

Education portfolio QoN list
2017-2018 Budget Estimates Hearing
Questions on Notice = 457

Number	PDR No	Spoken / Written	Question Submitted By	Hansard Page	Subject	Full Question Text	Question date
1	SQ17-000557	Spoken	Carr, Kim	5	ARC: Definition of research misconduct	Senator KIM CARR: In China do they have a definition that is used widely in China? Ms Emery: I am not sure. Senator KIM CARR: Perhaps you should have a look at that. Would you take it on notice for me. Ms Emery: I will take that on notice. Senator KIM CARR: What about Japan? Do they have a definition? Ms Emery: I am not sure. Senator KIM CARR: Perhaps you could have a look at that for me, as well.	31/05/2017
2	SQ17-000558	Spoken	Carr, Kim	7	ARC: Enterprise agreement arrangements in universities	Senator KIM CARR: Do current enterprise agreement arrangements in universities interact with the current code? Ms Emery: Yes, in a range of ways Senator KIM CARR: Perhaps you could explain to me what they are. Ms Emery: I would think that is probably best I take on notice, Senator. There are 40-odd institutions, so they all have different versions of enterprise agreements, and it is impossible to try to convey the different interactions here.	31/05/2017
3	SQ17-000559	Spoken	Carr, Kim	9	ARC: Major scientific journals publishing	Senator KIM CARR: What about the cases of non-repeatable results being reported in major scientific journals? Have you got any examples of that? Ms Emery: Not to my knowledge. Senator KIM CARR: None at all? Ms Emery: Not to my knowledge. I do not know. Senator KIM CARR: I will ask you to take that on notice. Have we got any evidence coming to the Australian Research Council of major scientific journals publishing papers containing experiments which are not able to be verified? Ms Emery: I will take it on notice	31/05/2017
4	SQ17-000560	Spoken	Carr, Kim	9	ARC: Number of grants that had to be repaid	Senator KIM CARR: How much was involved? Ms Emery: The one that actually required the repayment was in relation to the inadvertent misuse of funding, and that was \$202. Senator KIM CARR: It was \$202? Ms Harvey: That is for a specific inadvertent misuse of funding. Ms Emery: I am just trying to find the other two projects. I might need to take that on notice, sorry. Senator KIM CARR: I do not think \$202 is an insignificant amount in itself, but that is not the issue. The fact that it had to be repaid is the problem.	31/05/2017
5	SQ17-000561	Spoken	Carr, Kim	16	Number of vice-chancellors that are foreign nationals	Senator KIM CARR:How many foreign nationals do you think we have as vice-chancellors? Dr Bruniges: I would have to take that on notice, Senator.	31/05/2017
6	SQ17-000562	Spoken	Carr, Kim	16	Number of Nobel Prize winners here are foreign nationals?	Senator KIM CARR: How many Nobel Prize winners here are foreign nationals? Dr Bruniges: Again, I would have to take that on notice.	31/05/2017
7	SQ17-000563	Spoken	O'Neill, Deborah	18	TEQSA: staffing	Prof. Saunders: I touched on it in my opening answer to your question. We have had a reduction in the number of permanent Australian Public Service staff. We are down now to, I think, 48 and the budgeted number for next year, without the increase in funding that is coming to TEQSA, goes up to 51. Senator O'NEILL: What was the original setting? Prof. Saunders: I would have to take that on notice, but it would have been somewhere in the 60s. Senator O'NEILL: It was 100. Prof. Saunders: That was 100 total staff; that would not have all been APS staff. At the moment even though we only have 46 or so APS staff, our total staffing is up around 70 if you add in the commissioners and the CEO and the like. Senator O'NEILL: Could you check that on notice if you can. Thanks.	31/05/2017
8	SQ17-000564	Spoken	O'Neill, Deborah	20	TEQSA: contract staff	Senator O'NEILL: You could give me a rather detailed analysis of the way in which you are spending that \$1.2 million on contract staff; I would appreciate it if you could take that on notice. Prof. Saunders: We could certainly do that. Mr Wiegold: Yes. I could just clarify: on that \$1.2 million, I think earlier in your comment you mentioned that that was also encompassing experts. It is a blend, as mentioned earlier, of both experts and contracted staff. Senator O'NEILL: So the contracted staff could be doing a range of jobs, such as case managers. Could you give me the list? Mr Wiegold: Yes, we can provide you with that list. Another point on that is, in terms of your earlier comment, that there are about approximately 100 staff. I think you meant that—you are right—in 2014-15 we did have 100 APS at that point in time. It gradually reduced to 48, which is what we are now. Senator O'NEILL: Could you give me a richer understanding of what is actually going on there with your staff—case managers, analysts, advisory, administration—who is in what roles, what analysis you are doing, who you are losing and the rationales for that, and what needs to happen with your APS level? I think it is clearly a pressing and contentious matter. Why can that work not be undertaken by APS employees? How many institutions do you look after? How many are there?	31/05/2017
9	SQ17-000565	Spoken	O'Neill, Deborah	23	TEQSA: applicants to TEQSA	Senator O'NEILL: In terms of the applicants to TEQSA, could you provide—on notice, if you cannot today—the names of those applicants and particularly the ones that were former RTOs? Prof. Saunders: People who have actually put in applications? Senator O'NEILL: Yes. Prof. Saunders: I will take that on notice. I have been asked this question previously. At the moment, our policy is and our guidelines in terms of publishing information say that we do not publish those people who have put in initial applications. I have been asked this question at Senate estimates committee meetings in the past, and that has been my response, but, towards the end of last year, given that this was a matter that had been raised on a number of occasions, we went out to public consultation about publication of both our decisions and the names of organisations that may have made application to either be registered or have a course accredited and have not been successful. We have had about 25 submissions come back from that consultation paper. We are in the process of analysing that information, and I will be in a better position to give you a revised position on the matter within the next month or two, I think. Cont. pg 24 Senator O'NEILL: Could you provide, with regard to those questions, an outline of the applicants who have come through, those who have been successful, those who have not and those who are still in consideration—so a full disclosure of the whole scene.	31/05/2017
10	SQ17-000566	Spoken	O'Neill, Deborah	25	TEQSA: funding	Senator O'NEILL: In light of that, have you communicated with the minister, or written to the minister, asking for additional funds so that you can actually maintain the quality of the work that you do? Prof. Saunders: We have had discussions with both the department and the minister's office around a sustainable level of funding for TEQSA, yes. Senator O'NEILL: Would you be able to provide us with any correspondence regarding that matter? Prof. Saunders: Yes, certainly. Senator O'NEILL: The department? Prof. Saunders: Yes.	31/05/2017

11	SQ17-000567	Spoken	O'Neill, Deborah	25	TEQSA: funding	Senator O'NEILL: What is the quantum of additional funding that would allow you to manage your volume and not displace what you described earlier as lesser priority tasks? Prof. Saunders: We have not costed that out fully, and so therefore it would be premature to give you an answer. Senator O'NEILL: <u>Could you take that on notice and provide it to the committee.</u> Prof. Saunders: I can.	31/05/2017
12	SQ17-000568	Spoken	O'Neill, Deborah	26	TEQSA: work program	Senator O'NEILL: I invite you to indicate the things that are now on the backburner—the things that are slowing down. If you could provide us with an indication of the workflow that is a consequence of the pressure that you are feeling with regard to managing the volume of applications coming through, that would be useful. Prof. Saunders: Sure, I could take that on notice and provide that. Senator O'NEILL: Thank you. If you could also go through your records and indicate when you advised the minister of the surge in applications that you are experiencing and any responses that you have had from him, that would be appreciated. Do you have a forward work plan for managing this? Prof. Saunders: We have a forward work plan, yes, for managing this. Senator O'NEILL: If you could provide any detail about that, that would be good.	31/05/2017
13	SQ17-000569	Spoken	Cameron, Doug	27	ASQA: types of breaches	Senator CAMERON: Do you have documentation that allows you to assess the different types of breaches and the concomitant action that you would take? Prof. Lavarch: Yes, we do. We have a thing we call the response option action tool, which our staff utilise. In very broad terms, it lists all the regulatory obligations, be they in the legislation or in the supporting instruments of the RTO standards—the relative seriousness of the overall imperative that the provider operate in a way that learners achieve good competencies which the country can have confidence in. If it goes to the core of that, you get a higher level of response directed by the tool. If it is at a lower level, such as that not all marketing material had the RTO logo on it or something like that, then it might be a lesser response—a direction, or particularly going to the provider to rectify that issue. Senator CAMERON: Can we get a copy of the response option action tool? Prof. Lavarch: Yes; we will supply that.	31/05/2017
14	SQ17-000570	Spoken	Cameron, Doug	29	ASQA: auditing staff	Senator CAMERON: How many in-house do you have? Does it vary? Mr Paterson: It varies from time to time. I think the number would be in the ballpark of about 70. I will pull up a number for you as we go forward. Senator CAMERON: Just a ballpark number. Over a 12-month period, how many auditors would you use who are contract auditors? Mr Paterson: I would have to take that on notice, because that does vary quite markedly, if it were the total number of auditors used over a 12 month period. Can we pick a period? Senator CAMERON: Last financial year? Mr Paterson: In 2015-16? Senator CAMERON: Yes. If it is easy, can you do 2014-15 and 2015-16? Mr Paterson: We can.	31/05/2017
15	SQ17-000571	Spoken	Cameron, Doug	30	ASQA: audited companies that have gone into administration or liquidation	Senator CAMERON: How many companies have gone into administration that you have been engaged in audits of? Mr Paterson: I do not have that precise number. There are a number of VET FEE-HELP providers that have been given more public attention than what you might say is the remainder of the RTOs. If you are looking for information that we have about those who have gone into administration and then into liquidation? Senator CAMERON: Both. I am not looking for both. I am interested in companies that have gone into administration. What steps do you take in relation to them? Does that response option action tool kick in? Senator CAMERON: Can you give me details about companies that have gone into administration? What actions you have taken, in terms of your audit processes, against them? Mr Paterson: There will be circumstances where they have gone into administration, and then subsequently liquidation, as a result of our regulatory decision. And there will be some that we are in the process of undertaking an audit on, and they have gone into administration. There is another category where an RTO, because of our audit activities, may seek to withdraw from the market. Sometimes they seek to withdraw during the time that we are undertaking the audit and sometimes they seek to withdraw after they have seen our audit finding. cont. pg 31 Senator CAMERON: I appreciate the point you have made that some companies could end up in liquidation because you have been in there proactively dealing with the issue. I do not have an argument with that. Could you give us details of companies that are in that category? Mr Paterson: Yes. Senator CAMERON: And can you give us details of companies that have gone into liquidation but have never been subject to an audit? Mr Paterson: Yes. That might be the harder one, because I cannot guarantee that we will have kept a record of that. There will not be any that have gone into administration having never had an audit, either by us or the previous— Senator CAMERON: I am talking about liquidation. So, the high-profile ones that have gone into liquidation, leaving kids with no documentation and, basically, in distress. Mr Paterson: By way of example, use the most recent high-profile movement into administration, which went in last week. One of the principal RTOs within that group had been the subject of very detailed audit activity and our internal audit activity had concluded with respect to that RTO, but the decision had not been taken with respect to that RTO's ongoing compliance. Senator CAMERON: I appreciate that. It would give us an idea as to how effective the audit processes are, and would be an early alarm system for these companies.	31/05/2017
16	SQ17-000572	Spoken	Cameron, Doug	35	ASQA: Sage	Senator CAMERON: Have you discovered any quality issues with the teaching or marking that was taking place at Sage? Mr Paterson: We did find them non-compliant in relation to the standards, and we provided written directions to them to rectify breaches. We issued those written directions in February of this year. Senator CAMERON: How long have they been operating? You can take it on notice if you do not have it. Mr Paterson: Yes, I do not think I have— Senator CAMERON: <u>I would like to know how long they have been operating.</u>	31/05/2017
17	SQ17-000573	Spoken	Cameron, Doug	37	ASQA: action in relation to Sage and Careers Australia	Senator CAMERON: Did the new system identify problems at Sage and Careers Australia before their collapse? Mr Paterson: Yes. cont. pg 38 Senator CAMERON: Can you provide details. Mr Paterson: We were in the process of taking regulatory action in relation to Careers and we had taken regulatory action in relation to Sage. Senator CAMERON: On notice can you provide details of what that action was. Mr Paterson: Yes.	31/05/2017
18	SQ17-000574	Spoken	Cameron, Doug	38	Australasian College Broadway (Placements)	Senator CAMERON: Can I move to the Australasian College Broadway? Mr Paterson: Yes. We spent some time in relation to that business on the last occasion. Senator CAMERON: Yes. Have the students been placed with other providers yet? How many are still waiting, if any? Mr Paterson: That placement is an activity not undertaken by us. The placement with other providers comes about as a result of the tuition protection arrangements that were in place from either ACPET or TDA. I do not know that I have information that would tell me about the number that have been placed with an alternative provider. I might take that on notice.	31/05/2017

19	SQ17-000575	Spoken	Cameron, Doug	40	Sage and Nexus	Senator CAMERON: Now we have got you, Mr Banerjee, in relation to Sage and Nexus, how much in total has been paid to each of these providers in the last five years? Dr Banerjee: I have information immediately in front of me for Sage in 2016 and 2015, which I will read out to you now, and then I will take the five-year profile on notice. For Sage in 2016, the actual payments were \$26,634,000 and in 2015 were \$32,608,000. Senator CAMERON: Quite a lot of money. Often there is a difference between what a VET FEE-HELP provider has estimated and the reported student liabilities. Was there a difference in this case that has left an outstanding refund owing to the department? Dr Banerjee: I will just check that. As you say, the department undertakes a reconciliation process for payments. In the previous arrangements under VET FEE-HELP, providers provided an estimate in advance and then that was reconciled against actual numbers as they were recorded through the IT system. The process is as you describe. I would have to take on notice the exact numbers for Sage in that reconciliation process, but I can do that. Senator CAMERON: So you do not know if there is money owing? Dr Banerjee: I do not currently in front of me, but I can take that on notice.	31/05/2017
20	SQ17-000576	Spoken	Cameron, Doug	40	Dates concerns first raise about Sage and Nexus	Senator CAMERON: When were concerns first raised about these providers? Dr Banerjee: I will get some further information on that for you. Mr Hart: I do not have the exact dates of when concerns were raised, but clearly Sage applied for provisional approval under VET student loans. The condition of their approval was that they had quite restrictive cap of \$30,000. Clearly we were managing, I guess, risks around that provider in terms of the cap that was imposed on them for the first six months of this calendar year. Senator CAMERON: But when were concerns first raised about this provider? Mr Hart: I will have to take on notice dates of any concerns that may have been raised.	31/05/2017
21	SQ17-000577	Spoken	Cameron, Doug	41	Dates concerns first raise with the Minister about Sage and Nexus	Senator CAMERON: On notice, can you provide details of when these concerns were raised with the minister or the minister's office? Mr Hart: Yes, we can do that.	31/05/2017
22	SQ17-000578	Spoken	Cameron, Doug	41	Review by ACIL Allen	Senator CAMERON: ... Were ACIL Allen working with a market research firm called Wallis? Mr Morling: I do not know. I would have to take that on notice. But I do not believe so. Senator CAMERON: Who paid for the review? Mr Morling: Again I would have to take that on notice, but the department I think would have paid for that. I will double-check that for you. Senator CAMERON: Can you also provide details of what the cost was. Mr Morling: Sure. Senator CAMERON: Has there been a draft report? Mr Morling: Again, I would have to take that on notice. Senator CAMERON: Would you know if the report has been finalised? Dr Banerjee: We will have to take that on notice. Senator CAMERON: Will you be tabling a copy of the report? Dr Banerjee: We will take that on notice.	31/05/2017
23	SQ17-000579	Spoken	Hanson-Young, Sarah	46	Average university debt (1988-89)	Senator HANSON-YOUNG: What was the average university debt when someone graduated? Mr Learmonth: I would have to take that on notice. Senator HANSON-YOUNG: Could you take that on notice, for that period? Mr Learmonth: Yes, sure.	31/05/2017
24	SQ17-000580	Spoken	Hanson-Young, Sarah	46	ABS 2016 Survey of Education and Work	Dr Bruniges: Senator, while they are discussing that I might also point out that the ABS's 2016 publication Education and work, Australia showed that people with a bachelor level or higher qualification had an unemployment rate of 3.2 per cent in comparison to an overall unemployment rate of 5.6, suggesting— Senator HANSON-YOUNG: Is that nationwide? Dr Bruniges: Yes. That was the ABS 2016 Survey of Education and Work. Senator HANSON-YOUNG: Do you have that broken down into rural and regional versus city? Dr Bruniges: I do not have it with me, and I am not even sure that the ABS does break it down into regional and city, but I am happy to take it on notice for you and see what their publication does have. Senator HANSON-YOUNG: If you could, I would appreciate that.	31/05/2017
25	SQ17-000581	Spoken	Hanson-Young, Sarah	47	HELP	Senator HANSON-YOUNG: You are saying that in four years time it is going to be more than \$52 billion? Mr Learmonth: If you step out the four years in terms of the fair value of the debt, it is \$52 billion, just under \$60 billion, \$67 billion and \$76 billion. So it will continue under the current reform settings for the HELP programs to grow very substantially, hence the need for a sustainability measure. Senator HANSON-YOUNG: How much of that \$52 billion includes the rorts from the VET sector? Mr Learmonth: I am not sure. We will take that on notice. I think we might have a definitional issue there too. Senator HANSON-YOUNG: I do not know how else you would describe it. Take on notice how much of the \$52 billion is made up of the blow-out of debts incurred under the VET scheme. Mr Learmonth: We will do that with the proviso that I do not know that we can distinguish within the VET FEE-HELP program—	31/05/2017
26	SQ17-000582	Spoken	Cameron, Doug	50	Date skills cluster QoNs provided to the minister's office	Senator CAMERON: Mr Banerjee, when did you provide the draft answers to the questions to the minister's office; that is, my questions? Dr Banerjee: I would have to take that on notice in terms of the different tranches. The secretary has just read out, at an aggregate level, which ones were provided when. In terms of per domain area, I would need to take that on notice.	31/05/2017
27	SQ17-000583	Spoken	Cameron, Doug	51	Senate Order relating to the Apprenticeships Reform Advisory Group	Senator CAMERON: No, you did not. Why were the documents that the ANAO were provided with not provided to the Senate when the Senate asked for them? cont. pg 52 Dr Banerjee: As I said, each time a request was received, we considered the request, and we complied fully. Senator CAMERON: Were there any directions from the minister about not providing certain documents? Dr Banerjee: No, Senator. Senator CAMERON: Did you seek to have any formal requests made not to provide documents on the basis of commercial in confidence? Dr Banerjee: I would need to take that on notice because it goes to the exact wording of our response to the Senate on the previous occasions. I do not have that in front of me at the moment. I have tried to answer in general terms. Senator CAMERON: Why wasn't that material produced in response to any of the Senate's or my requests? Dr Banerjee: As I have said, I will take that on notice. Senator CAMERON: Who made the decision not to include this material, despite repeated requests? Was it you, Dr Banerjee? Dr Banerjee: I will take that on notice. We go through a normal process in responding to Senate orders of looking at which documents might be in scope within the department. That goes through a departmental approval process and is then provided to the minister, given that it is a parliamentary response.	31/05/2017
28	SQ17-000584	Spoken	Cameron, Doug	53	Complying with order to produce documents (three orders: in relation to Apprenticeships Reform Advisory Group)	Dr Bruniges: Dr Banerjee has taken that on notice. I am more than happy to take it on notice in response to your earlier questions. The process that we go through on Senate orders is very thorough. I want to go back and look at that on notice to ensure that what we have done is appropriate. Senator CAMERON: So can you check each one of the requests—there were three separate requests, including a request from the Senate? Dr Bruniges: Yes, I am happy to take that on notice.	31/05/2017

29	SQ17-000585	Spoken	Hanson-Young, Sarah	54	Letter in relation to Senate Order	Dr Banerjee: As part of the document request from the Senate, the Senate orders, a draft letter was provided to the Senate. It was not a signed letter; it was a draft letter from the department. I think it was, at that time, for Minister Pyne prior to these broader issues that we are now canvassing. Senator CAMERON: To Minister Pyne? Dr Banerjee: I will have to check that, but that is my recollection.	31/05/2017
30	SQ17-000586	Spoken	Cameron, Doug	55	Correspondence in relation to student builder proposal	Senator CAMERON: What correspondence was there between the department, the minister and the college in relation to this? Dr Banerjee: I would have to take that on notice. Senator CAMERON: Was there any? Dr Banerjee: I would have to take it on notice. Senator CAMERON: How did the department advise itself of the responses from the college and the builders? How did you check that?	31/05/2017
31	SQ17-000587	Spoken	Cameron, Doug	55	Copies of the correspondence to and from the licensing board	Senator CAMERON: Can you provide copies of the correspondence to and from the licensing board and the department? Ms Hewlett: I will take that on notice. Senator CAMERON: Was there correspondence? Ms Hewlett: There has been written notification. Senator CAMERON: Can I have copies of that correspondence? Dr Banerjee, I have just been advised that the draft letter was to Senator Birmingham. Dr Banerjee: Apologies, Senator. As I said, I was going to check—	31/05/2017
32	SQ17-000588	Spoken	Cameron, Doug	57	Discussions with the state government in South Australia	Senator CAMERON: So was there any discussions with the state government in South Australia about this proposal? Ms Hewlett: There has been discussion with the state government about— Senator CAMERON: Was there any documentation of that? Ms Hewlett: I would have to take that on notice, but it was in the context of senior officials meetings. Senator CAMERON: Can you provide details of the senior officials meetings, the outcomes of the senior officials meetings, and any file notes and documentation on the senior officials meetings. Ms Hewlett: That relate to the student builder pilot? Senator CAMERON: Yes. Ms Hewlett: My recollection is that these were verbal communications, but I will check. Senator CAMERON: Verbal—so there is no documentation about any discussions with the South Australian state government on this. Ms Hewlett: I would have to take that on notice.	31/05/2017
33	SQ17-000589	Spoken	Cameron, Doug	60	Student builder pilot	Senator CAMERON: ... Minister, how did you come to that conclusion that the three different projects should receive exactly the same amount? Senator Birmingham: I will have to take that on notice. I suspect, at the point at which the advice was considered, the project proposals were considered and the dollar amount was signed off on, that it was probably Mr Hartsuyker at the time who did that. We can have a look at what information was available to the minister. Senator CAMERON: Whether it was you or Mr Hartsuyker, could you provide details of the analysis that was done on the cost of each one of those projects and how you came up with exactly the same amount for each project. I would be really interested in that. Dr Banerjee: Yes, we can do that. To some extent, with pilots you can expand or contract the scale according to how large a pilot you want to do—to that extent that there is some degree of flexibility with the funding that is available, rather than it being a specified amount. But we will take that on notice.	31/05/2017
34	SQ17-000590	Spoken	Cameron, Doug	61	Documentation in relation to Senate Order	Senator CAMERON: You will provide details of why you provided \$235,000 and what the \$235,000 was given for? Ms Hewlett: We can provide information on the first milestone. Senator CAMERON: No, it is not the milestone I am asking about; I am asking why you would give that money without even a project plan being in place. Ms Hewlett: There was a project proposal in place. On delivery of the plan the MBA got their first milestone payment. Senator CAMERON: I have asked for copies of them. Can you provide them? Ms Hewlett: I will take that on notice. Dr Bruniges: Right; that goes to your initial question about the total amount of documentation? Senator CAMERON: Three times, and the Senate has asked for these as well. Dr Bruniges: Again, let me take that on notice and we will duly follow-up with that. If there have been three Senate orders, then I need to, as you said, work through those to ensure that we have covered off on all those documentations.	31/05/2017
35	SQ17-000591	Spoken	Cameron, Doug	62	Payments to NEVC or MBA	Senator CAMERON: Has the NEVC or MBA received a second payment yet? Ms Hewlett: The MBA received a second payment on 1 May. Senator CAMERON: What milestones were achieved for that second payment to be made? Ms Hewlett: I would have to take that on notice. I do not have the project plan with me. But there is no second payment that has been made to the NEVC at this point.	31/05/2017
36	SQ17-000592	Spoken	Cameron, Doug	62	Discussions with FWC (in relation to NEVC)	Senator CAMERON: So what discussions have you had with the Fair Work Commission and who have you had those discussions with? Ms Hewlett: I would need to take that on notice. Senator CAMERON: You need to take it on notice? When have you had those discussions with the Fair Work Commission? Ms Hewlett: I would need to take that on notice. I have not personally had those discussions. Senator CAMERON: Is there anyone here who has? Dr Banerjee: We will take that on notice. There has been a range of discussions in fleshing out exactly how each of these pilots would work, in this case for the student builder pilot. Senator CAMERON: Can you provide details of all correspondence and all file notes and any advice you have received from the Fair Work Commission? Dr Banerjee: Yes, we will take that on notice.	31/05/2017
37	SQ17-000593	Spoken	Cameron, Doug	63	Student builders	Senator CAMERON: When will they be sent out to worksites and what worksites will they be sent to? Ms Hewlett: I would need to take that on notice. Senator CAMERON: What is the situation for workers compensation when they are on worksites? Ms Hewlett: I need to take that on notice. Senator CAMERON: Can you provide details of that structured on-the-job training—just provide us the work plan, so we can understand what these so-called student builders are doing. Can you do that? Ms Hewlett: I will take that on notice.	31/05/2017
38	SQ17-000594	Spoken	Griff, Stirling	66	VET FEE-HELP	Senator GRIFF: How many of those 113 provisional would be in South Australia? Mr Hart: I would have to take that on notice.	31/05/2017
39	SQ17-000595	Spoken	Griff, Stirling	66	South Australian (VET FEE-HELP)	Senator GRIFF: What is the main reason for rejection? Mr Hart: There are a number of criteria. I would have to give you a breakdown in terms of the criteria that the unsuccessful candidates did not meet, because it could be more than one criteria that ruled providers out. Obviously, financial performance was a key one. If providers did not make that, they generally were not successful. There are instances where provider did not meet two or three. I would have to take that on notice and give you a breakdown against each of the criteria for those who were unsuccessful. Senator GRIFF: If you could do that for the total and then for South Australia as well.	31/05/2017

