many families and children were using approved child care in the four quarters of FY 2021-22, broken down by Centre Based Care, Family Day Care and Outside School hours care? How does that compare with the same period of the previous year? 3. What was the average hourly fee for centre based care for the four quarters of FY 2021-22? 4. How does the average hourly fee differ for private and not for profit centre based care services?	Written		SQ22-000397
98	Department of Education	Mehreen Faruqi	Child care subsidy	1. How many children accessed each of the four categories of Additional Child Care Subsidy in June quarter of 2022 or the most recent quarter for which data is available? How did this compare with the previous year? 2. How many families and children were accessing CCS24 in the most recent period and how does that compare with the comparable period last year? 3. What proportion of sessions charged exceed the hourly fee cap for Centre Based Care? 4. Could you please provide a breakdown of families accessing Child Care Subsidy by the following CCS bands: 85%, 70-84.9%, 60-69.9%, 50.1-59.9%, 50%, 40-49.9%, 30-39.9%, 20-29.9%. 5. Please provide updated figures on families receiving Long Day Care, Family Day Care and Outside of School Hours Care by activity test band (24 hours, 36 hours, 72 hours, 100 hours) as provided in SQ22-000062.	Written		SQ22-000398

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99	Department of Education	Mehreen Faruqi	Inclusion support program	<p>How much was spent by the Inclusion Support Program and its sub-programs in each year since 2019. How much is budgeted for this year and over the forward estimates? How many children were supported by the program in each year since 2019? How many children are expected to be supported by the program in 2022-23?</p> <p>The Government provided additional funding for inclusion support last financial year because of a surge in demand. Has that funding been continued into FY23? If not, why not?</p> <p>There has been an ongoing review of inclusion support funding. When will that review finish?</p>	Written		SQ22-000399
100	Department of Education	Mehreen Faruqi	Universal Access National Partnership	Which states failed to meet the key performance indicators in the NPAUAECEC in 2021 and 2022, by how much and how much funding was withheld as a result?	Written		SQ22-000400
101	Department of Education	Mehreen Faruqi	Approved child care (update to SQ22-000069)	Referring to SQ22-000069, please update tables 1 and 2 with the latest data and estimates over the forward estimates period.	Written		SQ22-000401
102	Department of Education	Mehreen Faruqi	Early childhood education and training (Update to SQ22-000066)	Referring to SQ22-000066, please update tables 1, 2 and 3 on student commencement and completions for early childhood initial teacher education and Certificate III and Diploma courses in early childhood for the most recent years	Written		SQ22-000402
103	Department of Education	Mehreen Faruqi	Early enrolment data	What does early enrolment data show for early childhood teacher commencements in 2022 compared to 2021?	Written		SQ22-000403
104	Department of Education	Mehreen Faruqi	Students studying early learning education and care	<p>The current workforce crisis has been identified as a joint issue of onboarding new workers, as well as retaining existing ones. This issue has predated the pandemic, with the number of students graduating from Initial Teacher Education declining by 17% between 2017 and 2020. Compounding this, 45% of teachers over 50 intended to leave the profession within the next 5 years. Given the need to train and upskill staff across the sector:</p> <p>a. How many students are in training across the country, according to each early learning education and care qualification?</p> <p>b. What percentage are already employed in the workforce versus not yet in the workforce?</p> <p>c. What are the completion rates by provider type (VET, TAFE, RTO)?</p> <p>d. What strategies are in place to support increased completions?</p>	Written		SQ22-000405

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105	Department of Education	Mehreen Faruqi	Disability access measures	<p>In 2021, the Australian Early Development Census National Report found that 47,913 children, 16.3% of those surveyed, need further assessment to identify disability, additional or special needs. This was confirmed to the 15,895 children, 5.2% of those surveyed, who had been diagnosed with special needs. This leads to approximately 1 in 5 children in early years education and care who need additional support in some way (Australian Early Development Census National Report 2021) How often are the current disability access measures failing to meet demand? Namely:</p> <p>a. How often is an Additional Educator requested through the Kindergarten Inclusion Support Program (Australian Government Department of Education, 2020) successfully provided to a service?</p> <p>b. How is this data distributed by sector?</p> <p>c. How often does a service have to turn away a child with a disability because they can't accommodate their accessibility needs?</p> <p>d. How is this data distributed by service type, sector and region?</p>	Written		SQ22-000406
106	Department of Education	Mehreen Faruqi	Community Child Care Fund Open Competitive (Update to SQ22-000064)	Referring to SQ22-000064, please update the data on the Community Child Care Fun Open Competitive Scheme for FY2021-22?	Written		SQ22-000410
107	Department of Education	Mehreen Faruqi	Group of Eight universities pay levels	<p>Senator FARUQI: That is really great to know. It is time to cap those salaries. This is my last question. My understanding is that there is very limited transparency around the top pay levels at the Group of Eight universities. We know through an FOI that the 50 best-paid employees at the University of New South Wales in Sydney and the universities of Sydney and Queensland all receive more than \$350,000 per year. That is not counting superannuation and other benefits. However, some universities, such as Monash University and Melbourne universities, have refused to release that data. Is the government prepared to require universities to make this data public, as is the case in the United Kingdom and in state run universities in the USA?</p> <p>Dr Bruniges: We haven't had conversations around that. Certainly I know that some of the senior staff in universities during the last couple of years actually took pay cuts. I take your point. I will take that away and have a look at what we might be able to do. I know that, for departmental officers, ours are in the annual report.</p> <p>Senator FARUQI: Exactly right. There is transparency there.</p> <p>Dr Bruniges: There is transparency. I'm happy to take that away and have a discussion with my staff around that.</p> <p>Senator FARUQI: That would be great.</p>	Hansard	32	SQ22-000411

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108	Department of Education	Kerrynne Liddle	Number of applicants and offers from 2018 to 2022 across universities	<p>Senator LIDDLE: To further inform me, can you please provide in a computer readable spreadsheet the total number of applicants and the offers and acceptances from 2018 to 2022 across universities?</p> <p>Mr Cook: That is not regional university centres that you are asking me about?</p> <p>Senator LIDDLE: No. This is general universities.</p> <p>Mr Cook: You are after applications and offers?</p> <p>Senator LIDDLE: That's right.</p> <p>Mr Cook: I can give you some high-level figures for some initial data in 2022. We're happy to take that on notice as well. If you want some high-level data, I'm happy to give that to you now.</p> <p>Senator LIDDLE: No. Provide that. Can you provide that by higher education institution, course and course type? Obviously, there is engineering, teaching, medicine and the arts. I'm also really interested in mental health and the courses around psychology because there are not a lot of them. There is also fee status.</p> <p>Mr Cook: Fee status in terms of Commonwealth supported places or the amount of fees?</p> <p>Senator LIDDLE: Well, whether they are CSP or full fee or international or under an Indigenous payment program. Is that okay?</p> <p>Mr Cook: We're happy to take that on notice. I'm pretty sure we can do most of that, but my data gurus are behind me, so I will rely on them on the question on notice.</p>	Hansard	33	SQ22-000223
109	Department of Education	Kerrynne Liddle	20,000 university places 2022 and 2023	<p>Senator LIDDLE: And the breakdown of the 20,000 university places for this year and next year.</p> <p>Mr Cook: We're happy to take that on notice in terms of the allocation of what that looks like as well. As we would normally do, we have then gone back to those universities just to confirm the application that they put through. So we're in the process of doing that at the moment.</p> <p>Senator LIDDLE: I acknowledge that Minister Clare's release on 24 October talked about 13,399 places. Are you able to provide some detail about the split between universities and what criteria was used to actually identify what that split would be? I am assuming that it relates to what you explained earlier.</p> <p>Mr Cook: The 13,000?</p> <p>Senator LIDDLE: It is 13,399 places. This was in a media release on 24 October.</p> <p>Mr Cook: Around 20,000 places?</p> <p>Senator LIDDLE: Well, it is specifically about 13,000 places.</p> <p>Mr Cook: I don't have that release with me. I'm not sure what reference you have there.</p> <p>Senator LIDDLE: I might provide that on notice.</p> <p>Mr Cook: That would be helpful for us.</p>	Hansard	33-34	SQ22-000224
110	Department of Education	Matt O'Sullivan	Average CPI index applied to each student loan debt	<p>Senator O'SULLIVAN: What has been the average CPI index amount that has been applied to each debt? Mr Cook: I might need to take that one on notice. Mr Coburn may know the average over a particular period of time.</p> <p>Mr Coburn: Given that it lags behind actual indexation, it's broadly similar to-</p> <p>Senator O'SULLIVAN: It's got some of that smoothing, I suppose.</p> <p>Mr Coburn: It's broadly similar to the CPI. The last couple of years, it has been around-I will have to take the exact numbers on notice-one and one and a bit per cent. I think it might have been less than one per cent two years ago. Actually, it was 0.6 per cent.</p>	Hansard	38-39	SQ22-000225

