

Question on Notice

No. 1

Asked on 1 July 2013

The Education and Innovation Committee asked the Minister for Education, Training and Employment (MR LANGBROEK) –

QUESTION:

With reference to page 14 of the SDS which shows that in the service area of Early Childhood Education and Care not one target for enrolments in an early childhood education program has been met. Will the Minister outline how he proposes to achieve even higher targets of 95% for 2013-14?

ANSWER:

I thank the Committee for the question.

I have been advised by my Department that Queensland has achieved substantial progress in increasing participation in kindergarten programs.

This Government has recently signed up to a new National Partnership Agreement on Universal Access to Early Childhood Education (NPA), and is committed to ensuring all children have access to a quality early childhood education program in the year before school. There is also a stronger focus on participation by vulnerable and disadvantaged children.

Under the NPA, the target is to achieve 95% participation. While this is a challenging target, the Queensland Government is committed to it and continuing to work with families and the sector to make it a reality.

Queensland achieved an overall participation rate of 77% of kindy-age children enrolled in a teacher-led quality early childhood education program in 2012. While this is below the target of 86%, it is a 9% increase from 2011. Or to look at it another way, 8,707 more children were participating in a kindy program in 2012 compared to 2011. For Indigenous children and disadvantaged children, key target groups of the NPA, attendance rose to 66% and 71% respectively.

Clearly more needs to be done to increase participation to 95%. Queensland's plan is to continue with the initiatives that are delivering good results. In the last 12 months there has been a sharper focus on increasing participation for vulnerable and disadvantaged children. We know that these children are less likely to attend a kindy program but more likely to significantly benefit from it, and strong efforts will continue to be made in this area in the year ahead.

Innovative approaches being implemented by this Government include:

- *eKindy*, a distance kindergarten program for children who are unable to access a centre-based kindy program. Such as those living in remote locations, with itinerant lifestyles or with medical conditions;
- Pre-Kindergarten Grants to assist the transition into kindergarten for children from Aboriginal and Torres Strait Islander and Culturally and Linguistically Diverse families; and
- Removing barriers to participation by providing transport solutions in vulnerable communities.

The Government will also continue to invest in extra kindergarten places in areas of need, provide support for the sector; and support low income families and more disadvantaged and remote communities under the Queensland Kindergarten Funding Scheme.

The NPA is essential to enable Queensland to achieve universal access to kindergarten. The Australian Government has committed funding only until the end of 2014. The Queensland Government sees early childhood as a priority and will continue to lobby the Australian Government to ensure they continue to fund this important area.

Question on Notice

No. 2

Asked on 1 July 2013

The Education and Innovation Committee asked the Minister for Education, Training and Employment (Mr Langbroek) –

QUESTION:

With reference to pages 14 and 17 of the SDS – under the National Partnership Agreement on Early Childhood Education, Queensland committed that by 2013 every child will have access to a preschool program in the 12 months prior to full-time schooling. Will the Minister explain why the government has failed approximately 3 out of 10 Queensland children that will not have access to kindergarten and explain if federal funding is impacted by failing to achieve the targets?

ANSWER:

I thank the Committee for their question.

In 2012, Queensland achieved a participation rate of 77% against a target of 86%. This translates to nearly four out of five Queensland children being enrolled in a quality early education program.

The increased level of kindergarten participation from the baseline of 29% in 2008 demonstrates significant improvement, noting that kindergarten participation is voluntary.

Queensland has received its full funding entitlement of \$252 million under the National Partnership Agreement for Early Childhood Education which expired on 30 June 2013.

In April 2013, the Council of Australian Governments agreed to a new National Partnership Agreement on Universal Access to Early Childhood Education. Under this Agreement the Federal Government will provide up to \$655.6 million in funding to states and territories for service delivery over an 18 month period from 1 July 2013 to 31 December 2014.

By offering a short term agreement, the Federal Government has reneged on previous commitments to provide ongoing funding for early childhood education.

Although this represents a reduction from 2012-13 levels of Australian Government funding, the Australian Government expects Queensland to maintain universal access and increase its focus on participation of vulnerable children.

However, the Queensland Government remains committed to universal access to kindergarten and is implementing a range of initiatives to achieve it.

The 95% participation target is challenging given the voluntary nature of kindergarten. And it becomes increasingly challenging to increase kindergarten participation once a high level is achieved, as non-participating families may be hardest to engage.

Innovative approaches are being implemented by this Government to engage the 'harder to reach' families. Such as:

- *eKindy*, a distance kindergarten program for children who are unable to access a centre-based kindy program. Such as those living in remote locations, with itinerant lifestyles or with medical conditions;
- Pre-Kindergarten Grants to assist the transition into kindergarten for children from Aboriginal and Torres Strait Islander and Culturally and Linguistically Diverse families; and

- Removing barriers to participation by providing transport solutions in vulnerable communities.

The Government will also continue to invest in extra kindergarten places in areas of need, provide support for the sector; and support low income families and more disadvantaged and remote communities under the Queensland Kindergarten Funding Scheme.

Question on Notice

No. 3

Asked on 1 July 2013

The Education and Innovation Committee asked the Minister for Education, Training and Employment (MR LANGBROEK) –

QUESTION:

With reference to page 10 of Budget Paper 4, will the Minister explain why not one cent has been provided in capital measures for new schools - Public Private Partnerships from 2012 to 2017 when the government has announced 10 new schools.

ANSWER:

I thank the Committee for the question.

I have been advised by my Department that the Government is currently conducting a competitive tender process with a number of bidders to design, construct, commission, finance, maintain and provide facilities management services for a package of new schools.

The Departments contribution to funding for this Project will be sourced from the Capital Works program. Due to commercial sensitivities with regard to competitive tenders of this nature, the estimated cost of the delivery of the Project cannot be disclosed at this time.

Question on Notice

No. 4

Asked on 1 July 2013

The Education and Innovation Committee asked the Minister for Education, Training and Employment (MR LANGBROEK) –

QUESTION:

With reference to page 15 of the SDS, which notes that less than half of the indigenous year 9 students tested were at or above the National Minimum Standard for writing, will the Minister outline what increased and new funding is being directed at this area of high need?