40	SQ17-000596	Spoken	Marshall, Gavin	67	Student builder	Senator MARSHALL: I want to go back to the new—what were you calling them in the previous discussion you were having with Senator Cameron? Dr Banerjee: The student builder. Senator MARSHALL: Yes, the student builder. How many classroom hours does the certificate III qualification entail? cont. pg 68 Dr Banerjee: I have to take that on notice. Dr Bruniges: I think within the AQF—within those qualification bands—there is so much face-to-face and so much can be taken online. But again we go to the AQF. There are specifications in that, so we have to look that up. Senator MARSHALL: Sure, but that would be for a general certificate III. I am talking about this particular qualification. Dr Banerjee: I would need to take that on notice with respect to the particular qualification—as you say—and some specifications of the training package. It is then looking at how that is enacted in practice. Senator MARSHALL: You do not have that with you? Dr Banerjee: Not for this Certificate III in Carpentry or the Certificate IV in Building and Construction. I can certainly look to get that. Senator MARSHALL: I am assuming the Certificate IV in Building and Construction is more hours than the Certificate III in Carpentry? Dr Banerjee: I would assume so, just on the basis of the AQF analysis that the secretary talked about. CHAIR: Well, rather than guessing— Dr Banerjee: I am happy to take that on notice.	31/05/2017
41	SQ17-000597	Spoken	Marshall, Gavin	68	Student builder (project plan)	Senator MARSHALL: Is the structured package within the documents that the Senate asked for? Do we already have that? Dr Banerjee: As we have been discussing, some of these things have been fleshed out as the proponent has determined their project plan. There is certainly a request for the project plan and it sits in the project plan. Dr Banerjee: The project plan? Senator MARSHALL: Yes. Dr Banerjee: Yes. Senator MARSHALL: You will be able to give that to us on notice? Dr Banerjee: Yes, we will take that on notice.	31/05/2017
42	SQ17-000598	Spoken	Marshall, Gavin	68	Student builders (insurance)	Senator CAMERON: What has the department done to ensure that that has been done? Ms Hewlett: We put that into the contract with NEVC. Senator CAMERON: Will the contract be available as well as the work plan? Are these different documents? Dr Banerjee: We will take that on notice. In terms of providing the documents that you requested previously—the work plan and the contract—we will take that in the same— Senator MARSHALL: I want to see the details of the insurance cover that these people have, and I want an assurance from you that it is the equivalent of workers compensation cover that would apply to a real apprentice. Dr Banerjee: Yes, we will take that on notice.	31/05/2017
43	SQ17-000599	Spoken	Cameron, Doug	71	Skilling Australians Fund	Senator CAMERON: Do you know how many employers under the \$10 million turnover threshold there are, in that modelling? Dr Banerjee: Again, that goes to the detail of the costing. We can take that on notice.	31/05/2017
44	SQ17-000600	Spoken	Cameron, Doug	74	Skilling Australians Fund	Senator CAMERON: So can you provide outcomes of those meetings and dates of when discussions took place prior to the budget in relation to this? Senator Birmingham: We will have a look at it. Senator CAMERON: You will have a look? Senator Birmingham: We will have a look. Senator CAMERON: Is that the best you can offer? Senator Birmingham: It is, actually, yes. There are definitive rules in the Senate in relation to state-Commonwealth relations, so we will have a look at it in the context of those	31/05/2017
45	SQ17-000601	Spoken	Kakoschke-Moore, Skye	78	Skilled Occupation List	Senator KAKOSCHKE-MOORE: Are the labour market analysis and the other analysis that you pointed me to in a previous answer publicly available? Mr Pearson: The data underlying ours certainly is. It is drawn from public sources. Senator KAKOSCHKE-MOORE: Are the findings you derived from your analysis of that data available? Mr Pearson: I have to take that on notice. I do not think we have ever released those before, but it is all drawn from publicly available information and the submissions we received through the consultation process. After the announcement of the visa reforms and the new list, the Department of Immigration and Border Protection has been consulting quite widely with not just the creative arts but other stakeholders. There is an opportunity for creative arts bodies and stakeholders to be involved in that kind of process.	31/05/2017
46	SQ17-000603	Spoken	Carr, Kim	83	National Research Infrastructure Roadmap	Mr Learmonth: The final road map was provided to government on 24 February. Senator KIM CARR: Thank you. I take it it went to the minister straightaway, did it? Mr Learmonth: It was provided to government on the 24th, yes. Senator KIM CARR: What was the total cost of the production of the road map? You can take that on notice. Mr Learmonth: We will take it on notice. Senator KIM CARR: The development of the road map was announced in the National Innovation and Science Agenda. Can you refresh my memory: what date was that announced? Ms Hart: The development of the road map was announced as a component of the NISA package, which was announced in December, I think. I do not have a date; I can check that for you. Let me just see if I can find an exact date for that	31/05/2017
47	SQ17-000604	Spoken	Carr, Kim	84	National Collaborative Research Infrastructure Strategy (NCRIS)	Senator KIM CARR:What is the indexation rate for NCRIS over the forward estimates? Ms Hart: I think it is standard indexation. I will just see if I can check that and find that for you. I will take that on notice and just confirm that it is standard indexation. Senator KIM CARR: You think it is the standard rate? But take it on notice, I appreciate that. Ms Hart: I think it is, but I will double-check that point.	31/05/2017
48	SQ17-000605	Spoken	Carr, Kim	87	High-performance computing	Senator KIM CARR: What is his knowledge in high-performance computing? Ms Hart: I would need to take that on notice—I do not know specifically what his knowledge is in that area. Senator KIM CARR: Has he completed the review? Ms Hart: No, he is in the final stages of completing the review. Senator KIM CARR: Can you provide the terms of reference for the review? Ms Hart: Yes, we can take that on notice.	31/05/2017

49	SQ17-000606	Spoken	Hanson-Young, Sarah	91	University of Adelaide funding	Senator HANSON-YOUNG: You cannot tell me how much money you are cutting from the University of Adelaide over the next four years in total. Mr English: My point is that I could run a mechanistic calculation, but my view is that it has limited explanatory value at this point in time, considering this— Senator HANSON-YOUNG: I think it is just that you do not want the figures out there. Senator Birmingham: In fairness, we have referred you to a table published on the very night the policy was announced— Senator HANSON-YOUNG: You can give me the figures for 2021 but not cumulatively. Senator Birmingham: which shows you the impact, relative to current policy settings, or current legislative settings, versus the indicative policy settings that the government has introduced in that given year. Like any such modelling, that is based on a bunch of assumptions, in this case on entirely static enrolments, by the institution. If you want to set out a bunch of assumptions you would like us to undertake and go away and try to come up with something, we can take that question on notice. All Mr English has done is express the fact that all such projections are based on assumptions. What we have done is given a fair indication of what the net impact would be, as Mr Learmonth has said, only insofar as it applies to the teaching and learning funding that flows through to the institutions, noting, of course, that research grants are unaffected, noting that they have significant other external revenue in terms of international students and so on, which means that, overall, whilst this may be showing a 2.7 per cent or 2.8 per cent impact just for those teaching and learning funds in that given year, the ultimate impact is going to be far less than that in terms of their total revenue. Mr English: I should point out that these figures make no attempt to account for the opportunities now provided to universities, such as through the demand driven system for subbachelor qualifications and the changed arrangements for postgraduate students. So it is an indicative partial picture that is used to show only the sort of impact the efficiency dividend has on their base funding. Senator HANSON-YOUNG: I would like those calculations done for the three universities in South Australia. Senator Birmingham: What calculations? Senator HANSON-YOUNG: I want to know cumulatively how much money the department is cutting from the three universities in South Australia over the forward estimates.	31/05/2017
50	SQ17-000607	Spoken	Cameron, Doug	93	VET FEE-HELP	Senator CAMERON: I have questions in relation to VET FEE-HELP issues. Dr Banerjee, how many tax file numbers have been given directly to providers under the VET FEE-HELP scheme? Dr Banerjee: In the ANAO audit of the VET FEE-HELP scheme that you are alluding to, it was brought to our attention that the ATO had been providing tax file numbers directly to providers. As soon as that was brought to the department's attention, we worked with the ATO to put a stop to that practice. I will just check to see if we have the numbers of tax file numbers that were provided before that date, but I think we would have to take that on notice. Senator CAMERON: Do you know how many requests were for students who were not bona fide students? Dr Banerjee: As I mentioned, we would have to take the details on notice. It is the tax office's administration that deals with the provision of tax file numbers. As soon as it was brought to our attention, we talked to the ATO about the practice and it was stopped. But, in terms of the details of how many have been provided, which students they applied to and all those things, they are a matter of ATO administration. We can certainly take the questions on notice and get the information from the ATO.	31/05/2017
51	SQ17-000608	Spoken	Cameron, Doug	94	VET FEE-HELP	Dr Banerjee: As I mentioned, during the field work that was done by the ANAO—the audit office—it was brought to our attention that this practice had been occurring and that the ATO had been providing tax file numbers. We were concerned about that practice and we talked to the ATO immediately. It was particularly of concern given some of the practice that we had seen in the VET FEE-HELP program, so that was stopped. Senator CAMERON: When did you find out about it? Dr Banerjee: I would have to take it on notice, but it was during the ANAO's field work.	31/05/2017
52	SQ17-000609	Spoken	Cameron, Doug	96	RTO audits	Senator CAMERON: Can you provide the list of companies that are of interest to the department? Mr Morling: I would prefer to take that one on notice, because we do have a concern that some of these actions may not necessarily lead to compliance action, and we do not want pre-empt or prejudice any outcomes from those audits. I can tell you there are four companies that it is publicly known we have audited, which are Conwal, Productivity Partners, Phoenix and AIPF.	31/05/2017
53	SQ17-000610	Spoken	Cameron, Doug	97	Adult Migrant English Program (AMEP)	Senator CAMERON: On notice, can you provide the same information for the number of students and break it down by state and region. Mr Morling: I will take state and region on notice. The number of students in AMEP is expected to be 63,733 in 2016-17. Senator CAMERON: What is the total amount of funding under the program that will go to private for-profit providers? Mr Morling: I do not have that with me. I will have to take that on notice.	31/05/2017
54	SQ17-000611	Spoken	Cameron, Doug	97	MAX and Navitas	Senator CAMERON: How many regions were MAX and Navitas operating in compared to where they are now? Mr Morling: I am not sure I have that with me. Senator CAMERON: Can you take that on notice? Mr Morling: Yes.	31/05/2017
55	SQ17-000612	Spoken	Cameron, Doug	97	MAX or Navitas	Mr Morling: The AMEP is a single region provider program, apart from one trial region, which is in Sydney's south-west. The SEE program is a multi-provider program, but most regions would have only two providers. I will have to take on notice how it is actually done to get that right for you. Senator CAMERON: Okay. Could you provide the committee with the value of the contract for the whole contract period that will be delivered by MAX or Navitas in each region where they are set to operate. Mr Morling: Per region? Senator CAMERON: Yes. Mr Morling: Sure. I will take that on notice. The figures I just gave you were for the contract period.	31/05/2017
56	SQ17-000613	Spoken	Cameron, Doug	97	MAX or Navitas (number of students effected)	Senator CAMERON: Do you have any idea how many students will have to change provider in the middle of a course because of the changes? Mr Morling: I might be able to find that, but it is perhaps best if I take it on notice. By way of clarification, some providers in both programs that are exiting will not exit on 30 June; they will be allowed to teach out their students. In the SEE program they will be able to teach out to a block of 200 hours of training. So not all providers will exit the program at the end of June. Senator CAMERON: If you could provide the detail. Mr Morling: Sure.	31/05/2017
57	SQ17-000614	Spoken	Cameron, Doug	97	MAX or Navitas	Senator CAMERON: Will there be the same number of delivery locations under this round as the previous one? Mr Morling: Again, I will take that on notice.	31/05/2017

58	SQ17-000615	Spoken	Cameron, Doug	97	Contract negotiations and notional budgets	Senator CAMERON: Concern has been raised by some providers who were asked to sign deeds and work orders without knowing what the notional budgets would be. Did this occur? Mr Morling: Again, I will have to take that on notice. My understanding was that we did contract negotiations and notional budgets were done. We have had to look at the SEE notional budget again. But to get the right sequence for you, I will take that on notice. Senator CAMERON: Have all providers now been given their budgets? Mr Morling: Yes, they have. Senator CAMERON: Can you provide details of that? Mr Morling: I will take that on notice.	31/05/2017
59	SQ17-000616	Spoken	Cameron, Doug	98	Subcontracting RTO services	Senator CAMERON: Will this need approval from the department? Mr Morling: No, we deal with the party we contract with. But the subcontractor must be an RTO, so it must be registered with ASQA. Senator CAMERON: It must be registered with ASQA? Mr Morling: Yes. Senator CAMERON: Can you provide details of the successful tenderers who are subcontracting? Mr Morling: Yes. I will take that on notice. Senator CAMERON: Are subcontractors able to pyramid subcontract—that is, subcontract again? Mr Morling: I do not believe so, but I will check that for you on notice.	31/05/2017
60	SQ17-000617	Spoken	Cameron, Doug	98	Online learning	Senator CAMERON: Does the new contract consist of any online learning? Mr Morling: Both programs have a distance learning component which can include online learning. It can also include packs mailed to students. Senator CAMERON: How many hours of online learning are permitted? Mr Morling: I will have to take that on notice.	31/05/2017
61	SQ17-000618	Spoken	Cameron, Doug	98	MAX Solutions	Senator CAMERON: Okay; it was prior to the end of February. ASQA were saying this morning that they had sought rectification from MAX Solutions and that even after rectification they were still non-compliant, so what is the problem with the communication between ASQA and the department that this could be allowed to happen? Mr Morling: All I can tell you is that we did the due diligence checks, which included compliance checks, with ASQA. That did not raise any red flags at that time. The exact timing of when those due diligence checks were undertaken I will have to get back to you on notice. Senator CAMERON: Can you provide me details, on notice, of the due diligence that you undertook with ASQA—any correspondence and any file notes between the department and ASQA on this issue. Mr Morling: Yes, we will take that on notice.	31/05/2017
62	SQ17-000619	Spoken	Cameron, Doug	99	MAX Solutions	Senator CAMERON: Given that MAX are non-compliant, are you going to continue providing funding to them? Mr Morling: We provide funding to Navitas, because MAX Solutions is a subcontractor with them. We would hold that our direct contractual relationship is with Navitas. Senator CAMERON: So, given that Navitas have outsourced to MAX Solutions and MAX Solutions are non-compliant, what are you going to do about that? Mr Morling: I will take that on notice, but our direct relationship and who we hold accountable under the program is the party— Senator CAMERON: But— Mr Morling: I know. I will take it on notice.	31/05/2017
63	SQ17-000620	Spoken	Cameron, Doug	99	AMEP and SEE programs	Senator CAMERON: Did the successful tender by Navitas provide details of the experience and qualifications of the teachers that would deliver education in the AMEP and SEE programs? Mr Morling: I will have to take that on notice but, as I said, they do need to be qualified.	31/05/2017
64	SQ17-000621	Spoken	Cameron, Doug	99	Compliance ratings	Senator CAMERON: Did TAFE previously have a AAA compliance rating for these programs? Mr Morling: I would have to take that on notice.	31/05/2017
65	SQ17-000622	Spoken	Cameron, Doug	100	Assessment for TAFE and Navitas	Senator CAMERON: Can you provide me copies of the assessment for TAFE and Navitas? Mr Morling: I would have to take that on notice, because that is confidential information with third parties. Senator CAMERON: It is expenditure of funds by the Commonwealth, that is what it is. Mr Morling: Sure, I understand. Senator CAMERON: You understand you have got a responsibility to answer questions on funding expenditure? Mr Morling: Sure, I will take it on notice.	31/05/2017
66	SQ17-000624	Spoken	Cameron, Doug	100	Navitas or MAX Solutions	Senator CAMERON: That is not what I am asking you. I am asking you—in terms of capacity, capability, innovation and value for money—if the judgement was made that MAX Solutions could deliver better than TAFE Illawarra? Mr Morling: That tender was preferred in those regions. Senator CAMERON: What was the reasoning behind that in each of those areas? Mr Morling: I would have to take that on notice. I could not give you specific reasons. Senator CAMERON: Have premises been secured by Navitas or MAX Solutions for the Hunter, Illawarra South Coast and Far Coast deliveries? Mr Morling: Again, I would have to take that on notice. Sites would have been part of their tender documentation.	31/05/2017
67	SQ17-000625	Spoken	Paterson, James	101	National Partnership Agreement on Skills Reform	Senator PATERSON: What targets were set for increasing apprentice numbers under the National Partnership Agreement on Skills Reform? Mr Pearson: There was a range training outcome targets under the previous national partnership agreement. There were only two targets for apprenticeships: one for Queensland and one for Northern Territory. Senator PATERSON: And what were the targets? Mr Pearson: I do not actually have the details of the targets with me. I would have to take that on notice.	31/05/2017
68	SQ17-000631	Spoken	Paterson, James	101	National partnership agreement	Senator PATERSON: ... At the end of the first year of the national partnership agreement in 2012-13, how many apprentices were in training? Dr Bruniges: We might have to take that one on notice. It was the 2012-13 year? Senator PATERSON: Yes. I would also like to know, on notice, how that compares with the previous 12 months? Dr Banerjee: I have got calendar year in front of me. I can provide fiscal year on notice. In the calendar year 2012, the in-training total was 485,700. In 2013, it was 413,500. In 2014, it was 338,100. In 2015, it was 295,400. In 2016, it was 278,500. Senator PATERSON: And 2011? Dr Banerjee: In 2011, it was 457,200. Senator PATERSON: Perhaps on notice you could provide the table. Dr Banerjee: Sure.	31/05/2017
69	SQ17-000632	Spoken	Paterson, James	102	National partnership agreement	Senator PATERSON: What does the report on government services say about state and territory VET funding at the time the Commonwealth VET payments to states were increasing? Mr Pearson: You mean across the life of the national partnership agreements? Senator PATERSON: Yes. Mr Pearson: Across the life of the agreement—from 2012 through to the most recent available information, which I think is 2015—investment by the states has declined. Senator PATERSON: You might need to do this on notice, but can you outline it by state and territory? Mr Pearson: I would probably need to take that on notice.	31/05/2017
70	SQ17-000634	Spoken	Collins, Jacinta	107	Commonwealth Grant Scheme	Senator JACINTA COLLINS: ... Can the department provide the growth projections which would impact the Commonwealth Grant Scheme funding for the following over the forwards: (a) growth in undergraduate places overall and for each university; (b) growth in sub-bachelor places overall and for each university; (c) growth or decline in postgraduate coursework Commonwealth supported places overall and for each university. Dr Bruniges: We will have to take that one on notice.	31/05/2017

71	SQ17-000636	Spoken	Collins, Jacinta	108	Commonwealth Grant Scheme	Senator JACINTA COLLINS: The next step forward was the next level of my question. Did those assumptions not inform the budget calculations? Undergraduate, sub-bachelor and postgraduate coursework—surely there were assumptions that informed the calculations there that you could fairly easily provide me with. Dr Bruniges: We would provide a range of advice in the budget process, but that would be advice to government. Senator JACINTA COLLINS: What? Your assumptions? Dr Bruniges: It would be part of the advice to government. Senator JACINTA COLLINS: So the financial estimates and the assumptions about growth are just advice to government? Mr Learmonth: There may also be budget-in-confidence parameters that go to the forward estimates. We would prefer to take it on notice and provide what we are able to provide.	31/05/2017
72	SQ17-000638	Spoken	Collins, Jacinta	109	Higher education reform package	Senator JACINTA COLLINS: I just have a question about the first version of the higher education reform package glossy. It is not actually the one I have on me. I am pretty sure the first version of it I saw indicated the financial impacts listed as the last item in it but the relevant page was left out. Was there a problem with the production of this document? Mr English: There was never a public version that included the financial implications. Senator JACINTA COLLINS: There was never a public version. Was there a draft version that had that? Mr English: I will need to take that on notice.	31/05/2017
73	SQ17-000639	Spoken	Collins, Jacinta	111	Efficiency dividend	Senator JACINTA COLLINS: Further to Senator O'Neill's earlier question, what correspondence has the department or minister received in support of this rate of efficiency dividend? Senator Birmingham: We would have to take that on notice.	31/05/2017
74	SQ17-000640	Spoken	O'Neill, Deborah	112	Cost of a sub-bachelor course	Senator O'NEILL: What is the average cost of a sub-bachelor course at TAFE? Mr English: I would have to take that on notice.	31/05/2017
75	SQ17-000642	Spoken	O'Neill, Deborah	113	Under-enrolments in sub bachelor	Senator O'NEILL: That is for enrolments, Dr Bruniges. My question was: which universities had under-enrolments in sub bachelor? Learmonth: Under? So the ones that used less than their allocation? Senator O'NEILL: Yes, in 2016-17. Mr English: The 2016-17 data will be finalised by about August, from memory. Mr Learmonth: Would you like me to run through them, Senator? Senator O'NEILL: I might get you to give me that on notice.	31/05/2017
76	SQ17-000644	Spoken	O'Neill, Deborah	113	Transfer to postgraduates	Senator O'NEILL: How many universities in the past four years have requested their sub bachelor load be transferred to postgraduates? Mr English: I should take that on notice. Senator O'NEILL: Have there been any to your knowledge? Mr English: It will depend on the mix of students they anticipate and their community faces at any given time. The underlying point of the reforms to the sub bachelor system and the postgraduate system is that previous allocations had been the accretion of historical decisions. The logic of that distribution was not always in line with local needs, and so from time to time universities would seek an adjustment in the annual process of settling their estimates for the coming year. We would allow some adjustment as long as it was within a zero financial impact. Say, for last year when we did this process, as long as it was a zero financial impact we allowed some movement of sub bachelor places to postgraduate but I would need to pull the numbers. Senator O'NEILL: That would be helpful.	31/05/2017
77	SQ17-000647	Spoken	Collins, Jacinta	120	Growth rate of base funding	Senator JACINTA COLLINS: What has the growth rate been in base funding over the past five years for each university? Mr English: I would have to take the question on notice for each university, because the growth rate in base funding will be affected by their composition mix and the number of students. But, the average increase in base funding per student across the sector has been 15 per cent. Senator JACINTA COLLINS: Can you tell me how many universities had a funding rate growth less than 15 per cent in the last five years? Mr English: I would have to take that on notice. Senator JACINTA COLLINS: Adjusting for inflation, what is the rate of funding growth per university between 2009 and 2015? Mr Learmonth: I would have to take that on notice.	31/05/2017
78	SQ17-000648	Spoken	O'Neill, Deborah	124	Number of low SES students	Senator O'NEILL: How many of those students are classed as low SES? Mr Taylor: We do not have those figures. We do know that regional students are more likely to be low SES. We do not have that. Senator O'NEILL: Would you be able to get that on notice? Mr Taylor: Sure.	31/05/2017
79	SQ17-000649	Spoken	O'Neill, Deborah	124	University-by-university income data.	Senator O'NEILL: But they are saying it is unsustainable and you are saying, no, everything is fine. You are saying it is sustainable and the people on the ground doing the job, managing it, making sure that students in regional communities have access, who have just got their hopes up because of demand driven system opening possibilities—the systems are saying they are under threat. Senator Birmingham: I think we have already taken on notice somewhere tonight providing some university-by-university income data. If we have not, we will now. I look forward to you seeing just by how much each of the institutions has seen their revenue increase under the demand driven system.	31/05/2017
80	SQ17-001042	Spoken	O'Neill, Deborah	124	Number of Indigenous students in metro universities	Senator O'NEILL: How many of them are Indigenous? Mr Taylor: There are 16,108 Indigenous students. Senator O'NEILL: How many Indigenous students are there in the metro universities? Mr Taylor: Again, I do not have that handy. Senator O'NEILL: Low SES in the metro universities as well, if you can. Mr Learmonth: We will see if we can get you a cross-table—something that shows that.	31/05/2017
81	SQ17-000658	Spoken	Collins, Jacinta	125	HELP	Senator JACINTA COLLINS:What percentage of current HELP debt is held by women? Mr Learmonth: I think we will take that on notice.	31/05/2017
82	SQ17-000660	Spoken	McKenzie, Bridget	127	HELP	CHAIR: What would the ratio be of Australians leaving here to study overseas to New Zealanders coming here? Mr Learmonth: I am not sure that we know. That would be— CHAIR: If you could take that on notice. Mr Learmonth: I am not sure whether we can know that, but we will see what we can find.	31/05/2017
83	SQ17-000661	Spoken	Collins, Jacinta	128	Enabling course completion rates	Senator O'NEILL: The government has argued that 62 per cent of students in fee-paying enabling courses completed them—well, only 52 per cent of the students in free courses, like Newcastle's enabling courses, completed their studies. There has been a counterargument put by Professor Fagan saying that the figures are unfair because they only compared completion rates for 340 fee-paying students against 12,000 in free courses across Australia, including the University of Newcastle. Do you want to comment on that? Mr Learmonth: I will take it on notice.	31/05/2017
84	SQ17-000662	Spoken	Collins, Jacinta	128	Enabling courses	Senator JACINTA COLLINS: Where are most of the students? Which universities are they at? Mr English: The biggest allocations, as we have been talking about quite a bit, are at the University of Newcastle, University of Technology Sydney, CQ University, the University of Southern Queensland and the University of Tasmania, to pick some of the bigger numbers out of our list. Senator O'NEILL: Would you be able to provide me with a breakdown? Mr Learmonth: We can give you the table. Senator O'NEILL: If you could give me the most detailed breakdown on that, it would be good. In which disciplines are these courses taught? Mr Learmonth: We would need to pull that out.	31/05/2017