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111	Department of Education	Matt O'Sullivan	Number of loans and average cost of loans that are written off	Senator O'SULLIVAN: What is the number of loans and average cost of loans that are written off due to death or for any other reason? Mr Coburn: I would need to take that on notice.	Hansard	39	SQ22-000226
112	Department of Education	Matt O'Sullivan	Review of the Australian Research Council (Sheil Review)	Senator O'SULLIVAN: I want to start with the Sheil review. Can you please update us on the status of that review? Where is it up to? Mr Cook: That's probably more appropriate for the department than the ARC because the department is actually working with that review process. As you would be aware, it was in late August that the minister announced the independent review. Just to be clear, it is an independent review. The department itself provides secretariat services to that review, but we aren't writing papers or anything like that. That is the purpose of the review panel. You mentioned Professor Margaret Sheil. She is the vice chancellor of the Queensland University of Technology. She is chairing that panel. It also has Professor Susan Dodds on it, who is the senior deputy vice chancellor and vice-president of La Trobe University, and Professor Mark Hutchinson, who is the director of the Centre for Nanoscale BioPhotonics at the University of Adelaide. The panel has, over the last several weeks, met a number of times. They've also been discussing and talking with the higher education sector, which has led to a discussion paper or consultation paper. I think it went up on the department website on their behalf yesterday. That is now out for public consultation. That paper is publicly available. The closing date for that is around 10 or 11 December. The terms of reference for that panel indicates that they are to provide an interim report to the minister by the end of this year. A final report is due on 31 March 2023. Senator O'SULLIVAN: Will the interim report be made available publicly? Mr Cook: That will be a matter for government. Senator O'SULLIVAN: Minister? Senator Chisholm: We'll take that on notice.	Hansard	67-68	SQ22-000237
113	Department of Education	Matt O'Sullivan	Department of Education overseas postings and positions	How many overseas postings/positions does the department have? What is their purpose?	Written		SQ22-000268
114	Department of Education	Matt O'Sullivan	Number of applications, offers and acceptances from 2018 - 2022	Please provide, in a machine-readable spreadsheet, the total number of applications, offers and acceptances from 2018 - 2022 by: Higher education institution. Course and course type (e.g. engineering, teaching, medicine, arts etc). Fee status (CSP, full-fee, international fee-place, Indigenous) broken down by course type	Written		SQ22-000313
115	Department of Education	Matt O'Sullivan	Commonwealth supported places (CSPs) by university	Please provide in a machine-readable spreadsheet the number of CSP places by university. By university: How many were filled and vacant By year between 2018 and 2022.	Written		SQ22-000314

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116	Department of Education	Matt O'Sullivan	Breakdown of 20,000 university places	<p>Can you please detail the breakdown of the 20,000 university places for this year and next year, by course type and university</p> <p>Minister Clare's release on 24 October details 13,389 places – how was this breakdown methodology decided between key courses?</p> <p>How was the split between universities decided?</p> <p>What criteria did universities need to meet to be eligible for additional places under this measure?</p> <p>Are the 13,389 places noted in Minister Clare's release all for students commencing studies in 2023 calendar year?</p> <p>What monitoring and assessment will the department have against this measure?</p> <p>The Productivity Commission Report ""5-year Productivity Inquiry: from learning to growth"" noted that there was a higher drop out rate of students from disadvantaged groups. How will this measure address previous failures of the same policy?</p> <p>How many places is this in addition to the additional places already in place as part of JRG?</p> <p>How many CSP places were profiled for each year prior to the introduction of this measure? Please provide the new CSP place profile with the addition of these 20,000 places.</p>	Written		SQ22-000315
117	Department of Education	Matt O'Sullivan	Completion rate of graduates by course type and institution	Can you please provide the completion rate of graduates by course type and institution?	Written		SQ22-000316
118	Department of Education	Matt O'Sullivan	Number of TAP applications granted	Referencing QoN 569: question 13 para 3, notes "6453 students have applied for the TAP between 1 January 2022 and 23 September 2022". How many were granted?	Written		SQ22-000317
119	Department of Education	Matt O'Sullivan	Number of students in higher education by electorate	Referencing QoN 580: q2 - This response provided the number of students in higher education by electorate at attachment b. The table provided lists no students in higher education in a number of electorates including Cowan, Bean, Flinders and McMahon. Is this accurate?	Written		SQ22-000318
120	Department of Education	Matt O'Sullivan	Enrolments in teaching and early childhood courses	Please provide a breakdown of current enrolments in teaching and early childhood courses by: University/TAFE Campus location	Written		SQ22-000319
121	Department of Education	Matt O'Sullivan	Treasury analysis - Why the real wages of graduates with bachelor's degrees have fallen	<p>Treasury Analysis - Why the real wages of graduates with bachelor's degrees have fallen (treasury.gov.au)</p> <p>The Treasury analysis report - Why the real wages of graduates with bachelor's degrees have fallen notes that the demand driven higher education model led to more enrolments, particularly for disadvantaged groups, however there were lower completion rates and subsequent HECS debt for students who did not complete their studies and obtain qualification. Was this analysis considered for the 20,000 additional university places measure, particularly for the success of the measure.</p>	Written		SQ22-000320

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122	Department of Education	Matt O'Sullivan	SA-HELP loan to pay for their Student and Amenities Fee	How many students, both as a number and as a percentage of eligible students, choose to take up the option of a SA-HELP loan to pay for their Student and Amenities Fee (SSAF)	Written		SQ22-000321
123	Department of Education	Matt O'Sullivan	HECS-HELP Debts	<p>HECS-HELP Debts are currently indexed to CPI, what is the current rate applied to loans annually? How has this changed over the last 15 years?</p> <p>Given CPI is rapidly increasing, what are the Treasury projections in terms of debt accrual, and does this affect the amount that will never be repaid to taxpayers?</p> <p>What is the nominal value of the current HELP debt?</p> <p>What is the fair value of HELP debt?</p> <p>Please explain the difference between the nominal and fair values.</p> <p>How many people currently have a HELP debt?</p> <p>What is the average HELP amount per person?</p> <p>What is the average repayment period?</p> <p>What is the average CPI index amount applied to each HECS-HELP debt?</p> <p>What is the number of loans and cost of loans that are written off due to death or other reasons? Please specify reasons and break down by year over the last 15 years.</p> <p>What is the total value of loans and the number of loans that are written off due to death and for other reasons. Please specify reasons and break down by year.</p> <p>How much is the current and projected amount over the forward in total dollar value and percentage each year that is assumed won't be repaid.</p>	Written		SQ22-000322
124	Department of Education	Matt O'Sullivan	10% HECS discount measure	<p>Please provide in a machine readable spreadsheet the number of students across Australia who have taken advantage of the 10% HECS discount measure since its introduction.</p> <p>The same data broken down, if possible, by:</p> <p>Undergraduate v Postgraduate.</p> <p>State and Territory.</p> <p>By financial year for the last 10 years</p> <p>Indigenous v Non Indigenous</p> <p>Disabled students</p> <p>Lower socio-economic</p> <p>Postcode</p>	Written		SQ22-000323
125	Department of Education	Matt O'Sullivan	Administration of the Tertiary Access Payment	<p>Administration of the Tertiary Access Payment</p> <p>Answer to QoN 569 stated that "Further questions about the administration of the TAP should be directed to the Minister for Government Services."</p> <p>Why is this the case? Does the Department of Education remain the policy owner?</p> <p>If yes, why have you referred the Senator to the Department of Government Services?</p>	Written		SQ22-000324

