

Question on Notice

No. 1

Asked on 20 June 2014

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

QUESTION: With reference to pages 6 and 15 of the SDS – can the Minister please outline for the Committee those measures that have seen the number of children enrolled in an early childhood education program increase from 77 per cent in 2012 to exceeding the target of 95 per cent in 2013?

ANSWER:

I thank the Committee for the question.

I am advised by my Department that the proportion of Queensland children enrolled in a kindergarten program in 2013 was 97.4%, which is an incredible achievement considering participation was as low as 29% in 2008 and 77% in 2012. This result also exceeded the State's target of 95% under the National Partnership Agreement with the Australian Government. Our participation rate also exceeded the national average of 90.9%.

Despite the strong overall participation rate, more needs to be done to increase participation by Aboriginal and Torres Strait Islander and vulnerable and disadvantaged children. The participation rates for these groups in 2013 were 77.9% and 85.5% respectively.

The Queensland Government has implemented a range of strategies to increase participation in kindergarten programs in the year before full-time school.

The Government provides subsidies to kindergarten program providers through the Queensland Kindergarten Funding Scheme. Currently over 1200 long day care and 471 kindergarten services are approved to deliver kindergarten programs.

The Government also established 19 extra kindergarten services in areas of need in the 2013–14 financial year, with a further six to open in 2014–15, and has invested up to \$34 million to upgrade and renovate over 250 early childhood education services around the State.

For children who are vulnerable and disadvantaged, Queensland is providing additional support for children identifying as Aboriginal or Torres Strait Islander to ensure that cost is not a barrier. In addition, pre-kindergarten grants are provided in 14 locations for non-government organisations to support Aboriginal and Torres Strait Islander children to transition between home and early childhood settings.

It should also be noted that, as an Australian first, the eKindy program was implemented in 2013, removing another barrier for families located in rural and remote locations to access early childhood education. More than 180 children are enrolled in eKindy this year.

Question on Notice

No. 2

Asked on 20 June 2014

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

QUESTION: With reference to page 6 of the SDS – can the Minister please outline for the Committee how \$11.7 million has been invested in improved facilities at early childhood education services across Queensland, and how this has benefited young Queenslanders?

ANSWER:

I thank the Committee for the question.

\$11.7 million has been invested in 2013–14, as part of the final stage of the Queensland Government's commitment of up to \$34 million, to improve the quality and amenity of early childhood education services across the state.

In 2012, the Government announced two grant programs targeted at kindergarten services and other early childhood education services in lower socio-economic, and rural and remote areas. These grant programs enabled services to undertake renovations and refurbishments to improve quality and amenity, and to help services meet the National Quality Standards.

The grant programs provided one-off capital grants of between \$50,000 and \$200,000 to 75 not-for-profit long day care and limited hours care services, and 180 kindergarten services.

The services undertook a wide range of renovations and refurbishments to meet local needs including upgrading outdoor play environments, removing asbestos, installing air-conditioning, and upgrading kitchens and bathrooms.

For many of these services, particularly those run by parent volunteers, it enabled major projects to be undertaken that would otherwise take years to fund raise.

This investment was made under the National Partnership Agreement on Early Childhood Education in partnership with the Australian Government.

Estimates Question on Notice

No. 3

Asked on 20 June 2014

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

QUESTION:

With reference to page 22 of the SDS – can the Minister please update the Committee on the progress of the implementation of the *Flying Start* initiative that will transition year 7 students to high school, and advise whether the Department is on schedule?

ANSWER:

I thank the Committee for the question.

As you are aware 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.

Around 100,000 students will be entering high schools across Queensland in 2015, with many schools welcoming both Year 7 and 8 students.

The transition of Year 7 into high school is on track to be delivered on time and within budget.

In relation to progress on infrastructure:

- during 2013-14 approximately \$150.2 million in capital funding was expended to support the introduction of Year 7 into pilot and non-pilot secondary schools;
- in total, 288 schools are receiving infrastructure support (including special schools) with over 600 new classrooms and 1,100 refurbished classrooms to be provided across Queensland;
- the infrastructure delivery is complete at 225 schools, with 97% of refurbishment projects and 98% of relocatable building projects now practically complete;
- the delivery of the 67 new in-situ building projects is continuing through the remainder of 2014 while the major redevelopment project at Brisbane State High School (including Year 7 facilities) is scheduled for completion for 2016, with a temporary precinct in place to accommodate Year 7 from the start of 2015; and
- \$93.8 million in capital funding is forecast to be expended in the 2014-15 financial year.