85	SQ17-000664	Spoken	O'Neill, Deborah	129	Enabling courses	Senator O'NEILL: Thank you. What percentage of students in enabling courses are from low-SES or disadvantaged backgrounds? Mr Learmonth: I think we will have to take that on notice. Senator O'NEILL: How many students in enabling courses are Aboriginal or Torres Strait Islander? Mr Learmonth: Why don't we try and come up with something cross-tabulated for you, as we did— Senator O'NEILL: So we will get a bit of a preview. Mr Learmonth: We will provide a breakdown with the numbers that we have got. Senator O'NEILL: What percentage of enabling course completers go on to a bachelor degree? Mr English: Again, I think I will take that on notice.	31/05/2017
86	SQ17-000665	Spoken	O'Neill, Deborah	130	Enabling courses (private providers)	Senator O'NEILL: Has the department done any work on assessing whether private providers have the capacity to offer these courses? Mr English: Private providers currently do offer these courses. Senator O'NEILL: How many? Mr English: I would have to take that on notice.	31/05/2017
87	SQ17-000667	Spoken	Collins, Jacinta	132	HEPPP	Senator JACINTA COLLINS: What growth does the department predict for the demand-driven HEPPP loading over the forwards? Mr English: The growth is embedded in the budget numbers published for the HEPPP program. So the funding we will actually pay the universities from 2018 moves from \$143 billion to \$147.9 million in 2019—these are calendar years—to \$153.1 million in 2020 to \$158.9 million in 2021. The growth across those years is the combination of both indexation and student numbers feeding into that. Senator JACINTA COLLINS: I am asking: can you break that down for me? Mr English: I will take that on notice. Mr Learmonth: What sort of breakdown? Senator JACINTA COLLINS: The growth is both indexation and student numbers. Mr Learmonth: Do you mean those two drivers? Senator JACINTA COLLINS: Yes. So what are we anticipating in growth in student numbers and what indexation has been applied? Mr Learmonth: Whether we can provide the indexation figure, because it is budget parameter, I am not sure. What we could do is give you the anticipated growth in student numbers. Would that work? Senator JACINTA COLLINS: That would help but it would also help to understand which indexation figure you are applying. Mr Learmonth: We will answer as best we can.	31/05/2017
88	SQ17-000668	Spoken	O'Neill, Deborah	134	Efficiency dividend	Senator O'NEILL: Could you take this on notice: if individual universities were subject to both the government's five per cent efficiency dividend—that cut—and the loss of their 7.5 per cent contingent funding, how many universities, based on the 2015 figures, would be in deficit? Mr Learmonth: I will take it on notice, but, when you are talking about having to provide a bit of data for an established survey on costs and to be transparent in your admission measures, it is hard to see too many universities unable to meet those requirements.	31/05/2017
89	SQ17-000623	Spoken	Collins, Jacinta	5	AITSL: Principal assessment	Senator JACINTA COLLINS: How many principals have been assessed against the new standards by each state or territory? Ms Rodgers: I am not actually sure that we can answer that, because we have not surveyed all principals on a census basis in terms of the use of those standards in terms of principalship. Senator JACINTA COLLINS: Can you estimate it? Ms Rodgers: Given that 98 per cent of principals are aware of the standards and about half—about 4,400 principals—have used the School Leader Self-Assessment Tool, I would estimate we are probably close to 80 or 90 per cent, but, again, it is an estimation. Senator JACINTA COLLINS: That is fine. Could I ask you to take that on notice and give it a bit more thought about how you might be able to properly estimate that? Ms Rodgers: Yes.	1/06/2017
90	SQ17-000626	Spoken	O'Neill, Deborah	8	Teacher effectiveness research	Mr Misson: I think it is the Centre for Program Evaluation at the University of Melbourne. This is the group that was commissioned by the department to produce that particular report that Ms Rodgers was referring to. Senator O'NEILL: Any detail around that. Dr Bruniges: I think that group based at the University of Melbourne would have a network of other academics that they have drawn on to put that report together. When you look at the nature of the research in the report, it draws not only on domestic research but international research and, in that way, the best of the academic research in the areas that you referred to are documented there. So I am more than happy to take on notice to take on notice to get your copy.	1/06/2017
91	SQ17-000627	Spoken	Collins, Jacinta	12	Stocktake	Senator JACINTA COLLINS: Dr Bruniges, the issue is this: you have an existing agreement, Education has an existing agreement, that is due to terminate at the end of this financial year and your stocktake, it seems, only looked at proposals to Education, not at existing agreements within Education. That is the oversight I am concerned might apply in other areas. Dr Bruniges: Right. I assure you that our stocktakes are thorough, but I am happy to take that on notice, to look at the difference between the proposals and the stocktake. Senator JACINTA COLLINS: As I said, the most alarming thing here is—I understood the issue around Health—if the existing agreement is an Education one. Dr Bruniges: I think there is a combination of agreements, but I am happy to take that on notice for you to find out the details from an education point of view. Senator JACINTA COLLINS: If you could find out for me, on notice, two things: why was this existing agreement with Education not identified in the stocktake and, now undertaking perhaps a more comprehensive audit of the existing agreements in Education, what other areas may have been overlooked? Dr Bruniges: I am happy to take that on notice.	1/06/2017
92	SQ17-000629	Spoken	Collins, Jacinta	25	FET Data	Senator JACINTA COLLINS: Exactly, and now we will have the FET data. Mr Cook, how quickly do you think you can get us the FET data? Will we be able to consider that before we have the hearings? Mr Cook: I would have to ask my staff. Obviously I have taken that on notice. I am not sure how soon it will be. We will get it as quickly as we can. Senator JACINTA COLLINS: Later today? Mr Cook: No, it will not be later today. Senator JACINTA COLLINS: We have got hearings tomorrow and we have got hearings on Monday. Mr Cook: I am happy to take it on notice. I will get it to you as quickly as I can.	1/06/2017
93	SQ17-000630	Spoken	Hanson-Young, Sarah	27	Impact of legislation not passing	Senator HANSON-YOUNG: Have you got that split out to say how much extra that is? Mr Cook: Of the \$18.6 billion that was announced by the government, which is the additional funding compared to last year's budget, \$1.5 billion is for the government sector over the first four years and \$11.9 billion of the \$18.6 billion is to the government sector over a 10-year period. Senator HANSON-YOUNG: So that is in comparison to last year's budget. Do you have the figures to compare it to what you would be committed to under the Australian Education Act? Mr Cook: Sorry, Senator, I do not have that with me. I can take it on notice. Senator HANSON-YOUNG: Is that something you could take on notice? Mr Cook: Sure.	1/06/2017
94	SQ17-000635	Spoken	Collins, Jacinta	28	Percentage increases for each approved authority	Senator JACINTA COLLINS: Can you table the percentage increases for each approved authority each year under the proposed arrangements? Senator Birmingham: I am sure we can take that on notice. Mr Cook: Yes, sure. Senator JACINTA COLLINS: In the same context that Senator Hanson-Young has asked? Senator HANSON-YOUNG: Do you mean the average growth rate for state schools in Victoria? That would be good. Senator JACINTA COLLINS: Yes, essentially your question, but could we see them for each authority? Senator HANSON-YOUNG: That would be handy. Thanks, Senator Collins...	1/06/2017

95	SQ17-000793	Spoken	Hanson-Young, Sarah	28	Schools currently above the SRS	Senator HANSON-YOUNG: Can I go back a step, Mr Cook? For the record, can you outline how many schools currently sit above the SRS level. Senator HANSON-YOUNG: But you must know how many of those schools there are. Mr Cook: Yes, we do. I have 2019 in front of me, but not the current in terms of 2017. By 2019 there are 256 schools above the SRS, but I do not believe that actually includes schools that are within a system. Senator HANSON-YOUNG: Can you get that for us? Mr Cook: Yes, we can take that on notice. Senator HANSON-YOUNG: Are you able to, in doing that, describe which system they come from? Mr Cook: Yes, we can do that.	1/06/2017
96	SQ17-000641	Spoken	Collins, Jacinta	30	Minister's letter to schools in May 2017	Senator JACINTA COLLINS: I want to go back for the moment to the discussion we were having earlier about the accuracy of information that has been provided to schools. Could we have a copy of the depopulated version of the various letters that went to schools? Mr Cook: Sure. I am happy to take that on notice. Senator JACINTA COLLINS: How many different versions are there? Mr Cook: There may be 24. I will take it on notice. It is eight states and territories and three sectors across those states and territories.	1/06/2017
97	SQ17-000643	Spoken	Collins, Jacinta	31	Reflection of the principles and recommendations of the Gonski report	Senator Birmingham: A number of different commentators have I think acknowledged that what the government is proposing is a truer and more accurate reflection of the principles and recommendations in the Gonski report. Senator JACINTA COLLINS: I have not seen anyone say that. Give me a quote that accurately describes what you just said. Senator Birmingham: We will happily beaver away and give you a number of those, if you like. I will take it on notice.	1/06/2017
98	SQ17-000646	Spoken	Collins, Jacinta	33	Commonwealth share of Schooling Resource Standard under Gonski	Senator JACINTA COLLINS: So the current one is 17 per cent? Mr Cook: That is national average. Senator JACINTA COLLINS: With the current 17 per cent, where was that forecast to go to over the first six years of Gonski 1? Mr Cook: I would have to take that on notice. I do not know that detail off the top of my head.	1/06/2017
99	SQ17-000651	Spoken	Collins, Jacinta	40	Horizontal fiscal equalisation	Senator JACINTA COLLINS: The minister refers to—potentially, we will have a look at how good a precedent that one is. I am interested in what other precedents there are, and the extent to which, for example, the recommendation in the Gonski review panel around recommendation 11 applies to these issues. There, the recommendation is that the GST allocations as a result of their cooperation, which is not existent yet at this point, with the Australian government in implementing the schooling resource standard—Mr Cook, we have talked about this before. This is in relation to the non-application of horizontal fiscal equalisation. So does that apply in the minister's hospital example? Senator Birmingham: In the hospital example, we would have to take it on notice as to how that does or does not impact on horizontal fiscal equalisation. In terms of the school funding, the recommendations that increased funding for schools not impact on HFE arrangements are in place and will continue to be in place under our proposals. I met with the Commonwealth Grants Commission as part of developing this policy. We talked about the capability and ability of different jurisdictions to be able to meet their share of the schooling resource standard, and the Commonwealth Grants Commission's view was that the way in which the distribution of federal funds, particularly GST funds, works enables states and territories, if they choose to do so, to meet a common share of the needs based schooling resource standard.	1/06/2017
100	SQ17-000655	Spoken	Collins, Jacinta	40	Commonwealth Grants Commission advice	Senator JACINTA COLLINS: Is there any advice that you received from the Grants Commission? Can that be made available to us? Senator Birmingham: We will take that on notice. I had quite a good meeting, for a meeting where we were discussion horizontal fiscal equalisation, with the Commonwealth Grants Commission. But I cannot recall if there was advice from them as such, but we will take it on notice.	1/06/2017
101	SQ17-000637	Spoken	Gichuhi, Lucy	41	Victorian child protection and safeguarding of information policies	Senator GICHUHI:What systems does the Commonwealth department have in place for things like breaches of privacy, especially when they touch on things like bullying and sexual assault? Do you have any responsibility as a Commonwealth department over what happens in the states? Senator GICHUHI: What additional safeguards does the Commonwealth government put over whatever the state governments have to ensure that it does not happen that reports and submissions can be changed, and especially ensure that all the facts surrounding such an occurrence have been brought to the attention of the states? Is it a criminal issue to be dealt with in the criminal justice system or is it just a system issue to ensure that affected parents are dealt with in accordance with the law? Dr Bruniges: Sometimes in different states and territories there will be different bodies of legislation for mandatory reporting. For example, I can give the case of New South Wales, where reporting is compulsory on all teachers in school settings. So there is a policy where there is no option and then the state department would write that policy to say that you need to report. There is not an option for you to take a decision not to report in instances where you think educational neglect, child sexual abuse and so forth are occurring. So they are actually, under the law, mandatory reporters. That varies somewhat from jurisdiction to jurisdiction or state and territory to state and territory so we would have to look into in particular what the state of Victoria has in its child protection and reporting requirements. That would be an issue for the state education department to have a policy, and I am sure they would. I am sure they would have a very rigorous policy around notification of those issues once they were found. But I would really need to look at the Victorian, because that is an incident we are referring to in Victoria about what their policies are. But I am happy to take it on notice and have a look to see if we can provide you some further information about the Victorian policies. They often have them on their website and have induction programs around those issues.	1/06/2017
102	SQ17-000683	Spoken	Hanson-Young, Sarah	46	Moving to floating indexation rate from 2018	Senator HANSON-YOUNG: I want to go to the issue of the indexation of the SRS. Could you give us an indication of how much moving to the floating indexation rate in 2018, 2019 and 2020 would cost? Is that something you can model easily? Senator Birmingham: So you mean: in terms of the way in which the schooling resource standard is indexed— Senator HANSON-YOUNG: Yes.	1/06/2017
103	SQ17-000653	Spoken	Hanson-Young, Sarah	49	Cost of a shorter transition for 'over-funded' schools	Senator HANSON-YOUNG: To give you the specifics of what to take on notice, I would like to know what the additional savings would be from reducing the overfunding to the 24, but, also, if there were a reduction in the growth rate for those extra 350 schools. What would the additional savings on the budget be if that were implemented in four, six, or seven years? Mr Cook: Four, six and seven? Senator HANSON-YOUNG: Maybe we should put five in there, too. Mr Cook: Four, five, six and seven.	1/06/2017
104	SQ17-000656	Spoken	Hanson-Young, Sarah	50	Rate of growth for sectors under a four, five, six and seven year transition	Senator HANSON-YOUNG: Leading on from that, once you have done that the other question I would like the answer to is what the rate of indexation would be for the different sectors under that model, because obviously those averages would change. I imagine that if you have to do that model you will be able to get this—it is not that hard. Is that right? Mr Cook: That is correct. Dr Bruniges: It is slightly different for four, five, six and seven, depending on that slope. Senator HANSON-YOUNG: Exactly. Thank you.	1/06/2017

105	SQ17-000792	Spoken	Hanson-Young, Sarah	50	Shortened transition period	Senator HANSON-YOUNG: If we simply moved the government schools up to their 20 per cent benchmark in half the amount of time—five years, say—would you be able to calculate for us how much that would cost and what the average indexation rate would be over that time? Mr Cook: At a state level?	1/06/2017
106	SQ17-000659	Spoken	O'Neill, Deborah	52	Response to letter from Opposition dated 18 May	Senator O'NEILL: So many words. When will the information be provided in writing? When will you answer the letter? Senator Birmingham: I will take that on notice. I will review the letter and the information that has been provided to date. I think we did go through an element of this in estimates last night in relation to higher education reform. I again note that the opposition's position even more so on the schools legislation appears to be simply to vote against it. So, yes, I appreciate that there is a request for information—it is obviously not a request that has been made in good faith in terms of seeking to consider the legislation with an open mind.	1/06/2017
107	SQ17-000663	Spoken	Collins, Jacinta	53	Cut to 24 schools set to have reductions	Senator JACINTA COLLINS: What quantum in funds are we talking about that those schools have lost that they may apply to the adjustment fund to repair? Mr Cook: I will have to take that on notice. Again, not every school is necessarily going to be successful. Those criteria are the criteria that have to be agreed with the nongovernment sector. And we have a discussion paper in relation to that with the nongovernment sector as to what the criteria will be.	1/06/2017
108	SQ17-000666	Spoken	Collins, Jacinta	54	Non-government schools SRS in 2027	Senator JACINTA COLLINS: Yes, I know, and I said, 'assuming' that states hold their current share, what proportion of non-government schools will reach their full SRS entitlement in 2027 or will be, indeed, above their full SRS entitlement? Mr Cook: We would have to take that on notice. The 3,000 or so non-government schools in Australia—I cannot calculate that in my head at the moment.	1/06/2017
109	SQ17-000669	Spoken	Collins, Jacinta	57	Calls to schools	Senator Birmingham: I have phoned some schools, yes. Senator JACINTA COLLINS: Which schools have you phoned? Senator PATERSON: What a remarkably hands-on approach. Congratulations, Minister. Senator Birmingham: I would have to take that on notice. There have been a few. Senator JACINTA COLLINS: What is a few? Is that five or is that 100? Senator Birmingham: It is not hundreds, but there have been a few where there has been contact made. I will take it on notice.	1/06/2017
110	SQ17-000670	Spoken	Collins, Jacinta	63	Request for system reclassification	Senator JACINTA COLLINS: Could you on notice advise me if there is one, or if there was one—or I should say 'is one', because the act has not passed yet—outstanding request, and when that request was made? Mr Cook: Sure. Happy to look into that. Senator JACINTA COLLINS: Okay. Let me go to schools according to the FET. So, rather than the My School estimator comparison, we will look at a couple of FET-to-estimator comparisons.	1/06/2017
111	SQ17-000672	Spoken	Hanson-Young, Sarah	70	Catholic system audits	Senator HANSON-YOUNG: Have you ever audited the Catholic system? Mr Cook: Audited? Senator HANSON-YOUNG: Yes. Senator HANSON-YOUNG: Have you done that in any of the Catholic systems across the country? Mr Cook: Not that I am aware of. We normally go at a school level rather than a systemic level—that is my understanding. I would be happy to take that on notice. Senator HANSON-YOUNG: Could you take that on notice. Mr Cook: Sure.	1/06/2017
112	SQ17-000673	Spoken	Hanson-Young, Sarah	70	Gap for States to get to 100% of the SRS	Senator HANSON-YOUNG: I would be interested to know if it has ever been done. Do you have a sense of how much extra funding states will have to contribute to ensure that they get to 100 per cent of SRS? Have you crunched those numbers? Do you have a sense of how much extra Victoria is going to have to put in and how much extra SA will have to put in? Mr Cook: We have not. I am happy to take it on notice but, no, we have not done that. We anticipate that some states—as the minister has indicated—like WA and probably the ACT will reach 100 per cent. We have done some rough guesstimates in terms of percentages of what we can get out of state budget papers, but one of our challenges is the opaqueness of state budget papers and the fact that it is very hard to find information which directly provides you the information you need about what they put into their schools. I am happy to take it on notice to see what we could do. Senator HANSON-YOUNG: If you could. You can see what I am asking. Mr Cook: Yes. Senator HANSON-YOUNG: I want to know what that gap is for some of those states. Mr Cook: Sure.	1/06/2017
113	SQ17-000674	Spoken	Hanson-Young, Sarah	73	How much would the 24 schools have got under Labor's arrangements?	Senator HANSON-YOUNG: We were talking about overfunded schools previously. There has been a lot of talk about the 24 schools. I would like to know how much in total the 24 schools lose under this government proposal, and how much they would continue to gain under the status quo. Do you have those figures or is it something you would need to take on notice? Mr Cook: I do not have them with me because we would have to look at each individual school and where they are in relation to the schooling resource standard. However, if I assume—which may be the wrong thing to do—that it is factual that all 24 schools are above the SRS at the moment they will get at least three per cent growth. Senator HANSON-YOUNG: But I want to know real dollars here. Mr Cook: Sorry, Senator, I will have to take that on notice because we will have to model that. Senator HANSON-YOUNG: It would be helpful if you could. There will obviously be a difference. Mr Cook: There will be probably a significant difference.	1/06/2017
114	SQ17-000680	Spoken	Pateron, James	73	Funding increases for the Catholic sectors by state	Senator PATERSON: Catholic education system leaders have confirmed in letters to parents that their funding increases. You may need to take this on notice, but if you have it to hand that would be even better. How much does funding grow in total dollars and in percentage terms over the next four and 10 years for, firstly, the Queensland Catholic Education Commission? Mr Cook: I have some of this information. I will have it over 10. Mr Cook: Actually, Senator, I do not think I do have the right numbers. I thought I had them. Apologies for that. Senator PATERSON: We can do it on notice if necessary. Just to recap, I am interested in both the total dollars and percentage terms increases, and I am interested in them over the next four years and the next 10 years, essentially for every Catholic system in the country—Queensland, Victoria, New South Wales, Western Australia, Tasmania and the Northern Territory. Rather than going through all of them verbally, it may be easier to provide a table on notice. Mr Cook: Yes.	1/06/2017
115	SQ17-000684	Spoken	Collins, Jacinta	78	SES score appeals by Catholic schools	Senator JACINTA COLLINS: Historically, have any Catholic schools appealed their SES score? Mr Cook: I am not aware whether they even appealed it before system weighted was applied. I do not think so, but we can take that on notice. I know who has appealed in this process. There are about 11 schools in the last four years that have appealed. But, before that, I do not know. I would have to take that on notice.	1/06/2017
116	SQ17-000688	Spoken	Collins, Jacinta	83	Reference schools	Senator JACINTA COLLINS: So you mentioned that there are schools in each state and territory, but I am just curious about how proportionate that representation is. Mr Cook: We can provide that information on notice.	1/06/2017

117	SQ17-000692	Spoken	Hanson-Young, Sarah	89	Growth for high need schools	Senator HANSON-YOUNG: Where does that fit into the calculation? Mr Cook: I will use WA. So 14 per cent or so of the SRS is where they start in 2017. For that six per cent difference to get to 20 per cent, they will get a 10th of that six in the first year, whereas, if it were New South Wales, which might be 19 per cent, they would get a 10th of their one per cent. So the WA student is getting a lot more money than the New South Wales student because the New South Wales student, at the moment, is closer than the WA student. Those who are further behind will actually get significantly more money from the Commonwealth to get to their particular point, whereas at the moment everyone just gets the same percentage. Under the act at the moment, no matter how far you are behind, you get 4.7 per cent. So you may be really close—you will get 4.7 per cent; you may be a long way behind and you will get 4.7 per cent. Senator HANSON-YOUNG: Do you have an example of a school that is significantly behind and what that would look like—to get them up? You are saying that there are 10 equal steps; for a school that is well and truly behind—high needs—what do those increments look like? Are you able to do that? Mr Cook: We can take that on notice. We can do that—that is not a problem at all.	1/06/2017
118	SQ17-000694	Spoken	Hanson-Young, Sarah	91	Schools funding models	Senator HANSON-YOUNG: Is the requirement that the model needs to be made public a requirement on non-government schools currently? Mr Cook: It is a requirement under any approved system authority. Senator HANSON-YOUNG: Does that include the Catholic Schools Commission? Mr Cook: Yes. Senator HANSON-YOUNG: Are those systems made public? Mr Cook: I would have to take that on notice. I am not sure how many are public and how many are not. Senator HANSON-YOUNG: Does anyone have that information? You can take it on notice. Mr Cook: We have to ask them. They have not provided it to us—not that I am aware of.	1/06/2017
119	SQ17-000696	Spoken	Hanson-Young, Sarah	97	Use of Commonwealth funding	Senator HANSON-YOUNG: You are aware that is something that has been discussed in relation to rental arrangements? Dr Bruniges: I think it was in the same— Mr Cook: I think there was something in the media. Beyond that, nothing has come directly to the department other than what has been in the general media. Senator HANSON-YOUNG: Should Commonwealth money that is put aside, which is allocated through your needs-based funding model, be being spent on renting property that is owned by a parish? Mr Cook: I would have to take that on notice. I need to go into the detail. For the purposes of education, the issue that we have had with some of the schools is where the rental value has been markedly more than what it actually should be. That is what we have had with some other schools.	1/06/2017
120	SQ17-000697	Spoken	Hanson-Young, Sarah	98	School system audits	Senator HANSON-YOUNG: Can I just asked one clarifying question. You talked about audits of individual schools. Do you require— Senator Birmingham: Audits of individual authorities. Senator HANSON-YOUNG: Do you require system-wide audits as well to go alongside those? Senator Birmingham: To date—and I stand to be corrected—where the department has initiated an audit it has always been of an authority, although whether any of those authorities have contained more than one school— Ms Gordon: I am not aware of any. Senator Birmingham: We will check the records there. Senator HANSON-YOUNG: Thank you.	1/06/2017
121	SQ17-000671	Spoken	O'Neill, Deborah	101	Minister's meetings	Senator O'NEILL: In the context that there have been significant reports of sectors that have been unable to secure meetings with you, I am interested in who you actually decided that you would meet with. Senator Birmingham: If your question is, 'For nine months, with whom have I met?' I will have to take that on notice.	1/06/2017
122	SQ17-000675	Spoken	O'Neill, Deborah	107	Use of NCCD for future funding	Senator Birmingham: Of course, the government made a public policy commitment back when Minister Pyne was minister that future funding would be informed by use of NCCD, so that has been on the public record for quite some period of time. Senator O'NEILL: Sorry, what month was that? Senator Birmingham: That was back when Minister Pyne was the Minister for Education and Training, so we can go back to sometime in 2014 or 2015. Senator O'NEILL: A pretty long time ago. Senator Birmingham: I could find the first reference for you if you like. We will take that on notice.	1/06/2017
123	SQ17-000678	Spoken	Collins, Jacinta	109	SWD loadings by state and sector	Senator JACINTA COLLINS: I am also interested in the non-government sector. You talk about ministerial council discussions—I understand that bit—but it is also the implications for the non-government sector. It may well be that there are some very interesting issues there as we go through some of the data for some of the non-government schools. My first question about the students with disability loading is: how much in total is being allocated to the loading this school year, how much in total will be allocated for the loading next year, and could you please break that down into each state and sector? Mr Cook: I have got the national data with me, but I think I will have to take on notice the breakdown by state and sector.	1/06/2017
124	SQ17-000676	Spoken	O'Neill, Deborah	109	Use of NCCD in funding model	Senator O'NEILL: Definitely! We are always going to agree that teachers are very well positioned to deal with it. But what I want to know from the magic folder that you have got there—or maybe take it on notice—is the moment it went from still being a mess at last estimates to all of a sudden being a vital instrument that was able to inform national policy. That transformation has happened in a very short period of time. Was it just to hide it, or to keep it a secret? Why were we not apprised of that, and what is the sector's engagement? Dr Bruniges: Happy to do that on notice. I can tell you that at a number of ministerial meetings, it has been discussed at length around both reports—both the work underway around quality assurance—and I am happy to take that on notice.	1/06/2017
125	SQ17-000679	Spoken	Collins, Jacinta	111	Students with disability loading	Senator JACINTA COLLINS: We started this process saying, 'Is that 0.1 simply indexation?' You said no. There were two other factors. One of those was that more students would be identified. Mr Cook: The percentages that have been identified—the 312 per cent extensive for primary, the 146 per cent substantial and the 42 per cent—also drive additional funding. Senator JACINTA COLLINS: How much additional funding is attracted by that factor? Mr Cook: I would have to take that on notice. I am sorry. I do not know that detail.	1/06/2017
126	SQ17-000681	Spoken	Collins, Jacinta	111	Funds available for students with disability	Senator JACINTA COLLINS: In part this is for the minister's benefit, I think. If there are additional funds that these new students attracting support will attract to the pool of funds available for students with disability, I would have thought it would be in the government's own interests to understand how much in that 0.1 of \$1 billion that actually is, because, when I looked at it, I was wondering whether these extra 200,000 students actually attracted additional funding or whether we had to spread current funding to cover a broader number of students. I think, if I recall correctly, I have actually heard that suggestion in some of the material that has been before us. Mr Cook: I am happy to take that on notice for the breakdown.	1/06/2017
127	SQ17-000682	Spoken	McKenzie, Bridget	115	Gonski review recommendations	CHAIR: In terms of recommendation 11, on notice could you take recommendations 11, 21, 3, 14, 15—about the loading for Aboriginal and Torres Strait Islander students—and recommendation 26, and can you please do a bit of a comparator between what the Gonski report recommended and what was actually implemented. Mr Cook: Sure.	1/06/2017