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126	Department of Education	Matt O'Sullivan	University financial results	University financial results for the latest financial year by university. Please include: Net result. Total revenue. International student fees. Investment income for each university. Please indicate the increase/decrease from the previous three financial years for each of these.	Written		SQ22-000325
127	Department of Education	Matt O'Sullivan	Quality Indicators for Learning and Teaching (QILT) survey	According to the Quality Indicators for Learning and Teaching (QILT) survey measures, student ratings of the quality of their entire educational experience among undergraduates fell sharply from 78 per cent in 2019 to 69 per cent in 2020, a fall of 9 percentage points in one year. What work is the department doing to investigate and address the decline in student satisfaction?	Written		SQ22-000326
128	Department of Education	Matt O'Sullivan	Delivery of Universities Accord	The Budget included a \$2.7m commitment to deliver the Universities Accord. What are the components of this funding? Will the Accord include the non-university sector as has been advocated for by ITECA and their members?	Written		SQ22-000327
129	Department of Education	Matt O'Sullivan	PJCIS report into national security risks affecting the higher education and research sector	When will the formal government response to the PJCIS report into national security risks affecting the higher education and research sector be published? Can you please provide a status update on the implementation of each of the 27 recommendations from this report? What actions have/are/ will be taken on each of the recommendations? Which department is responsible for coordinating the government's response to the report? (Answer is Home Affairs) Which departments and agencies are contributing to the government's response?	Written		SQ22-000328
130	Department of Education	Matt O'Sullivan	University Research Commercialisation Package	Under the University Research Commercialisation Package, there were four primary elements.: Australia's Economic Accelerator Expansion of CSIRO's Main Sequence Ventures Program Trailblazer University Program; and Industry PhDs and Fellowships. Can you please provide an update on each of these programs, including the financial allocation each financial year of each of these and if there have been any changes to the financial phasing of these programs since they were announced. When will the legislation be re-introduced to the Parliament to legislate the components as were reflected in the Higher Education Support Amendment (Australia's Economic Accelerator) Bill 2022 introduced to the Parliament in February 2022, that lapsed with the dissolution of Parliament.	Written		SQ22-000329

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131	Department of Education	Matt O'Sullivan	Trailblazer Universities Program	<p>Please provide a list of each of the Trailblazer Universities selected including the lead university, partner universities and partner organisations.</p> <p>Please also provide a brief overview of each of the programs.</p> <p>Please provide the status of each of the programs and what work has been undertaken/accomplished to date</p> <p>Please provide the profile for the financial spend against the program, including the additional \$30 million CSIRO component</p> <p>Does the Government remain committed to delivering these priority programs?</p>	Written		SQ22-000330
132	Department of Education	Matt O'Sullivan	Destination Australia Scholarships	<p>Can you please provide the number of Destination Australia Scholarships for each round to date</p> <p>As a subset of this:</p> <p>The number provided to each institution by location</p> <p>What courses were undertaken.</p> <p>The number of completions and dropout rates.</p> <p>For the current round of scholarships, the media release notes preference would be given to providers supporting students studying courses aligned to the National Skills Priority List.</p> <p>Will this be part of the application process? Ie. Institutions will note what course a student is studying as part of the application process?</p>	Written		SQ22-000331
133	Department of Education	Matt O'Sullivan	Productivity Commission Report - 5-year Productivity Inquiry: from learning to growth	<p>The Productivity Commission Report - "5-year Productivity Inquiry: from learning to growth" recommended the Government extend student loans (HELP) for diplomas, certificates and short courses.</p> <p>Has the Department undertaken or completed modelling on this? Has this been costed?</p> <p>Has the Department commenced work on what financial barriers there are to students accessing tertiary education?</p> <p>What work has the Department been instructed to undertake as a result of the report? When were those instructions provided to you?</p> <p>The report references the CompareED website launched in 2019, and noted the importance of monitoring usage. Can you please provide by month and year since its launch the usage (by hits etc) for the site. What ongoing assessment measure will be put in place to measure effectiveness? What improvements/enhancements are scheduled? Has there been any thought into additional measurements/metrics that may be able to be provided to guide students? What marketing/comms strategy will be undertaken to promote the resource to students and career counsellors etc as noted in the report?</p> <p>How regularly will is the information updated? Will this update period be reviewed?</p> <p>In reference to the Performance Based Funding model introduced in 2020, The Report notes it has very desirable design features but is yet to come into effect because of COVID. When will this come into effect? Has the department made any changes to the model? If so, what? If not, when will the model be reviewed to ensure it is meeting need?</p>	Written		SQ22-000332
134	Department of Education	Matt O'Sullivan	Freedom of speech	<p>Have all universities complied with full implementation of the Model Code?</p> <p>If not, please provide a list of all universities outlining alignment status (ie. in full, partial or no progress)</p> <p>Is the Government considering amendments to Freedom of Speech and the French Model Code?</p>	Written		SQ22-000333

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135	Department of Education	Matt O'Sullivan	International students	<p>What are the current number of international students currently studying at Australian higher education institutions? Please breakdown by state/territory/institution How does this compare to pre-pandemic levels? Please provide a year-on-year figure back to 2010? Please breakdown by state/territory/institution. How does this compare to pre-pandemic levels? Please provide a year-on-year figure back to 2010. When does the department anticipate we will see these levels recover? Can we get a breakdown of country-of-origin of international students this year and over the last 10 years? Latest international student enrolment data, number and percentage, by course: higher education, VET, ELICOS and non-award. Broad field of education by sector type: higher education, VET, ELICOS (English Language) Please provide all of the above for enrolments and commencements.</p>	Written		SQ22-000334
136	Department of Education	Matt O'Sullivan	Changes to post study work rights of students who graduate in areas of skills shortages	<p>Minister Clare in a speech to the University Chancellors Council on 13 October Speech to 12th National Conference on University Governance Ministers' Media Centre (education.gov.au) reiterated changes to post study work rights of students who graduate in areas of skills shortages. When will this come into effect? What is the Department's role in this? What communication has been provided to and for the Education Sector? How are students being identified? The department is part of a working Group to support this work. Please provide a list of all other Departments and Agencies on the Working Group? What is the name of Group? How many times has the Working Group met? In his speech, Minister Clare noted the Group would report to himself and the Minister for Home Affairs at the end of October, has that report been provided? Can you please provide a copy?</p>	Written		SQ22-000335
137	Department of Education	Matt O'Sullivan	2019 Napthine Review	<p>The 2019 Napthine Review highlighted a clear imbalance between city kids and kids from regional Australia when it comes to both participation and attainment rates for tertiary education. Can you please provide an update on the implementation of each of the recommendations from this review, giving particular consideration to those not yet delivered and outline the Government's plan for delivering these. Part of the package already delivered by the previous Government specifically focused on increasing participation and attainment for Indigenous students from regional and remote areas – this measure was for \$17.1 million. How many Indigenous students have been supported by this package? What other work is the Government undertaking to address this imbalance for regional kids?</p>	Written		SQ22-000336