ANSWER:

I thank the Committee for the question.

The Department of Education, Training and Employment invests a significant amount of funding to enable schools to implement strategies to close the gap for all Aboriginal and Torres Strait Islander students.

In addition to the core funding which schools receive for all students, supplementary funding is made available for a range of programs and services that target the specific needs of Aboriginal and Torres Strait Islander students.

In 2012–13, \$23.392m was allocated for Closing the Gap Education Grants to schools to implement targeted strategies aimed at closing the gap in education outcomes.

The Closing the Gap education strategy is part of Queensland's contribution to the national Aboriginal and Torres Strait Islander Education Action Plan and the Council of Australian Governments' Closing the Gap agenda.

In addition, funding support for Aboriginal and Torres Strait Islander student programs negotiated through Commonwealth and state/territory financial arrangements included:

- \$6.3m under the Closing the Gap Intensive Literacy and Numeracy program for three literacy and numeracy projects over 2011–12 and 2012–13;
- \$11.116m (GST inclusive) in funding for the Focus Schools Next Steps initiative for 35 Queensland state schools in 2012/13;
- \$11.8m for both state and non-state schools in the Investing in Focus Schools initiative, \$10m of which goes to state schools for 2012/13; and
- Up to \$7.72m over three years (2010–11 to 2012–13) for the Cape York Aboriginal Australian Academy (CYAAA) pilot.

Based on the findings of the CYAAA final evaluation report, the Department is prepared to consider an extension of this trial in Aurukun, Coen and Hopevale for the 2014 school year.

The Government acknowledges that while there has been a considerable amount of goodwill, effort and investment to close the gap; progress has been slow. That is why the Government recently announced *Solid Partners, Solid Futures* — a four year plan to improve education, training and employment outcomes for Aboriginal and Torres Strait Islander students in Queensland.

The foundation of the *Solid Partners, Solid Futures* is a new partnership approach involving Aboriginal and Torres Strait Islander families and communities, government at all levels, service providers, industry and community organisations.

Estimates Question on Notice

No. 5

Asked on 1 July 2013

The Education and Innovation Committee asked the Minister for Education, Training and Employment (MR LANGBROEK) –

QUESTION:

With reference to page 28 of the SDS, which notes that estimated actual for 2012-13 of asset sales is \$70 million. Will the Minister account for this \$70 million by providing a list of the assets sold, including street address, area of land and sale price?

ANSWER:

I thank the Committee for their question.

The Department of Education, Training and Employment has an extremely large and diverse asset portfolio which requires ongoing active management to ensure the department can continue to meet its capital and expense requirements in response to growth and demand for new facilities.

My Department included revenue of \$70 million in the 2012-13 estimated actual as part of this ongoing asset management strategy.

The timing and achievement of budget can be impacted by factors such as market conditions and the terms arising from commercial negotiations.

A number of properties included in my Department's program did not sell in the 2012-13 financial year. Several properties are under contract and are expected to settle in 2013-14 whilst the remaining properties will continue to be marketed for sale in 2013-14.

The Department will continue to actively manage its asset portfolio to ensure that it can continue to manage its portfolio in a manner that best responds to need.

My Department achieved net asset sales totalling \$38.426 million in 2012-13 as per the following list of properties.

Education – Property (Asset) Name	Property Address	Area of Property	Net Sale Price
Auburn River State School	Eidsvold Road, Sujeewong	1.597 Ha	\$43,800
Blackstone State School	14 Hill Street, Blackstone	3.04 Ha	\$524,400
Bremer State High School	73 Blackstone and Grange Roads, Silkstone	14.11 Ha	\$6,870,756
Brisbane School of Distance Education	401-419 Montague and 7-15 Ferry Sts, West End	1.779 Ha	\$12,645,000
Charleville Residence No 56	10 Ridge Street, Charleville	0.0809 Ha	\$66,700
Condon State School Site	South Vickers Road, Condon	7.547 Ha	\$1,691,900
Denison (Bowen) State School Site	Queens and Soldiers Roads, Bowen	14.85 Ha	\$391,000
Dinmore State School	28 River Road, Dinmore	2.448 Ha	\$607,200
Edmonton vacant land	134 -144 Farmer Street, Edmonton	6.199 Ha	\$900,000

Emerald Residential 127	33 Colleen Avenue, Emerald	0.0710 Ha	\$121,656
Emerald Residential 128	Colleen Avenue, Emerald	0.0676 Ha	\$122,439
Emerald Residential 152	10 Skelton Place, Emerald	0.0878 Ha	\$135,491
Emerald Residential 153	7 Gallagher Place, Emerald	0.0734 Ha	\$133,817
Emerald Residential 154	Gallagher Place, Emerald	0.0750 Ha	\$135,209
Glenden State School (part only)	Gillham Terrace, Glenden	10 Ha	\$1,073,450
Hemmant State School Sporting Fields (part of property)	36-56 Hemmant-Tingalpa Road, Hemmant	3.347 Ha	\$653,200
Ipswich State High School Outdoor Education Centre (Mount Berryman)	Mount Berryman Road, Mount Berryman	2.226 Ha	\$184,000
Junction View State School and Residence 1	7 East Haldon Road, Junction View	1.201 Ha	\$207,000
Kuranda Residence No 4	10 Meeroo Street, Kuranda	0.1012 Ha	\$165,600
Moore State School	29-31 Linville Road, Eskdale Street and Stanley Streets, Moore	0.5936 Ha	\$64,400
Mount Isa Residence No 133	25 Rebecca Street, Mount Isa	0.1012 Ha	\$395,600
Mount Louisa State School Site	2 Karanya Street, Mount Louisa	6.068 Ha	\$2,198,750
Muckadilla State School and Residence No 1	Centenary Drive, Muckadilla	2.0234 Ha	\$184,000
Nerimbera State School	4 Graff Road, Nerimbera	2.2970 Ha	\$322,000
Roma Residence 118	9 Alexander Avenue, Roma	0.0960 Ha	\$245,531
Stanton Lodge Secondary SEDU	8 Hillside Crescent, Townsville	0.1247 Ha	\$699,200
Strathpine Pre-School	42 Grahams Road, Strathpine	3.4460 Ha	\$2,036,000
Tambo Residence No 3	18 Edward Street, Tambo	0.0979 Ha	\$87,400
Wamuran State School Second Site	109 Campbells Pocket Road, Wamuran	3.1937 Ha	\$1,056,000
Wycombe State School and Residence	Dilqui Road, Wycombe	1.6130 Ha	\$89,240
Wynnum North Early Childhood Development Centre	Tingal Road and Prospect Street, Wynnum	0.2023 Ha	\$954,743
Total			\$35,005,482
TAFE – Property (Asset) Name			
BNIT –Ithaca – vacant land (part only)	32 Nathan Avenue, Red Hill/Ashgrove	0.4701 Ha	\$1,757,000
TBIT – Ipswich City (Bremer)	88 Limestone St, Ipswich	0.4092 Ha	\$1,664,000
Total			\$3,421,000
Total for all DETE Properties			\$38,426,482