128	SQ17-000685	Spoken	Collins, Jacinta	117	Catholic schools - system weighted average	Senator JACINTA COLLINS: So when that proportion was set, Catholic schools also attracted advantages from a system weighted average. As far as I can understand it, a system weighted average calculation in current day terms for Catholic schools would be in the order of about \$80 million a year. Is that accurate? Mr Cook: I am sorry but I do not know that off the top of my head, it depends. Are we talking about 2017-18, for example? Senator JACINTA COLLINS: Yes. Mr Cook: I would have to take that on notice.	1/06/2017
129	SQ17-000687	Spoken	Collins, Jacinta	118	List of schools on the agreements currently	Senator JACINTA COLLINS: Would I be able to find anywhere the list of schools that are on the agreements currently? Mr Cook: I do not think they are public. They were agreements between the then minister for education and each of the heads of the Catholic or—they will be in the department; I just do not think they are public, that is all. Senator JACINTA COLLINS: Is there a problem with making those lists available? Mr Cook: I cannot imagine. Maybe I could take it on notice and see whether there is. Senator JACINTA COLLINS: I am just trying to ascertain whether they might be available before I talk to Christian Schools Australia over the next couple of days, but it sounds like that might not be the case. Mr Cook: They are probably archived, because they are 2013 documents, so we would have to actually go off site to get them, I imagine. Senator JACINTA COLLINS: If you could attempt to do that before you appear on the next occasion that would be useful. Mr Cook: Happy to take that on notice.	1/06/2017
130	SQ17-000691	Spoken	Collins, Jacinta	119	Analysis of 35 schools	Senator JACINTA COLLINS: Thank you. Chair, I might table this. This table represents a list of 35 what could be classed as wealthy schools where the net primary income is greater than \$17,000 per student that are all set to receive significant funding increases greater than 4 per cent per student per annum. All of these schools are well resourced, have highly advantaged students and achieve strong results in year 9 NAPLAN tests in reading and numeracy tests—about 50 points above the national average on average. What I would like to understand with this list—again, given that I am presenting you with a list at 10 o'clock at night I will understand if you want to take it on notice—is why these schools will receive significant funding increases under this proposal? How are these funding increases consistent with the new needs based funding model? What needs do these schools have that attracts additional funding? Are we back to the Commonwealth common share problem? Are there other factors to the common Commonwealth share issue that would achieve these outcomes? CHAIR: Before you go to that, and to give you a little more reading time, it is my great pleasure to let everybody else go home. And be prepared for a swag of questions on notice! Thank you so much for your attendance and for waiting around. Secretary. Senator JACINTA COLLINS: Secretary, I understand that you will probably need to take that list on notice. Dr Bruniges: Yes, we will.	1/06/2017
131	SQ17-000693	Spoken	Collins, Jacinta	119	List of 22 schools	Senator JACINTA COLLINS: Yes. I am not sure it is appropriate to table it. In that context, I am not sure I really should. But I do still want to ask some questions about that list so that, when the department deals with my earlier question, there is a clear understanding of the schools that are on that list. On that list—and some will be familiar because they have been in the media—are Holy Rosary School, Heathcote; Mother of God School, Ivanhoe East; St Aloysius Primary School, Caulfield; St Columba's School, Elwood; St Dominic's Primary School Camberwell East; St John's Primary, Clifton Hill; St Kevin's Parish School, Ormond; St Michael's Parish School, Tallangatta; St Patrick's School, Saint Arnaud; St Stephen's School, Reservoir; Holy Cross Catholic Primary, Woollahra; McAuley Catholic Primary School, Rose Bay; Sacred Heart Catholic School, Pymble; St Brendan's Catholic Primary School, Annandale; St Brendan's Catholic Primary School, Bankstown; St Jerome's Catholic Primary School, Punchbowl; St Joseph's Primary School, Tenterfield; St Joseph's School, Walgett; St Mel's Catholic School, Campsie; St Peter's Primary School, North Bendigo; St Brigid's Catholic Primary School, Coogee; and St Mary of the Cross MacKillop Catholic Parish Primary School, Epping. That is the list of schools that I understand was released under the suggestion that this was newly released secret departmental data. My understanding is that 13 of the 22 schools will be receiving less money in 2027 than in 2017 on the various assumptions that have been made. CHAIR: Senator Collins, given that I highly doubt the officers will be able to answer these questions now, it might be best if you submit them on notice. Could you put them in writing rather than taking up valuable time. Senator JACINTA COLLINS: No, because I am just about finished what relates to this. I am trying to understand why those particular 22 schools might have been selected—to a journalist's request. We discussed some of them earlier but it is only reasonable that the department have the full list so it can understand what I understand to be in the public realm. I would like to know why just those 22 schools were selected to go into the public realm rather than, for example, all relevant schools so some sort of independent assessment of the circumstances relevant to them could be conducted. CHAIR: Would you like to take that on notice? Dr Bruniges: Yes, I would. Thank you, Chair. CHAIR: Senator Paterson has some questions. Senator JACINTA COLLINS: Go to him for a moment.	1/06/2017
132	SQ17-000695	Spoken	Paterson, James	120	Indigenous loading	Senator PATERSON: I would like to know the total Indigenous loading over the forward estimates and the 10 years. Senator Birmingham: While Mr Cook is looking that up, I have at least found that annually over the next four years the level of base funding for schools grows at about 5.7 per cent per annum under these reforms. But the level of funding applicable to Indigenous loadings gross at around 6.2 percent per annum. So you can see that there is overall growth across the system—and, of course, Indigenous students attract base funding as well—and, in terms of loadings, their share in the growth is expanding in that time at a faster rate driven by some of those needs factors. The same is applicable for English language skills, socio-educational disadvantage, students with disability or smaller regional schools. Mr Cook: The loading will grow from \$319 million in 2018 to \$539 million in 2027. Every year, the loading increases by at least \$20 million, if not \$30 million. Senator PATERSON: That is a very substantial increase. Are you able to break that down by each state and territory? Mr Cook: We will have to take that on notice; what I have is national data. Senator PATERSON: It would be good if we could have that in both four- and 10-year increments. I am interested in the total dollar increments, the funding growth percentages and the per student amounts. Mr Cook: Sure.	1/06/2017
133	SQ17-000698	Spoken	Collins, Jacinta	122	Electorate data	Senator JACINTA COLLINS: Yes, I do. Mr Cook, has the department produced electorate-by-electorate data about schools? Mr Cook: I understand we have, Senator. Senator JACINTA COLLINS: Who has that data been made available to? Mr Cook: To the minister's office. Senator JACINTA COLLINS: Can it be made available to this committee? Mr Cook: I am happy to take that on notice. CHAIR: By electorate. Senator JACINTA COLLINS: That is right, the questions are by electorate. The department has told me that they have provided the minister's office with lists. In fact, Mr Cook, maybe you can help me here. The lists that have been provided to the minister's office—are they by sector? Mr Cook: I am sorry, Senator. I cannot recall how they were calculated. I know we did provide them, but I do not know whether they were by sector or whether they were just the total number of schools not broken down by sector. I am happy to take that on notice.	1/06/2017

134	SQ17-000699	Spoken	McKenzie, Bridget	129	Number of jurisdictions that have had a recent Auditor-General report	CHAIR: Could you just take on notice how many jurisdictions have had a recent Auditor-General report into their schooling systems so that it can maybe be that first benchmark. Mr Cook: Sure.	1/06/2017
135	SQ17-000686	Spoken	Collins, Jacinta	117-118	Funding for non-government representative bodies	Senator JACINTA COLLINS: No, but I am trying to understand the break-up within the total figure. What is the proportional break up between independent and Catholic schools, if that is what is going to be applied to this funding in the future? Mr Cook: I don't know the enrolment numbers off the top of my head. The proportion will be based on enrolments. Senator JACINTA COLLINS: The problem is that the figure in my head is the proportion of the total rather than the proportion between the two. Dr Bruniges: Probably the fastest way is ABS census data. Mr Cook: We would have to take that on notice. Dr Bruniges: I think we would have to take on notice enrolment data from February.	1/06/2017
136	SQ17-000689	Spoken	Collins, Jacinta	118-119	Schooling resource standard	Senator JACINTA COLLINS: Let us use the different language then. The proportion of the SRS that the capacity-to-contribute arrangements will assume are made for my local primary school would, according to the formula that was in place prior to Gonski 2—we are talking about a school with an SES of 111 and the other details that you can find I am sure My School that are relevant to this consideration—would be \$1,699. What I am trying to understand is: Under the new capacity-to-contribute arrangements it is suggested that those fees, with the assumptions that are made within the model and the change to the capacity-to-contribute curve, would be \$3,979. I know all the issues about assumptions and the like. I am seriously not trying to get into the scaremongering about fees, because I think that is having an adverse impact on schools as well, but I am trying to understand the shift in the model with the new capacity-to-contribute curve and applying that to a particular school's data, understanding that it is part of a system and other distributions may be able to occur et cetera. But the model itself seems to suggest that for this school with an SES of 111 the existing capacity-to-contribute estimate, which amounts, in my understanding, to \$1,699, would shift to \$3,979, which would be an increase of \$2,280. Can you tell me if that is wrong? You might need to do that on notice. Mr Cook: In terms of the way the model operates, it talks about total public funding. Senator JACINTA COLLINS: I understand. Mr Cook: As I said, fees do not come into the calculation of total public funding. The schooling resource standard is total public funding. It is not fees. Senator JACINTA COLLINS: Yes. Mr Cook: So the Commonwealth contribution to the schooling resource standard will be 80 per cent by 2027. I am happy to take it on notice but I cannot really respond to the question that you have asked. Mr Cook: Yes, those changes have occurred. That is right. Senator JACINTA COLLINS: If you follow that through, the shift in the capacity to contribute curve for this particular school—it is suggested, and I am asking you to look at it—means a nominal assumption, as was recommended by Gonski, of looking at parents making a contribution for the schooling of their children, if they are choosing to place them in a non-government school. The model will now assume a higher contribution for schools between a particular SES range. For this school, my understanding of how that fleshes out is that the model would currently expect \$1,699, and under the new capacity to contribute arrangements, that would increase to \$3,979. Mr Cook: I am happy to take that on notice	1/06/2017
137	SQ17-000628	Spoken	Collins, Jacinta	14-15	Federal Government funding allocation	Senator JACINTA COLLINS: It is relevant information, but it is certainly not generally presented in a format such as this. Federal government funding allocation: \$3.98 million; funding received, \$2.7 million; shortfall, \$1.26 million. I could run through each school's characterisation like that, but it was essentially the basis of this journalist's article. Is this material that the department has made available? Mr Cook: I would have to take on notice what we responded to. That would have been a journalist's request. I am happy to take on notice what we actually provided to the journalist. Mr Cook: Again, we would respond to a journalist's request. The department's practice is not unilaterally to provide information to journalists unrequested. If a journalist has requested information from us then we will provide the information. I do not know the nature of the requests that the journalist made, off the top of my head; I am sorry. Whether they asked for SES scores, or whether they asked for—I do not know the details of that. I will need to take that on notice. Cont. pg 15 Senator JACINTA COLLINS: So when you answer my question on notice—and that is why I was not sure to what extent some of this was cross portfolio—will you be able to tell me whether the request came from the minister's office or directly from the journalist?	1/06/2017
138	SQ17-000650	Spoken	O'Neill, Deborah	42-43	Estimates of costs of Australian Labor Party position by state, sector and year	Senator O'NEILL: I want to talk about the department's engagement. Did the department provide that \$22.3 billion figure as the difference between Labor and the government's arrangements that was in this fact sheet put out by PM&C? Mr Cook: It would have been modelling. I am assuming that would have been part of the work we have done. I do not know what the assumptions are underneath it. For example, I do not know whether the assumption is that Queensland was participating, when in fact it was not. So I would have to take that on notice. I am sorry, but I do not know whether the assumption under there is that Queensland, WA— Senator O'NEILL: With the work you are taking on notice, could you provide a breakdown of the \$22.3 billion difference between the government package and the Labor package, by year, from 2018 to 2027? Mr Cook: I am happy to take that on notice. Senator O'NEILL: On notice, could you also break down the \$22.3 billion difference between the government package and Labor's package by each state and territory? Mr Cook: Yes. Senator O'NEILL: And could you break down that \$22.3 billion difference between the government package and our package by public school, Catholic school, and independent school? Mr Cook: Ours is on approved authorities, but I am happy to take that on notice, and we will see what we can do. Senator JACINTA COLLINS: When we say 'Catholic school', we are talking about systemic as opposed to independent. So you can put the Catholic independents into the independent class, if you know what I am saying.	1/06/2017
139	SQ17-000827	Spoken	Collins, Jacinta	83-84	State-by-state data	Senator JACINTA COLLINS: Dr Bruniges, as we were discussing before, there are a number of different systems. I prefer not to focus exclusively on just one system. Could you supplement the question that Senator Paterson asked before with the state-by-state figures that were just provided for Catholic systems? Mr Cook: So the growth in funding by states? Mr Cook: The New South Wales independent sector, \$337 million; the Victorian government, \$540 million—these are rounded up, by the way; Victorian independent, \$303 million; Queensland government, \$542 million; Queensland independent, \$237 million; South Australian government, \$147 million; South Australian independent, \$91 million; WA government, \$277 million; WA independent, \$127 million; Tasmanian government, \$30 million; Tasmanian independent, \$14 million; ACT government, \$45 million; ACT independent \$8 million; Northern Territory government, \$24 million; and Northern Territory independent, \$33 million. Senator JACINTA COLLINS: Now that I have all those figures, remind me of the time period. Mr Cook: That is over four years. Senator JACINTA COLLINS: Okay. You took on notice doing the over-10? Mr Cook: That is right. Senator JACINTA COLLINS: Could you also take on notice the over-10 for the other sectors.	1/06/2017

140	SQ17-000654	Written	Farrell, Don		Market Research	For the 2016/17 financial year, what was the total amount spent by the Department on market research (either as a whole contract or as part of a contract)? For each contract for market research in 2016/2017, can you please provide: • The subject of the market research; • The supplier; • Whether the supplier has been engaged previously and if so, for which contracts; • The total value of the contract; • The term of the contract (time); • The date that the decision was taken to seek market research on the topic; • The date the contract was opened to tender or selection process; • The date the supplier was engaged; • Whether the contract was subject to a tender process, including whether there was a full, partial or closed tender process; • Does the supplier exist on a pre-approved supplier list, if so, when were they added to that list; • Whether the Minister, or the Minister's Office, requested that the research be conducted; • Whether the Minister approved the decision to conduct market research; • Whether the Minister approved the contract with the supplier; • Whether the Minister or the Minister's office was consulted on questions asked; • Whether the Minister or the Minister's office received a copy of the market research; • If the decision to conduct research was initiated by the department or agency, was the Minister or their office consulted before the decision was taken to conduct research, if so – in what form did that consultation take (written, verbal other); • If the decision to conduct research was initiated by the department or agency, did Minister or their office make any amendments or changes to the Department's proposal for market research to be conducted, if so, what changes and to what aspects were they made; • At any stage in the life of the proposal to conduct market research were other departments or agencies consulted? • At any stage in the life of the proposal to conduct market research were other Ministers, or the Prime Minister consulted? • At any stage in the life of the proposal to conduct market research did the expected cost change, if so how? • At any stage in the life of the proposal to conduct market research did the scope, questions or supplier of the research change? Have any topics or questions of market research been conducted and subsequently conducted again by the same or different supplier?	7/06/2017
141	SQ17-000858	Written	Bilyk, Catryna		Ministerial functions	In relation to any functions or official receptions hosted by Ministers or Assistant Ministers in the portfolio since 1 March 2017, can the following please be provided: • List of functions; • List of attendees including departmental officials, ministerial staff and if members of the Minister's immediate family attended – number of members (names not required); • Function venue; • Itemised list of costs (GST inclusive); • Details of any food served; • Details of any wines or champagnes served including brand and vintage; and • Details of any entertainment provided.	13/06/2017
142	SQ17-000700	Spoken	Collins, Jacinta	62	When was the indexation rate due to be reviewed under the NERA?	Senator JACINTA COLLINS: It is. Indeed, I will clarify further. The minister refers to if the legislation remains unchanged. Mr Cook, when was the interest rate due to be reviewed under the Gonski 1 package? Mr Cook: That was only an agreement with those people who signed the NERA, so there was no legislative requirement. Senator JACINTA COLLINS: No, I understand. When was it due to be reviewed? Mr Cook: Under the NERA—I would have to find that.	9/06/2017
143	SQ17-000860	Written	Bilyk, Catryna		Departmental functions	In relation to expenditure on any functions or official receptions etc hosted by the Department or agencies in the portfolio since 1 March 2017, can the following please be provided: • List of functions; • List of attendees; • Function venue; • Itemised list of costs (GST inclusive); • Details of any food served; • Details of any wines or champagnes served including brand and vintage; and • Details of any entertainment provided.	13/06/2017
144	SQ17-000862	Written	Bilyk, Catryna		Laptops	• How many laptops are currently on issue to staff of the Department and agencies in the portfolio? • Can an itemised list showing make and model please be provided? • How many new laptops were purchased by the Department and agencies in the portfolio in calendar year 2016? • What was the total cost (GST inclusive) of purchasing laptops for staff of the Department and agencies in the portfolio in calendar year 2016? • How many laptops did the Department and agencies in the portfolio have to be replaced due to damage in calendar year 2016? What was the cost of replacement (GST inclusive)? • How many laptops were reported lost or stolen in calendar year 2016? What was the cost of replacement (GST inclusive)?	13/06/2017
145	SQ17-000863	Written	Bilyk, Catryna		Executive office upgrades	Have the furniture, fixtures or fittings of the Secretary's office, or the offices of any Deputy Secretaries, been upgraded since 1 March 2017? • If so, can an itemised list of costs please be provided (GST inclusive)?	13/06/2017
146	SQ17-000864	Written	Bilyk, Catryna		Facilities upgrades	Have the facilities of any of the Department's premises, or the premises of any agencies in the portfolio, been upgraded since 1 March 2017, for example, staff room refurbishments, kitchen refurbishments, bathroom refurbishments, the purchase of any new fridges, coffee machines, or other kitchen equipment? • If so, can a detailed description of the relevant facilities upgrade please be provided together with an itemised list of costs (GST inclusive)? Can any photographs of the upgraded facilities please be provided?	13/06/2017
147	SQ17-000865	Written	Bilyk, Catryna		Vacancies - statutory, board and legislated office vacancies and other significant appointments vacancies within the portfolio	Please provide a list of all statutory, board and legislated office vacancies and other significant appointments vacancies within the portfolio, including length of time vacant and current acting arrangements.	13/06/2017
148	SQ17-000866	Written	Bilyk, Catryna		Credit cards	• How many credit cards are currently on issue for staff in the Department and agencies within the portfolio? If possible, please provide a break-down of this information by APS/ SES level. • What was the value of the largest reported purchase on a credit card in calendar year 2016 and what was it for? • How much interest was paid on amounts outstanding from credit cards in calendar year 2016? • How much was paid in late fees on amounts outstanding from credit cards in calendar year 2016? • What was the largest amount outstanding on a single card at the end of a payment period in calendar year 2016 and what was the card holder's APS/ SES level? • How many credit cards were reported as lost or stolen in calendar year 2016 and what was the cost of their replacement? • How many credit card purchases were deemed to be illegitimate or contrary to agency policy in calendar year 2016? What was the total value of those purchases? How many purchases were asked to be repaid on that basis in calendar year 2016 and what was the total value thereof? Were all those amounts actually repaid? If no, how many were not repaid, and what was the total value thereof? • What was the largest purchase that was deemed illegitimate or contrary to agency policy and asked to be repaid in calendar year 2016, and what was the cardholder's APS/ SES level? What that amount actually repaid, in full? If no, what amount was left unpaid? • Are any credit cards currently on issue in the Department or agencies within the portfolio connected to rewards schemes? Do staff receive any personal benefit as a result of those reward schemes? • Can a copy of the Department's staff credit card policy please be provided?	13/06/2017

149	SQ17-001011	Written	Bilyk, Catryna		AQSA: functions	In relation to expenditure on any functions or official receptions etc hosted by the Department or agencies in the portfolio since 1 March 2017, can the following please be provided: • List of functions; • List of attendees; • Function venue; • Itemised list of costs (GST inclusive); • Details of any food served; • Details of any wines or champagnes served including brand and vintage; and • Details of any entertainment provided.	13/06/2017
150	SQ17-001013	Written	Bilyk, Catryna		ACARA: functions	In relation to expenditure on any functions or official receptions etc hosted by the Department or agencies in the portfolio since 1 March 2017, can the following please be provided: • List of functions; • List of attendees; • Function venue; • Itemised list of costs (GST inclusive); • Details of any food served; • Details of any wines or champagnes served including brand and vintage; and • Details of any entertainment provided.	13/06/2017
151	SQ17-001014	Written	Bilyk, Catryna		AITSL: functions	In relation to expenditure on any functions or official receptions etc hosted by the Department or agencies in the portfolio since 1 March 2017, can the following please be provided: • List of functions; • List of attendees; • Function venue; • Itemised list of costs (GST inclusive); • Details of any food served; • Details of any wines or champagnes served including brand and vintage; and • Details of any entertainment provided.	13/06/2017
152	SQ17-001015	Written	Bilyk, Catryna		TEQSA: functions	In relation to expenditure on any functions or official receptions etc hosted by the Department or agencies in the portfolio since 1 March 2017, can the following please be provided: • List of functions; • List of attendees; • Function venue; • Itemised list of costs (GST inclusive); • Details of any food served; • Details of any wines or champagnes served including brand and vintage; and • Details of any entertainment provided.	13/06/2017
153	SQ17-001016	Written	Bilyk, Catryna		AIATSI: functions	In relation to expenditure on any functions or official receptions etc hosted by the Department or agencies in the portfolio since 1 March 2017, can the following please be provided: • List of functions; • List of attendees; • Function venue; • Itemised list of costs (GST inclusive); • Details of any food served; • Details of any wines or champagnes served including brand and vintage; and • Details of any entertainment provided.	13/06/2017
154	SQ17-001017	Written	Bilyk, Catryna		ACARA: Laptops	• How many laptops are currently on issue to staff of the Department and agencies in the portfolio? • Can an itemised list showing make and model please be provided? • How many new laptops were purchased by the Department and agencies in the portfolio in calendar year 2016? • What was the total cost (GST inclusive) of purchasing laptops for staff of the Department and agencies in the portfolio in calendar year 2016? • How many laptops did the Department and agencies in the portfolio have to be replaced due to damage in calendar year 2016? What was the cost of replacement (GST inclusive)? • How many laptops were reported lost or stolen in calendar year 2016? What was the cost of replacement (GST inclusive)?	13/06/2017
155	SQ17-001018	Written	Bilyk, Catryna		ASQA: Facilities upgrades	Have the facilities of any of the Department's premises, or the premises of any agencies in the portfolio, been upgraded since 1 March 2017, for example, staff room refurbishments, kitchen refurbishments, bathroom refurbishments, the purchase of any new fridges, coffee machines, or other kitchen equipment? • If so, can a detailed description of the relevant facilities upgrade please be provided together with an itemised list of costs (GST inclusive)? Can any photographs of the upgraded facilities please be provided?	13/06/2017
156	SQ17-001019	Written	Bilyk, Catryna		ASQA; credit cards	• How many credit cards are currently on issue for staff in the Department and agencies within the portfolio? If possible, please provide a break-down of this information by APS/ SES level. • What was the value of the largest reported purchase on a credit card in calendar year 2016 and what was it for? • How much interest was paid on amounts outstanding from credit cards in calendar year 2016? • How much was paid in late fees on amounts outstanding from credit cards in calendar year 2016? • What was the largest amount outstanding on a single card at the end of a payment period in calendar year 2016 and what was the card holder's APS/ SES level? • How many credit cards were reported as lost or stolen in calendar year 2016 and what was the cost of their replacement? • How many credit card purchases were deemed to be illegitimate or contrary to agency policy in calendar year 2016? What was the total value of those purchases? How many purchases were asked to be repaid on that basis in calendar year 2016 and what was the total value thereof? Were all those amounts actually repaid? If no, how many were not repaid, and what was the total value thereof? • What was the largest purchase that was deemed illegitimate or contrary to agency policy and asked to be repaid in calendar year 2016, and what was the cardholder's APS/ SES level? What that amount actually repaid, in full? If no, what amount was left unpaid? • Are any credit cards currently on issue in the Department or agencies within the portfolio connected to rewards schemes? Do staff receive any personal benefit as a result of those reward schemes? • Can a copy of the Department's staff credit card policy please be provided?	13/06/2017
157	SQ17-001020	Written	Bilyk, Catryna		ARC: credit cards	• How many credit cards are currently on issue for staff in the Department and agencies within the portfolio? If possible, please provide a break-down of this information by APS/ SES level. • What was the value of the largest reported purchase on a credit card in calendar year 2016 and what was it for? • How much interest was paid on amounts outstanding from credit cards in calendar year 2016? • How much was paid in late fees on amounts outstanding from credit cards in calendar year 2016? • What was the largest amount outstanding on a single card at the end of a payment period in calendar year 2016 and what was the card holder's APS/ SES level? • How many credit cards were reported as lost or stolen in calendar year 2016 and what was the cost of their replacement? • How many credit card purchases were deemed to be illegitimate or contrary to agency policy in calendar year 2016? What was the total value of those purchases? How many purchases were asked to be repaid on that basis in calendar year 2016 and what was the total value thereof? Were all those amounts actually repaid? If no, how many were not repaid, and what was the total value thereof? • What was the largest purchase that was deemed illegitimate or contrary to agency policy and asked to be repaid in calendar year 2016, and what was the cardholder's APS/ SES level? What that amount actually repaid, in full? If no, what amount was left unpaid? • Are any credit cards currently on issue in the Department or agencies within the portfolio connected to rewards schemes? Do staff receive any personal benefit as a result of those reward schemes? • Can a copy of the Department's staff credit card policy please be provided?	13/06/2017
158	SQ17-001021	Written	Bilyk, Catryna		ARC: Facilities upgrades	Have the facilities of any of the Department's premises, or the premises of any agencies in the portfolio, been upgraded since 1 March 2017, for example, staff room refurbishments, kitchen refurbishments, bathroom refurbishments, the purchase of any new fridges, coffee machines, or other kitchen equipment? • If so, can a detailed description of the relevant facilities upgrade please be provided together with an itemised list of costs (GST inclusive)? Can any photographs of the upgraded facilities please be provided?	13/06/2017