Implementation is also well advanced on a range of other activities to support the move of Year 7:

- Junior Secondary is being established in state high schools for Years 7 to 9, and commenced with Years 8 and 9 in 2013;
- since 2012, my Department has been piloting Year 7 in Junior Secondary, with 20 state schools across Queensland now pilot schools;
- the experience of these pilot school communities including staff, students and parents is informing the statewide approach for the move of Year 7 in 2015 and pilot learnings are being shared across state and non-state sectors;
- as at February 2014, 78 teachers had transitioned from primary to secondary schools under the pilot program and 1,792 students were enrolled in Year 7 for 2014;

- schools and their regions are working together to ensure that all state schools will be appropriately staffed prior to the commencement of the 2015 school year;
- it is anticipated that up to 1,300 additional teachers will be required in secondary schools in 2015 when Year 7 transitions;
- as at 20 June 2014, 5,824 people have registered an interest in teaching in Junior Secondary, including 1,150 existing primary teachers;
- to support primary teachers transitioning to high school, and the implementation of Junior Secondary, state school teachers and school leaders are being offered an extensive program of professional development focused on developing Junior Secondary knowledge and capabilities;
- the recruitment of teachers to secondary schools has commenced and will continue throughout 2014 responding to emerging workforce needs as student enrolments for 2015 become more certain;
- new information technology devices have been provided for Year 7 students at state pilot schools, and similar funding is being provided for computers for students in non-pilot schools in 2015; and
- legislation has also been made to recognise Year 7 as the first year of high school from 1 January 2015.

Estimates Question on Notice

No. 4

Asked on 20 June 2014

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

QUESTION:

With reference to page 4 of the SDS – can the Minister please update the Committee on the implementation of *Great Teachers = Great Results*, including how this will benefit Queensland school leaders and teachers in 2014/15?

ANSWER:

I thank the Committee for the question.

The *Great teachers = Great results* initiative builds on the strength of Queensland's existing school model and focuses on two crucial areas; professional excellence in teaching and boosting school autonomy.

Under the plan school leaders and teachers benefit through actions that support them in their job and recognise high performance.

We know that a one-size-fits-all approach will not unlock Queensland's potential so we are working closely with our stakeholders to ensure that the needs of our diverse State are recognised. A number of the 15 actions are in the advanced stages of planning and development and will be rolled out later this year, or at the beginning of 2015.

In 2014, a further 54 schools became Independent Public Schools. Along with the 26 schools from 2013, my Department is on its way to meeting the target of 120 schools by 2016. These schools enjoy increased autonomy which facilitates better decision-making for the local context. Students, parents and the community all benefit under this model.

Strengthening discipline has supported our school leaders to address unacceptable behaviour in 2014. The sweeping reforms included introducing behaviour contracts, expanding alternative learning centres and undertaking school discipline audits.

The Mentoring for Beginning Teachers program will improve the skills and capabilities of next year's graduate teachers. We want our next generation to learn from our best and brightest teachers.

Our mentors will benefit through further developing their professional leadership skills and revitalise their own teaching. The first round of mentor training is fully subscribed and will commence in Semester 2 of 2014. The second round, to commence in Semester 1 of 2015, will open for applications later this year.

We are also finalising consultation over the system that supports teachers and principals in their annual performance plan.

Opportunities to be rewarded through professional recognition and accelerated career progression are not yet finalised, but will provide the incentive for quality teachers to remain in the classroom.

We are also working towards offering in 2015 up to 200 Masters of Education scholarships for teachers and making scholarships available for school leaders to obtain relevant post graduate qualifications.

Our plan also commits to providing 300 additional three-year, fixed term Master Teacher positions in 2015 to schools in greatest need. School leaders and teachers will benefit from the work of Master Teachers, who will deliver targeted school support programs.

The non-state education sectors have submitted proposals outlining their strategies to implement similar reforms to improve and promote professional excellence in teaching.

ESTIMATES Question on Notice

No. 5

Asked on 20 June 2014

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

QUESTION:

With reference to page 4 of the SDS – can the Minister please update the Committee on the rollout of the \$131 million Great Results Guarantee initiative, and how this funding is being used to improve student performance in Queensland state schools?

ANSWER:

I thank the Committee for the question.

On 28 January 2014, it was announced that the Queensland Government would invest an additional \$131 million this year across all Queensland state schools, including Independent Public Schools, through the *Great Results Guarantee*.

Additional funding for the *Great Results Guarantee* is available from the Australian Government's *Students First — A fairer funding agreement for schools* initiative, which budgeted almost \$800 million in additional funding over four years.

This is on top of the more than \$7 billion annually available for Queensland state schooling.

Queensland has a needs-based resourcing model for state schools and the 2014 *Great Results Guarantee* funding is putting additional money where it is needed and where it can make a difference. The Queensland Government has targeted the 2014 *Great Results Guarantee* funding at primary schools, because the foundations of literacy and numeracy are established in the early years of schooling.

While primary schools receive the bulk of the additional funding this year, secondary schools and special schools also share in the *Great Results Guarantee*. Funding of approximately \$508 per student is allocated for enrolments in Years Prep to 2; \$95 per student for enrolments in secondary schooling; and \$400 per student in special schools.