Question on Notice

No. 6

Asked on 1 July 2013

The Education and Innovation Committee asked the Minister for Education, Training and Employment (Mr Langbroek) –

QUESTION:

I refer to page 4 of the SDS, which highlights the Government's reforms to the TAFE sector. Will the Minister advise the total number of redundancies, listed separately by TAFE, that have been offered and accepted since 26 March 2012 and of any planned or projected redundancies by TAFE for the 2013-14 financial year?

ANSWER:

I thank the Committee for their question.

The Newman Government is undertaking significant reform of the training sector which includes the transformation of TAFE.

On 8 June 2013, I released *Great skills. Real opportunities.* which sets out the Government's reform action plan for further education and training in Queensland. *Great skills. Real opportunities.* is an overarching blueprint for the State's vocational education and training sector that also delivers on a range of national reform objectives. As an independent body TAFE Queensland will be strong and more responsive to the skills and training needs of students and industry.

TAFE's new commercial structure will ensure a holistic view of TAFE across the State, recognising the differing needs and social responsibility for different communities.

I have been advised by my Department that across the network of 13 TAFE institutes the following voluntary redundancies have been offered and accepted since 26 March 2012 up to 28 June 2013.

These redundancies are a result of TAFE institutes regularly monitoring and assessing staffing requirements in line with business needs.

Total number of redundancy offers and acceptances – 26 March 2012 – 28 June 2013

TAFE institute	Redundancies offered	Redundancies accepted
Brisbane North Institute of TAFE	46	41
Barrier Reef Institute of TAFE	23	22
Central Queensland Institute of TAFE	28	27
Gold Coast Institute of TAFE	56	56
Metropolitan South Institute of TAFE	69	66
Mt Isa Institute of TAFE	0	0
SkillsTech Australia	22	21
Southbank Institute of Technology	16	16
Southern Queensland Institute of TAFE	17	17
Sunshine Coast Institute of TAFE	17	17
The Bremer Institute of TAFE	41	40

Tropical North Queensland Institute of TAFE	13	12
Wide Bay Institute of TAFE	15	14
Total	363	349

The reform program does mean that there will be structural mergers of existing institutes and this process will take time, with changes occurring in consultation with staff and communities. As amalgamation of TAFE institutes occur and course offerings change in response to student and customer needs, it is anticipated that additional redundancies will be offered. This is work that will appropriately occur at the regional level based on the business needs of each institute, in consultation with staff and their union representatives.

Question on Notice

No. 7

Asked on 1 July 2013

The Education and Innovation Committee asked the Minister for Education, Training and Employment (Mr Langbroek) –

QUESTION:

I refer to page 4 of the SDS, where it mentions the Government's response to the Queensland Skills and Training Taskforce final report. Will the Minister detail the final list of campus sites to be closed or sold as per recommendation 3.12 of the Queensland Skills and Training Taskforce Final Report?

ANSWER:

I thank the Committee for the question.

With the recent introduction of the *TAFE Queensland Act 2013* and the establishment of the TAFE Queensland parent entity, the Government has committed to fundamental reform of the State's vocational education and training sector.

As identified in the Government Response to the Final Report of the Queensland Skills and Training Taskforce, this reform agenda will include the development of a Strategic Asset Plan due to be finalised by Government in December 2013. The Plan will address issues identified by the Taskforce in relation to TAFE Queensland facilities having low utilisation rates, infrastructure not being fit for purpose and facilities requiring modernisation. Further, the Government response to the Taskforce committed to reinvesting the proceeds of rationalising the asset base into the State's training infrastructure.

Following release of the Government's response to the Taskforce report in November 2012, 25 TAFE properties were progressed for sale or their lease arrangements were finalised or transferred. 12 of these properties will be transferred as part of the proposed merger of Central Queensland Institute of TAFE and Central Queensland University. The Ipswich City site has been sold and the leased building in Nambour has been exited and returned to the owner. The remaining 11 are at various stages of the disposal process including undergoing pre-sale due diligence activities, under contract or on the market.

Current TAFE Disposal Program:
Chelmer
Garbutt (vacant land) (under contract)
Townsville City (under contract)
Bolsover Street, Rockhampton (under contract)
Mareeba Farm
North Lakes (vacant land)
54 Manning Street, South Brisbane
1 Cordelia Street, South Brisbane
Springwood
Properties to be progressed for disposal:
Long Street, Cleveland (vacant land)
Bundaberg Marine (leased facility)

This redefinition of our State's training infrastructure does not mean that services will be reduced. On the contrary, the Government's aim is to grow the capacity of the training sector to enhance choice and flexibility for students and employers.

A comprehensive and detailed approach is being adopted in relation to the review of the State's training assets to ensure infrastructure is provided which can meet current and future industry and student demand.