159	SQ17-001023	Written	Bilyk, Catryna		ACARA: credit cards	<ul style="list-style-type: none"> How many credit cards are currently on issue for staff in the Department and agencies within the portfolio? If possible, please provide a break-down of this information by APS/ SES level. What was the value of the largest reported purchase on a credit card in calendar year 2016 and what was it for? How much interest was paid on amounts outstanding from credit cards in calendar year 2016? How much was paid in late fees on amounts outstanding from credit cards in calendar year 2016? What was the largest amount outstanding on a single card at the end of a payment period in calendar year 2016 and what was the card holder's APS/ SES level? How many credit cards were reported as lost or stolen in calendar year 2016 and what was the cost of their replacement? How many credit card purchases were deemed to be illegitimate or contrary to agency policy in calendar year 2016? What was the total value of those purchases? How many purchases were asked to be repaid on that basis in calendar year 2016 and what was the total value thereof? Were all those amounts actually repaid? If no, how many were not repaid, and what was the total value thereof? What was the largest purchase that was deemed illegitimate or contrary to agency policy and asked to be repaid in calendar year 2016, and what was the cardholder's APS/ SES level? What that amount actually repaid, in full? If no, what amount was left unpaid? Are any credit cards currently on issue in the Department or agencies within the portfolio connected to rewards schemes? Do staff receive any personal benefit as a result of those reward schemes? Can a copy of the Department's staff credit card policy please be provided? 	13/06/2017
160	SQ17-001024	Written	Bilyk, Catryna		AIATSI: Laptop	<ul style="list-style-type: none"> How many laptops are currently on issue to staff of the Department and agencies in the portfolio? Can an itemised list showing make and model please be provided? How many new laptops were purchased by the Department and agencies in the portfolio in calendar year 2016? What was the total cost (GST inclusive) of purchasing laptops for staff of the Department and agencies in the portfolio in calendar year 2016? How many laptops did the Department and agencies in the portfolio have to be replace due to damage in calendar year 2016? What was the cost of replacement (GST inclusive)? How many laptops were reported lost or stolen in calendar year 2016? What was the cost of replacement (GST inclusive)? 	13/06/2017
161	SQ17-001025	Written	Bilyk, Catryna		TEQSA: Facilities upgrades	<ul style="list-style-type: none"> Have the facilities of any of the Department's premises, or the premises of any agencies in the portfolio, been upgraded since 1 March 2017, for example, staff room refurbishments, kitchen refurbishments, bathroom refurbishments, the purchase of any new fridges, coffee machines, or other kitchen equipment? If so, can a detailed description of the relevant facilities upgrade please be provided together with an itemised list of costs (GST inclusive)? Can any photographs of the upgraded facilities please be provided? 	13/06/2017
162	SQ17-001026	Written	Bilyk, Catryna		AITSL: credit card	<ul style="list-style-type: none"> How many credit cards are currently on issue for staff in the Department and agencies within the portfolio? If possible, please provide a break-down of this information by APS/ SES level. What was the value of the largest reported purchase on a credit card in calendar year 2016 and what was it for? How much interest was paid on amounts outstanding from credit cards in calendar year 2016? How much was paid in late fees on amounts outstanding from credit cards in calendar year 2016? What was the largest amount outstanding on a single card at the end of a payment period in calendar year 2016 and what was the card holder's APS/ SES level? How many credit cards were reported as lost or stolen in calendar year 2016 and what was the cost of their replacement? How many credit card purchases were deemed to be illegitimate or contrary to agency policy in calendar year 2016? What was the total value of those purchases? How many purchases were asked to be repaid on that basis in calendar year 2016 and what was the total value thereof? Were all those amounts actually repaid? If no, how many were not repaid, and what was the total value thereof? What was the largest purchase that was deemed illegitimate or contrary to agency policy and asked to be repaid in calendar year 2016, and what was the cardholder's APS/ SES level? What that amount actually repaid, in full? If no, what amount was left unpaid? Are any credit cards currently on issue in the Department or agencies within the portfolio connected to rewards schemes? Do staff receive any personal benefit as a result of those reward schemes? Can a copy of the Department's staff credit card policy please be provided? 	13/06/2017
163	SQ17-001027	Written	Bilyk, Catryna		ARC: Laptops	<ul style="list-style-type: none"> How many laptops are currently on issue to staff of the Department and agencies in the portfolio? Can an itemised list showing make and model please be provided? How many new laptops were purchased by the Department and agencies in the portfolio in calendar year 2016? What was the total cost (GST inclusive) of purchasing laptops for staff of the Department and agencies in the portfolio in calendar year 2016? How many laptops did the Department and agencies in the portfolio have to be replace due to damage in calendar year 2016? What was the cost of replacement (GST inclusive)? How many laptops were reported lost or stolen in calendar year 2016? What was the cost of replacement (GST inclusive)? 	13/06/2017
164	SQ17-001029	Written	Bilyk, Catryna		AIATSI: Facilities upgrades	<ul style="list-style-type: none"> Have the facilities of any of the Department's premises, or the premises of any agencies in the portfolio, been upgraded since 1 March 2017, for example, staff room refurbishments, kitchen refurbishments, bathroom refurbishments, the purchase of any new fridges, coffee machines, or other kitchen equipment? If so, can a detailed description of the relevant facilities upgrade please be provided together with an itemised list of costs (GST inclusive)? Can any photographs of the upgraded facilities please be provided? 	13/06/2017
165	SQ17-001030	Written	Bilyk, Catryna		ASQA: Laptops	<ul style="list-style-type: none"> How many laptops are currently on issue to staff of the Department and agencies in the portfolio? Can an itemised list showing make and model please be provided? How many new laptops were purchased by the Department and agencies in the portfolio in calendar year 2016? What was the total cost (GST inclusive) of purchasing laptops for staff of the Department and agencies in the portfolio in calendar year 2016? How many laptops did the Department and agencies in the portfolio have to be replace due to damage in calendar year 2016? What was the cost of replacement (GST inclusive)? How many laptops were reported lost or stolen in calendar year 2016? What was the cost of replacement (GST inclusive)? 	13/06/2017
166	SQ17-001032	Written	Bilyk, Catryna		TEQSA: Laptops	<ul style="list-style-type: none"> How many laptops are currently on issue to staff of the Department and agencies in the portfolio? Can an itemised list showing make and model please be provided? How many new laptops were purchased by the Department and agencies in the portfolio in calendar year 2016? What was the total cost (GST inclusive) of purchasing laptops for staff of the Department and agencies in the portfolio in calendar year 2016? How many laptops did the Department and agencies in the portfolio have to be replace due to damage in calendar year 2016? What was the cost of replacement (GST inclusive)? How many laptops were reported lost or stolen in calendar year 2016? What was the cost of replacement (GST inclusive)? 	13/06/2017

167	SQ17-001033	Written	Bilyk, Catryna		AITSL: Facilities upgrades	Have the facilities of any of the Department's premises, or the premises of any agencies in the portfolio, been upgraded since 1 March 2017, for example, staff room refurbishments, kitchen refurbishments, bathroom refurbishments, the purchase of any new fridges, coffee machines, or other kitchen equipment? • If so, can a detailed description of the relevant facilities upgrade please be provided together with an itemised list of costs (GST inclusive)? <u>Can any photographs of the upgraded facilities please be provided?</u>	13/06/2017
168	SQ17-001034	Written	Bilyk, Catryna		ACARA: Facilities upgrades	Have the facilities of any of the Department's premises, or the premises of any agencies in the portfolio, been upgraded since 1 March 2017, for example, staff room refurbishments, kitchen refurbishments, bathroom refurbishments, the purchase of any new fridges, coffee machines, or other kitchen equipment? • If so, can a detailed description of the relevant facilities upgrade please be provided together with an itemised list of costs (GST inclusive)? <u>Can any photographs of the upgraded facilities please be provided?</u>	13/06/2017
169	SQ17-001012	Written	Bilyk, Catryna		ARC: functions	In relation to expenditure on any functions or official receptions etc hosted by the Department or agencies in the portfolio since 1 March 2017, can the following please be provided: • List of functions; • List of attendees; • Function venue; • Itemised list of costs (GST inclusive); • Details of any food served; • Details of any wines or champagnes served including brand and vintage; and • Details of any entertainment provided.	14/06/2017
170	SQ17-001022	Written	Bilyk, Catryna		AITSL: Laptops	• How many laptops are currently on issue to staff of the Department and agencies in the portfolio? • Can an itemised list showing make and model please be provided? • How many new laptops were purchased by the Department and agencies in the portfolio in calendar year 2016? • What was the total cost (GST inclusive) of purchasing laptops for staff of the Department and agencies in the portfolio in calendar year 2016? • How many laptops did the Department and agencies in the portfolio have to be replaced due to damage in calendar year 2016? What was the cost of replacement (GST inclusive)? • How many laptops were reported lost or stolen in calendar year 2016? What was the cost of replacement (GST inclusive)?	14/06/2017
171	SQ17-001028	Written	Bilyk, Catryna		TEQSA: credit cards	• How many credit cards are currently on issue for staff in the Department and agencies within the portfolio? If possible, please provide a break-down of this information by APS/ SES level. • What was the value of the largest reported purchase on a credit card in calendar year 2016 and what was it for? • How much interest was paid on amounts outstanding from credit cards in calendar year 2016? • How much was paid in late fees on amounts outstanding from credit cards in calendar year 2016? • What was the largest amount outstanding on a single card at the end of a payment period in calendar year 2016 and what was the card holder's APS/ SES level? • How many credit cards were reported as lost or stolen in calendar year 2016 and what was the cost of their replacement? • How many credit card purchases were deemed to be illegitimate or contrary to agency policy in calendar year 2016? What was the total value of those purchases? How many purchases were asked to be repaid on that basis in calendar year 2016 and what was the total value thereof? Were all those amounts actually repaid? If no, how many were not repaid, and what was the total value thereof? • What was the largest purchase that was deemed illegitimate or contrary to agency policy and asked to be repaid in calendar year 2016, and what was the cardholder's APS/ SES level? What that amount actually repaid, in full? If no, what amount was left unpaid? • Are any credit cards currently on issue in the Department or agencies within the portfolio connected to rewards schemes? Do staff receive any personal benefit as a result of those reward schemes? • Can a copy of the Department's staff credit card policy please be provided?	14/06/2017
172	SQ17-001031	Written	Bilyk, Catryna		AIATSIS: credit card	• How many credit cards are currently on issue for staff in the Department and agencies within the portfolio? If possible, please provide a break-down of this information by APS/ SES level. • What was the value of the largest reported purchase on a credit card in calendar year 2016 and what was it for? • How much interest was paid on amounts outstanding from credit cards in calendar year 2016? • How much was paid in late fees on amounts outstanding from credit cards in calendar year 2016? • What was the largest amount outstanding on a single card at the end of a payment period in calendar year 2016 and what was the card holder's APS/ SES level? • How many credit cards were reported as lost or stolen in calendar year 2016 and what was the cost of their replacement? • How many credit card purchases were deemed to be illegitimate or contrary to agency policy in calendar year 2016? What was the total value of those purchases? How many purchases were asked to be repaid on that basis in calendar year 2016 and what was the total value thereof? Were all those amounts actually repaid? If no, how many were not repaid, and what was the total value thereof? • What was the largest purchase that was deemed illegitimate or contrary to agency policy and asked to be repaid in calendar year 2016, and what was the cardholder's APS/ SES level? What that amount actually repaid, in full? If no, what amount was left unpaid? • Are any credit cards currently on issue in the Department or agencies within the portfolio connected to rewards schemes? Do staff receive any personal benefit as a result of those reward schemes? • Can a copy of the Department's staff credit card policy please be provided?	14/06/2017
173	SQ17-000884	Written	Cameron, Doug		AMEP and SEE programs	For each region, please provide a list of all current delivery sites, and all delivery sites under the new tender from July 2017.	13/06/2017
174	SQ17-000887	Written	Cameron, Doug		Sub-contracting (AMEP and SEE programs)	Please provide a list of all sub-contracting arrangements that will take place from July 2017, indicating if and where double-sub-contracting or triple-sub-contracting has taken place and which organisations are involved in each instance. In each instance of sub-contracting, what assessments of sub-contractor quality, viability and risk has been undertaken by the Department? Has the Department raised concerns about any sub-contractor with the head contractor or the Minister? Why do sub-contracting arrangements not need the approval of the Department	13/06/2017
175	SQ17-000889	Written	Cameron, Doug		Student numbers (AMEP and SEE programs)	In each region, what number and proportion of students will attend each provider from July 2017? Nationally, and in each state and in each region, what proportion of students, and what proportion of the overall contract value will go to each provider? Nationally and in each state and region, what proportion of students will attend public providers from July 2017, what proportion will attend community providers and what proportion will attend for-profit providers?	13/06/2017
176	SQ17-000895	Written	Cameron, Doug		AMEP and SEE programs (TAFE)	In each instance where contracts will move from TAFE or community providers to for-profit providers from July, why was this decision made and what was the price difference between the providers?	13/06/2017
177	SQ17-000896	Written	Cameron, Doug		AMEP and SEE programs (compliance ratings)	What was the compliance rating of each provider in each region for the contract period ending June 2017?	13/06/2017
178	SQ17-000897	Written	Cameron, Doug		AMEP and SEE programs - student number in each region	How many AMEP and SEE students are expected in each region in each of the next five years?	13/06/2017

179	SQ17-000898	Written	Cameron, Doug		SEE program	How have the efficiencies in the SEE program outlined in the budget been achieved? What changes to the program, providers or other elements have allowed the unit cost to be reduced?	13/06/2017
180	SQ17-000899	Written	Cameron, Doug		VET students by electorate	Please provide the total number of VET students in each electorate for the latest available full year, broken down by level of qualification studied. Also indicate how many of those students are attending government providers, and how many are attending for-profit, and other provider types. If possible, please provide the above information for each of the last five years.	13/06/2017
181	SQ17-000909	Written	Cameron, Doug		Trade Support Loan Usage (Apprentices)	• Breakdown of apprentices eligible: electorate, gender, states, age groups, occupations, industry of employer - by each year since inception • Breakdown of apprentices in receipt: electorate, gender, states, age groups, occupation, industry - numbers and amounts - by each year since inception	13/06/2017
182	SQ17-000911	Written	Cameron, Doug		Apprentice/trainee numbers	• Apprentice/trainee numbers by electorate each quarter since September 2013 - gender, states, age groups, occupations, industry of employer, qualification	13/06/2017
183	SQ17-000912	Written	Cameron, Doug		Skilling Australians Fund (Contributions)	Will the government 'top-up' the Fund if there is a downturn in the Fund due to lower than projected visa approvals?	13/06/2017
184	SQ17-000913	Written	Cameron, Doug		Trade apprentice/trainee numbers	• Trade apprentice/trainee numbers by electorate each quarter since September 2013 - gender, states, age groups, occupations, industry of employer, qualification	13/06/2017
185	SQ17-000914	Written	Cameron, Doug		Skilling Australians Fund (Individuals)	How many individuals will be supported into apprenticeships and traineeships by the fund over each year of the forward estimates? Please breakdown by apprenticeship/traineeship/qualification level/occupation/industry/state or territory. Please provide the modelling and assumptions those projections are based upon.	13/06/2017
186	SQ17-000915	Written	Cameron, Doug		Skilling Australians Fund (Itemised Funding)	What quantum of the Fund will be spent on apprenticeships and traineeships? What will the remaining quantum be spent on? Please provide an itemised list.	13/06/2017
187	SQ17-000916	Written	Cameron, Doug		Non-trade apprentice/trainee numbers	Non-trade apprentice/trainee numbers by electorate each quarter since September 2013 - gender, states, age groups, occupations, industry of employer, qualification	13/06/2017
188	SQ17-000917	Written	Cameron, Doug		Skilling Australians Fund (Funding Provisions)	What will the fund cover in terms of supporting apprenticeships and traineeships? Will it cover the cost of off the job training? Will it cover employer incentives? Will it cover apprentice/trainee incentives? Please provide fund amounts and details of each area of funding provision.	13/06/2017
189	SQ17-000918	Written	Cameron, Doug		Skilling Australians Fund (Higher Level Apprentices)	How many higher level apprenticeships will the Fund pay for? What industries and occupations will they be employed in? Have employers in these industries been consulted with? If so, who has been consulted and what were the issues raised in those consultations? Do you have commitments from employers to employer high apprentices? If so, how many employers and how many places?	13/06/2017
190	SQ17-000919	Written	Cameron, Doug		VSL - Payments	How much has been paid to providers under both VET FEE-HELP and VET Student Loans so far this year?	13/06/2017
191	SQ17-000920	Written	Cameron, Doug		Australian Apprenticeship Support Network (Providers)	List of all AASN providers currently in contract with the Commonwealth.	13/06/2017
192	SQ17-000921	Written	Cameron, Doug		Australian Apprenticeship Support Network (Payments)	• The total contract amount payable to each AASN provider over the full term of the contract. • Breakdown of the payments made to each Australian Apprenticeship Support Network provider for each year since the commencement of the current contract. (July 2015) • A list of all the service elements within the AASN contracts that are payable to AASN providers. • Breakdown of payments made to each AASN provider for each of the service types: including the gateway service; in training service; and administrative functions such as signing up of apprentices and trainees	13/06/2017
193	SQ17-000922	Written	Cameron, Doug		Australian Apprenticeship Support Network (Annual Payments)	• The total amount paid to providers annually on the Gateway function • The total amount paid to providers annually on the in-training function	13/06/2017
194	SQ17-000923	Written	Cameron, Doug		Skilling Australians Fund (Priorities)	What are the priority areas for the Fund? How will the distribution of funding across the priority areas be determined?	13/06/2017
195	SQ17-000924	Written	Cameron, Doug		Australian Apprenticeship Support Network (Support)	• What is required of providers in terms of the in-training support function – and what performance indicators/measures are used to establish that providers are fulfilling the terms of the contract? • How frequently are providers required to report to the Department on their in-training support services?	13/06/2017
196	SQ17-000925	Written	Cameron, Doug		Skilling Australians Fund (Funding Split)	How much of the Fund will be spent on: occupations with a reliance on skilled migration pathways; industries and sectors of future growth; regional and rural areas.	13/06/2017
197	SQ17-000926	Written	Cameron, Doug		VSL - Price changes	Are there any providers that are offering a course to a grandfathered VET FEE-HELP student but are offering the same course at a lower total price to a VET Student Loans student? In how many cases? Which providers? What action is the Department taking to make sure students and taxpayers are not ripped off?	13/06/2017
198	SQ17-000927	Written	Cameron, Doug		Australian Apprenticeship Support Network (Targets)	• Are contract requirements (eg targets) for the in training support services the same across the providers? What is the method by which you set the targets for each contract? • What measures does the Department use to establish the quality of the in training support being delivered by providers?	13/06/2017
199	SQ17-000928	Written	Cameron, Doug		Skilling Australians Fund (Pre-apprenticeships)	How many pre-apprenticeship placements will be supported by the Fund? How much money will go to supporting each pre-apprenticeship placement? What will the fund cover in terms of pre-apprenticeships? Who will deliver pre-apprenticeships and how will that be determined? What will be the duration of the pre-apprenticeship courses? Will graduates of the pre-apprenticeship courses receive a qualification? If so, what qualifications?	13/06/2017
200	SQ17-000929	Written	Cameron, Doug		VSL - Value of loans	Were the estimates for the value of loans issued and the cost of the VET Student loans changes over the forward estimates and the medium term updated as part of the Budget process? Are they still the same as in the Explanatory Memorandum for the Bill? If they have changed, please provide the updated broken down by year?	13/06/2017

201	SQ17-000930	Written	Cameron, Doug		Australian Apprenticeship Support Network (Staff)	<ul style="list-style-type: none"> Are providers required to demonstrate that they have staff that are qualified, skilled and equipped to provide in-training support to at-risk apprentices and trainees? – Such as skills and qualifications in mental health, suicide prevention, youth counselling? How is that demonstrated by providers to the Department? • Are services required to demonstrate ratios of support staff to apprentices receiving support? If so what are they? • Are there any benchmarks that the Department refers to or relies on in regard to the ratio of support staff to apprentices/trainees receiving support? If so, what are they? 	13/06/2017
202	SQ17-000931	Written	Cameron, Doug		VSL - Provider transition (Providers)	<ul style="list-style-type: none"> How many providers were registered under VET FEE-HELP when the program was closed? • How many applied to be VET Student Loans providers? • How many were given provisional registration? • How many have been given full registration? • Are there any still under consideration for full registration or has that process been completed? • Please provide a list of all the providers under VET FEE-HELP, and all those that applied for VET Student Loans and the outcome of that application – along with the reason providers were not approved? 	13/06/2017
203	SQ17-000932	Written	Cameron, Doug		Skilling Australians Fund (Disability and Aged Care)	<ul style="list-style-type: none"> What will the Fund do to ensure the supply of skilled labour to the disability and aged care sectors? How much of the fund will be directed to that sector? What will the funding be spent on? Is the government anticipating growth in reliance on foreign work visas in the disability and aged care sector? Please provide any projections that have been done. 	13/06/2017
204	SQ17-000933	Written	Cameron, Doug		Australian Apprenticeship Support Network (Support)	<ul style="list-style-type: none"> What is the process that determines who amongst the cohort will receive supports? That is, how are services identifying apprentices and trainees that are to receive the supports? • In each year of operation, how many apprentices and trainees received in training support across the Network? How many hours of support have been provided? • Did all providers meeting their targets for in training support? What were those targets and please report how each provider did against those targets for each reportable period since the commencement of the contract. 	13/06/2017
205	SQ17-000934	Written	Cameron, Doug		Skilling Australians Fund (Employer Incentives)	<ul style="list-style-type: none"> Why is there provision in the Fund for employer incentives when there is an existing program for employer incentives? 	13/06/2017
206	SQ17-000935	Written	Cameron, Doug		VSL - Provider transition (Risk)	<ul style="list-style-type: none"> Has an assessment of the risk of collapse been made of those providers which will not continue to be registered? eg. Careers Australia. Are there any providers at risk? Which providers? How many students could be impacted? 	13/06/2017
207	SQ17-000936	Written	Cameron, Doug		VSL - Tuition Assurance Schemes	<ul style="list-style-type: none"> Are the Tuition Assurance Schemes sustainable? • Are any other new schemes under consideration for registration? • Has the Minister been briefed about any issues with the sustainability of the Tuition Assurance Schemes? If so, when? 	13/06/2017
208	SQ17-000937	Written	Cameron, Doug		Skilling Australians Fund (Payments)	<ul style="list-style-type: none"> Will the Fund pay for a 'Student Builder' model of delivery for trade qualifications? If so, how much funding and how many participants? Will the Fund pay for institutional-based courses? In what qualifications? 	13/06/2017
209	SQ17-000938	Written	Cameron, Doug		Skilling Australians Fund (States and Territories)	<ul style="list-style-type: none"> What will the mechanism be for state and territory contributions to the Fund? eg Will the state and territory governments be required to provide upfront contributions to receive access to the Fund? Will the Fund be paid to states and territories based on applications or tenders? Will there be a ceiling on the funds available to individual states and territories? What are the guidelines that will determine access the Fund for the states and territories? Who in the commonwealth will make the final decision about the state and territory projects to be funded? 	13/06/2017
210	SQ17-000939	Written	Cameron, Doug		New HELP thresholds - impacts on VET students	<ul style="list-style-type: none"> The Government estimates 183,000 more people will be drawn into the HELP repayment system when the new thresholds start in 2018-19. How many of these people will have VET FEE-HELP or VET Student Loans debts? • How many people with VET loans will have incomes between \$42,000 and the current 2018-19 threshold of \$51,957? • How many current or former VET students in each of the income bands will face higher repayments under the new thresholds? • By how much will these changes reduce the amount of VET student debt expected not to be repaid? NOTE - The Australian Government Actuary (AGA) estimated that \$1.2 billion in loans had been 'issued inappropriately' and a further \$1 billion simply wouldn't be repaid because the borrower's income will remain too low [Paragraph 2.16 (p 30) of the ANAO VET FEE-HELP report]. 	13/06/2017
211	SQ17-000940	Written	Cameron, Doug		Australian Apprenticeship Support Network (Complaints)	<ul style="list-style-type: none"> Has the Department received any complaints about the provision of in-training services? Please provide details of those complaints, including numbers, the substance of the complaints and the actions taken by the Department in response to those complaints. • Is there a complaints process and/or mechanism for apprentices and trainees and employers to access if they have issues of concern with the delivery of AASN services and supports? If so, what are they? 	13/06/2017
212	SQ17-000941	Written	Cameron, Doug		Higher education changes - sub-bachelor places (Funding)	<ul style="list-style-type: none"> How many sub-bachelor places are expected to be delivered at universities for each year of the forward estimates and medium term under the proposed changes? • What is the value of loans and CSP support estimated to be provided in each year of the forward estimates and the medium term for sub-bachelor places at universities? 	13/06/2017
213	SQ17-000942	Written	Cameron, Doug		Skilling Australians Fund (Transition)	<ul style="list-style-type: none"> Are the states and territories currently receiving any national partnership funds? What funding will the commonwealth provide to each of the states and territories pending the commencement of the Skilling Australians Fund? Will the government provide any funding to support TAFEs in the states and territories pending the commencement of the Skilling Australians Fund? What will the Skilling Australians Fund do to support TAFEs? 	13/06/2017
214	SQ17-000943	Written	Cameron, Doug		Australian Apprenticeship Support Network (Administration)	<ul style="list-style-type: none"> Please outline how administrative services are costed and paid to the AASN providers. Is it a cost per sign-up? Does the rate differ between providers? • How are the prices set for those different elements – for example, the price paid for signing up an apprentice? The price for administering a trade support loan? 	13/06/2017
215	SQ17-000944	Written	Cameron, Doug		Higher education changes - sub-bachelor places (Forecast)	<ul style="list-style-type: none"> For each of the next four years and over the medium term, how many Diplomas and Advanced Diplomas do you expect will be provided at TAFE/VET providers and how many at university, if the higher education changes are implemented? • Will TAFE's have access to the same arrangements for their sub-bachelor places as universities? In dollar terms, how much more debt could a university sub-bachelor student access compared to one at TAFE? • Do you expect any students to move from TAFE to university offerings because of the more generous loans scheme? 	13/06/2017
216	SQ17-000945	Written	Cameron, Doug		Australian Apprenticeship Support Network (Payment Schedule)	<ul style="list-style-type: none"> Please provide the schedule of payments for services delivered by AASN providers. Can you please provide the breakdown of the prices paid to each service for each item. 	13/06/2017

217	SQ17-000946	Written	Cameron, Doug		Skilling Australians Fund (Priorities)	How were the priority industries identified? e Tourism, Hospitality, Health and Ageing, Engineering, Manufacturing, Building and Construction, Agriculture, and Digital Technologies Who has been consulted and what data has been used to establish those industries? How will you determine the distribution of funding across the priority industries? What will be done in the case of state and territory priorities not aligning with national priorities? What will be the process for including further industries?	13/06/2017
218	SQ17-000947	Written	Cameron, Doug		Australian Apprenticeship Support Network (Payments)	• Please provide details of the average price paid for each service element in 2012-14. How have those prices changed from what is paid to providers today? What was the average price paid to providers for signing up an apprentice in the previous contract? What is the average price in the current contract?	13/06/2017
219	SQ17-000948	Written	Cameron, Doug		Higher education changes - sub-bachelor places (Inducements)	Would universities be able to engage in marketing practices that are banned under the VET Student Loans program? - Could they offer an inducement like an iPad or a laptop? - Are there any instances of this occurring? - What is to stop the use of these well-known dodgy practices being used by universities in order to attract income at the expense of TAFE under the demand-driven system?	13/06/2017
220	SQ17-000949	Written	Cameron, Doug		Australian Apprenticeship Support Network (Budget)	In the revised estimates at MYEFO the budget for 2016-17 was \$189,092,000. In the current budget statement the estimated actuals are \$169,092,000. Why has the budget been revised down by exactly \$20 million?	13/06/2017
221	SQ17-000950	Written	Cameron, Doug		Higher education changes - sub-bachelor places (Nursing and Childhood Education)	Would universities be free to offer Diplomas and Advanced Diplomas in nursing and early childhood education?	13/06/2017
222	SQ17-000951	Written	Cameron, Doug		Australian Apprenticeship Support Network (Previous Contracts)	Are all the AASN providers awarded contracts in the July 2015 contract still directly providing services? If there have been any changes please provide details, that is who no longer delivers services, and details of any additional providers.	13/06/2017
223	SQ17-000952	Written	Cameron, Doug		Skilling Australians Fund (quality)	How will quality training and quality outcomes be assured under the Fund?	13/06/2017
224	SQ17-000953	Written	Cameron, Doug		Provision of Tax File Numbers to VET providers (VFH)	• How many Tax File Numbers have been given directly to providers under the VET FEE-HELP scheme? • How many of those requests were for students that were not bona-fide? Who were unaware they were getting into a debt? Or were phantom students? • How many students were impacted by this kind of mal-practice? • Has all that debt been waived? Has it all been recovered from providers by the Commonwealth? • How many providers were involved in the inappropriate use of this practice? • When was the alarm raised? How was it raised? • When was the minister alerted? If the Minister was not alerted, on what basis did he bring legislation into the Parliament to stop the practice? • Are there investigations underway? NOTE - The ATO estimated it "has responded to thousands of requests from VFH providers for student TFNs, with some requests listing up to 200 students" [Paragraph 3.20 (p. 42) of the audit report]	13/06/2017
225	SQ17-000954	Written	Cameron, Doug		Australian Apprenticeship Support Network (Sub-contractors)	• Is there capacity in the contracts for principle contractors to sub-contract? Please provide any details of the relevant provisions relating to sub-contracting. • What is the total value in dollars of service deliver under the contract that has been sub-contracted? • What organisations are delivering sub-contracted services under the AASN?	13/06/2017
226	SQ17-000955	Written	Cameron, Doug		Mentoring Program (Eligibility)	What are the eligibility rules for accessing the Industry Specialist Mentoring for Australian Apprentices? Who will deliver the mentoring? What process will be used to identify services that will deliver mentoring? What qualifications and experience will mentors be required to have? How will this be monitored and guaranteed? What type of mentoring will be delivered? That is, will mentoring provide technical support, educational support, social support or another form of support?	13/06/2017
227	SQ17-000956	Written	Cameron, Doug		Provision of Tax File Numbers to VET providers (Recovery)	• The ANAO noted – and the Government Actuary's report to the Department has confirmed – that \$1.2 billion in debt was wrongly issued under the VET Student Loans program. How much of this debt relates to Tax File Numbers that should not have been given out? • How much of the \$1.2 billion has been recovered? How much has the Department tried to recover but has not succeeded? • Is the Department leading recovery operations? Or is the ACCC?	13/06/2017
228	SQ17-000957	Written	Cameron, Doug		Mentoring Program (contact)	How regularly will mentors be required to be in touch with participants? Who will be required to initiate contact - the mentor or mentee? How will participants be identified? Will mentoring be face-to-face? If not what proportion of the mentoring will be face-to-face? Will employers of apprentices receive support and/or guidance under the program?	13/06/2017
229	SQ17-000958	Written	Cameron, Doug		Australian Apprenticeship Support Network (Contracts)	• How many providers/contracts were there in 2013-14? • What was the reasoning behind reducing the number of contracts?	13/06/2017
230	SQ17-000959	Written	Cameron, Doug		Provision of Tax File Numbers to VET providers (Audit)	Has the Department asked the ATO for the names of providers that have requested large numbers of Tax File Numbers? If not, why not? And how if the Department auditing these providers to identify where people might not have given their permission for a Tax File Number to be accessed?	13/06/2017
231	SQ17-000960	Written	Cameron, Doug		Mentoring Program (Pricing)	What will the program pay for? Will pricing vary depending on the needs of the participant or will it be a flat rate paid per apprentice?	13/06/2017
232	SQ17-000961	Written	Cameron, Doug		Provision of Tax File Numbers to VET providers (Risk)	Page 9-10 of Budget Paper 1 lists VET loans as one of the Government's major financial risks: - How has this risk been quantified? - How large is the risk currently estimated to be? - When was this first identified as a risk? Does the Department or Treasury do that? - Are there any examples of student loans have been remitted but the Commonwealth has not been able to recover the payments from providers? How many cases? What has the cost to the taxpayer been? - What is the Department's policy going forward if a student should not have incurred a debt but the money can't be recovered from the provider? Will these students have their debt forgiven?	13/06/2017
233	SQ17-000962	Written	Cameron, Doug		Australian Apprenticeship Support Network (Tender)	• Is it correct that the tender round leading to the current contracts required providers to furnish two separate sets of costings – one pricing schedule based on existing administrative arrangements and systems; and a second pricing schedule based on a new IT system that was about to be introduced? • Were tenderers instructed or advised to provide a lower price for service delivery under the new system?	13/06/2017