Great Results Guarantee funding for schools this year also has some loadings to help enable additional investment by schools where there are enrolments of Indigenous students, students newly arrived in Australia who have English as an additional language or dialect, and refugees in their third year in Australia.

Schools that were due to continue the now-ceased Low SES National Partnership (NP) are being provided with funding at the previous Low SES NP rate of \$800 per student per annum for the duration of the original agreement into 2014.

As a minimum allocation, even our smallest schools will receive an additional \$5000 to improve student outcomes and meet the obligations of the Guarantee.

This year, schools are being provided with some additional resources based on enrolments of newly arrived students who have English as an additional language or dialect and refugee students in their third year in Australia to help build capacity to support development of foundation literacy and numeracy learning across all students.

The *Great Results Guarantee* funding is provided on top of our significant investments in current initiatives in areas of need, for example, resources available to support the specific learning needs of students with Indigenous backgrounds and students with disability. Investment of this additional funding allows schools to provide even better support to all students and improve their educational outcomes.

Each Queensland state school now has in place and published on its website a *Great Results Guarantee* agreement that commits it to guarantee every student will either:

- achieve the National Minimum Standard for literacy and numeracy for their year level; or
- have an evidence-based plan, developed by the school, in place to address their specific learning needs.

For Independent Public Schools this agreement is with the School Council, while all other Queensland state schools have an agreement with the Director-General of my Department.

Schools have the flexibility and autonomy to decide how *Great Results Guarantee* funding is invested to improve outcomes all students. They have, for example, used the additional funding to hire specialist educators to provide additional support, undertake targeted professional development for teachers, or purchase additional learning tools like specialised literacy or numeracy programs.

Each school has identified, in consultation with the school community, the student outcomes to be achieved in 2014, as well as evidence-based strategies to deliver those outcomes.

These are dependent on the students' learning needs and helps ensure that the available resources are used to the best effect. It also means that schools are using their *Great Results Guarantee* funding in different ways because there is no prescription about its use other than an expectation that student outcomes will be improved.

The *Great Results Guarantee* is designed to free schools of red tape in administering this type of initiative so they can get on with the business of ensuring high quality outcomes for all students. It gives schools and their communities increased opportunities to take control of their resources and focus on how these can be best used to deliver outcomes for their students.

ESTIMATES Question on Notice

No. 6

Asked on 20 June 2014

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

QUESTION: With reference to page 7 of the SDS – can the Minister please update the Committee on the progress of the *Advancing our Schools Maintenance* initiative, and outline how this has helped reduce the \$300 million maintenance backlog in Queensland schools?

ANSWER:

I thank the Committee for the question.

The Queensland Government's investment of \$300 million in school maintenance has helped to reduce the significant maintenance issues we inherited from the former Government. This investment included \$200 million for the Advancing our Schools Maintenance (AoSM) initiative in 2012-13 and 2013-14 and a further \$100 million for the 2014–15 Fixing our Schools (FoS) fund.

Initially, AoSM funds were allocated to ensure that schools received a significant 'kick-start' to better address their maintenance backlog with some 700 schools receiving funds equivalent to their pre-existing maintenance liability levels.

With great outcomes achieved by schools in 2012–13, AoSM allocations in 2013–14 were designed to ensure that this momentum continued by targeting the bulk of funding to schools with a remaining high level of pre-existing maintenance backlog. This resulted in 923 schools being allocated funds to the full level of their 2011–12 maintenance liability.

In addition, savings averaging 20%, have been made on indicative pricing applied to maintenance tasks in condition assessment reports. The injection of the AoSM/FoS funds and the better value for money achieved has seen the trend of school maintenance backlog decline for the first time in many years.

Condition assessment data received from Building and Asset Services on 30 June 2014, indicates that over 90% of the original \$300 million 2011-12 maintenance backlog has been addressed. 790 schools have fully cleared all maintenance tasks identified in their 2011-12 condition assessment. Further to this, schools have made significant inroads into clearing maintenance tasks identified since the 2011-12 assessment.

The results achieved with the AoSM and FoS initiatives will help ensure that Queensland remains a great state with great schools well into the future.

Question on Notice

No. 7

Asked on 20 June 2014

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

QUESTION:

With reference to page 7 of the SDS – can the Minister please update the Committee on the Supporting Queenslanders with a Disability initiative, and outline what measures are in place more broadly to support Queensland students with a disability?

ANSWER:

I thank the Committee for the question.

As a Government, we are committed to ensuring that our students are provided with the appropriate support to enable them to achieve positive educational outcomes.

Our commitment to providing support to students with a disability has included an additional \$10.9 million over four years for speech-language pathologists (SLPs) in Queensland state and non-state schools.

For the state school system, this represents approximately 30 additional SLP positions from 2013 to support students who face learning challenges, for example, autism spectrum disorder, hearing impairment, intellectual disability, learning disability including dyslexia or cerebral palsy.