Furthermore, the Government Response to the Commission of Audit Report (released on 30 April 2013) supports asset ownership being separated from TAFE Queensland and transferred to a specialist commercial entity with skills and expertise in owning and managing such assets. My Department has engaged with Projects Queensland to commence this work on behalf of the State.

Question on Notice

No. 8

Asked on 1 July 2013

The Education and Innovation Committee asked the Minister for Education, Training and Employment (MR LANGBROEK) –

QUESTION:

With reference to page 24 of the SDS – the stated increase in estimated budget from 2012-13 to 2013-14 of \$225.9 million does not take into account the underspend of \$373.8m for 2012-13. Will the Minister confirm that the underspend is now being rolled over into the 2013-14 budget and there is no new money in this budget?

ANSWER:

I thank the Committee for their question.

There is an increase in State Funding in 2013-14 of \$271.9 million, which includes funding to address anticipated enterprise bargaining outcomes and enrolment growth.

It is important to note that the majority of the funding associated with the difference in expenditure between 2012-13 estimated actuals and 2012-13 adjusted budget has been rolled into 2013-14 where applicable.

It should also be noted that –

- The total expenditure reduction between 2012-13 estimated actuals and 2012-13 adjusted budget is \$273.8 million (not \$373.8 million as per the question);
- The majority of the deferrals related to Commonwealth National Partnership funding. Without this deferred funding, the level of Commonwealth funding in 2013-14 has actually decreased based on some of the National Partnership agreements coming to an end and the State Government's decision to reflect the status quo whilst it negotiates with the Australian Government to determine whether it is in Queensland's best interests to implement the National Education reforms.
- There was also a reduction in 2013-14 expenses funded by other revenue which also declined. Examples of this include the one-off receipts from Southbank Institute of Technology (SBIT) for the sale of Morningside land in 2012-13 and the reduction in employee salary recoveries from the Gold Coast Institute of TAFE (GCIT) and SBIT resulting from the 2012-13 whole-of-Government savings measures.

Estimates Question on Notice

No. 9

Request on 1 July 2013

The Education and Innovation Committee asked the Minister for Education, Training and Employment (Mr Langbroek) –

QUESTION:

With reference to page 22 of the SDS, which notes that employee housing expenditure has been reduced to \$2.5 million for 2013-14, will the Minister give an assurance that no employee housing will be sold off and explain why the budget has been reduced?

ANSWER:

I thank the Committee for their question.

The Government remains committed to providing housing assistance, where necessary, for its teachers and other employees, particularly in remote areas.

The Department of Education, Training and Employment is investing \$2.5 million in 2013–14 to complete projects that have previously been approved through the Capital Works Program. This funding is part of the Department's extensive capital program in 2013-14 and is not a reduction in employee housing funding.

This funding will be put towards acquiring new employee housing and to refurbish and maintain existing housing assets. Critical work place health and safety and minor capital works issues will be considered on an individual basis.

As part of our commitment to strong fiscal management, the Government is committed to actively monitoring and managing our asset portfolio. We also need to continually look to improve the way we work and the services we deliver to Queensland, and employee housing is no exception.

The Government is undertaking a review of the management of Government employee housing. The review will look to enhance the provision of housing assistance and provide a long term, value for money service, while ensuring that assets are used efficiently and appropriately maintained.

Question on Notice

No. 10

Asked on 1 July 2013

The Education and Innovation Committee asked the Minister for Education, Training and Employment (Mr Langbroek) –

QUESTION:

With reference to page 4 of Budget Paper 4, will the Minister list, by program and/or staffing positions cut, the exact revenue areas where the \$8.1m per year or \$32.4m over the next 4 years will be sourced to pay the department's contribution to the cost of natural disasters?

ANSWER:

I thank the Committee for their question.

The Department has not targeted any specific programs, initiatives or staffing positions to fund the Department's contribution to the cost of the natural disasters.

The Department through its Budget Committee has met both the program delivery needs of the agency and the savings target as part of its annual budgeting process.

The savings represent less than one-tenth of one per cent of the Department's total budget.

The Department actively manages its budget process and has implemented a range of efficiency measures over the past twelve months that continue to provide dividends to the agency. These include reduced building lease costs, savings achieved through active procurement management, introduction of initiatives such as managed print services, reduction in fleet, plant leasing, newspaper subscriptions etc.

Continued sound budget management against a backdrop of a growing budget and service demand for this agency will ensure that the savings contribution can be achieved.

Question on Notice
No. 11
Asked on 1 July 2013

The Education and Innovation Committee asked the Minister for Education, Training and Employment (Mr Langbroek)

QUESTION:

Can the Minister inform the Committee of progress that has been made into reducing the maintenance backlog in Queensland State Schools as highlighted on page 3 of the Service Delivery Statement?

ANSWER:

I thank the Committee for their question.

The Newman Government is committed to addressing the significant backlog of maintenance across all Queensland state schools that was inherited from the former Government. Inherent in this commitment is an objective to maintain facilities to a standard that enables school communities to operate in a safe and healthy environment.

The Advancing our Schools Maintenance (AoSM) and Fixing our Schools (FoS) initiatives are providing my Department with \$300 million over three financial years in order to address the maintenance backlog and give schools more say in how maintenance works are progressed.

In 2012-13, schools were allocated planned maintenance funding up to a maximum of \$160,000, based on the value of their 2011-12 maintenance liability. This has seen over half the state schools, or 700 schools, receive funding equal to their pre-existing liability.

Schools were offered the opportunity to deliver planned and routine breakdown maintenance by going direct to market to procure contractors and manage maintenance works or by electing to remain with QBuild. 374 schools chose to undertake direct to market delivery of maintenance, with the remaining 903 schools retaining QBuild.

In 2012-13 QBuild achieved savings by brokering and bundling maintenance works across schools to create larger work packages and taking this to market.

Savings achieved have allowed schools to further address ongoing maintenance issues.

The Government will continue to work with our schools to ensure that key maintenance issues are addressed. We will not go back to the lack of commitment shown by the former government to the facilities that support positive educational environments for our children.