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138	Department of Education	Matt O'Sullivan	Regional University Centres	<p>How much has been committed to the Regional University Centre program since 2018? How many centres have been committed to? Please provide a list of these centres. The opening date of each centre, including planned opening. Provider for each Regional University Centre Student enrolment for each Regional University Centre since they opened, enrolments by year and total enrolments since opening. Does the Department have completion data for these students. If so, please provide by Centre.</p>	Written		SQ22-000337
139	Department of Education	Matt O'Sullivan	Caps on Indigenous Places at Universities	<p>Has work been done by the Department to cost the removal of a cap on university places? Has work been done by the Department to cost the removal of the cap on metropolitan university places for Indigenous students? What modelling has supported this work?</p>	Written		SQ22-000338
140	Department of Education	Matt O'Sullivan	Higher Education Participation and Partnerships Program (HEPPP)	<p>How much has been spent since HEPPP commenced and what allocation of funding has been attributed to which universities. Is the Department satisfied at both how the HEPPP has been utilised by institutions and the results it has garnered? Is there a planned review of the efficiency of HEPPP? Have there been reviews done by the sector into the programs they have funded and the results, particularly the completion rates of students the program supports. When will the new Framework – Student Equity in Higher Education Evaluation Framework – be applied?</p>	Written		SQ22-000339
141	Department of Education	Matt O'Sullivan	University of Sydney	<p>According to the Sydney Morning Herald, "The University of Sydney plans to crack down on students and staff self-identifying as Aboriginal or Torres Strait Islander without community recognition, as land councils raise concerns about people unduly claiming the status". Has the department engaged with the university about this? Have you engaged with any Indigenous groups eg land councils to discuss this proposal? Does the department support this decision?</p>	Written		SQ22-000340
142	Department of Education	Matt O'Sullivan	Research Training Program (RTP)	<p>The Research Training Program (RTP) provides block grants, on a calendar year basis, to higher education providers (HEPs) to support both domestic and overseas students undertaking research doctorate and research masters degrees, known as higher degrees by research (HDRs). The Government spends \$1.07b on RTP but it is only available to Table A universities in HESA. This means that a University College that runs PhDs, accredited by TEQSA to the same standard as Table A universities, are ineligible for these grants. Some estimates I have heard are that without these subsidies, stipends, living support, a PhD student at a University College will pay up to \$100,000 more over the lifetime of their degree. Do you think there is an issue of inequality here? It appears to me that the Tables are legacy of superseded regulatory arrangements which are sorely in need of review, and are currently inhibiting competitive neutrality. Should the 'Table A' requirement for these RTP's be reviewed in light of the new University College category? Reflecting the latest Budget, total government funding for universities over the next 10 years broken down by Teaching and learning Research?</p>	Written		SQ22-000341

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143	Department of Education	Matt O'Sullivan	ANU Annual Report	<p>Page 35 of the Annual Report details performance for ANU, specifically the two tables on completion rates of undergraduate and postgraduate Indigenous student completions. These charts track completions against Go8 Indigenous completion results, of which these are very low performing. How do these results compare nationally against all universities? Does the department have data on completion rates for Indigenous students in undergraduate and postgraduate courses? Please provide with level of granularity by subject.</p>	Written		SQ22-000342
144	Department of Education	Matt O'Sullivan	Update of the review being undertaken by Margaret Sheil AO	<p>Can the ARC please provide an update of the review being undertaken by Margaret Sheil AO. The review is scheduled to report back by March 2023, will an interim report be provided before this? What updates are being provided to the Minister/Department on the review? What is the status of the ARC LED review on internal processes being undertaken by the ARC and how is this intersecting with the review done by Professor Sheil? When will the review conclude? Will the review be made public?</p>	Written		SQ22-000354
145	Department of Education	Matt O'Sullivan	Places for early education teachers	<p>Of the 1,469 places for early education teachers, can you advise which universities those will go towards and the breakdown of how many places they will receive?</p> <p>Of the 180,000 fee-free TAFE places, how many will be for early childhood educators?</p>	Written		SQ22-000381
146	Department of Education	Mehreen Faruqi	Job Ready Graduates	<p>1. Please provide any data or analysis the Department has conducted on the effectiveness of Job Ready Graduates legislation in producing the purported outcomes of the policy, i.e. driving student choice towards STEM subjects.</p> <p>Job Ready Graduates Reforms- 50% Failure Rate:</p> <p>2. Did the Department consider or consult on the effect of this rule on students from disadvantaged backgrounds, and the greater impact it may have on these students?</p> <p>3. How many people have been impacted by the rule's application since it was introduced? Please provide a breakdown by university.</p> <p>4. Has the Department seen an increase in students withdrawing before census date following the introduction of this rule?</p> <p>Job Ready Graduates Reforms- Removal of Enabling Places:</p> <p>5. Since removing enabling places from legislation, and tying funding to cluster funding, can the Department advise of the real decrease in funding per student for enabling students?</p> <p>6. Was it the intention of this policy to decrease per student funding for this group of disadvantaged students?</p>	Written		SQ22-000394

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147	Department of Education	Kerrynne Liddle	Cuts to school funding	<p>Senator LIDDLE: On 15 October the Prime Minister said that his government has inherited cuts to schools. The speech was to the New South Wales ALP conference. Can you please advise who provided that advice to the Prime Minister, or PM&C, and who prepared his draft speech that would have advised that there were cuts to funding? Have there been cuts to funding?</p> <p>Dr Baxter: I think that may be a question best directed to PM&C. I'm not aware of where that advice came from for PM&C.</p> <p>Senator LIDDLE: But it didn't come from you?</p> <p>Dr Baxter: Not that particular piece that you're talking about that I'm aware of, no.</p> <p>Senator LIDDLE: Has the department provided advice to any of the portfolio ministers in relation to so called cuts statements made by the Prime Minister either before or after the speech?</p> <p>Dr Baxter: I would have to take that on notice. Obviously, we have a significant group in Schools Group and we do have broad and deep relationships across the other agencies. I'll take that one on notice for you. Certainly, I'm not aware of advice, but that doesn't mean that we may not have been asked either directly through our departmental colleagues about funding information or that we may not have had an approach via the minister's office. It's not one that I've been aware of.</p> <p>Senator LIDDLE: But certainly you've not had conversations to either correct or seek more information about that speech?</p> <p>Dr Baxter: Not me personally, but I'll take on notice whether we've provided anything.</p>	Hansard	6	SQ22-000213
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148	Department of Education	Penny Allman-Payne	Transparency of school funding allocation	<p>Senator ALLMAN-PAYNE: Those sectors are then allowed to distribute that money on their own model of need, which is not necessarily the same model that the government uses; is that correct?</p> <p>Dr Baxter: That is not just the case for the non-government sector; that is the case for all sectors. The states, the territories and the non-government sector look at how that need looks because, obviously, the SRS and the loadings are still a reasonably blunt instrument because they're happening at that national level. The principle is that they are closest to the need, they understand that and they must publish. We now have each of those needs based funding models published.</p> <p>Mr Harding: Yes, on 5 March, I think, last year; there's a link on our website to all of the needs-based funding arrangements.</p> <p>Senator ALLMAN-PAYNE: What I'm hearing is that we have a model, but the funding is not necessarily being applied in that way in all jurisdictions.</p> <p>Dr Bruniges: There are two aspects. Dr Baxter talked about the way in which the Commonwealth draws the cheques, so to speak, so that's the SRS, and there are the factors that we do at the national level. In the public sector, it would go from treasury to treasury. For example, there would be a resource allocation model in a public school system. For example, one of the changes in loadings, I know from some jurisdictions, would be that they take into account distance; they load for distance and isolation a little bit more. In other places, for a high level of disability needs, the funding follows the student, so you have targeted funding. That flexibility is there, both in public and in non-government schools. We don't actually have a clear line of sight from the way we draw the cheque to the way it's distributed. In that respect, Senator, you're right. But there are very good reasons why, in the middle, jurisdictions will do it slightly differently.</p> <p>Dr Baxter: Could I also add, on the actual compliance regarding the money, and making sure that the money is acquitted and spent in the way that it is supposed to be spent, we do have a number of steps. I know that you referred to one of those steps. I'm happy to put that on notice for you.</p> <p>Senator ALLMAN-PAYNE: That would be great. I'm interested, too, to know what has changed since the Auditor-General's report and their findings about where the deficiencies are, just to get a clear understanding of what the department has put in place to address those deficiencies.</p> <p>Dr Baxter: We can do that. We can also show you what we have done and improved on, in terms of compliance certificates, post-census enumeration-each of those steps that we undertake.</p> <p>Senator ALLMAN-PAYNE: That would be great.</p> <p>Dr Baxter: On notice is probably the best way to do that.</p> <p>...</p> <p>Senator ALLMAN-PAYNE: Will the department be adopting any additional transparency and accountability measures to ensure that taxpayer money is being spent responsibly, or will it continue to use the same method that it's currently using?</p> <p>Dr Baxter: Senator, in the material that we put on notice for you, we will describe our ongoing efforts to continuously improve this compliance process.</p>	Hansard	17-18	SQ22-000214
149	Department of Education	Penny Allman-Payne	Student Wellbeing Boost and breakdown of costs for each aspect of the program	<p>Senator ALLMAN-PAYNE: Given that we are giving that sector \$1.7 billion, taxpayers have every right to know that it's being spent properly. In relation to the student wellbeing program, which is welcome, it says that there are a number of potential spending programs contained in the announcement. The budget mentions mental health professionals, as well as sport and social events. I am happy for you to take some of this on notice, if necessary. I am interested in a breakdown of what the Student Wellbeing Boost entails and how much money will be spent on each aspect of the program, particularly whether it's around professional mental health support staff. I am also interested in knowing what will happen to the programs, and particularly to any mental health professionals that are hired as a result, once it ceases to exist in mid-2023; and particularly whether kids will have access to mental health professionals withdrawn. That's obviously of some concern.</p> <p>Dr Baxter: Yes, thank you.</p>	Hansard	18	SQ22-000215