The Government has also delivered \$3.5 million of eLearning initiatives for special needs students in both state and non-state schools.

More than 7300 eTablets have been deployed to state special schools and schools with special education programs – enhancing schools' capacity to provide innovative teaching and learning programs and activities to support students with disability to access and participate in the curriculum. The non-state sector allocation has been provided through the targeted funding program for students with disability in non-state schools.

Every year, the state budget makes provision for additional support of students with disability based on enrolment numbers and levels of student support needs. In 2014-15 approximately \$857 million has been allocated to support students with disabilities in Queensland state schools.

My Department provides a range of support services and resources to assist teachers to meet the diverse educational needs of all state school students, one of which is the Education Adjustment Program (EAP).

There are six departmental EAP disability categories — autism spectrum disorder, hearing impairment, intellectual impairment, physical impairment, speech-language impairment, and vision impairment.

Schools with students verified in any of the six EAP disability categories are eligible for additional resourcing to support their program.

Resources for Students with Disability are allocated annually on the eighth day of the school year (Day 8) based on enrolment and disability criteria. Day 8 in 2014 was 6 February 2014.

Regions and schools provide a continuum of support for students with disability through allocated resources and specialist support personnel including support through special education programs (SEPs), special education services or special schools.

SEPs and special education services give support to students with disability (Prep to Year 12) in state primary and secondary schools and assist classroom teachers in the development and delivery of the students' educational program.

SEPs refer to a clustering of specialist teachers with experience and/or qualifications in dedicated area(s) of specialisation. Schools that do not have a SEP are able to access special education services which include visiting specialist teachers.

My Department's Enrolment in State Primary, Secondary and Special Schools procedure identifies specific eligibility criteria for enrolment in a special school.

Students who do not access additional resourcing through the EAP, but who have a disability as defined by the *Disability Discrimination Act 1992*, are supported through the full array of student support services allocated to regions and schools.

Student support services allocated to regions and schools may include support teachers (literacy and numeracy), guidance officers, assistive technology and speech-language therapy.

Estimates Question on Notice

No. 8

Asked on 20 June 2014

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

QUESTION: With reference to page 7 and 11 of the SDS – can the Minister please update the Committee on how the Government's continuing investment in additional teachers is benefitting Queensland children?

ANSWER:

I thank the Committee for the question.

The Government continues to invest significantly in the children of Queensland.

In 2013-14, an additional 768 teachers and teacher aides were provided to Queensland state schools in response to enrolment growth and students with additional needs in Queensland state schools.

The Government also released its *Great teachers = Great results* action plan representing an additional investment of \$537 million over five years in Queensland's education system.

These funds are additional to the almost \$6 billion the Queensland Government already invests in schooling, including \$98 million to the non-state schooling sectors to implement similar reforms.

Our *Great teachers = Great results* action plan targets additional investment in the areas that will have the greatest impact on student performance. The plan builds on the strengths of Queensland's existing school model and focuses on the most important piece of the education system - the teachers.

We are focussed on attracting and retaining the best people by elevating our teaching standards and improving professional excellence to support our teachers from the beginning of their career as they make the transition from graduates to skilled professionals.

Importantly the plan provides an additional 300 Master teacher positions to Queensland schools in most need. These three-year, fixed term positions will enable schools to benefit from a highly qualified and experienced teacher.

These positions will supplement a school's normal staffing profile and may be used for teacher coaching and the planning and implementation of relevant and tailored initiatives. Master Teachers will focus on targeting specific student needs within their school.

Master Teachers will be supported with a resource package of up to \$75,000 over three years. The resource package may be used to acquire physical or human resources to boost early year's literacy and numeracy.

This initiative recognises the significant role school teachers play within our great state and will support schools in boosting educational outcomes for young Queenslanders.

Question on Notice

No. 9

Asked on 20 June 2014

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

QUESTION: With reference to page 8 of the SDS – can the Minister please outline the advantages of the contestable training market, introduced on 1 July 2014 with the release of the *2014/15 VET Investment Plan*, and the steps the Government is taking to ensure this developing market operates effectively.

ANSWER:

I thank the Committee for the question.

On 9 June 2014, I released the *2014–15 Annual Vocational and Education Training (VET) Investment Plan* which delivers on our commitment that all government funded training will be delivered contestably from 1 July 2014, with the majority also available on a demand-driven basis.

The advantages for Queensland of the new VET Investment Plan and the fully contestable training market are many.

Funding for VET is fully transparent for the first time in Queensland in terms of overall investment levels, priorities for funding, and subsidies available to students and industry.

We are focusing investment on developing the skills needed by industry to enable them to grow their workforces, which were identified by industry through the processes established by the Ministerial Industry Commission.

There is now greater choice of registered training organisations and qualifications for individuals and employers, enabling them to make informed decisions about the training pathway and provider that best meets their skills needs.