Question on Notice
No. 12
Asked on 1 July 2013

The Education and Innovation Committee asked the Minister for Education, Training and Employment (Mr Langbroek) –

QUESTION:

I refer to the *Great Teachers = Great Results* initiative as outlined on page 3 of the Service Delivery Statement. Can the Minister advise the Committee of plans to increase school autonomy?

ANSWER:

I thank the Committee for the question.

The Newman Government is committed to cutting red tape and providing schools with greater opportunities for independence to improve student outcomes.

Great teachers = Great results acknowledges that lifting teaching standards and providing schools with greater autonomy can make a difference in shaping the lives of young Queenslanders lives through education.

All schools are different and a one-size-fits-all approach does not necessarily provide the best opportunity to address the needs of students and the local school community.

The introduction of the Government's *Independent Public Schools* initiative in 2012 is a key election commitment and recognises that the best decision making occurs at a local level.

It enables principals to directly respond to local community needs and aspirations.

Over a four year period from 2013 to 2016, there is an opportunity for 120 schools to become *Independent Public Schools*.

Twenty-six schools were selected to take part from this year and an expression of interest process recently opened for a further 34 state schools to take part from 2014. The new *Independent Public Schools* for 2014 will be announced before the end of this school year.

Great teachers = Great results will build on the success of the *Independent Public Schools* initiative and ensure that more Queensland state schools have the opportunity to become independent.

Over five years, the Queensland Government will invest \$537 million to ensure professional excellence in teaching and boost state school autonomy.

Through this increased autonomy, principals will be able to tailor budget and staffing needs to meet the local aspirations of the community. Schools will be able to manage their own recruitment processes, and recruit staff at any time throughout the year, independent of departmental processes. Schools can also choose to continue to use the normal transfer and recruitment processes.

Schools will have increased opportunities to respond to the needs and expectations of their local community by working with their school council to ensure greater involvement by the school community, including parents, in guiding the school's strategic direction.

The Government's plan to increase school autonomy is about providing greater opportunities to respond to the community and, most importantly, the individual students' needs.

Ultimately, all *Independent Public Schools* remain part of Queensland's strong state school system and will continue to uphold the same core values, beliefs and priorities.

Question on Notice
No. 13
Asked on 1 July 2013

The Education and Innovation Committee asked the Minister for Education, Training and Employment (Mr Langbroek) –

QUESTION:

I refer to the implementation of the Skills and Training Taskforce Report as outlined on page 4 of the Service Delivery Statement. Can the Minister update the Committee on the reform of TAFE Queensland?

ANSWER:

I thank the Committee for the question.

The Government is committed to reform to ensure that TAFE continues its strong 130 year history in delivering high quality training in a contestable market and vibrant economy.

I have been advised by my Department that work to transform TAFE Queensland is well underway with a number of significant milestones achieved to date.

TAFE Queensland was officially established as an independent statutory body on 1 July 2013 in line with the *TAFE Queensland Act 2013*.

I am pleased to advise that Ms Jodi Schmidt has been appointed as TAFE Queensland's interim Chief Executive Officer and will continue to lead the TAFE Reform program in this role.

Applications for membership of the TAFE Queensland Board are being considered with the Board soon to be appointed.

Once appointed, the TAFE Queensland Board will set the strategic direction of TAFE and build its capacity to deliver high quality training and effectively compete in Queensland's new contestable training market that is being introduced from 1 July 2013.

A new, transparent funding model has been implemented for TAFE Queensland from 1 July 2013 to support the public provider's transition to a fully contestable training market from 1 July 2014.

The *TAFE Queensland Act 2013* also allows for the future creation of seven amalgamated TAFE institutes as part of the TAFE Reform program.

The former statutory TAFE institutes Southbank Institute of Technology and Gold Coast Institute of TAFE, officially transferred to my Department from 1 July 2013 to allow for the review of all TAFE operations moving forward.

To lead the change process for the existing network of 13 institutes, seven Directors of TAFE Reform have been appointed and are currently undertaking an extensive change management process in their regions.

Key to TAFE's ability to compete in the new training market, are changes to current employment arrangements.

This includes removing the barriers that currently restrict TAFE's responsiveness, flexibility and productivity while still providing the mechanisms to retain and attract quality staff.

To achieve this, negotiation of a new certified agreement covering both TAFE educational employees and administrative and support employees has commenced.

In the case of educational delivery staff, we are proposing a raft of significant changes to the current industrial arrangements that focus on flexibility in delivery of vocational education and training. These flexibilities are essential as part of the TAFE reform agenda that seeks to position TAFE Queensland within the competitive training market. These flexibilities enable TAFE Queensland to be responsive to customer needs and to provide training where, when and how it is required.

The most notable flexibilities in the newly proposed certified agreement are in relation to the delivery hours and class sizes. The capacity for these decisions to be made consultatively at the local level to address the local training needs is the key to the future of TAFE Queensland.

Smarter approaches to investing in and managing TAFE assets to reflect the future needs of TAFE's business are also part of the reform agenda.

Work is underway to develop a strategic asset plan which will outline the use of government-owned training assets in the future.

Question on Notice

No. 14

Asked on 1 July 2013

The Education and Innovation Committee asked the Minister for Education, Training and Employment (Mr Langbroek) –

QUESTION:

Can the Minister inform the Committee of any plans to accommodate extra growth in Queensland's school student population including the building of any new schools, pursuant to the capital statement on page 22 of the Service Delivery Statement?

ANSWER:

I thank the Committee for their question.

I have been advised by my Department that in 2013, student enrolments in state schools grew by over 9,000 students. As the Queensland population continues to grow there will be an ongoing need to keep pace with this expected growth.

The Department's 20-year New School Plan has identified that there may be a need for over 60 additional state schools by 2023 to meet this growth. These increases in student enrolments are being constantly monitored by the Department, with future funding of facility requirements identified through the capital works program.