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150	Department of Education	Jacinta Nampijinpa Price	Funding for Yipirinya School	<p>Senator NAMPIJINPA PRICE: Is the government committed to honouring this commitment of \$8 million towards staff and student accommodation at Yipirinya School?</p> <p>Dr Baxter: No, they are not on the list that is being matched at the moment. I am very happy to look at the funding they have and come back to you on that, if you would like, on notice.</p>	Hansard	19	SQ22-000216
151	Department of Education	Jacinta Nampijinpa Price	Support for children and educators in remote parts of Australia	<p>Senator NAMPIJINPA PRICE: Are you able to indicate what sort of support for children and educators in remote parts of Australia does exist?</p> <p>Dr Baxter: We've talked to some of these today, Senator. We've talked to what I would think of as the big structural pieces. We have the regional and remote loading that makes up part of the SRS. That's a very substantial amount of money. We also have a loading that Indigenous students attract. That's also a very substantial amount of money. We have a number of other infrastructure and educational support programs that support children not only in remote areas but also in majority Indigenous schools. To name a few examples, we have the Building Boarding Schools on Country measure, which is around \$75 million, to build Studio Schools of Australia campuses on country, so that children can stay on country but still get the benefits of boarding school. In fact, the secretary recently visited for the opening of one of those, Yiramalay. We are closely supporting that. Others are being built, and we are working very closely with Studio Schools of Australia to look at some of the challenges they're facing at the moment, with rising costs of building and those sorts of things. We have a suite of literacy and numeracy programs that we fund, including Good to Great Schools, Multi Lit, and support for the Kimberley Schools Project. I'm very happy to put the full list on notice, if that would be useful. I've certainly got the list here.</p>	Hansard	19-20	SQ22-000217
152	Department of Education	Kerrynne Liddle	Funding for boarding schools and Aboriginal Hostels Ltd	<p>Senator LIDDLE: Thank you. You can take this on notice, if you like, in the interests of time. I want to understand what the intersect is between the education department providing funding for boarding schools and Aboriginal Hostels Ltd, which has specific responsibility for some Aboriginal boarding schools, and has been doing so for a very long time. I'm also interested in-and I've seen over the years-boarding schools that have been set up that have no students in them. I want to understand not just what's been built but the utilisation. In particular, I would like you to look at, and provide information on, Nyangatjatjara College.</p> <p>Dr Baxter: That may be one that we have to take on notice. I'm not familiar with that, from my notes. We can come back to you on that.</p>	Hansard	20	SQ22-000218
153	Department of Education	Matt O'Sullivan	Student Wellbeing Boost program	<p>Senator O'SULLIVAN: Are you able to provide-I am happy for you to take it on notice-a breakdown of those costs?</p> <p>Mr Carpay: There is in the order of a million dollars to the department. Part of that relates to the systems and processes to actually get the money out of our systems and paid. But that is the only component, with a little bit of money just for staff.</p> <p>Senator O'SULLIVAN: That's encompassed within the-</p> <p>Mr Carpay: That's within that overall-</p> <p>Senator O'SULLIVAN: Are you able to provide-I am happy for you to take it on notice-a breakdown of those costs?</p> <p>Mr Carpay: We should be able to do that.</p>	Hansard	22	SQ22-000219
154	Department of Education	Matt O'Sullivan	Teacher assessments	<p>Senator O'SULLIVAN: I will put this on notice. According to the department's annual report, under the agreement, all initial teacher education providers endorse teacher performance assessment to be in place by late 2021. All pre-service teachers must complete this assessment before they graduate. How many pre-service teachers have completed this assessment? How are they marked? Is it pass or fail or a grade? What is the success rate? What occurs if a teacher fails the assessment? I would like that on notice in the short time we've got left.</p> <p>Dr Baxter: I'm happy to take it on notice</p>	Hansard	23	SQ22-000220

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155	Department of Education	Penny Allman-Payne	Attendance at the International Summit on the teaching Profession 2023	<p>Senator ALLMAN-PAYNE: Absolutely. Every year since 2011, the OECD and Education International organise the international summit on the teaching profession. It brings together ministers and unions from the top 20 performing countries around the world in education to collaborate on the teaching profession and issues within that profession and how we can do it better. Australia has been invited to these summits since 2011 and we haven't attended a single one. So a decade of collaboration and working with the top performing countries has been lost. Given that we've talked about the complexities that we have with the profession at the moment, particularly retaining, attracting and keeping teachers, I'm interested to know whether it's the education minister's intention to accept the invitation in 2023.</p> <p>Senator Chisholm: The department might have something to add. I would have to take it on notice and come back to you.</p> <p>Dr Bruniges: I think I would have to take it on notice too. I know there has been a welcome invitation there for him to attend, but I'm not sure of the outcome.</p>	Hansard	24-25	SQ22-000221
156	Department of Education	Matt O'Sullivan	Schools Roundtable agendas	<p>Mrs Twyman: We can certainly do that. On 8 August 2022 Dr Anne Aly attended one in Sydney; on 10 August, in Melbourne; and, on 16 August, in Perth. We had youth roundtables as well as early childhood ones. They were in the afternoon and they were facilitated through the Australian Youth Affairs Coalition.</p> <p>Senator O'SULLIVAN: Do you have Schools? I know that's a separate area, so I can ask that separately.</p> <p>Dr Bruniges: In Schools? No, I attended the youth forums too with Minister Aly in Perth. We did that there. I also personally attended the ACT roundtable for the jobs summit.</p> <p>Senator O'SULLIVAN: Were there agendas, and minutes and discussion papers from the meeting, circulated to attendees?</p> <p>Dr Bruniges: I think we had an agenda for the ones I attended of providers with Minister Aly.</p> <p>Senator O'SULLIVAN: Was there a communique following the roundtable at all? Dr Bruniges: No, we didn't have a communique, nor did we have one from the ACT.</p> <p>Senator O'SULLIVAN: That just came from the summit later? Dr Bruniges: Yes. I think there was input to the summit, and then it was rounded off in the summit.</p> <p>Senator O'SULLIVAN: There was an agenda. Was there a discussion paper?</p> <p>Dr Bruniges: No, we didn't have a discussion paper at the summits I attended.</p> <p>Senator O'SULLIVAN: So the question, 'How do we address X issue,' was just put to them?</p> <p>Dr Bruniges: I think the minister had had a lot of contact with many providers in many jurisdictions, and so the department helped facilitate a number of providers in each of those settings. So as departmental officers we set up the forums, sent the invitations out and set the agenda. The agenda basically was that Minister Aly welcomed providers and started questions about what the challenges were, what the strengths of the sector were, what the weaknesses were-</p> <p>Senator O'SULLIVAN: Can I ask that they be provided to us-the agendas?</p> <p>Dr Bruniges: We're happy to take that on notice.</p> <p>Senator O'SULLIVAN: And, to save me asking it again of Schools, for schools as well, if that's alright-if you could pass that through to the secretariat.</p> <p>Dr Bruniges: Yes</p>	Hansard	115	SQ22-000234
157	Department of Education	Kerrynne Liddle	Disability loading for schools by state over last 10 years and over the forwards	<p>Senator LIDDLE: This question relates to each state and territory, how much they receive in disability loading for schools over that last 10 years and over the forwards. Could you provide that?...</p> <p>Dr Baxter: I am not sure that we have the disability broken down by state. I will come to that.</p>	Hansard	5	SQ22-000247