This expanded choice will be available through a network of pre-approved registered training organisations, known as pre-qualified suppliers, who will deliver quality training and assessment services that provide employment pathways for students and meet the skill needs of industry.

We will provide assistance for disadvantaged learners to support them through their training to enable them to attain their first Certificate 3 qualification, by providing access to language, literacy and numeracy training, lower level qualifications at the Certificate I and II levels, and other support services through the Community Learning initiative.

The *2014-15 Annual VET Investment Plan* includes funding for a number of Strategic Interventions, including the Community Learning initiative. These strategic interventions provide a funding mechanism to address areas of market failure relating to participation by disadvantaged learners or access to priority training for regions and industry sectors. The Industry Partnership Strategy will aim to ensure the needs of industry and Queensland regions are met, including assisting small to medium regional employers to develop workforce plans and access training. The Indigenous Training Strategy recognises that Aboriginal and Torres Strait Islander people may need additional assistance to participate in training. Therefore, the Strategy will support projects that address areas of failure in the demand-driven skills market, align with identified economic activity and lead to jobs, have industry and local community support; and support VET participation for remote communities.

The Plan provides a solid foundation for the Government to maximise outcomes for Queenslanders, address emerging economic needs, ensure equitable participation and optimise return on public investment.

There are a number of mechanisms in place to enable the Government to ensure the market operates effectively.

Registered training organisations are required to submit industry and employer validation regarding their capacity to deliver high quality training and assessment services before their status as a pre-qualified supplier can be approved.

My Department has a dedicated contract manager allocated for each pre-qualified supplier. This contract manager is responsible for monitoring performance under the agreement and associated policies. Regular reviews of pre-qualified supplier performance are undertaken to identify issues including policy compliance; data quality; and performance against key performance indicators, such as completion rates and employment outcomes achieved.

Compliance audits of high risk providers will be undertaken to identify areas of non-compliance. Any quality issues identified will be referred to the Australian Skills Quality Authority, the national VET regulator operating under the auspices of the Australian Government.

My Department will be undertaking regular performance reviews of investment in higher risk qualifications. This includes those qualifications assessed as at risk of oversupplying skilled labour, as well as potential areas of market failure where supply is expected to fall well short of demand.

Additionally, my Department has a number of strategies that can be implemented where demand is forecasted to exceed available budget. These strategies include reducing subsidy levels; suspending enrolments in targeted qualifications; suspending providers; cancelling agreements or removing targeted qualifications from the funded list.

The development of a market oversight function that will monitor significant trends within the demand-driven skills market and provide advance warning of potential risks to the department in terms of financial, communication or quality considerations, is progressing.

Overall, the benefits to Queensland that will be realised through the market reforms delivered by the *2014–15 Annual VET Investment Plan* are significant, but the government will remain vigilant to ensure that the training market matures and that public investment is targeted at the outcomes required by the State's economy.

Question on Notice

No. 10

Asked on 20 June 2014

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

QUESTION:

With reference to page 8 of the SDS – can the Minister please explain how TAFE Queensland, as an independent, commercially focussed public provider of training, is already becoming more competitive, innovative and flexible in its provision of services?

ANSWER:

I thank the Committee for the question.

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

Work to transform TAFE is well underway with a number of significant milestones achieved to date, including:

- establishment of TAFE Queensland as an independent statutory body on 1 July 2013;
- appointment of a commercially focused TAFE Queensland Board in August 2013 which has set a clear strategic direction for TAFE;
- amalgamation of 13 institutes into six regions and a review of operations to increase efficiency and ensure that TAFE's offerings are aligned to demand for training; and
- development of a new TAFE Queensland product framework to deliver contemporary and innovative training experience to its clients.

TAFE Queensland's Strategic Plan 2014-18 provides a four year outlook for the organisation, with the development of the Operational Plan for 2014-15 providing details of how TAFE Queensland will address this year's most significant challenges.

TAFE Queensland is also embarking on an ambitious program of works to renew its key enterprise level information and communications technology systems, including its student managing system, learning management system and corporate applications.

This program is fundamental to repositioning TAFE's products in the contestable market and to simplify business processes and deliver increased corporate operational efficiencies.

TAFE Queensland has also, over the last 18 months, undertaken a wholesale review of its infrastructure foot print to ensure the infrastructure it accesses to deliver training is well utilised and appropriated located to cater for training demand. This process has supported the establishment of the Queensland Training Asset Management Authority.

Combined with new approaches to products, industry engagement, student experience and a professional workforce, TAFE Queensland will continue its ongoing reform program in 2014-15 to ensure its future sustainability and success.

Question on Notice

No. 11

Asked on 20 June 2014

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

QUESTION:

I refer to page 18 of the SDS, will the Minister advise how the Government will maintain its commitment to achieving and maintaining access to an early childhood education program for all children in the year before full-time school if the Commonwealth does not commit to funding after the end of the 2014 calendar year.