234	SQ17-000963	Written	Cameron, Doug		Mentoring Program (Industries)	How will 'industries undergoing structural change' be identified? Which industries are eligible under that criteria? What will be the process for including additional industries? Will mentors be required to be trained and experienced in youth work, mental health and in how to manage at-risk young people, including having training in suicide prevention? What KPIs, outcomes and targets will mentor providers be expected to work to?	13/06/2017
235	SQ17-000964	Written	Cameron, Doug		Australian Apprenticeship Support Network (Pricing)	• Are services now being provided under the lower pricing schedule by all providers? Please provide details of service prices that have dropped and by how much for each service element.	13/06/2017
236	SQ17-000965	Written	Cameron, Doug		VFH - responsible minister	Which Minister and Department are responsible for VET FEE-HELP under the Higher Education Support Act?	13/06/2017
237	SQ17-000966	Written	Cameron, Doug		Sage and Nexus	• How much in public funds (including student loans) was provided to Sage and Nexus in each of the last five years? • How many students did each of these providers have in each of the last five years? • What courses was each of these providers authorised to offer in each of the last five years?	13/06/2017
238	SQ17-000967	Written	Cameron, Doug		Australian Apprenticeship Support Network (AAMS)	• Please provide details of the organisations that designed, developed and administer the Australian Apprenticeship Management System. • Please provide details of the payments that have been made to those organisations since the inception of their contracts and all payments that are set out in the contract. • Please provide details of any feedback that has been received from providers relating to the AAMS.	13/06/2017
239	SQ17-000968	Written	Cameron, Doug		Careers Australia Collapse	Have all students been placed with other providers? How many have not? Does the Department expect all Careers Australia students to be able to complete their studies at TAFE or another provider? Are there any courses that are not offered elsewhere? Has Careers Australia handed over all student records and marking? Was this up to date at the time of being handed over? Were any retrieval cost incurred? How much? Were any marking, assessment or other costs incurred? How much?	13/06/2017
240	SQ17-000969	Written	Cameron, Doug		Australasian College Broadway (placements)	In relation to the collapse of the Australian College Broadway: • Have these students been placed with other providers yet? How many are still waiting? • How much has it cost Government to retrieve information about their studies? Will the taxpayer get that back? • How many students have opted to take a partial re-fund? Have many done this because of the delay?	13/06/2017
241	SQ17-000970	Written	Cameron, Doug		Australian Apprenticeship Support Network (Funding Impact)	• Please provide any analysis that has been done to test whether the drop in program funding is impacting on the delivery of services across the Apprentices Support Network.	13/06/2017
242	SQ17-000973	Written	Cameron, Doug		Australian Apprenticeship Support Network (Rights and Responsibilities)	• What process do AASNs undertake to ensure that employers and apprentices/trainees are aware of their rights and responsibilities? Are those contacts made face-to-face? Are monitoring visits conducted - if so with whom and how frequently? • What advice is given to employers about their responsibilities as an employer of an apprentice/trainee? • What advice is given to apprentices about their rights as an employee?	13/06/2017
243	SQ17-000974	Written	Cameron, Doug		Careers Australia - public funding	How much public funding did Careers Australia receive in 2014, 2015, 2016 and 2017 - broken down by year? For each of these years, how much of this funding was through the VET FEE-HELP scheme? How much other Commonwealth funding was provided and what were the programs that funding was provided under? How much state funding was provided and what were the programs that funding was provided under?	13/06/2017
244	SQ17-000975	Written	Cameron, Doug		Australian Apprenticeships Support Network (Exploitation)	• What instructions or guidance does the Department provide to AASNs when they see or become aware of underpayment or any other form of exploitation of apprentices and trainees? • Do AASNs have any provision within their contracts that requires them to deliver services to protect apprentices and trainees from exploitation? If so, what are they? • How does the Department monitor AASN delivery of services designed to protect apprentices and trainees from exploitation?	13/06/2017
245	SQ17-000976	Written	Cameron, Doug		Australasian College Broadway (Payment Recovery)	In relation to the collapse of the Australian College Broadway • SQ17-000026 Points out that when Australasian College Broadway collapsed, it owed the department about \$5 million because it overestimated the number of students it had – given it's collapsed, Will this money be recovered? If not, how will this loss be accounted for by the Department and where will it appear in future Budgets?	13/06/2017
246	SQ17-000977	Written	Cameron, Doug		Australian Apprenticeship Support Network (contact)	Does every trainee of apprentice have on-going direct contact with an AASN provider?	13/06/2017
247	SQ17-000978	Written	Cameron, Doug		VFH - concerns raised	SQ17-000337 indicates there was cross Government concern about VET FEE-HELP in Nov and Dec 2014 and that the Minister was briefed. Between Nov 2014 and Nov 2016 when changed legislation was passed, how much was paid out in VET FEE-HELP? How much was paid out in VET FEE-HELP in the 2015 and 2016 calendar years?	13/06/2017
248	SQ17-000979	Written	Cameron, Doug		Careers Australia - public funding	When did the Department, the Minister's Office and ASQA first become aware of possible financial problems at Careers Australia? When were the first complaints about Careers Australia made to the Department, the ACCC, ASQA or the Minister's Office?	13/06/2017
249	SQ17-000980	Written	Cameron, Doug		Apprentice protection	• What systems does the Department have in place to ensure the protection of apprentices and trainees from exploitation? • What systems does the Department have in place to ensure that employers are abiding by their legal obligations with regard to apprentices and trainees - including their training and their employment?	13/06/2017
250	SQ17-000981	Written	Cameron, Doug		Provider concerns	Please provide a record of every instance where the minister was briefed on concerns about a provider in 2014 and 2015 and 2016 and what action was taken by the Minister or the Department.	13/06/2017
251	SQ17-000982	Written	Cameron, Doug		Apprentices and churn	• What systems does the Department have in place to ensure employers are not able to 'churn' through apprentices and trainees? • What systems does the Department have in place to safeguard against employers churning through apprentices and trainees and receiving incentives? • What systems does the Department have in place to ensure employers are not able to 'churn' through apprentices and trainees?	13/06/2017
252	SQ17-000983	Written	Cameron, Doug		Providers and student loans	Broken down by year: • For each of the last five years, what is the value of VET FEE-HELP and VET Student Loans given to each approved provider? • For each of the last five years, how many students were enrolled at each provider and how many of those students had VET FEE-HELP or VET Student Loans? • For each of the last five years, what has been the completion rate for each provider? (NOTE - if the information cannot be provided for every provider, please provide it for as many as possible, in descending order from the provider which has received the greatest value of VET loans)	13/06/2017

253	SQ17-000984	Written	Cameron, Doug	Australian Apprenticeships Incentives Program	• Is the government expanding access to employer incentives for apprenticeships and traineeships?	13/06/2017
254	SQ17-000985	Written	Cameron, Doug	Supported VET FEE-HELP	Is there an equivalent of Supported VET FEE-HELP under the VET Student Loans system?	13/06/2017
255	SQ17-000986	Written	Cameron, Doug	Careers Australia - cost to the Commonwealth	What is the total cost to the Commonwealth of the Careers Australia collapse? (across all agencies including the Department and ASQA) Does Careers Australia have any outstanding debts to the Commonwealth? Is the Department, the ACCC or any other agency pursuing Careers Australia for the re-fund of student loans? - What is the total value being pursued? What are the prospects of recovery? - What will happen to the students that debt relates to? - Will their debt be cleared if it was inappropriately issued and who will bear that cost?	13/06/2017
256	SQ17-000987	Written	Cameron, Doug	Careers Australia - cost to the Commonwealth	In 2015 Careers Australia paid a dividend of \$20 million and in 2016 \$40 million. - Is the Department, ACCC or ASQA investigating why such large dividends were paid so close to the company's collapse? - Will the Department, the ACCC or ASQA be pursuing the return of the dividends or holding the Directors accountable for these decisions so close to the financial collapse of Careers Australia?	13/06/2017
257	SQ17-000988	Written	Cameron, Doug	Careers Australia - completion rates	What were the Careers Australia course completion rates in each of 2014, 2015, 2016 and 2017?	13/06/2017
258	SQ17-000989	Written	Cameron, Doug	Skills for Education and Employment Program (Savings)	• Budget Paper 2 states the government will achieve savings of \$112.4 million over five years from 2017-18. Please detail the efficiencies that have been identified by the government, including the cost savings for each efficiency measure?	13/06/2017
259	SQ17-000990	Written	Cameron, Doug	Skills for Education and Employment Program (Participants)	• How has the cost per participant changed between the current SEE contract and the previous contract? • Please list by region the successful contract recipients in the current contract and those that were successful in the previous contract, including the total cost of each contract over both contract periods.	13/06/2017
260	SQ17-000991	Written	Cameron, Doug	Skills for Education and Employment Program (Sub-contractors)	• Please list the names of any SEE providers that were sub-contracted to deliver services by region, the nature of the service, and the price that was paid for delivery of the service.	13/06/2017
261	SQ17-000992	Written	Cameron, Doug	Skills for Education and Employment Program (Contracts)	• Please outline the key terms of the SEE contract including: the specific services that are to be delivered; the prices paid for those services; any, KPIs, targets and outcomes against which the contract delivery is measured; and details of the reporting regime required of the services. • Please provide an itemised list of how those contract elements have changed when compared to the previous contract. • Have the reporting requirements changed since the previous contract? If so, please provide details of how the reporting requirements for providers have changed - including timeframes and reporting variables.	13/06/2017
262	SQ17-000993	Written	Cameron, Doug	Skills for Education and Employment Program (Participants)	• How many people have received SEE training each financial year, by regions, since the program inception? Please provide totals as well as a breakdown by participant eligibility (ie type of income support being received; age groups such as 15-21, 22-34, 35-50, 51-64; migrants serving the 2 year NARWP. • How many participants have received accredited training each financial year since the program started? Please breakdown by the level of accreditation/qualification and include numbers of participants who did not receive accredited training.	13/06/2017
263	SQ17-000994	Written	Cameron, Doug	Careers Australia - sales techniques	The ABC recently reported leaked phone calls from Careers Australia recruitment agents revealing questionable recruitment practices reported to have taken place in November 2016. This included signing up a woman who told the phone canvasser ""... but I can't spell properly or read properly": - Has the Department undertaken any action in relation to these calls? - Is an investigation underway? - Did it start in light of the media reports or in response to another referral? - Did Careers Australia record all sales calls? Will the Department be undertaking an audit for other instances of this behaviour? - Would these phone calls be permitted under the current VET Student Loans arrangements? See: http://www.abc.net.au/news/2017-05-26/careers-australia-secret-calls-reveal-sales-tactics/8562648	13/06/2017
264	SQ17-000995	Written	Cameron, Doug	Skills for Education and Employment Program (KPIs)	• Please provide annual reports outlining the achievement of KPIs by each provider - including KPIs for participation; accurate assessment; attainment and quality. • Please outline the measures associated with each of the KPIs used for reporting, monitoring and evaluation.	13/06/2017
265	SQ17-000996	Written	Cameron, Doug	Skills for Education and Employment Program (Group Training)	• How is small group training funded within the contract? Please outline the mechanisms and the prices associated, for the current contract and the previous contract. • How much small group training has been funded each financial year of the program since its commencement? Please report by region and by service provider.	13/06/2017
266	SQ17-000997	Written	Cameron, Doug	Careers Australia - ACCC undertaking	In 2016, the ACCC got an undertaking from Careers Australia to offer refunds of student debts and cancellation of enrolment where students had been misled: What will happen now that Careers Australia has collapsed? Will these students still be able to get their debt refunded? How many students were in the process of seeking remediation? How many Careers Australia students have had their debt refunded? What is the total value of this debt that has been paid back to the Commonwealth? Is the Commonwealth the first creditor in line? How much is owed by Careers Australia?	13/06/2017
267	SQ17-000998	Written	Cameron, Doug	Skills for Education and Employment Program (Verification)	• How many verification visits have been conducted each year and in each region since the program commencement? • How many verification visits are planned for each year in in each region of the current contract? • Please report the number of instances false outcomes claims were made and identified during verification visits, for each financial year and each region since the program commenced.	13/06/2017
268	SQ17-000999	Written	Cameron, Doug	Careers Australia - ACCC undertaking	In 2016, the ACCC got an undertaking from Careers Australia to offer refunds of student debts and cancellation of enrolment where students had been misled: - Did Careers Australia fail the financial viability test for VET Student Loans? On what grounds was the provider not approved? - When Careers Australia was not granted VET Student Loans approval, was its collapse identified as a risk? If so, why wasn't it better handled for the sake of students?	13/06/2017
269	SQ17-001000	Written	Cameron, Doug	Skills for Education and Employment Program (Outcomes)	• Please provide any data on employment outcomes achieved by SEE participants, including numbers (and percentages) of participants that gain employment while in training; within 3 months of completion; at 3 months; at 6 months; at 9 months and at 12 months • Please provide any details about the nature of employment gained by SEE participants, including the average duration of employment; part time, fulltime; casual, permanent; industry; occupation.	13/06/2017

270	SQ17-001001	Written	Cameron, Doug	Skills for Education and Employment Program (Referrals)	• How are SEE participants identified and recruited for involvement in the program? • Are Jobactive agents paid to refer participants to the SEE program? Are any other agents able to refer participants to the SEE program? If so, what amount are they paid and what are the associated terms and rules that agents must comply with in relation to referrals?	13/06/2017
271	SQ17-001002	Written	Cameron, Doug	Careers Australia - student placement	How many Careers Australia students do you expect will end up having their debts partially re-credited rather than finishing their course? In other cases of provider collapse, what proportion of students have ended up having their debt partially re-credited rather than being able to finish their course? If a student has their debts re-credited, are they able to have the study they have already undertaken used as credit in the future if they go back to study somewhere else?	13/06/2017
272	SQ17-001003	Written	Cameron, Doug	Skills for Education and Employment Program (Trainers)	• In other cases of provider collapse, what proportion of students have ended up having their debt partially re-credited rather than being able to finish their course?	13/06/2017
273	SQ17-001004	Written	Cameron, Doug	AISC and training package reform (Reform)	• If a student has their debts re-credited, are they able to have the study they have already undertaken used as credit in the future if they go back to study somewhere else?	13/06/2017
274	SQ17-001005	Written	Cameron, Doug	Careers Australia - student information	How many careers Australia students: - Have VET FEE-HELP loans? - Are apprentices? - Are subsidised students? - Other students?	13/06/2017
275	SQ17-001006	Written	Cameron, Doug	AISC and training package reform (Documents)	Please provide any associated reports, meeting minutes and correspondence with the AISC and with the states and territory Ministers and Senior Officials.	13/06/2017
276	SQ17-001008	Written	Cameron, Doug	VSL - Transition numbers	Before the change to VET Student Loans – when the legislation was drafted and costings were made – how many VET FEE-HELP students did the Department expect would seek to be grandfathered? How many did you expect would opt to change to the VET Student Loans scheme? How many new students did you expect would sign up for the VET Student Loans scheme when it started? How many students have so far opted to be grandfathered, how many have moved to VET Student Loans and how many new students have taken out loans? If it is different to the numbers predicted, why has this difference occurred?	13/06/2017
277	SQ17-001009	Written	Cameron, Doug	VSL - Genuine students (Enrolments)	How many students were enrolled to continue studying into this year under VET FEE-HELP, but didn't opt to be grandfathered or be moved to the new system? Were any of these students phantom students (not genuine students, unaware they had a debt, unaware they were enrolled, or unaware they were enrolled in certain courses)? Were any phantom students identified?	13/06/2017
278	SQ17-001010	Written	Cameron, Doug	VSL - Genuine students (Transition)	In the transition process to VET Student Loans, did the Department discover any students who did not know they had a debt or were enrolled with a provider? If there are phantom students - How many? Which providers? Has their debt been cancelled? How much debt is the Commonwealth seeking to recover?	13/06/2017
279	SQ17-001036	Written	Cameron, Doug	ASQA: Sage and Nexus	What courses was each of these providers authorised to offer in each of the last five years?	13/06/2017
280	SQ17-001037	Written	Cameron, Doug	ASQA: Australasian College Broadway	How much has it cost Government to retrieve information about their studies? Will the taxpayer get that back?	13/06/2017
281	SQ17-001038	Written	Cameron, Doug	ASQA: Australasian College Broadway	Do you have any way of knowing if the records are correct or what the quality of the teaching or student assessments was? Do we need legislative change or changes in regulation to stop providers like this one and Sage holding student records to ransom?	13/06/2017
282	SQ17-000701	Written	Carr, Kim	ARC: Staff	Are any members of ARC staff on 457 visas? If so, how many?	9/06/2017
283	SQ17-000702	Written	Carr, Kim	TEQSA: Staff	Are any members of TEQSA staff on 457 visas? If so, how many?	9/06/2017
284	SQ17-000703	Written	Carr, Kim	Department Staff on 457 visas	Are any members of DET staff on 457 visas? If so, how many?	9/06/2017
285	SQ17-000704	Written	Carr, Kim	AITSL: Staff on 457 visas	Are any members of staff on 457 visas? If so, how many?	9/06/2017
286	SQ17-000705	Written	Carr, Kim	AIATSIS: Staff on 457 visas	Are any members of staff on 457 visas? If so, how many?	9/06/2017
287	SQ17-000707	Written	Carr, Kim	NCRIS Operational funding	In regards to announced NCRIS Operational Funding 2017-19, what is the amount of funding to each "Facilities and Projects" by financial year?	9/06/2017
288	SQ17-000708	Written	Carr, Kim	NCRIS Operational funding	Please outline the amount of increase, or decrease in NCRIS Operational Funding from 2016-17 to 2017-18 per Facility and project	9/06/2017
289	SQ17-000709	Written	Carr, Kim	NCRIS - project and facilities	Please outline project and facilities that have been determined under NCRIS 2017 as: - an ongoing priority - requiring realignment - no longer a priority	9/06/2017
290	SQ17-000710	Written	Carr, Kim	United States Studies Centre - Commonwealth funding	Has the United States Studies Centre at the University of Sydney sought funding from the Commonwealth Government? If so, please provide any letters to and from the US Studies Centre.	9/06/2017
291	SQ17-000711	Written	Carr, Kim	United States Studies Centre - Commonwealth funding	How much funding has been provided to the US Studies Centre since its inception? What have been the conditions of grant?	9/06/2017
292	SQ17-000713	Written	Carr, Kim	Grants to United States Studies Centre	Has the grants to the US Studies Centre been subject at any evaluation? If so, please provide any reports.	9/06/2017

293	SQ17-000714	Written	Carr, Kim		Review of Australia's Research Training System – Final Report	In regards to the Review of Australia's Research Training System – Final Report, delivered by ACOLA: - What progress has been made in implementing the recommendation to establish a cross-sector implementation working group? Have members of a group been appointed? Who are they? What are their terms of appointment? Has the working group met? If so, when and where? - What progress has been made to implement the recommendation to "Make regulatory changes to facilitate HDR entry pathways"? - What progress has been made to implement the recommendation to "implement Recommendation 4 from the Review of Research Policies and Funding to provide additional funding to incentivise industry–university collaboration, with a particular focus on initiatives that connect HDR candidates with industry-led research problems."? - What progress has been made to implement the recommendation to "develop a national program to support industry placements for Research Doctorate candidates"? - What progress has been made to implement the recommendation to "institute a longitudinal national data collection exercise to monitor course satisfaction, course completions and career outcomes for HDR training"? - What progress has been made to implement the recommendation to "institute increased weighting for Indigenous HDR completions in the Research Block Grants formulae, and flexibility in scholarship guidelines to allow for higher value stipends and real wage fellowships to further encourage Indigenous participation in HDR training"?	9/06/2017
294	SQ17-000716	Written	Carr, Kim		ARC: Program success rates	What are the latest success rates for ARC programs? Please list the most recent success rates for the Laureate Fellowships, DECRA and Future Fellowships? - How have these success rates been tracking in recent years? - Is it fair to say that they have been tracking down in general? - What causes would you attribute to this? <u>Low funding, greater interest from researchers?</u>	9/06/2017
295	SQ17-000717	Written	Carr, Kim		ARC: Grant applications	The NHMRC has made grant changes in part to restrict the number of grants a researcher may apply for, and to address implicit bias: - Are researchers are writing multiple grant applications to the ARC? - What is your assessment of the impact of implicit biases on assessment of grant applications against <u>younger researchers, female or researchers from backgrounds other than English?</u>	9/06/2017
296	SQ17-000718	Written	Carr, Kim		ARC: Interdisciplinary projects	In 2016 scholars at the ANU published a study that suggested that interdisciplinary projects face an uphill battle to get funded - Then ARC chief executive Aidan Byrne said "that his agency is taking a serious look at the results" Did this happen? - Have you subsequently made changes to the selection process? - Do you have any sense how the ARC is tracking in funding quality interdisciplinary proposals, versus other proposals? - Are there challenges remaining in assessing and promoting interdisciplinary research? (Bromham L, Dinnage R, Hua X (2016) Interdisciplinary research has consistently lower funding success. <u>Nature 534: 684–687</u>)	9/06/2017
297	SQ17-000720	Written	Carr, Kim		ARC: Special research initiatives	Can you please give me an update on progress with the two special research initiatives announced in the 2014-15 Budget? - What is the status of the Institute of Tropical Health and Medicine? - What about the Antarctic Gateway Partnership? - Are there any other SRIs in progress? - When are both of <u>these SRIs scheduled to be completed?</u>	9/06/2017
298	SQ17-000722	Written	Carr, Kim		Commonwealth Grant Scheme	At the top page 48 of the PBS the high level performance criteria for 2.1 Commonwealth Grant Scheme is: Government makes a direct contribution to the cost of higher education to provide equitable access and support Australia's intellectual and economic development. What is meant by the statement, "support Australia's intellectual and economic development.". How can that not mean anything but research and scholarship?	9/06/2017
299	SQ17-000724	Written	Carr, Kim		Funding for Commonwealth - ANU Strategic Relationships	Funding for Commonwealth - ANU Strategic Relationships is scheduled to terminate following 2017-18. What was this funding for?	9/06/2017
300	SQ17-000725	Written	Carr, Kim		International research engagement	Is the Department participating in any government process aimed at boosting international research engagement? - If so, please provide details of any such process(es)? - What is the Department's role? - Which other Commonwealth agencies are involved? - Has there been, or is there intended to be, any external consultation? If so, who will be consulted and what form will that consultation take? - What is the timeline for completing the process(es)?	9/06/2017
301	SQ17-000726	Written	Carr, Kim		Cross-subsidisation of research and research infrastructure	According to the Higher Education Infrastructure Working Group Final Report 2015: "cross-subsidisation of research and research infrastructure is taking place to the tune of around \$5 billion per year" - Has the Department got an updated assessment of this number? - Will the efficiency dividend have any impact on cross-subsidisation? - Will the reduction in grant amounts from the Commonwealth Grants scheme have any impact on cross subsidisation for research?	9/06/2017
302	SQ17-000727	Written	Carr, Kim		Cross-subsidisation of research and research infrastructure	According to the Higher Education Infrastructure Working Group Final Report 2015: Universities have made clear to the Working Group in consultations that they have responded to research infrastructure underfunding by increasing reliance on the long standing practice of cross-subsidising research and research infrastructure from fees paid by international or domestic students. (Page 57) With the increase in student fees through the Higher Education <u>Loans Program do you expect cross-subsidisation to intensify, decrease or remain the same?</u>	9/06/2017
303	SQ17-000728	Written	Carr, Kim		Higher Education Reform package	The Higher Education Infrastructure Working Group Final Report 2015 warns that: The Working Group cautions against over-reliance on the assumption that students will accept any level of cross-subsidisation of research and research infrastructure from their tuition fees on the basis of it enhancing the prestige of their degrees. We believe there is potential for significant consumer backlash, from both domestic students and from international students and their families, if they are asked to pay higher fees that in their minds bear little relationship to resources directed to their education. (Page 59) What interventions in the Higher Education Reform package will mitigate against student fees through HELP being further used to meet both the indirect costs of research not funded by the Commonwealth, and the underfunding for research infrastructure by the Commonwealth?	9/06/2017
304	SQ17-000730	Written	Carr, Kim		National Innovation and Science Agenda - Research Infrastructure Investment Plan - development	In regards to the budget measure, National Innovation and Science Agenda - Research Infrastructure Investment Plan - development: - The development of the plan will be met within existing resources from the Department of Education and Training (DET). Which resources? - What is the timeline for the development of the plan? - What groups have been set up to help guide the development of the plan? - What Departments are represented on these <u>groups? - Are DET portfolio agencies involved or represented in these groups?</u>	9/06/2017
305	SQ17-000731	Written	Carr, Kim		VET FEE-HELP providers	Please provide information on the top 30 VET FEE-HELP providers ranked by the value of VET FEE-HELP monies received in 2014, 2015 and 2016, including: - the names of the top 30 VET FEE-HELP providers (by payment amount) in that year - the number of students assisted by VET FEE-HELP by these providers by year - the loan amounts deferred to VET FEE-HELP by students enrolled by these providers by year - the most popular course delivered by each provider by year - the average loan deferred by students enrolling by year - the reported completions by assisted students enrolled at the provider by year.	9/06/2017