There will be approximately \$533 million invested in capital works in 2013-14, which includes:

- more than \$201 million to continue to prepare Queensland for the introduction of Year 7 as the first year of secondary school from 2015;
- \$21.9 million to continue the construction of kindergartens, including 15 new kindergartens on state school sites at Blackwater North, Brightwater, Calen, Collingwood Park, Fernvale, Glenden, Gordonvale, Jinibara, Lakes Creek, Mango Hill, Marian, Serviceton South, Undurba, Waraburra and Wynnum and one new Pre-Prep facility at Aurukun Campus of Cape York Aboriginal Australian Academy;
- \$12.4 million to continue delivery of the Building Our Future Schools initiative on school sites at Cairns, Gladstone, Gympie, Helensvale, Kingaroy, Lockyer District, Marsden, Mirani, Pimlico, Tamborine Mountain, The Gap, Urangan, Wavell and Woodridge;
- \$167.8 million to commence planning for a new secondary school at Highfields, undertake staged works at 10 schools, including Pimpama State Secondary College and Mackay Northern Beaches State High School, buy land, and to provide additional classrooms at existing schools in growth areas throughout the State, as well as to commence the new Queensland Schools Public Private Partnerships project.

On 22 May 2013 the Newman Government announced that 10 new schools would be built through an innovative Public Private Partnership to meet the growing student demand in Queensland.

The 10 new schools will consist of two secondary and eight primary schools and be built in Pimpama, Burpengary, Pallara, Ripley Valley, Springfield, Griffin, Bellbird Park, Caboolture (2) and Redbank Plains.

The 10 new schools consist of two secondary and eight primary schools and will cater for up to 10,800 students during peak periods of enrolment and employ up to 540 teachers and 130 non-teaching positions. The first schools are expected to be opened for the 2015 academic year.

In addition, the Newman Government established and funded the independent Queensland Schools Planning Commission in July 2012. The Commission is independently chaired by former Education Minister Bob Quinn and comprises senior representatives from the three schooling sectors, local government, planning agencies and stakeholders.

One of the Commission's key tasks has been to develop a 20 year demand map to inform future schools planning across all three schooling sectors.

The Commission has delivered on this demand map and is in the process of conducting detailed analysis of the key areas of projected school-aged population growth within the State to determine the need for new and expanded school infrastructure.

Estimates Question on Notice

No. 15

Asked on 1 July 2013

The Education and Innovation Committee asked the Minister for Education, Training and Employment (MR LANGBROEK)—

QUESTION:

I refer to the *Great Teachers = Great Results* initiative as outlined on page 3 of the Service Delivery Statement. Can the Minister advise the Committee of initiatives in this budget to reward high performing teachers?

ANSWER:

I thank the Committee for the question.

Our *Great teachers = Great results* action plan recognises our hard working teachers and principals, and targets our additional investment on the areas that will have the greatest impact on student performance.

Great teachers = Great results focuses on two crucial areas: professional excellence in teaching and boosting school autonomy.

One of the Plan's commitments is to improve professional excellence in teaching by ensuring that teachers are well supported from the beginning of their career as they make the transition from graduate to skilled professional.

In helping these teachers reach their full potential, we have committed to introducing an accredited mentoring program for new teachers to learn from experienced, high-performing teachers.

Under our Plan, high-performing teachers will have the opportunity to be rewarded through professional recognition and accelerated career progression, providing the incentive for quality teachers to remain in the classroom.

From 2014, all teachers and principals will also have the opportunity to develop an annual performance plan with incentives provided to those that demonstrate high performance in their individual performance reviews.

From 2015, these teachers and high-performing school leaders will have the opportunity to undertake further study with up to 200 Masters scholarships becoming available annually for teachers and scholarships available to principals and deputy principals to gain relevant postgraduate qualifications.

Furthermore, *Great teachers = Great results* commits to providing 300 additional, three-year, fixed term 'master teacher' positions to schools that need their assistance the most. These schools will benefit directly through the delivery of targeted school support programs.

These initiatives will support schools in boosting educational outcomes for young Queenslanders and building on the good work the Queensland Government has implemented over the past 12 months to create a great education system for our great State.

Question on Notice

No. 16

Asked on 1 July 2013

The Education and Innovation Committee asked the Minister for Education, Training and Employment (MR LANGBROEK) –

QUESTION:

In relation to the performance of indigenous students, as discussed on page 14 and 15 of the Service Delivery Statement. Can the Minister please inform of any plans the Government has to improve indigenous student performance?

ANSWER:

I thank the Committee for their question.

The Queensland Government is committed to providing quality education, training and employment opportunities for Aboriginal and Torres Strait Islander students. That is why we have recently released the Aboriginal and Torres Strait Islander Education Action Plan, “Solid partners Solid futures” 2013-2016.

The action plan is Queensland’s blueprint to ensure that Aboriginal and Torres Strait Islander children and young people are supported and engaged in learning from early childhood education and care, through to schooling, training, tertiary education and employment.

Within the early childhood sector, initiatives to improve student performance include:

- place-based coordination of programs and resources to integrate delivery of quality early years services;
- investing in culturally appropriate teaching and learning using digital resources;
- increasing access and participation in early childhood programs; and
- improved transitions from home, early childhood settings and school.

Schooling initiatives will be aimed at ensuring students are enrolled, engaged and achieving at the same rates as non-Indigenous students. Every school is held accountable to strive to lift attainment for their Aboriginal and Torres Strait Islander students. Other strategies include:

- an Academic Success Guarantee pilot that commits parents/caregivers and schools to drive student attendance and performance;
- resources that assist parents to support their children’s attainment, attendance and engagement at school;
- youth forums to allow young people a say in their education;
- partnerships with Outdoor and Environmental Education Centres and Traditional Owner groups to enhance student understanding of local Aboriginal and Torres Strait Islander culture and history;
- targeting high achieving students from Year 3 -12 to stay in the upper 2 bands of literacy and numeracy in NAPLAN;
- monitoring and targeting support of Aboriginal and Torres Islander students in out-of-home care;
- preparing pre-service teachers with the skills to teach Aboriginal and Torres Strait Islander students and to work in community;
- professional learning and on-line resources to support English as an Additional Language or Dialect (EALD) learners;

- continuing to support students from remote communities to access secondary education in urban and regional centres;
- ensuring that Aboriginal and Torres Strait islander students successfully transition from school to training, further study or into employment.