ANSWER:

I thank the Committee for the question.

This Government recognises the importance of early childhood education programs on a child's development, and remains committed to ensuring all Queensland children have access to a quality kindergarten program in the year before full-time school.

The strategies we have put in place are working, with 97.4% of kindergarten-age children enrolled in a kindergarten program in 2013, up from only 29% in 2008. While this overall result is very encouraging, there is still work to do to increase participation by Aboriginal and Torres Strait Islander, and vulnerable and disadvantaged children.

Our strategies to increase access to kindergarten programs have included providing additional kindergarten places in areas of need; subsidies to support kindergarten programs and affordable access for all families; and programs to support access for vulnerable, disadvantaged, rural and remote, and Aboriginal and Torres Strait Islander children. One such successful program is eKindy, which provides a quality kindergarten program to families in rural and remote communities.

The Queensland Government has been able to achieve so much in a short period of time due in large part to the financial support from the Australian Government. The Australian Government has provided Queensland with funding to implement universal access to kindergarten through National Partnership Agreements. Under the current agreement, the National Partnership Agreement for Universal Access to Early Childhood Education, the Australian Government is providing Queensland with up to \$137 million over the period 1 July 2013 to 31 December 2014.

The Queensland Government wants funding certainty for families and services and has been strongly advocating for the continuation of funding from the Commonwealth.

The Australian Government has advised that it will negotiate with the states and territories on future funding for kindergarten following the finalisation of a review of the National Partnership Agreement by Deloitte Access Economics. Furthermore, the Australian Government has indicated that negotiations on future funding will depend not only on the outcome of the review, but also the outcomes of the National Commission of Audit and the Productivity Commission's Inquiry into Child Care.

The importance of early childhood education on a child's development is well recognised and Queensland will continue to increase opportunities for every child to attend a kindergarten program, with a priority focus on increasing access to programs for disadvantaged and vulnerable families.

ESTIMATES Question on Notice

No. 12

Asked on 20 June 2014

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

QUESTION:

I refer to page 9 of the SDS and ask the Minister to please outline:

- a. What assets have been sold to account for the more than \$1 billion decrease in the net assets between the 2013-14 adjusted budget and the 2013-14 estimated actual divided between early childhood education and care, school education and training and employment?
- b. What assets the department intend to sell to account for the \$553 million decrease in net assets between the 2013-14 estimated actual and the 2014-15 budget divided between early childhood education and care, school education and training and employment?

ANSWER:

I thank the Committee for the question.

I have been advised by my Department that the changes in the net asset values reported in its 2014-15 budgeted financial statements primarily relate to the Department's property, plant and equipment. These changes are due to asset revaluations undertaken and the transfer of assets from my Department to other Government entities as a result of Machinery of Government changes.

In response to the Committee's specific questions:

- (a) The change in the Department's net assets between the 2013-14 adjusted budget amount of \$18.627 billion and the 2013-14 estimated actuals amount of \$17.571 billion relates mainly to changes to the Department's Property, Plant and Equipment valuations as a result of revaluations undertaken during the year and a change in the valuation methodology used for accounting purposes arising from the transfer of training assets from the Department to the Queensland Training Assets Management Authority (QTAMA).
- (b) The change in the Department's net assets between the 2013-14 estimated actual of \$17.571 billion to the 2014-15 adjusted budget amount of \$17.018 billion mainly relates to Machinery of Government changes, including the transfer of training assets to QTAMA, the transfer of employee residential housing to the Department of Housing and Public Works, and the transfer of Central Queensland Institute of TAFE assets to the Central Queensland University to establish Queensland's first dual sector university. These asset transfers are partly offset by anticipated asset valuation changes due to market movements and increases to the Department's property, plant and equipment portfolio arising from the Department's capital works program.

Question on Notice

No. 13

Asked on 20 June 2014

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

QUESTION:

I refer to page 11 and 42 of the SDS and the staffing tables indicating the full time equivalent staff changes between the 2013-14 estimated actual and the 2014-15 budget and note;

(a) The training and employment service area of the Department of Education, Training and Employment has sustained a loss of 5000 FTE.

(b) TAFE Queensland has a staff of 4265 FTE for the 2014-15 budget.

(c) Will the Minister please provide a list of the remaining 735 FTE positions that will be lost broken down by position and TAFE campus for the 2014-15 budget year?

ANSWER:

I thank the Committee for the question.

I have been advised by my Department that the variation in the full-time equivalent (FTE) staffing number for TAFE Queensland between the 2013-14 estimated actual and the 2014-15 budget is due to a number of changes.

From 1 July 2014, Central Queensland Institute of TAFE staff were transferred to the Central Queensland University. The reduction in staffing between 2013-14 and 2014-15, as detailed on page 11 of the Service Delivery Statement (SDS), includes a total of 394 FTE staff which were forecast to be transferred.