306	SQ17-000746	Written	Collins, Jacinta		Funding for advertising in 2017-18	How much funding is allocated to advertising in 2017-18, and each year over the forward estimates? - What programs, sub-programs and functions is this funding sourced from? Has any funding been budgeted in relation to schools funding as announced by the Government in May 2017? If so, how much? What total funding for advertising or media is provided each year over the forward estimates in relation to schools funding or other programs? Please <u>provide detail about each of the advertising or media expenditure</u>	9/06/2017
307	SQ17-000750	Written	Collins, Jacinta		Proportion of students educated by education sectors	What proportion of the following students are educated by (a) Government schools, (b) Catholic schools and (c) independent schools: - Students with Disability - Students from socio-economically disadvantaged backgrounds - Indigenous children?	9/06/2017
308	SQ17-000751	Written	Collins, Jacinta		Schools contracts and funding agreements	Please provide a list of all schools related consultancies or independent firms that the Government currently has contracts or funding agreements with, and a description of the work that each of those consultants or independent firms will be undertaking.	9/06/2017
309	SQ17-000752	Written	Collins, Jacinta		Schools funding - number of students eligible to receive loadings	How many students (in number and proportion) in each state and territory are eligible to receive the loadings, split by Government, catholic and independent sector: - Low-SES loading – bottom quarter of SEA - Low-SES loading – second quarter of SEA - SWD loading - Indigenous loading - Low-English proficiency loading	9/06/2017
310	SQ17-000753	Written	Collins, Jacinta		Schools funding - size and location loadings	How many schools in each state and territory (by number and proportion) are eligible to receive the size loading and the location loading? Please also split by sector in each state and territory.	9/06/2017
311	SQ17-000754	Written	Collins, Jacinta		Schools funding - amount of funding for each approved authority	In dollar terms how much funding does each approved authority receive in base funding and in total funding for the loadings (all combined)? Please also provide as a proportion of their total funding.	9/06/2017
312	SQ17-000755	Written	Collins, Jacinta		Schools funding – additional funding by state over 2018 to 2027	Of the \$18.6 billion schools funding package announced how much will each state receive of this \$18.6 billion in dollars, and how much will they receive year by year 2018 to 2027.	9/06/2017
313	SQ17-000756	Written	Collins, Jacinta		Schools funding	What proportion of the \$18.6 billion package is over the forward estimates?	9/06/2017
314	SQ17-000757	Written	Collins, Jacinta		Schools funding	Please break down the \$18.6 billion package by school year, state and sector.	9/06/2017
315	SQ17-000758	Written	Collins, Jacinta		Schools funding	Where in the 2017-18 Budget does it show how the ten year cost of the schools funding package will be paid for?	9/06/2017
316	SQ17-000759	Written	Collins, Jacinta		Schools funding - updated 2017 estimated proportion of SRS	Please provide updated 2017 estimated proportion of SRS – total public funding and Commonwealth- for each approved authority.	9/06/2017
317	SQ17-000760	Written	Collins, Jacinta		Schools funding - estimated Commonwealth dollars allocated to each approved authority	Please provide estimated Commonwealth dollars allocated to each approved authority using the 2017 Financial Estimator Tool (FET) school allocations (the FET that accords to the current Australian Education Act 2013 legislated settings).	9/06/2017
318	SQ17-000761	Written	Collins, Jacinta		Estimated total funding, per student funding and share of the SRS for each Approved Authority from 2018 to 2027	Please provide estimated Commonwealth funding for each approved authority by each calendar year from 2017 to 2027 (total and per student), and the proportion of SRS that will be paid by the Commonwealth for each approved authority by each calendar year from 2017 to 2027.	9/06/2017
319	SQ17-000762	Written	Collins, Jacinta		Rationale for 80 per cent share of the SRS for non-government schools and 20 per cent share for government schools	Provide detail about what analysis and/or modelling was undertaken to determine the 80 per cent share for non-government schools and 20 per cent share for government schools were the most appropriate levels.	9/06/2017
320	SQ17-000763	Written	Collins, Jacinta		Estimated proportion of the SRS that will be publicly funded in 2027	What proportion of total public funding of the SRS each state and territory government school system will be at in 2027, assuming each states meets the Government’s proposed requirement that they must keep their SRS share for these schools constant.	9/06/2017
321	SQ17-000764	Written	Collins, Jacinta		Schools funding	Please provide, for all government school systems (approved authorities) funding proposed in each year, in real terms: - expressed in 2017-18 dollars, adjusted for inflation as measured by a composite CPI and wage cost index, as proposed in the Australian Education Act 2017) - adjusted for inflation as per CPI	9/06/2017
322	SQ17-000765	Written	Collins, Jacinta		Schools funding - NT government approved authority	Does the NT government approved authority (i.e. NT government schools) have the lowest growth rate of all government school systems? Does the Northern Territory Government approved authority have funding reductions in real terms (after accounting for proposed inflation, as measured by the wage/CPI composite index proposed in the Bill)?	9/06/2017
323	SQ17-000767	Written	Collins, Jacinta		Schools funding – Ten year average annual growth rates by state and sector	Please provide the average annual growth rate (ten year period) for each state government school system, each approved catholic school authority and average for each independent sector in each state.	9/06/2017
324	SQ17-000768	Written	Collins, Jacinta		Schools funding	The Minister in his testimony to the Committee stated “you do not have to go back very far to when the Australian Government’s contribution to state government schools was in the single digit territory.” (p.33 Hansard). Please provide from 2001 to 2016, each year, what proportion on average the Australian Government provided to state government schools?	9/06/2017
325	SQ17-000769	Written	Collins, Jacinta		Schools funding - SRS entitlements	If states and territories hold their SRS share constant as per your proposed requirement for maintenance of effort, what proportion of public schools will reach 95 per cent SRS entitlement – (Commonwealth and state) by 2027? - Please provide estimated total proportion of SRS (Commonwealth and State) in 2027 for each state for public schools (that is, government system approved authorities), assuming states hold their current proportion constant, as per the requirements. - Which states will be over 100 per cent of SRS by 2027? Please provide an estimate for each state or territory (in dollars) of how much their allocation of total public funding will be over the 100 per cent point by in 2027?	9/06/2017

326	SQ17-000770	Written	Collins, Jacinta		Schools funding - SRS proportions	Please provide the proportions of SRS the Commonwealth would have been providing in 2019, under the current legislation and the National Education Reform Agreement.	9/06/2017
327	SQ17-000771	Written	Collins, Jacinta		Schools funding - SRS proportions	Please provide the proportions of SRS the Commonwealth would be providing in 2019 had the original offers made in 2013 been accepted by QLD, and the NT, and confirm the figure for WA is 14.9 per cent, as per the transcript from the committee.	9/06/2017
328	SQ17-000772	Written	Collins, Jacinta		Schools funding - SRS entitlements	If states and territories hold their SRS share constant as per your proposed requirement for maintenance of effort, what proportion of non-government approved authorities will reach 95 per cent of their full SRS entitlement (Commonwealth and state) by 2027? If states and territories hold their SRS share constant as per your proposed requirement for maintenance of effort, what proportion of non-government schools will be above 100 per cent of their SRS entitlement (Commonwealth and state) by 2027?	9/06/2017
329	SQ17-000773	Written	Collins, Jacinta		Schools funding	In which year, under your model, will all schools be receiving 95 per cent or more (Commonwealth + State) of the Schooling Resource Standard?	9/06/2017
330	SQ17-000774	Written	Collins, Jacinta		Schools funding - growth rates	How many different growth rates will your school funding model have over the ten year transition period? Please provide a list of each of these growth rates.	9/06/2017
331	SQ17-000775	Written	Collins, Jacinta		Schools funding - differences between packages	Please break down the \$22.3 billion difference between the Government package and the Labor package (as detailed in the Government fact sheet tabled at the inquiry) by approved authorities in each sector – public schools, catholic schools and independent schools.	9/06/2017
332	SQ17-000776	Written	Collins, Jacinta		Schools funding - Transition Adjustment Fund	Please provide a copy of the draft criteria for the Transition Adjustment Fund. When will the criteria for the Transition Adjustment Fund be finalised by? How will approved authorities or individual schools be able to apply for transition adjustment fund support? Who will assess the applications for the Transition Adjustment Fund? Will there be an appeals process? How long will Transition Adjustment funding be available for individual schools or systems?	9/06/2017
333	SQ17-000777	Written	Collins, Jacinta		Funds for schools advertising campaign	Is there an allocation for a schools advertising campaign if the Australian Education Legislation Amendment Bill 2017 passes and how much?	9/06/2017
334	SQ17-000778	Written	Collins, Jacinta		Schools funding communications	Please provide a full list of all communication (including consultations, meetings, briefings, phone conversations, emails and similar) about the government's new schools funding proposal between the Minister's office or the department (including times, dates, names, and what was discussed) and independent schools, independent school organisations, representatives, or peak groups. Please provide information from 8 July 2016 to present. Please provide a full list of all communication (including consultations, meetings, briefings, phone conversations, emails and similar) about the government's new schools funding proposal between the Minister's office or the department (including times, dates, names, and what was discussed) and Catholic schools, Catholic school organisations, representatives, or peak groups. Please provide information from 8 July 2016 to present. Please provide a full list of all communication (including consultations, meetings, briefings, phone conversations, emails and similar) about the government's new schools funding proposal between the Minister's office or the department (including times, dates, names, and what was discussed) and state governments, public schools, public school organisations, representatives, or peak groups. Please provide information from 8 July 2016 to present. Please provide a full list of all communication (including consultations, meetings, briefings, phone conversations, emails and similar) about the government's new schools funding proposal between the Minister's office or the department (including times, dates, names, and what was discussed) and school parent organisations, representatives, or peak groups. Please provide information from 8 July 2016 to present.	9/06/2017
335	SQ17-000779	Written	Collins, Jacinta		Schools funding - SRS share	Did the Government consult with any stakeholders about the proposed 20 per cent for public schools and 80 per cent for non-government schools before the day of the announcement? - Which stakeholders? - When?	9/06/2017
336	SQ17-000780	Written	Collins, Jacinta		Schools funding - number of non-government approved authorities receiving total public funding	How many non-government approved authorities currently receive total public funding on or above 95 per cent of the schooling resource standard (Commonwealth and State) but receive a Commonwealth funding share that is below 80 per cent of the SRS? Please provide a list of these approved authorities and how much their funding will increase by over the 10 year period. - How many government approved authorities currently receive total public funding on or above 95 per cent of the schooling resource standard (Commonwealth and State) but receive a Commonwealth funding share that is below 20 per cent of the SRS? Please provide a list of these approved authorities and how much their funding will increase by over the 10 year period.	9/06/2017
337	SQ17-000781	Written	Collins, Jacinta		Schools funding - non-government approved authorities above Commonwealth share of the SRS	Please provide a list of non-government approved authorities that are currently funded above 80 per cent Commonwealth share, and will transition down over the ten year period. Please provide the funding in dollars for each of these approved each year from 2017 to 2027.	9/06/2017
338	SQ17-000782	Written	Collins, Jacinta		Schools funding - meetings with David Gonski	Please provide the dates, times and locations that the Minister met with David Gonski prior to the 2 May announcement? Please share briefing documents and agendas for meetings, or any associated material for meetings between the Government, the Minister, or the Department and David Gonski?	9/06/2017
339	SQ17-000783	Written	Collins, Jacinta		Schools funding - David Gonski	Has David Gonski provided specific endorsement of the Government's funding plan? If so, when and in what form? Has David Gonski provided endorsement of the plan to move to 80 per cent SRS share for nongovernment school and 20 per cent for government schools? If so, when, and in what form?	9/06/2017

340	SQ17-000784	Written	Collins, Jacinta		Schools funding	How many Catholic systemic schools will have less funding in 2018 per student (according to the Government's online calculator) than they receive in 2017 according to the FET that has Australian Education Act 2013 settings? Please provide a list of the names of the schools, their 2017 FET allocation and their 2018 calculator allocation. How many non-catholic systemic schools will have less funding in 2018 per student (according to the Government's online calculator) than they receive in 2017 according to the FET that has Australian Education Act 2013 settings? Please provide a list of the names of the schools, their 2017 FET allocation and their 2018 calculator allocation.	9/06/2017
341	SQ17-000785	Written	Collins, Jacinta		Schools funding	How much money does the removal of the system weighted average save, in total dollars each year over the forward estimates?	9/06/2017
342	SQ17-000786	Written	Collins, Jacinta		Schools funding - capacity to contribute curve	How much money does the Government save by the change to the primary school capacity to contribute curve proposed by the Australian Education Amendment Act 2017? In changing the primary capacity-to-contribute curve: - what analysis did the Department undertake on the impact across schools and sectors? - did the Department seek information about the incomes and workforce participation of primary school aged parents? - did the Department consult with any representative bodies, schools or others on potentially changing the curve prior to the announcement?	9/06/2017
343	SQ17-000787	Written	Collins, Jacinta		How base funding for non-government primary students is discounted by capacity to contribute	What would a non-government approved authority (primary school) with an SES score of 90 currently receive in base per student dollars, excluding loadings (according to the primary capacity to contribute curve in the Australian Education Act 2013) and what would they receive under the primary capacity to contribute curve proposed under the Australian Education Amendment Bill 2017? What would a non-government approved authority (primary school) with an SES score of 100 currently receive in base per student dollars, excluding loadings (according to the primary capacity to contribute curve in the Australian Education Act 2013) and what would they receive under the primary capacity to contribute curve proposed under the Australian Education Amendment Bill 2017? What would a non-government approved authority (primary school) with an SES score of 110 currently receive in base per student dollars, excluding loadings (according to the primary capacity to contribute curve in the Australian Education Act 2013) and what would they receive under the primary capacity to contribute curve proposed under the Australian Education Amendment Bill 2017? What would a non-government approved authority (primary school) with an SES score of 120 currently receive in base per student dollars, excluding loadings (according to the primary capacity to contribute curve in the Australian Education Act 2013) and what would they receive under the primary	9/06/2017
344	SQ17-000788	Written	Collins, Jacinta		Schools funding - reviewing elements of the SRS	In SQ17-000480 the Department said they have reviewed various elements of the SRS. - Precisely which elements of the underlying SRS have been reviewed by the Department? - What were your findings as to appropriateness of each underlying setting reviewed? - Who did the Department consult with in reviewing each specific element of the SRS model? - Did you consult with states and territories and the non-government sector to test whether the settings <u>underlying the model were appropriate? If not, why not?</u>	9/06/2017
345	SQ17-000789	Written	Collins, Jacinta		National Education Reform Agreement - reviews	Given the National Education Reform Agreement was still in place, as recorded in testimony at the Budget Estimates hearing, have the following, agreed in that intergovernmental document, been conducted: - Comprehensive reviews of this Agreement...by a panel of independent reviewers (para 101 of the NERA) - A comprehensive review of all elements of this agreement (including funding and policy elements) will be completed by 30 June 2016 (para 102) - The Parties agree to commission an independent review of the indexation arrangements...The review will be completed by March 201. (para 105) - The Commonwealth will review the socio-economic status (SES) score methodology by 2017 to ensure this score remains the most appropriate means of assessing the relative educational advantage of non-government schools, including their capacity to contribute? For those reviews that have been conducted, did: - consultations take place with the sector? - Were submissions called for? - Was independent analysis conducted? - Please share with the committee the findings from each of the reviews undertaken.	9/06/2017
346	SQ17-000790	Written	Collins, Jacinta		National Education Reform Agreement - funding effort	Given the National Education Reform Agreement includes a requirement that states maintain current funding effort (as stated by the Department in SQ17-000253), how has the Commonwealth monitored and enforced that requirement for signatory states?	9/06/2017
347	SQ17-000791	Written	Collins, Jacinta		Students with Disabilities loading	Please provide the dollars allocated to the SWD loading (total) for each year 2018 to 2027.	9/06/2017
348	SQ17-000794	Written	Collins, Jacinta		Students with Disabilities loading	Please provide the estimated number of students to receive the disability loading each year from 2017 to 2027, at each of the adjustment levels, by state and for each approved authority, as underpins the information on the estimator website.	9/06/2017
349	SQ17-000795	Written	Collins, Jacinta		Funding allocated to schools stakeholders	What funding has been allocated to schools stakeholders in 2016-17, and in each of the four years across the forward estimates? Please include Catholic Education Commissions, Association of Independent Schools, parent groups, public school advocated, principals groups and any other associations.	9/06/2017
350	SQ17-000796	Written	Collins, Jacinta		Students with Disabilities loading	Please provide the estimated SWD loading amount to be paid (total) to each approved authority in 2017, using current legislated settings in the Australian Education Act 2013, and the number of students with disability underpinning that estimated loading in each approved authority.	9/06/2017
351	SQ17-000797	Written	Collins, Jacinta		Estimated proposed students with disability funding 2018 to 2027	Please provide the estimated amount that each state and each approved authority will receive under the students with disabilities loading proposed in the Australian Education Bill 2017 from 2018 to 2027.	9/06/2017
352	SQ17-000798	Written	Collins, Jacinta		Students with Disabilities loading - consultation	Who was consulted with regarding the levels proposed for the supplementary, substantial and extensive loadings? When and in what form did these consultations take place?	9/06/2017
353	SQ17-000799	Written	Collins, Jacinta		Students with Disabilities loading	Under the Australian Education Amendment Act 2017, will Government schools/approved authorities receive 20 per cent of their proposed SWD loading entitlement and non-government approved authorities 80 per cent?	9/06/2017
354	SQ17-000800	Written	Collins, Jacinta		ACARA: release of 2014 report on schooling	Why has the 2014 report on schooling only been released recently? Why did it take two full years after the end of the 2014 schools year to release the report?	9/06/2017

355	SQ17-000801	Written	Collins, Jacinta		Students with Disabilities loading	How was it determined that the proposed levels for the supplementary, substantial and extensive loadings were appropriate to meet the needs of students at each of these adjustments levels? Please provide any evidence or reports about the need for students at each of these levels.	9/06/2017
356	SQ17-000802	Written	Collins, Jacinta		NCCD	Why in the 2016 NCCD report does Tasmania only report 12.3 per cent of students receiving adjustments due to disability, which is substantially lower than other states and territories? In the Northern Territory the proportion of students receiving adjustments for disability was 13.6 per cent in 2015 (one of the lowest) and is 20.4 per cent in 2016 (one of the highest). What accounts for this difference?	9/06/2017
357	SQ17-000803	Written	Collins, Jacinta		ACARA: 2015 and 2016 reports on schooling	When will 2015 and 2016 reports on schooling be released?	9/06/2017
358	SQ17-000804	Written	Collins, Jacinta		ACARA: NAPLAN online trial	When were concerns first raised by the states and territories about readiness for the May trial of NAPLAN online? What were these concerns? What did ACARA do to address the issues?	9/06/2017
359	SQ17-000805	Written	Collins, Jacinta		NCCD - data quality	What has the Joint Working Group said about the accuracy of the SWD data and whether it is reliable enough to link to funding? What have Education Ministers said about the accuracy of the SWD data and whether it is reliable enough to link to funding? What additional quality assurance or moderation will the Government be taking to ensure the SWD NCCD is accurate, now it is being linked to funding?	9/06/2017
360	SQ17-000806	Written	Collins, Jacinta		Students with Disabilities loading - consultation	What consultation occurred on the new students with disabilities loading?	9/06/2017
361	SQ17-000807	Written	Collins, Jacinta		ACARA: - NAPLAN online trial concerns by South Australian and Queensland	After South Australia and Queensland withdrew from the NAPLAN online trial, what measures were taken to address the concerns they had raised?	9/06/2017
362	SQ17-000808	Written	Collins, Jacinta		Students with Disabilities loading	What analysis or modelling was undertaken to determine the different SRS proportions for the supplementary, substantial and extensive levels were appropriate to meet the needs of students at these levels?	9/06/2017
363	SQ17-000809	Written	Collins, Jacinta		Students with Disabilities loading	What proportion of the SWD loading each year from 2017 to 2027 goes to (a) Government schools (b) Catholic systemic schools (c) independent schools. What proportion of the increase in funding for the SWD loading each year from 2018 to 2027 goes to (a) Government schools (b) Catholic systemic schools (c) independent schools.	9/06/2017
364	SQ17-000810	Written	Collins, Jacinta		ACARA: NAPLAN online	When did ACARA first realise that the May trial of NAPLAN online would not go ahead?	9/06/2017
365	SQ17-000811	Written	Collins, Jacinta		ACARA: Cost of NAPLAN online	How much has been spent, to date, on the roll out of NAPLAN online?	9/06/2017
366	SQ17-000812	Written	Collins, Jacinta		Students with Disabilities loading	By what proportion does the SWD loading increase by in 2018, 2019 and 2020, after removing standard indexation?	9/06/2017
367	SQ17-000813	Written	Collins, Jacinta		Students with Disabilities loading - accountability	What accountability mechanisms will the Government put in place to ensure the SWD loading funding is utilised to benefit students with disability?	9/06/2017
368	SQ17-000814	Written	Collins, Jacinta		ACARA: NAPLAN online - cancellation of trial	Has the cancellation of the trial increased the cost of the NAPLAN online project? If so, by how much? What are the additional costs?	9/06/2017
369	SQ17-000815	Written	Collins, Jacinta		Review to achieve educational excellence in Australian Schools - initial consultation	Who did the Government consult regarding the terms of reference for the Review to Achieve Educational Excellence? When were these consultations conducted? How long did these other parties have to provide feedback on the terms of reference? Who did the Government consult with regarding the nominees for the panel for the Review to Achieve Educational Excellence? When were these consultations conducted? How long did these other parties have to provide feedback?	9/06/2017
370	SQ17-000816	Written	Collins, Jacinta		ACARA: NAPLAN online - issues cited by the states	What were the issues cited by each of the states as reasons why they would not participate in the May trial of NAPLAN online?	9/06/2017
371	SQ17-000817	Written	Collins, Jacinta		Review to achieve educational excellence in Australian Schools	• Who else is on the panel? How were they selected? • How much will the new review being led by David Gonski cost? • How much is the Panel Chair and other panel members being paid? • When will the Government reveal who else will be on this Review Panel?	9/06/2017
372	SQ17-000819	Written	Collins, Jacinta		ACARA: NAPLAN online - rectifying issues	How is ACARA rectifying the issues that have delayed the rollout of NAPLAN online?	9/06/2017
373	SQ17-000822	Written	Collins, Jacinta		ACARA: NAPLAN online - current timeline for rollout	What is the current timeline for the full rollout of NAPLAN online, including implementation milestones? How has this timeline been revised since the withdrawal of states from the May trial?	9/06/2017
374	SQ17-000823	Written	Collins, Jacinta		Review to achieve educational excellence in Australian Schools - public consultation	When will public consultations be held?	9/06/2017
375	SQ17-000824	Written	Collins, Jacinta		Review to achieve educational excellence in Australian Schools and QSQO policy	In response to SQ17-000461 – and a number of other questions on notice – regarding the implementation of commitments in the Quality Schools, Quality Outcomes document, the Department did not provide updates on implementation but instead stated that: The Minister for Education and Training undertaking this consultation through a range of mechanisms, including the Education Council. - Will consultations on the Quality Schools, Quality Outcomes reforms continue, or will they be superseded by the new Gonski review? - If the Government has released a paper and consulted for over a year on schools reforms, why is an additional review now needed? - When does the Government anticipate that school reforms will begin to be implemented?	9/06/2017
376	SQ17-000825	Written	Collins, Jacinta		ACARA: NAPLAN online - advice from Digital Transformation Agency	Did ACARA contact the Digital Transformation Agency to get advice on the rollout of NAPLAN online? Did ACARA contact the Digital Transformation Agency when it became apparent that there were issues with the rollout of NAPLAN online? If not, why not?	9/06/2017