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158	Department of Education	Penny Allman-Payne	Changes to schools funding	<p>Can you please provide updated tables in response to these questions in light of changes to predicted Government, Catholic and Independent school funding announced in the 2022-23 budget and the enrolment projections used to calculate the total funding amounts included in the budget:</p> <p>What is the total and per student estimated Commonwealth funding for Government schools in each state and territory from 2022 to 2029? For each year please also provide the Commonwealth and State/Territory proportion of SRS.</p> <p>What is the projected Commonwealth SRS share for Catholic and Independent schools in each state and territory for each year from 2022 to 2029 along with the total and per student funding? Please provide Catholic and Independent School figures for each state and territory and combined non-government state and territory figures.</p> <p>What is the estimated fully loaded SRS amount per student dollar amount for Government, Catholic and Independent schools in each state and territory for each year from 2022 to 2029?</p> <p>Please provide the Department of Education's most recent enrolment projections for Government, Catholic and Independent schools in each state and territory for each year from 2022 to 2029?</p>	Written		SQ22-000248
159	Department of Education	Penny Allman-Payne	Schooling Resource Standard (SRS)	<ul style="list-style-type: none"> • What percentage of schools in Australia are at 100% or above of the Schooling Resource Standard? • What percentage of non-government schools are at 100% or above? • What percentage of public schools are at 100% or above? • Can you give projections for each of those questions, for at least the forward estimates? • There are numerous non-government schools that are currently receiving over 100% of their SRS funding. If state and territory funding for private schools stayed at current amounts, but the Australian Government contribution was reduced to all overfunded private schools - reduced to 100% of SRS, no more - how much would that be worth? • How much would it cost the Australian Government to lift all public schools to 100% of SRS - in the next financial year? 	Written		SQ22-000249

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160	Department of Education	Penny Allman-Payne	Consent and Respectful Relationships Education Budget	<p>The Budget invests around \$83M over 6 years in consent and respectful relationships education, and I want to stress that this is a very welcome initiative. The Budget Papers say the "cost of this measure will be partially met from within the existing resourcing of the Department of Education".</p> <ul style="list-style-type: none"> • How much of the \$83 million is additional to existing funding? <p>Budget Paper Number 2 also says that \$5.9M over 4 years was saved from "the partial reversal of the respectful relationships component of the 2022–23 March Budget measure titled Women's Safety, redirecting uncommitted funding that duplicates the Government's commitment to Consent and Respectful Relationships Education".</p> <ul style="list-style-type: none"> • Can you clarify where the \$5.9 million was saved from? <p>Over the forward estimates, \$1.1 million is allocated to consent and respectful relationships education this financial year and around \$21 million each year from 2023.</p> <ul style="list-style-type: none"> • Has the money for this financial year been distributed to the recipients? <p>The Budget allocates \$65.3 million to deliver consent and respectful relationships education over four years, and drops to \$9 million in subsequent years.</p> <ul style="list-style-type: none"> • Can you give a breakdown of what is being funded across the forward estimates each year where \$21 million is being spent, versus what is being funded in the subsequent two years to which \$9 million per annum has been allocated? • How will the program be delivered in subsequent years when the funding has been so substantially tapered off? <p>The Budget states that delivering consent education will be done by "investing in teacher training and partnerships with external providers."</p> <ul style="list-style-type: none"> • How will the funding for consent education allocated in this Budget be directed between schools and external providers? • With funding due to drop down after the forward estimates, what impact will this have on delivering consent education if external providers are forming a major part of the rollout of this curriculum? 	Written		SQ22-000250
161	Department of Education	Penny Allman-Payne	Australian Human Rights Commission was undertaking a survey of secondary school students' experience of Respectful Relationships Education	<p>I note that the Australian Human Rights Commission was undertaking a survey of secondary school students' experience of Respectful Relationships Education and attitudes towards sexual assault and harassment. On Monday night (7th November) during Estimates, the Children's Commissioner said that the survey won't get underway until 2024.</p> <ul style="list-style-type: none"> • Will the results of that survey inform development of Respectful Relationships Education programs in the future? • In the interim what sources of information on student experiences will be used to inform the education program? 	Written		SQ22-000251

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162	Department of Education	Penny Allman-Payne	Monash Uni Respectful Relationships Education National Stocktake and Gap Analysis	<ul style="list-style-type: none"> • Are you familiar with the recommendations of the Monash Uni Respectful Relationships Education National Stocktake and Gap Analysis? • Will these recommendations be used to guide the implementation of consent and respectful relationships education? 	Written		SQ22-000252
163	Department of Education	Penny Allman-Payne	National Respectful Relationships Education Expert Group	<p>The Budget says a National Respectful Relationships Education Expert Group will "perform a rapid review identifying key areas of need in respectful relationships education" and "develop a framework for accrediting external providers".</p> <ul style="list-style-type: none"> • Who are the members of the Expert Group, or who will they be? • How often will they meet? • How will the "rapid review" differ from the Stocktake and Gap Analysis undertaken by Monash University and published in Sept 2022? 	Written		SQ22-000253
164	Department of Education	Penny Allman-Payne	Chaplaincy Program	<p>In essence the NSCP-funded chaplaincy role is a youth worker job in public schools. That is to say that having a religious faith is not a genuine occupational requirement to be a school chaplain.</p> <ul style="list-style-type: none"> • On what basis are employment services for chaplaincy roles continuing to be outsourced in preference to being filled via standard public service employment arrangements? • Will the federal government continue to stipulate in the NSCP Project Agreement with the states and territories that a chaplain must have a religious faith or at least a religious endorsement? <p>If so, why?</p>	Written		SQ22-000254

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165	Department of Education	Penny Allman-Payne	Student Wellbeing Boost	<p>Regarding the Student Wellbeing Boost project announced in the budget, which was for \$200m in this financial year. There are a number of potential spending programs contained within this announcement, and the Budget mentions mental health professionals as well as sport and social events.</p> <ul style="list-style-type: none"> • Can you provide a breakdown of what the Student Wellbeing Boost entails, and how much money will be spent on each aspect of the program, whether that is professional mental health support staff? • What happens to these programs, and particularly to any mental health professionals that are hired as a result, once this program ceases to exist in mid 2023? • Will kids have access to mental health professionals withdrawn? <p>1. Please provide the latest available data from 2022 to 2030 for Catholic and Independent primary, secondary and combined (primary/secondary) schools in each state and territory for:</p> <ul style="list-style-type: none"> • The Commonwealth share of the Schooling Resource Standard (SRS), • Total Commonwealth recurrent school funding at each share • Commonwealth recurrent school funding per student at each share. <p>2. Please provide the latest available data from 2022 to 2030 for Government primary, secondary and combined (primary/secondary) schools in each state and territory for:</p> <ul style="list-style-type: none"> • The Commonwealth share of the Schooling Resource Standard (SRS). • Total Commonwealth recurrent school funding at each share. • Commonwealth recurrent school funding per student at each share. <p>3. Please provide the estimate of the total recurrent and per student funding amounts at 100 per cent of the SRS for government, Catholic and Independent primary, secondary and combined schools in each state and territory for each year to 2030.</p>	Written		SQ22-000255
166	Department of Education	Matt O'Sullivan	\$10 million commitment for national campaign to raise the status and value the role of teachers	<p>On 3 November, Minister Clare released the Draft National Teacher Workforce Action Plan. As part of this plan, the Minister committed \$10m towards "a targeted national campaign to raise the status and value the role of teachers."</p> <p>Can you please provide a breakdown of what this \$10m will be spent on? Given the plan says the campaign is yet to be developed, how did you come to \$10m? The plan says the Australian Government will 'contribute \$10m towards this national campaign.' Who else is contributing? How much are they contributing? What proportion of the overall cost is being met by the Commonwealth?</p>	Written		SQ22-000263