For 2014-15, factors anticipated to impact TAFE Queensland's staffing requirements include:

- usual business review processes to ensure that TAFE Queensland's workforce matches local demand for TAFE programs;
- alignment of delivery programs to the industry training priorities supported by the 2014-15 VET Investment Plan; and
- continuation of a significant organisational change process to improve efficiency, including the finalising of institute amalgamations.

Specific numbers, positions or locations of staff impacted through these processes are not known in advance; however, TAFE Queensland has estimated that in 2014-15 its total staffing requirements will reduce by 341 FTE.

Question on Notice

No. 14

Asked on 20 June 2014

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

QUESTION:

I refer to page 33 of the SDS. I ask the Minister if the department has procured all additional Year 7 secondary teachers to comply with the student/teacher ratio based on established class size targets to meet the extra need for the Year 7 transition to secondary schools in 2015? Can the Minister please advise how many state secondary schools which have not yet been assigned sufficient numbers of teachers to meet the Year 7 transition and provide a breakdown by school?

ANSWER:

I thank the Committee for the question.

I have been advised by my Department that schools and regional offices are working together to ensure that all state schools will be appropriately staffed prior to the commencement of the 2015 school year. In both primary and secondary schools, staffing resources will continue to be allocated under existing protocols and processes, with staffing allocations based on student enrolments.

It is anticipated that up to 1,300 additional teachers will be required in secondary schools in 2015 when Year 7 transitions. As at the 20 June 2014, 5,824 people have registered an interest in teaching in Junior Secondary, including 1,150 existing primary teachers.

The recruitment of teachers to secondary schools has commenced and will continue throughout 2014, responding to emerging workforce needs as student enrolments for 2015 become more certain.

Question on Notice

No. 15

Asked on 20 June 2014

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

QUESTION: I refer to pages 42 and 46 of the SDS. Will the Minister advise if the funding allocation from the Department of Education, Training and Employment to TAFE Queensland was determined with any reference to modelling of the effect of the said funding increases in student course fees at TAFE Queensland? If so, can the Minister advise of the effects of such modelling?

ANSWER:

I thank the Committee for the question.

A key aspect of the Queensland Government vocational education and training (VET) reform agenda, outlined in *Great skills. Real opportunities*, is to make all public training funds fully contestable from 1 July 2014.

The Government recognises public VET providers play a significant role in Queensland's VET system and initially have a higher cost base compared to other providers in the market. The VET Purchaser's Grant supports public providers as they transition to the fully contestable VET investment framework from 1 July 2014.

The Government has opted for an annual grant model to subsidise the cost differential, as opposed to a higher subsidy rate payable through investment programs, to buffer public providers from significant shifts in market share and support their ongoing reform process. In 2014–15, the Government has made \$154 million available within the *2014–15 Annual VET Investment Plan* for a VET Purchaser's Grant for Queensland's public VET providers, including:

- TAFE Queensland;
- the dual sector university formed through the merger of Central Queensland University and Central Queensland Institute of TAFE; and
- the Queensland Agricultural Training Colleges (formerly Australian Agricultural College Corporation).

My Department developed and modelled a transparent funding framework for a reformed TAFE Queensland that identifies a reducing minimal investment to operate the public provider in an increasing contestable training market. The model presents a differential of costs for TAFE Queensland in comparison to private sector cost structures, identifying significant additional industrial relations, infrastructure ownership and maintenance costs as well as structural inefficiencies.

The final grant was determined by Government based on these calculations, removing the costs associated with infrastructure ownership on the basis of the decision to create the Queensland Training Asset Management Authority to manage VET assets, and building in efficiency targets for TAFE Queensland aligned to their reform agenda.

Addressing identified inefficiencies over time will provide an opportunity to reduce the cost to Government for public provision of training, and increase the investment available for training places under future Annual VET Investment Plans.

As outlined in the *2014–15 Annual VET Investment Plan*, the majority of government VET investment will be managed through a fully contestable and demand-driven skills market. A key feature of this market is an expectation of co-contribution to the cost of training, through fully deregulated fee arrangements that provide training organisations, individuals and employers the scope to negotiate the contribution required to achieve desired outcomes.

TAFE Queensland has been empowered through the VET Purchaser's Grant of \$134 million in 2014–15 to subsidise training that represents a priority for Government and a commercial opportunity for TAFE, by reducing the fees to a level that is affordable for students and enables TAFE to compete in the market. In certain areas, and where allowable under the Department's funding policies, this may enable TAFE to offer training at no additional cost to students.

Importantly, the VET Purchaser's Grant does not impose a fees policy on the public VET providers, as this a commercial decision for each of these providers. TAFE Queensland has discretion on how to utilise this to support their competitiveness within the contestable training market.