The foundation of *Solid Partners Solid Futures* is its partnership approach. It is for all of Queensland, to be owned and taken forward by all Queenslanders. It is an acknowledgement that we all have a role to play in supporting improved outcomes for Aboriginal and Torres Strait Islander Queenslanders.

Question on Notice

No. 17

Asked on 1 July 2013

The Education and Innovation Committee asked the Minister for Education, Training and Employment (Mr Langbroek) –

QUESTION:

I refer to the implementation of the Skills and Training Taskforce Report as outlined on page 4 of the Service Delivery Statement. Can the Minister advise of what the Government is doing to assist disadvantaged students in Queensland's Vocational Education and Training Sector?

ANSWER:

I thank the Committee for their question.

The Queensland Government is committed to growing a four pillar economy and reducing unemployment to 4% by 2018.

On the 8 June 2013, I released *Great skills. Real opportunities*, the action plan to reform and revitalise the State's further education and training sector.

Reforming Queensland's vocational education and training (VET) sector is critical to gaining the greatest return on investment for our training dollar and improving productivity in the Queensland economy.

Great skills. Real opportunities. outlines an ambitious program of reform for Queensland's further education and training sector that will support Queenslanders, including disadvantaged students, to access and complete the skills training they need to get a job.

A key component of this reform program is the Community Learning Program. Over the next five years, the Queensland Government will invest \$47 million to provide support to disadvantaged learners to gain skills and a qualification. In 2013-14, \$7 million will be invested statewide to assist a minimum of 2,000 disadvantaged learners in Queensland.

Through Community Learning, community based organisations and registered training organisations will be funded to deliver nationally recognised training in a community-based environment to learners with diverse needs.

Community Learning will provide additional support to disadvantaged learners including young people, who are not on income support, who are not eligible for Australian Government employment services or assistance and who do not hold a Certificate III level or higher qualification.

We know that provision of training in a community setting provides a supportive learning and less restrictive environment for those who have had less than successful experiences in institutional settings. We also know that through community-based settings, we can ensure training for disadvantaged learners is specifically tailored to the learner's individual circumstances and abilities, work ambitions, and local activities.

To deliver both learner support and training and assessment services, community-based organisations will need to either purchase training by partnering with a registered training organisation or vice versa. Training organisations must be able to demonstrate a commitment to access and equity principles, as well as an ability to provide appropriate services.

Funding under Community Learning is fully contestable and applications for funding for 2013-14 opened on 1 July and will close on 31 July 2013.

The Community Learning Program complements the introduction of the Certificate 3 Guarantee, which gives Queenslanders access to a government subsidised training place up to and including their first Certificate III level qualification in priority training areas. This will also give every Year 12 graduate access to fee-free priority training courses within one year of leaving school. Under the program extra subsidised training will also be available to support disadvantaged students.

If required, students will be able to access:

- foundation skills training i.e. language, literacy and numeracy (LLN) and work preparation training, and/or
- vocational training at the Certificate I and/or II level, which represents the training pathway for the Certificate III qualification.

The Government has also endorsed the Queensland VET Inclusive Learning Framework. The framework provides strategies for people who experience disadvantage to achieve greater access, participation, and outcomes from VET. It identifies actions across three levels: for VET policy-makers and planners; for registered training organisations (RTOs) and for teachers/trainers.

As part of this framework, under the Certificate 3 Guarantee policy, pre-qualified suppliers are required to maintain evidence of staff continuous professional learning on 'Inclusive Practice' either through completion of my Department's on-line learning modules (which will be made available on my Department's Training website from January 2014 at no cost) or through documentation relating to the existing Inclusive Practice learning processes used by the RTO.

The Government will also pay a greater funding contribution towards the training cost of the qualification for disadvantaged students. The higher subsidy will enable training providers to reduce fee costs and provide extra support to students requiring:

- foundation skills training
- lower-level vocational training, and
- a certificate III qualification.

In addition, disadvantaged students are supported through a range of strategic interventions including:

- the Disability Support Needs Initiative to support people with a disability to progress into employment or further training;
- the Correctional Centre Training Initiative for adult prisoners to improve their re-integration into the community;
- the Youth in Detention Initiative to support young people to reintegrate into the community and transition to further training or employment;
- the National Partnership Agreement on Training Places for Single and Teenage Parents which supports coordination and management of training and wrap around parental support services for eligible single and teen parents; and
- support for services to improve the VET participation and attainment outcomes of Aboriginal and Torres Strait Islander people in Queensland.

Question on Notice

No. 18

Asked on 1 July 2013

The Education and Innovation Committee asked the Minister for Education, Training and Employment (MR LANGBROEK)

QUESTION:

Can the Minister provide more detail about extra Prep Teacher Aide hours as outlined on page 4 of the Service Delivery Statement?

ANSWER:

I thank the Committee for their question.

The Government is committed to providing children the best start to their education and supporting our frontline teachers.

More teacher aide hours for prep classes was a key election commitment of the Government and on 24 May 2012, the Premier and I announced that we will be providing \$54 million over four years for Prep classes to have the equivalent of a full-time teacher aide in their classroom during all school hours.

This initiative is being progressively rolled out over four years (2013–2016), with identified schools receiving an additional 9,000 teacher aide hours per week for their Prep programs.

The first round commenced in the 2013 school year, with 105 schools and 154 classes receiving additional Prep teacher aide hours.

The second round in 2014 includes a further 69 schools and approximately 384 extra classes.

Schools with multiple Prep classes, and those with the greatest need, were targeted in this latest allocation round for the 2014 school year.

The additional funding being made available will mean these schools will effectively have access to the equivalent of one teacher aide hour each week for every prep student.

The exact number of teacher aide hours for each school will be confirmed after the actual number of Prep enrolments is finalised by the Day 8 staffing process in 2014.