377	SQ17-000826	Written	Collins, Jacinta		Life Education Australia - Healthy Harold	<ul style="list-style-type: none"> Has a contract been signed with Life Education to ensure the work of Healthy Harold continues in 2017-18? - What date was this contract signed? - How much funding is being provided to Healthy Harold and over what time period? What program or line item was Healthy Harold funded through in 2016-17, and how much funding was provided in that year? What program will Healthy Harold now be funded through? How was the impending expiry of funding for Healthy Harold at the end of 2016-17 missed by the Department of Education and Training? What review of the efficacy of Healthy Harold has been undertaken by the Department? Was the Minister or his Office previously advised by the Department about the impending expiry of Life Education/Healthy Harold funding? 	9/06/2017
378	SQ17-000831	Written	Collins, Jacinta		ACARA: forward workplan	In response to SQ17-000425, ACARA said its forward workplan 'includes investigation of publication of a measure or measures of teacher quality on the My School website'. - As of 8 June, had this work begun? When? - If not, when is the work expected to be? - When is this commitment anticipated to be delivered by in the forward work plan? - Is there a time frame in which this commitment is scheduled to be delivered? - Is the Government still intending to publish a measure of teacher quality on the My School website?	9/06/2017
379	SQ17-000833	Written	Collins, Jacinta		National Year One Literacy and Numeracy Check	When did the Government receive the final report of the expert panel considering a National Year One Literacy and Numeracy Check? Please provide a copy of the Report to the Committee. When will the Government publicly release the report prepared by the expert panel?	9/06/2017
380	SQ17-000835	Written	Collins, Jacinta		ACARA: final report on 2015-16 workplan	Please provide a copy of the final report prepared of progress achieved on your 2015-16 workplan.	9/06/2017
381	SQ17-000836	Written	Collins, Jacinta		National Year One Literacy and Numeracy Check	What evidence is there that there is a problem in relation to year one testing and outcomes?	9/06/2017
382	SQ17-000837	Written	Collins, Jacinta		National Year One Literacy and Numeracy Check	Did the National Year One Literacy and Numeracy Check expert panel call for public submissions? If so, when? How long did interest parties have to provide submissions from the date of advertisement until the date of closing? Who did the National Year One Literacy and Numeracy Check expert panel consult with in regards to the proposed year one testing? When did they consult with others and in what form?	9/06/2017
383	SQ17-000838	Written	Collins, Jacinta		ACARA: National Schooling Report 2013	In SQ17-000426, ACARA stated that part 7 of the National Schooling Report for 2013 is "going through an extensive approval process." Who has not approved this Chapter for release? Why not? Why has four years lapsed and the 2013 National Report for schooling still has not been finalized?	9/06/2017
384	SQ17-000840	Written	Collins, Jacinta		National Year One Literacy and Numeracy Check	Will the efficacy of year one testing also be considered by David Gonski and his new Review Panel into outcomes in Australian schools?	9/06/2017
385	SQ17-000841	Written	Collins, Jacinta		ACARA: timeline for developing standards for NAPLAN	What is the forward timeline for developing proficient and highly proficient standards for NAPLAN?	9/06/2017
386	SQ17-000842	Written	Collins, Jacinta		Australian Principals Survey	Provide a copy of the results of the Australian Principals Survey conducted in October and November 2016.	9/06/2017
387	SQ17-000843	Written	Collins, Jacinta		AITSL: number of accredited training courses	How many teacher training courses have been accredited against the new standards as part of 'stage 1'? How many initial teacher education courses have been accredited against the new standards as part of 'stage 2' of the re-accreditation roll out?	9/06/2017
388	SQ17-000844	Written	Collins, Jacinta		Costs of distance education	What analysis is the Department or any other parties on behalf of the Department undertaking in relation to the costs of distance education? Please share any briefing material with the committee.	9/06/2017
389	SQ17-000845	Written	Collins, Jacinta		Career engagement and advice for students	What work has been undertaken in relation to career engagement and advice for students in schools?	9/06/2017
390	SQ17-000846	Written	Collins, Jacinta		AITSL: accreditation rollout deadline	Are all states and territories still on track to meet the accreditation rollout deadline of December 2017?	9/06/2017
391	SQ17-000847	Written	Collins, Jacinta		Career engagement and advice for students	Have working groups been convened to consider career engagement and advice? If yes, who is on the working groups, when have they met, and what have the agendas been? Please share any papers that have been circulated with stakeholders regarding career engagement.	9/06/2017
392	SQ17-000848	Written	Collins, Jacinta		Accreditation rollout timeline	What will occur if states and territories do not meet the accreditation rollout timeline?	9/06/2017
393	SQ17-000849	Written	Collins, Jacinta		AITSL: number of highly accomplished and lead teachers	How many Highly Accomplished and Lead Teachers have been certified/endorsed across the country? In each state and territory?	9/06/2017
394	SQ17-000850	Written	Collins, Jacinta		AITSL: teachers ability to assess progress of students	What is AITSL doing to improve teachers' ability to assess the progress of their students?	9/06/2017
395	SQ17-000851	Written	Collins, Jacinta		AITSL: student progress data	What role does AITSL have in helping teachers and principals to understand and assess data on student progress?	9/06/2017
396	SQ17-000852	Written	Collins, Jacinta		AITSL: improving teacher practicum	What is AITSL doing currently to improve teacher practicum?	9/06/2017
397	SQ17-000853	Written	Collins, Jacinta		AITSL: TEMAG review	What items from the TEMAG review that AITSL is responsible for have yet to be implemented?	9/06/2017
398	SQ17-000854	Written	Collins, Jacinta		AITSL: TEMAG review - teacher training	How is AITSL monitoring and evaluating the outcome from changes to teacher training and other reforms coming out of the TEMAG review?	9/06/2017
399	SQ17-000859	Written	Collins, Jacinta		Concerns about predatory practices and viability in the child care sector	Have concerns about predatory practices in the child care sector been raised with the Department or the Minister? Has there been an increase in reports? a. Is the Department aware of practices including offering \$1 a day child care? And gift vouchers for bringing children in to child care centres? b. Is this of concern? Is it consistent with high quality care? Is this an indication that there are problems with viability in the child care sector? Is that something the Department has done any analysis on or are concerned about?	13/06/2017

400	SQ17-000861	Written	Collins, Jacinta		Child Care system - impact on families worse off	For those families that lose access under the new system – how will that be handled? NOTE – please include families in the following circumstances, and any other families that will be worse off in answering these questions: ? - Above the maximum income cap ? - One parent who does not meet the activity test and the other earning over \$65,000 ? - Those who will have their access reduced from 24 hours a week to 12 hours a week because of the activity test and safety net - Will these children have to stop attending early education from July next year if their parents don't pay the full price? - How many children and families will be impacted? - How many children and families currently accessing 24 hours a week will transition to accessing 12 hours a week?	13/06/2017
401	SQ17-000869	Written	Collins, Jacinta		Child Care places	Does the Department collect information about the number of child care places? By location? Over time? Can you provide a break-down to show what has been happening in each region and year? a. If not – does any other agency collect this information? ACECQA?	13/06/2017
402	SQ17-000871	Written	Collins, Jacinta		Information on occupancy rates	Does the Department have any information on occupancy rates? Can you also provide that over time and by region? a. If not – does any other agency collect this information? ACECQA? Does the Department have any information on occupancy rates, vacancies and waiting lists? Can you also provide that over time and by region? For every service if possible? a. Note the Department's website says: "Services must report anticipated vacancies to the department on a weekly basis reflecting the number of vacancies your service anticipates and is willing to fill each day of the following week." b. What proportion of services comply with this requirement? What are the consequences if they do not?	13/06/2017
403	SQ17-000872	Written	Collins, Jacinta		Benchmark price - monitoring	Is the Department monitoring price movements for services with prices below the benchmark price to make sure they are not increased to the benchmark? How is this being done?	13/06/2017
404	SQ17-000873	Written	Collins, Jacinta		MyChild website	Are the vacancy reports on the MyChild website updated every week? What are the minimum reporting requirements services should comply with for MyChild? What are consequences if minimum reporting is not met? Is there a compulsion for services to report fees on MyChild? How many comply? What are consequences if minimum reporting is not met?	13/06/2017
405	SQ17-000874	Written	Collins, Jacinta		Child Care system - reporting requirements	Parents will be self-reporting their activity under the new system. In relation to this, are you able to qualify some of the specifics: - When exactly will parents be required to report? At the beginning of a fortnight or at the end of the fortnight? - What options will they have for doing this? Phone? Paper? Online? App? - What evidence will families need to supply? Pay slips? Rosters? How will it work practically? - Will Centrelink handle the reporting? - Given the more complex activity test with lower thresholds, will a larger number of families need to report their activity? How many more? - Have extra resources been provided to Centrelink? What will the customer service standard be for waiting on hold? - What will the consequences be if they do not report in a fortnight? Will they be assumed to have not met the activity test? - What will the process be if someone makes a mistake and over-reports? Will they have to pay subsidy back if they were not eligible for it? Will they get a debt – and if so, how will the debt be recovered and by who? - Does the department – or an agent like Centrelink on behalf of the Department use debt collectors? If so, are they used to recover child care payments and will they be used under the new system? - Will computerised data-matching be used for compliance and checking activities? - What if someone gets less work hours than they anticipated, or they get a casual shift? Will they have to pay the full price for a session of care? Many child care centres require notice for changing hours – how will this be taken into account? Will there be an exemptions to the activity test for a parent who gets the flu or has a shift cancelled by their boss? Or will they be forced to pay the full cost of care for that fortnight? - If parents can't afford this risk, is there a risk it will discourage them from working?	13/06/2017
406	SQ17-000876	Written	Collins, Jacinta		Child Care system - penalties	What are the penalties parents could face under the new system for failing to report properly? Could they get a fine? How much? Could they go to jail? The three tiered activity test and the multiple income thresholds are complex, what about parents?	13/06/2017
407	SQ17-000877	Written	Collins, Jacinta		Undersupply of baby places	Is there an undersupply of baby places? Please provide the number of baby places compared to the number of toddler places each year over the last five years, broken down by state and region if possible?	13/06/2017
408	SQ17-000878	Written	Collins, Jacinta		Support for services to transition	What support will be in place for services to help with the transition to the new system?	13/06/2017
409	SQ17-000880	Written	Collins, Jacinta		Funding allocated for services to transition	About \$17 million is set aside for a communications campaign – how much will be used to help services transition?	13/06/2017
410	SQ17-000882	Written	Collins, Jacinta		Supply and demand match	Does the Commonwealth undertake any assessments of the supply and demand match in the early education sector?	13/06/2017
411	SQ17-000883	Written	Collins, Jacinta		Financial viability of any large private providers	Does the Department have any concerns about the financial viability of any large private providers? a. Have assessments of the financial viability of large providers been undertaken in the last year? Is the government relying on advice from providers about their viability or are audits being undertaken by the Department?	13/06/2017
412	SQ17-000885	Written	Collins, Jacinta		Advice for service providers	Concerns have been raised that some current information services were announced with only three days' notice and that services had very limited opportunity to ask questions – will services have the chance to ask questions and get advice?	13/06/2017
413	SQ17-000886	Written	Collins, Jacinta		Closure of Not-for-profit/for-profit services	How many services have closed in each of the last three years? How many of them were not-for-profit services and how many were for-profit services? Please break down by type of service (i.e. long day care, family day care OSHC etc.). a. How many services have opened in each of the last three years? How many of them were not-for-profit services and how many were for-profit services? Please break down by type of service (i.e. long day care, family day care OSHC etc.).	13/06/2017

414	SQ17-000888	Written	Collins, Jacinta		Draft community child care fund program guidelines	I have some questions in relation to the draft community child care fund program guidelines – for the non-competitive part of the program: - It's not stated in the guidelines how much notice services will get about whether they have been successful. How many months in advance on July 2018 will services be advised? - The guidelines indicate that where grants are to be used for capital improvements, a capital contribution, in kind contributions and designated use periods (where the building will be used by a service for a certain amount of time) might apply. Given many BBFs operate from buildings owned by councils or other third parties – will the Department be taking a flexible approach to these possible requirements? - Page 15 of the guidelines states “There is no appeal mechanism for decisions to approve or not approve a grant.” - Is this correct? - Does oversight by the Administrative Appeals Tribunal or some other body not apply to these kind of decisions by a Minister or a delegate? - Page 14 of the guidelines state “The Assessment Team may apply an equitable funding formula to determine the amount services may require during their transition to the new child care system.” - Could this be provided to help services with applications and planning? - The guidelines state that the Department can make amendments to them at any time and that reasonable notice will be given to participants. - Stakeholders have asked if the Department would consider a three month notice period, in appropriate circumstances. Will you consider whether this suggestion might be workable going forward?	13/06/2017
415	SQ17-000890	Written	Collins, Jacinta		For-profit and not-for-profit ownership share	Is there a change in ownership share between the for-profit and the not-for-profit parts of the sector over time?	13/06/2017
416	SQ17-000891	Written	Collins, Jacinta		Foreign owned services	What proportion of services are foreign owned? How has this changes over the last five and ten years?	13/06/2017
417	SQ17-000892	Written	Collins, Jacinta		Quality ratings under the National Quality Framework	In relation to quality ratings under the National Quality Framework - In each state and territory, what proportion of services has received a quality rating? - What proportion has been re-rated? - How far behind schedule is this? When were quality ratings originally expected to be completed by?	13/06/2017
418	SQ17-000893	Written	Collins, Jacinta		Update QoNs to include last year of forward estimates	Please update the following QONs to take into account last year of the forward estimates? (and for completeness can it also be provided on notice as an addition to the information in these QONs) - SQ17-000065 - SQ17-000144	13/06/2017
419	SQ17-000894	Written	Collins, Jacinta		Private operators	What proportion of the sector is made up of small private operators – with just one or two centres? And what proportion is owned by private operators with three or more centres?	13/06/2017
420	SQ17-000900	Written	Collins, Jacinta		Long Day Care - increase in gross fees	In dollar terms, please provide the increase in gross fees, at an average priced long day care centre, for a child attending 50 hours a week for each year of the forwards, based on the forward cost increase projections. - Please also indicate the projected fee increases for each year of the forward estimates for each fee type	13/06/2017
421	SQ17-000901	Written	Collins, Jacinta		Family Day Care providers overseas	In relation to Family Day Care: - In the last three years, how many Family Day Care educators have been found to be overseas while claiming to be delivering Family Day Care? - What consequences have the associated Family Day Care services faced? - What consequences have the educators themselves faced? Why haven't they been prosecuted for fraud and preventing for continuing? - How many are still working in Family Day Care for other Services?	13/06/2017
422	SQ17-000902	Written	Collins, Jacinta		Auditing of MyChild details	Are the details provided by services for inclusion on the MyChild website checked or audited by the Department? How often does this occur? In how many cases have the details provided been found inaccurate?	13/06/2017
423	SQ17-000903	Written	Collins, Jacinta		Child Care system - safety net, state assistance, universal access	In each year of the forward estimates, how many children and families: - Will be covered by the safety net? - Will receive child care assistance in each state and territory? - Will receive universal access preschool in a long day care setting? - Will receive universal access preschool in a preschool setting (e.g. state or community service)?	13/06/2017
424	SQ17-000904	Written	Collins, Jacinta		Child care system - babies and toddlers	In each year of the forward estimates, how many babies and how many toddlers are expected to use the child care system?	13/06/2017
425	SQ17-000905	Written	Collins, Jacinta		New child care services	How many new child care services have been approved in each of the last five years? Please break down by type of care (i.e. long day care, family day care OSHC etc.).	13/06/2017
426	SQ17-000907	Written	Collins, Jacinta		Size of child care centres	Is the size of child care centres increasing in terms of the number of children at one centre? NOTE – Extract from Australian Childcare Alliance NSW submission to the Draft Education and Child Care State Environmental Planning Policy, April 2017, p10: After consulting childcare service providers, ACA NSW has learned of unique proposals including 5 storey childcare services and childcare centres with in excess of 200 places. a. What is the largest child care service that has approval or has sought approval in the country? How many centres have more than 100 places? How many were this large five and ten years ago? b. Are there any services with over 100 places in the current approval process? c. What impact do very large services have on outcomes for children? Is there any research into that?	13/06/2017
427	SQ17-000908	Written	Collins, Jacinta		Child Care system - families worse off	The child care bill was changed on its way through the Senate – taking these changes and the latest budget updates into account, can please update: a. How many families and children will be worse off as a result of the changes? b. How many will be worse off because of the activity test and how many will be worse off because of reductions in payments? c. On average, how much worse off will those children and families be? d. How many families will hit the maximum earning cap to be eligible for CCS in each year of the forward estimates? e. How many families will stop receiving assistance from mid-2018 because one parent does not meet the activity test and family income is over \$65,000? How many children? f. Overall – how many families and children will lose access to early education under the changes? g. How many families and children will be worse off because of the introduction of the benchmark price?	13/06/2017
428	SQ17-000721	Written	Griff, Stirling		Eligibility for HECS-HELP, VET FEE HELP and the VET student loan scheme?	How many enquiries did the department receive in 2015-16 and the financial year to date from permanent residents regarding their eligibility for HECS-HELP, VET FEE HELP or the VET student loan scheme? (Please breakdown by scheme and nationality) Please advise how many of these people had applied for a place at university or TAFE and then withdrew their application as a result of being ineligible for a student loan/Commonwealth supported place	9/06/2017
429	SQ17-000723	Written	Griff, Stirling		VET Student loan providers	Can the Department please advise how many of the 113 VET student loan providers given in-principal approval are based in South Australia? a. Please advise the number and names of South Australian providers whose applications have been rejected.	9/06/2017
430	SQ17-000729	Written	Griff, Stirling		Consultants	Please advise of the reasons providers were rejected and provide a breakdown of the number of unsuccessful applicants against these criteria nationally, and for SA. Are consultants brought in to assist with assessing these criteria? a. If yes, who does the department use to assess financial performance? Are these consultants used nationally? If not, who is used in SA?	9/06/2017

431	SQ17-000740	Written	Griff, Stirling		Unsuccessful applicants	Are unsuccessful applicants given detailed reasons for why they were unsuccessful, or are they just provided with the broad reason or criteria under which they failed? a. If a detailed assessment is not provided to the applicant, why not? b. In circumstances where the rejection is due to financial performance, is there any issue in providing a copy of the financial analysis relied on by the department to the applicant?	9/06/2017
432	SQ17-000743	Written	Griff, Stirling		Reconsideration of applications	How many providers have appealed/asked for reconsideration of the department's decision, and what is the status of those applications?	9/06/2017
433	SQ17-000745	Written	Griff, Stirling		Rejected providers	How will providers who were rejected in this first round be treated in future rounds? Will their application be treated any differently to first-time applicants or those who were successful?	9/06/2017
434	SQ17-000747	Written	Griff, Stirling		2017 VET Student Loans Approved Course Providers list	I note in the 2017 VET Student Loans Approved Course Providers list contains a variety of approval durations. What are the reasons for such variation?	9/06/2017
435	SQ17-000875	Written	Kakoschke-Moore, Skye		Medium and Long-term Strategic Skills List Methodology	The Department of Education and Training is undertaking a review of the new Medium and Long Term Strategic Skills List (MLTSSL) based on the outcome of the Department's 2017-18 Skilled Occupation List review. • How does an occupation come to be reviewed? • The review methodology states that the first step involves identifying occupations that are most susceptible to constraints. For occupations such as dancer and musician, were they previously assessed as being susceptible to constraints, as they have such intensive time periods to develop the skills? • Did these, or would these, occupations meet the criteria to pass the first step? If not why not? • As the methodology then states that the second step involves assessing the medium to long term skill needs of the economy for each occupation. What research was undertaken into the future of the arts in the Australian economy, for the arts courses? • What research will be undertaken into the future of the arts and its impact on the Australian economy? • In the methodology it states that meetings with stakeholders are undertaken where necessary, such as when a change to the list is recommended. As dancer and musician have recently been removed from the list. How many stakeholders did you meet with, and who were they? • Have you received advice that these positions should be returned to the list?	13/06/2017
436	SQ17-000881	Written	Kakoschke-Moore, Skye		Modelling (occupations list)	• What labour market analysis was undertaken in regards to arts occupations? • What specific analysis was undertaken in regards to the occupations of musician? Was any undertaken? • Is labour market analysis undertaken in regards to each occupation on the list? If not, why not? • What specific analysis was undertaken in regards to the occupation of dancer? • What communication has the Department had with the Department of the Arts?	13/06/2017
437	SQ17-001040	Written	Ketter, Chris		Financial Risks – VET loans	Page 9-10 of Budget Paper 1 lists VET loans as one of the Government's major financial risks: a) How has this risk been quantified? b) How large is the risk currently estimated to be? c) When was this first identified as a risk? Does the Education Department or Treasury do that? d) Are there any examples of student loans have been remitted but the Commonwealth has not been able to recover the payments from providers? How many cases? What has the cost to the taxpayer been? What is it estimated to be? e) What is the policy going forward if a student should not have incurred a debt but the money can't be recovered from the provider? Will these students have their debt forgiven? Will this debt be written off by Treasury?	22/06/2017
438	SQ17-000855	Written	Marshall, Gavin		Labour hire	• Does the Department use any labour hire companies to source Departmental staff? • Does the Department use Labour Hire Agreements? • How long has the Department used labour hire companies? • How many staff are employed under via these arrangements? • How many staff are employed by the Department as contractors? • Who authorised the use of labour hire companies? • Is the Minister aware of the reliance on these labour hire arrangements? • Do staff under these labour hire arrangements receive as much training and security clearance as permanent staff? • Do staff under these arrangements receive the same pay and conditions as permanent staff? • Do these temporary staff have access to the same systems and databases? • Is this a concern from a security perspective? • Does this impact productivity of the Department if staff employed via labour hire arrangements are unable to access the required resources to do their job?	13/06/2017
439	SQ17-000856	Written	Marshall, Gavin		Payroll services (Plutus)	• Do any of these labour hire companies use Plutus? • When did the Department become aware that there was a problem with Plutus in connection with the Department? • When was the Minister advised? • What steps have been taken to avoid a repeat and are there other payroll companies operating as agents of IT and other contractors? • How much Commonwealth money is being directed through payroll companies?	13/06/2017
440	SQ17-000857	Written	Marshall, Gavin		Market research	For the 2016-17 financial year, what was the total amount spent by the Department on market research (either as a whole contract or as part of a contract)? For each contract for market research in 2016/2017, can you please provide: • The subject of the market research; • The supplier; • Whether the supplier has been engaged previously and if so, for which contracts; • The total value of the contract; • The term of the contract (time); • The date that the decision was taken to seek market research on the topic; • The date the contract was opened to tender or selection process; • The date the supplier was engaged; • Whether the contract was subject to a tender process, including whether there was a full, partial or closed tender process; • Does the supplier exist on a pre-approved supplier list, if so, when were they added to that list; • Whether the Minister, or the Minister's Office, requested that the research be conducted; • Whether the Minister approved the decision to conduct market research; • Whether the Minister approved the contract with the supplier; • Whether the Minister or the Minister's office was consulted on questions asked; • Whether the Minister or the Minister's office received a copy of the market research; • If the decision to conduct research was initiated by the department or agency, was the Minister or their office consulted before the decision was taken to conduct research, if so – in what form did that consultation take (written, verbal other); • If the decision to conduct research was initiated by the department or agency, did Minister or their office make any amendments or changes to the Department's proposal for market research to be conducted, if so, what changes and to what aspects were they made; • At any stage in the life of the proposal to conduct market research were other departments or agencies consulted? • At any stage in the life of the proposal to conduct market research were other Ministers, or the Prime Minister consulted? • At any stage in the life of the proposal to conduct market research did the expected cost change, if so how? • At any stage in the life of the proposal to conduct market research did the scope, questions or supplier of the research change? • Have any topics or questions of market research been conducted and subsequently conducted again by the same or different supplier?	13/06/2017

441	SQ17-000732	Written	Paterson, James		National Partnership Agreement to Universal Access to Early Childhood Education	Under the Government's 2018 extension to the National Partnership Agreement to Universal Access to Early Childhood Education, how much funding is allocated per child? What is the basis for the estimated number of children these figures are calculated on?	9/06/2017
442	SQ17-000733	Written	Paterson, James		Long Day Care centre - funding and attendance	1. What proportion of children attend preschool in a Long Day Care centre, as compared to a dedicated preschool, or any other preschool setting? Does this differ between states and territories? If so, how? 2. What level of federal and/or state government funding do students in each of these settings attract in each jurisdiction? How does this change under the Federal Government's new child care package?	9/06/2017
443	SQ17-000734	Written	Paterson, James		Universal Access funding on to Long Day Care Centres	Are State and Territory Governments required to pass the Universal Access funding on to Long Day Care Centres? How much funding do Long Day Care Centres receive per child from the Universal Access funding in each State and Territory? And do Long Day Care Centres use that funding as fee relief?	9/06/2017
444	SQ17-000735	Written	Paterson, James		Universal Access funding	Have any States and Territories not received their full payment of the Universal Access funding from the Commonwealth? If not, why not?	9/06/2017
445	SQ17-000736	Written	Paterson, James		600 hours of preschool	Is there a specific age or demographic that particularly benefits from 600 hours of preschool a year?	9/06/2017
446	SQ17-000737	Written	Paterson, James		600 hours of preschool - enrolments	What are the enrolments for vulnerable, disadvantaged and indigenous children by State and Territory? What data do you require or collect with regard to attendance? Does the Australian Government know whether all the children who are enrolled for 600 hours of preschool consistently attend throughout the preschool year?	9/06/2017
447	SQ17-000738	Written	Paterson, James		Preschool funding	Is there any consistent basis upon which a pre schooler in Long Day Care is funded, as compared to the way that a pre schooler in a standalone preschool, is funded? What has this Government done to improve consistency?	9/06/2017
448	SQ17-000739	Written	Paterson, James		600 hours of preschool in a Long Day Care Centre - child care subsidy	On average, how much Child Care Benefit and Child Care Rebate do children undertaking 600 hours of preschool in a Long Day Care Centre attract? On average, how much Child Care Subsidy will these children attract once the new child care package is implemented? Is there a cohort of preschool children that especially benefit from the new child care package?	9/06/2017
449	SQ17-000741	Written	Paterson, James		VET Student Loans	How many providers previously approved under VET FEE-HELP have been approved into VET Student Loans?	9/06/2017
450	SQ17-000742	Written	Paterson, James		Compliance action taken against unscrupulous providers	Can the Department update the Committee on compliance action being taken against unscrupulous providers to cancel student debts and recoup costs for taxpayers?	9/06/2017
451	SQ17-000744	Written	Paterson, James		Careers Australia	When was Careers Australia first approved as a VET FEE-HELP provider? How are Careers Australia students being supported by Tuition Assurance and Tuition Protection Scheme arrangements?	9/06/2017
452	SQ17-000706	Written	Pratt, Louise		Adult Migration English Program (AMEP)	Recommendation 15. Of the Australian Citizenship report by Phillip Ruddock and Senator Fierravanti-Wells states: "In view of the strong emphasis the community places on English language, the Government should improve the Adult Migration English Program (AMEP) and ensure new citizens have adequate (not just basic) language ability, taking into account particular circumstances". -What action has been taken to improve AMEP? What IELTS level do people who complete AMEP achieve? What does that mean? People can have a chat on the street? Go to the supermarket? Catch the bus? Go to a social events? Get a job of some sort? What proportion of people who do the AMEP would pass IELTS 6.0? Can that be broken down country by country? What is the percentage of people from the AMEP who exit with an ISLPR 2? Can that be broken down country-by-country? What provisions are there for those people to attain an IELTS of 6.0 as proposed by the new citizenship test? How much would this cost? Where is it in the Budget? How much would it cost to help permanent residents reach IELTS level 6.0?	9/06/2017
453	SQ17-000715	Written	Pratt, Louise		Improvement of AMEP Program	• The Ruddock and Senator Fierravanti-Wells report states that AMEP program should be improved. Was the department told that some findings of the Fierravanti-Wells / Ruddock report would be actioned in regard to citizenship requirements but not others? • Has the department produced or sought advice on what level of English is required that improves integration? Social cohesion?	9/06/2017
454	SQ17-000719	Written	Pratt, Louise		Citizenship test	• The citizenship test is currently in English. What level of English is required to do the test? What IELTS equivalent? • Was this discussed in the context of AMEP?	9/06/2017
455	SQ17-000870	Written	Roberts, Malcolm		ARC: Physical and Social Sciences	Noting that the claim that 97% of scientists agree that climate change is anthropogenic is a myth, what percentage of funding goes to climate change related research in the physical and social sciences both anthropogenic and natural?	13/06/2017
456	SQ17-000657	Written	Xenophon, Nick		Waste	• Is there a departmental definition on the meaning of 'waste', and if so, what is that definition? • What are the Department's arrangements for monitoring and managing waste? • Is there a central Departmental mechanism (e.g. phone number, email address, web site) for public servants or contractors to report Departmental waste? • How much waste was identified by the Department in FY 13/14, FY 14/15 and FY 15/16? • Can Departmental officers or contractors report waste anonymously? Are they afforded a protection if they do so?	7/06/2017
457	SQ17-000868	Written	Xenophon, Nick		Limited Tender Contracts	• What percentage of contracts entered into by the Department in FY 2015/16 were limited tenders? • What was the total value of these limited tenders? • Across the department, please provide a list of all contracts in FY 2015/16 that involved a limited tender contract to an entity for services below \$80,000 followed by a subsequent limited tender contract (either in FY 15/16 or 16/17) to the same entity for services below \$80,000 or above \$80,000 (please list the two contracts by AUSTENDER number). Please provide the justification (and any documents relating thereto) for the limited tender of any subsequent contract that was above the \$80,000 threshold. • Across the department, please provide a list of all contracts in FY 2016/17 that involved a limited tender contract to an entity for services below \$80,000 followed by a subsequent limited tender contract to the same entity for services below \$80,000 or above \$80,000 (please list the two contracts by AUSTENDER number). Please provide the justification (and any documents relating thereto) for the limited tender of any subsequent contract that was above the \$80,000 threshold.	13/06/2017