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167	Department of Education	Matt O'Sullivan	Creation of new Australian Teacher of the Year Awards	<p>The Draft National Teacher Workforce Action Plan announced the "creation of new Australian Teacher of the Year Awards."</p> <p>How will this be run?</p> <p>Will there be a secretariat?</p> <p>How much is this going to cost?</p> <p>How will the nomination process work?</p> <p>How many nominations do you expect to receive?</p> <p>Will there be an awards night?</p> <p>How much will that cost?</p> <p>What is expected of the winning teacher(s)?</p> <p>Are they expected to travel? If so, how will this be paid for?</p> <p>Will they be expected to promote/support government policies?</p>	Written		SQ22-000264
168	Department of Education	Matt O'Sullivan	\$25 million investment to pilot selected initiatives with jurisdictions and sectors through the Workload Reduction Fund	<p>The Draft National Teacher Workforce Action Plan announced that "the Australian Government will invest \$25 million with interested states and territories, to pilot selected initiatives with jurisdictions and sectors through the Workload Reduction Fund."</p> <p>What are the selected initiatives?</p> <p>Who selected these initiatives?</p> <p>By which criteria?</p> <p>Have the states/territories had any pre-input?</p> <p>Which ones?</p>	Written		SQ22-000265
169	Department of Education	Penny Allman-Payne	Catholic and Independent primary, secondary and combined (primary/secondary) schools data	<p>1. Please provide the latest available data from 2022 to 2030 for Catholic and Independent primary, secondary and combined (primary/secondary) schools in each state and territory for:</p> <ul style="list-style-type: none"> • The Commonwealth share of the Schooling Resource Standard (SRS), • Total Commonwealth recurrent school funding at each share • Commonwealth recurrent school funding per student at each share.. <p>2. Please provide the latest available data from 2022 to 2030 for Government primary, secondary and combined (primary/secondary) schools in each state and territory for:</p> <ul style="list-style-type: none"> • The Commonwealth share of the Schooling Resource Standard (SRS), • Total Commonwealth recurrent school funding at each share. • Commonwealth recurrent school funding per student at each share. <p>3. Please provide the estimate of the total recurrent and per student funding amounts at 100 per cent of the SRS for government, Catholic and Independent primary, secondary and combined schools in each state and territory for each year to 2030</p>	Written		SQ22-000288

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170	Department of Education	Matt O'Sullivan	Increase in school funding	School funding over the forward estimates under the 2022-23 Budget in April was set to increase by 12.6%. The Budget presented by in October slightly increases this to 15.3% increase (\$12bn). Can you please detail for the Committee the increase and what additional elements have been increased?	Written		SQ22-000289
171	Department of Education	Matt O'Sullivan	Regional and disability loading for schools by state and territory	How much does each state and territory receive in regional loading for schools? Over the last 10 years. Over the forwards How much does each state and territory receive in disability loading for schools? Over the last 10 years. Over the forwards	Written		SQ22-000290
172	Department of Education	Matt O'Sullivan	Capital Grants Program	Level of funding provided over our last term of Government and planned spend over the forwards? New commitments of funding over the forwards? Will another round be run? If so, when? Will the criteria be changed?	Written		SQ22-000291
173	Department of Education	Matt O'Sullivan	Schools Upgrade Fund	Schools Upgrade Fund is \$270.8m in the Budget papers. Can you please advise the breakdown of this program Are both programs only available to public schools? How many public schools are there across the country? How many public schools are there in each state? What are the numbers of children enrolled in the public system in each state? How many non-government schools are there across the country? How many non-government schools are there in each state? What are the numbers of children enrolled in the non-government school system in each state? How much will go to each school? Will this be through a grants program or direct payment to state? How will these be assessed and by whom? Who will be the final approver of awarded grants? Will there be provisions in the guidelines or assessment criteria to advantage regional, rural and remote schools? If not, why not? Are the grants being administered by the Department of Education or The Treasury given the funding profile allocation? If this is grant related – can the funds be out the door by the end of financial year (risk of reprofiling). How much is administrative and how much is for grants? What is the \$215 million in 2023-24 for Treasury? How much is administrative and how much is for grants? Why are two departments administering these grants? How much is being used for admin costs? How much money will go to the schools? Grant Guidelines: When will they be available? When will the round open? How long will it be open for? How long will the assessment of applications take? When will schools be notified?	Written		SQ22-000292

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174	Department of Education	Matt O'Sullivan	Former government commitment to implement measures that would support inclusive and respectful classrooms	The previous government had committed \$7.2 million to implement measures that would support inclusive and respectful classrooms – consequently benefiting student learning. Are these measures proceeding? What other work is being done by your Department and with States and Territories to address this?	Written		SQ22-000293
175	Department of Education	Matt O'Sullivan	Teaching Performance Assessment	According to the department's annual report, under the agreement, all initial teacher education providers endorsed Teaching Performance Assessment to be in place by late 2021. All pre-service teachers must complete this assessment before they graduate. How many pre-service teachers have completed this assessment? How are they marked? Pass/Fail? Grade? What is the success rate? What occurs if a teacher fails the assessment?	Written		SQ22-000294
176	Department of Education	Matt O'Sullivan	Proposal for a government system wide approach for a central bank of lesson plans	The Grattan Institute report 'Ending the lesson lottery' proposes that it would cost \$15 - \$20 million to develop a Government system wide approach for a central bank of lesson plans. Has the department done any modelling on this, including costings to deliver or how and by what level would this reduce teacher workload? Is the department undertaking any costings or providing any advice to the Minister on the potential of the proposal; to implement this? How will this account for state variants of the curriculum? Has this been listed or proposed as an item for discussion at an Education Minister's Meeting?	Written		SQ22-000295
177	Department of Education	Matt O'Sullivan	NAPLAN data	What consideration is being given to the declining NAPLAN data with a view of the upcoming state and territory funding arrangements? What work is underway to provide solutions to address these results? What additional analysis has the department done on these results? Under outcome one in the department's annual report, performance measures PM055, PM056 and PM058 that measure literacy and numeracy for year three students note these targets were not achieved. What is the department's plan to remediate this and deliver on these performance measures next year?	Written		SQ22-000296
178	Department of Education	Matt O'Sullivan	Explicit teaching and collaborative learning	How many schools in each state and territory use explicit teaching compared to collaborative learning?	Written		SQ22-000297

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179	Department of Education	Matt O'Sullivan	Phonics education	How does the department define phonics education? How many schools in each state and territory implement phonics over whole world learning? Phonics Check: How many times has this been accessed since it was implemented? Please break down usage by state and territory.	Written		SQ22-000298
180	Department of Education	Matt O'Sullivan	Implementation of Quality Initial Teacher Education Review recommendations	Can the Department please provide an update on the implementation of each of the 17 recommendations of the Quality Initial Teacher Education Review and how they align with the recommendations of the National Teacher Workforce Action Plan?	Written		SQ22-000299
181	Department of Education	Matt O'Sullivan	National Teacher Workforce Action Plan	National Teacher Workforce Action Plan A working group of peak bodies and officials has been set up to deliver this plan to Education Ministers in December at the meeting. Please advise: The membership of the working group? What the group will deliver? What costs are associated with group? Will the report/plan be publicly available? Is this work on track? To whom will the initial findings be provided, and when?	Written		SQ22-000300
182	Department of Education	Matt O'Sullivan	Guide to Thrive	How long did it take to develop these resources? Was any focus group testing of the content done? If so, by whom and how many? Was any of the material tested with experts, peak bodies or community organisations? When was the funding allocated? What was the total amount allocated? Was the full budget expended?	Written		SQ22-000301