The resulting additional teacher aide time will be conveyed to the school as part of the normal teacher aide allocations for the 2014 school year.

I refer the Committee to the attached list which identifies those schools to receive additional Prep teacher aide hours from the start of the 2014 school year.

Attachment 1

Alger State School	Kruger State School	Waterford State School
Amberley District State School	Kuluin State School	Weir State School
Ashmore State School	Kurwongbah State School	Whitfield State School
Banksia Beach State School	Labrador State School	Windaroo State School
Bohlevale State School	Mackay West State School	Wondall Heights State School
Boondall State School	Mareeba State School	Woree State School
Brassall State School	Marsden State School	Worongary State School
Burpengary State School	Merrimac State School	Yarrilee State School
Caningeraba State School	Minimbah State School	Yugumbir State School
Chatswood Hills State School	Moranbah East State School	
Currajong State School	Morayfield East State School	
Currumbin State School	Moreton Downs State School	
Dalby South State School	Mount Warren Park State School	
Edens Landing State School	Mudgeeraba State School	
Edge Hill State School	Mundingburra State School	
Eimeo Road State School	Narangba State School	
Fairview Heights State School	Narangba Valley State School	
Fitzgerald State School	Pacific Pines State School	
Forest Lake State School	Pimpama State School	
Frenchville State School	Raceview State School	
Gladstone West State School	Rangeville State School	
Glenvale State School	Redbank Plains State School	
Goodna State School	Redland Bay State School	
Greenbank State School	Regents Park State School	
Hercules Road State School	Scarborough State School	
Hilliard State School	Strathpine West State School	
Humpybong State School	Talara Primary College	
Kawungan State School	The Willows State School	
Kin Kora State School	Trinity Beach State School	
Kirwan State School	Upper Coomera State College	

Question on Notice

No. 19

Asked on 1 July 2013

The Education and Innovation Committee asked the Minister for Education, Training and Employment (Mr Langbroek)

QUESTION:

Can the Minister update the Committee on progress towards the transition of Year 7 into high school as outlined in the capital statement on page 22 of the Service Delivery Statement?

ANSWER:

I thank the Committee for their question.

The Newman Government is focused on delivering programs and services to which will better prepare Queensland children for school, ensuring they are supported in the move from primary to secondary, and are taught by well-prepared teachers who hold high expectations for all students.

One of the most significant changes to our school communities in Queensland will occur in 2015 when Year 7 is established as the first year of high school across the state. To support the move, the Government is conducting a pilot of Year 7 in high school in 20 state schools before 2015.

The transition is being supported by a capital investment of \$328.2m in state secondary schools over four years from 2011–12, with an additional \$309m in recurrent funding, including \$110m for capital assistance to non-state schools.

I have been advised by my Department that infrastructure to support the transition of Year 7 into high school is already complete in more than one third of the 300 schools involved.

Necessary infrastructure to accommodate Year 7 at pilot schools for the start of 2013 was in place for the start of the school year and the new buildings required at two pilots (Gordonvale and The Gap State High Schools) are under construction and on track for completion for 2014.

More than \$55 million was invested during the 2011-12 and 2012-13 financial years providing new and refurbished classrooms and flexible learning areas.

Over 30 new classrooms have been completed at three schools, 13 relocatable buildings completed, and almost 500 classrooms refurbished at 130 schools.

\$173.2 million is committed in the 2013-14 financial year to continue the delivery of infrastructure to support the transition of Year 7 into high school.

Almost 60 new classroom buildings, approximately 600 refurbished classrooms and 30 relocatable buildings will commence or continue construction works during the 2013-14 year.

All facilities are to be delivered progressively through to the end of 2014 for the commencement of Year 7 in all state high schools from the start of 2015.

My Department has been working with regions and schools to ensure their workforce and facility needs to support this move are being met.

The Department is delivering a comprehensive professional development program so that teachers making the move to teach Year 7 in high school are equipped with the knowledge to support students in the Junior Secondary years (Years 7, 8 and 9).

Question on Notice

No. 20

Asked on 1 July 2013

The Education and Innovation Committee asked the Minister for Education, Training and Employment (MR LANGBROEK) –

QUESTION:

Can the Minister please outline any plans to improve school discipline under the *Great teachers = Great results* initiative on page 3 of the Service Delivery Statement?

ANSWER:

I thank the Committee for their question.

The Queensland Government has taken decisive action to strengthen Queensland's education system through releasing its plan for school education reform: *Great teachers = Great results: A direct action plan for Queensland schools*.

Queensland has a great state education sector providing great opportunities every day in every school. I've had the opportunity to meet and hear from many of our teachers and principals around the State, and I've listened carefully to what they've said. Just as one plus one equals two, a robust curriculum plus strong discipline equals success. This is why we are giving state schools more autonomy to enable them to get on with the core business of teaching. One of the first areas we are addressing is school discipline.

The Action Plan to strengthen discipline in Queensland state schools focuses on giving principals greater power and autonomy to implement strong approaches to discipline.

The reforms aim to cut red tape around disciplinary strategies by amending and streamlining legislation and departmental processes.

The reforms will provide state school principals with a greater array of discretionary strategies to discipline students in their school. This will enable principals to respond quickly and firmly to inappropriate behaviour.

Principals will be encouraged to work with parents and the school community to develop responses that are meaningful and appropriate to local needs.

The Department of Education, Training and Employment recently released the *Statement of expectations for a disciplined school environment* which outlines the expectation that schools will use a positive whole-school approach to manage behaviour. All schools will receive a Discipline Audit over the next 18 months.

The tool used in the Discipline Audits describes evidence-based approaches to managing student behaviour. The audits will promote strong approaches to discipline by helping principals to identify the strengths and weaknesses in the school's current management of behaviour. Information to support schools to develop best practice approaches will be made available on my Department's website. Filming of vignettes of effective practice has commenced. The first resources are expected to be available in Term 4 2013. Further resources will be added as they are developed.

Alternative educational pathways will be developed to meet the needs of students with ongoing behavioural issues for whom traditional disciplinary measures have been ineffective.