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183	Department of Education	Matt O'Sullivan	Student Wellbeing Boost	<p>The cost of this measure is \$203.7m over two years. This includes \$10.8m to develop a mental health check tool, leaving \$192.9m to deliver mental health and wellbeing support to more than 4 million students across the country.</p> <p>The commitment during the election promised all funding would be provided to schools in 2022. Will this funding all be provided in 2022?</p> <p>If not, why not?</p> <p>How many students are expected to benefit from the program?</p> <p>Will all schools receive equal funding?</p> <p>If not, what criteria has been or will be used to define how much each school will receive?</p> <p>Can you provide a break down of the funding proposed or distributed to government schools, catholic schools and independent schools.</p> <p>Can you further break down funding for metropolitan, regional, rural, remote and very remote schools - by state and sector?</p> <p>Does this funding require schools to report back to the Department of Education on how the funding is spent?</p> <p>If so, does the Minister receive this information?</p> <p>If so, who is responsible in each school to report this information to the Department?</p> <p>If so, is this information being independently assessed?</p> <p>If so, please provide a breakdown of use of the funding by each school will be assessed ensure positive mental health and wellbeing outcomes for students?</p> <p>What mental health monitoring and reporting metrics are being captured regarding this program?</p> <p>What is the definition of success for this program?</p> <p>Are there any Departmental administration costs associated with this program?</p> <p>If so, can you provide a detailed breakdown of these costs?</p>	Written		SQ22-000303
184	Department of Education	Matt O'Sullivan	Unique Student Identifier (USI)	<p>How is a student assigned a USI and at what point in their schooling?</p> <p>Is the Department actively monitoring students through the USI to support student engagement and remediate children falling through the cracks?</p> <p>The overall target was to have all students assigned a USI by 2023, will this be achieved?</p> <p>Please provide an update on the implementation of this.</p> <p>If not on track, are there penalties in place for states and territories who do not meet this delivery timeframe?</p> <p>What is the States role in the USI program?</p> <p>Will the USI and new protocols be included in the next NSRA?</p>	Written		SQ22-000304
185	Department of Education	Matt O'Sullivan	Boarding School Scholarships	<p>This measure was announced during the May 2022-23 Budget. Can the Department please provide an update on the status of this program's implementation.</p> <p>What consultation has taken place and with whom? Please provide a list of all stakeholders engaged and when.</p> <p>Will the scholarships still be available for the 2023 school year as planned?</p> <p>If not, when will the scholarships be available and how many are planned for each year?</p> <p>Status of implementation?</p> <p>How will people apply?</p> <p>How will they be assessed/assigned? Who is the decision maker?</p>	Written		SQ22-000305

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186	Department of Education	Matt O'Sullivan	City-Country Partnerships	What is the current status and implementation of this work. Grant applications closed in March earlier this year, when applicants will be advised of the outcomes of that round and when work will commence. I am advised any enquiries made by proponents on the status of the program to date have been directed to the Departments website, however as at 11 November 2022 there was no easily accessible information on the City to Country Partnerships, particularly around status of the measure. Please provide the link to this information and the dates in the last six months that the webpage and content have been updated.	Written		SQ22-000306
187	Department of Education	Matt O'Sullivan	Distance Education Teaching Allowance	The ICPA are advocating for a Distance Education Teaching Allowance. What steps is the Government taking on this proposal?	Written		SQ22-000307
188	Department of Education	Matt O'Sullivan	Alice Springs (Mparntwe) Declaration	Can you please provide an update on the progress/implementation of the declaration? How are "excellence" and "equity" defined, monitored and measured? The Productivity Commission Report stated "equity" as one of the four major policy challenges, what work is being undertaken to address this significant issue?	Written		SQ22-000308
189	Department of Education	Matt O'Sullivan	Australian Education Research Organisation	Can you please provide the current work program for AERO?work program? What expectations have been communicated to AERO on the priority work settings they need to deliver. Please provide a copy of this communication. How does AERO, in conjunction with the Department transition their research into policy actions, both at the federal and state and territory levels?	Written		SQ22-000309
190	Department of Education	Matt O'Sullivan	Strike action	How many strikes have taken place across schools, by state and sector, in the past two years? How many days of learning has this impacted? How many children has this impacted?	Written		SQ22-000310
191	Department of Education	Matt O'Sullivan	Studio Schools	How much is committed to the Studio Schools measure? Where are the locations of the studio schools? How were the locations chosen and who signed off on them? Who is the delivery organisation that has been appointed? Under what terms and cost was this appointment made? Please confirm the total amount payable to the delivery organisation. When will the schools be up and running? How many students will each school serve?	Written		SQ22-000311

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192	Department of Education	Matt O'Sullivan	National Respectful Education Expert group	<p>Can you please break down the different elements of this funding? Is it just grants to schools to run consent education programs, Will it also support a national survey of students and other mechanisms to teach consent? As part of this commitment the Government said it would undertake a rapid review of consent education that will be led by the 'National Respectful Education Expert group'.</p> <p>Has this expert group been established? If so, please provide a list of members of the group and who approved their appointment to this group.</p> <p>What process was undertaken to publicly advertise for these roles? (i.e. was this a transparent process?) If they were not publicly advertised, why not?</p> <p>When this expert panel was announced, the government said "the Expert Group will be funded for an initial three years and will be supported by a unit in the Department of Education, Skills and Employment. The expert panel will be funded through existing departmental resources".</p> <p>Which unit in the department supports them? How many ASL are allocated to supporting the expert group?</p> <p>What support is being provided? i.e. is it a secretariat function?</p> <p>What are the total costs associated with the expert group?</p> <p>What offsets were provided by the Department for this expert panel to be established?</p> <p>Have they delivered their review of consent education yet?</p> <p>If yes, what were their recommendations? If not, when is this due to be delivered to the Department/Minister?</p> <p>Do you expect the expert panel to have input into the final grant guidelines and recommendations into where funding goes?</p> <p>How much weighting will be given to the expert group's recommendations?</p> <p>Who do you expect to have the final approval authority for this grant program?</p> <p>What work has been done to inform the potential split of the \$77.6 million across states and territories?</p> <p>Will there be more funding allocated to states and territories that have a higher rate of sexual assault or will it be based on which schools put up their hands to deliver programs?</p> <p>How much of the \$77.6 million will be provided in grants and how much will be used to support departmental and grants hub costs?</p> <p>Has there been external consultation to date with religious, cultural or parent groups on how this education can be delivered in an age and culturally appropriate way across schools?</p>	Written		SQ22-000312
193	Department of Education	Matt O'Sullivan	Teacher shortage	<p>Could you please outline the work being done at a federal level and with States and Territories on the nations 'teacher shortage'</p> <p>Progress to date</p> <p>What modelling has been done on the shortage nationally as well as at a state and territory level?</p> <p>What immigration changes are required to ensure 'foreign teachers' can be employed. What arrangements are in place or being worked on to fast track visa applications to enable this?</p> <p>What is being done to rehire retired teachers and entice them back to the workforce?</p> <p>How many lessons are being live streamed?</p>	Written		SQ22-000352

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194	Department of Education	Lidia Thorpe	First Nations educators	<p>My questions are in regard to the budget measure: \$14.1 million to place First Nations educators in 60 primary schools to teach First Nations languages and provide greater cultural understanding:</p> <ol style="list-style-type: none"> 1. Can you please provide further information on how the Department plans to progress with this measure. 2. How is the government selecting the regions and schools? 3. Who is it consulting with in making these decisions? 4. Will this measure be evaluated to potentially scale it up in the future? When and how will an evaluation take place? 5. What support will be available to these educators to ensure they feel safe to do their work? 6. Will training be provided to non-First Nations educators at these schools to improve their understanding of racism and cultural awareness? 7. How would traditional owners be consulted on the protocols and use of language in schools? What funding would be available for this so that Nations can provide this cultural governance? 8. Are there any qualifications First Nations language educators are required to hold? 9. What is the actual role of a First Nations language and cultural educator? How does it differentiate from existing liaison/CEC roles that are already based within schools? 10. Are there prerequisites required of schools before employing a First Nations cultural educator? (For example - demonstrated relationships with local First Nations community, First Nations representation on school council, perspectives embedded in the curriculum, anti-racism strategy, a letter of support from parents). 	Written		SQ22-000387
195	Department of Education	Mehreen Faruqi	Impact of COVID on Year 12 completions and university applications	Does the Department have data or will the Department conduct analysis on year 12 completions, and which students have been most affected by the last two years of educational disruption? Is there evidence to show that students from low SES areas or areas with other measures of disadvantage are disproportionately affected by this disruption, and increasingly either not completing high school or not transitioning to higher education?	Written		SQ22-000388
196	Department of Education	Jonathon Duniam	Non-Government Reform Support Fund	<ol style="list-style-type: none"> 1. (a) Has the Government decided to continue the Non-Government Reform Support Fund and, if so, until what financial year? (b) Please state the annual allocation by financial year. 2. Has the fund seen an annual increase or reduction on the amounts allocated in the March 2022 Budget? 	Written		SQ22-000407
197	Department of Education	Jonathon Duniam	Independent Schools Australia	1. How many letters of support have been received from Government Members or Senators relating to requests for funding certainty from Independent Schools Australia or any of their state counterpart entities? Please provide a list of letters of support received.	Written		SQ22-000408