ESTIMATES Question on Notice

No. 16

Asked on 20 June 2014

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

QUESTION:

I refer to page 22 of the SDS. Will the Minister advise of the status of planning and construction for each of the 10 schools planned to be built under the Queensland Schools Public Private Partnership project and the current estimated completion dates for each school?

ANSWER:

I thank the Committee for the question.

I have been advised by my Department that construction for the first two schools, a Primary School in Pimpama and a new secondary school in Burpengary, is well underway with these schools expected to open in time for the commencement of the 2015 school year.

Finalisation of planning and design for the remaining eight schools continues to enable each of them to be constructed and open according to the schedule below:

		Proposed Stage 1 Completion	Proposed Stage 2 Completion
New Primary School in Pimpama	P-6	January 2015	January 2017
New High School in Burpengary	7-12	January 2015	January 2017
New Primary School in Pallara	P-6	January 2016	January 2018
New Primary School in Caboolture West	P-6	January 2016	January 2018
New Primary School in Ripley Valley	P-6	January 2016	January 2018
New Primary School in Griffin	P-6	January 2016	January 2018
New Primary School in Redbank Plains	P-6	January 2017	January 2019
New Primary School in Springfield	P-6	January 2017	January 2019
New Primary School in Caboolture North East	P-6	January 2017	January 2019
New High School in Bellbird Park	7-12	January 2017	January 2019

ESTIMATES Question on Notice

No. 17

Asked on 20 June 2014

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

QUESTION:

I refer to Page 32 of the SDS. In relation to the underspend in the 2013-14 estimated actual expenditure compared to the 2013-14 adjusted budget will the Minister quantify the effect that the deferral of Commonwealth funding for the following National Partnership Programs has had on the underspend;

- (a) Skills Reform
- (b) Improving Literacy and Numeracy
- (c) Universal Access
- (d) Any other National Partnership Program.

ANSWER:

I thank the Committee for the question.

I have been advised by my Department that funds may be deferred each year due to delays in the signing of funding agreements, changes to cash flows relating to multi-year projects and other unforeseen circumstances.

The majority of funds deferred from the 2013-14 financial year into 2014-15 and out year budgets relate mainly to Commonwealth National Partnerships, and were a consequence of a delay in the signing of funding agreements and to better re-align expenditure to when program delivery will occur. I have been assured by my Department that there will be no significant impact on service delivery.

With regard to National Partnerships:

- (a) The Skills Reform National Partnership deferred \$82.836m into 2014-15 and outyears to better align this funding with the implementation of the Skills Reform initiative in the current and future years. The deferred National Partnership funding will be required to deliver training to meet the increased demand expected to result from the training market becoming fully contestable from 1 July 2014. It is anticipated that training demand will increase during 2014-15 and into 2015-16 as the market strengthens.
- (b) The Improving Literacy and Numeracy National Partnership deferred \$26.985m into 2014-15 and out years, and will ensure the continuation of the coaching program including the development of on-line coaching modules.
- (c) An amount of \$63.781m in Universal Access to Kindergarten National Partnership funding was deferred to 2014-15 to assist Queensland to continue to deliver kindergarten programs given the uncertainty over future funding from the Australian Government beyond December 2014. In addition, \$19.3m in State funding was deferred to the out years to provide for future early childhood education service delivery.
- (d) Other National Partnership deferrals include:
 - o Indigenous Early Childhood National Partnership (\$9.028m) – the deferral will support continuation of services through the 10 Children and Family Centres for the 2014-15 financial year as funding under this National Partnership finished at 30 June 2014.
 - o National Partnership on the Digital Education Revolution and the National Secondary Schools Computer Fund (\$2.4m) - funding has been required to be deferred to

maintain the devices during the device life (4 years). This includes licensing, self-insurance (including Disaster Recovery), key infrastructure maintenance, support and fixed contracts. This program has deployed over 110,000 devices within schools and reached a 1 to 1 computer to student ratio in December 2011.

- National Partnership on Low Socio-Economic Status School Communities (\$5.460m) – deferral will allow the funding of Principal Incentive Payments obligation in 2014-15 and 2015-16.
- National Partnership on Youth Attainment and Transitions (\$2.077m) – deferred funding is required to pay for longitudinal studies that will not be completed until 2018.
- National Partnership on More Support for Students with Disabilities (\$11.332m) – deferred funding is required to better align the funds with commitments to suppliers and scholarships for teacher aides and teaching staff. My Department has recently signed an extension with the Australian Government for another \$16.718 million and currently has commitments through to 2017 for some deliverables.
- National Partnership on Empowering Local Schools (\$0.485m) – deferred funding will enable further work to be done on capability building of school personnel and school disciplinary absences.
- National Partnership on Training Places for Single and Teenage Parents (\$11.000m) – deferred funding is required to better align the funding with the implementation of the National Partnership program in the current and out years.

ESTIMATES Question on Notice

No. 18

Asked on 20 June 2014

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

QUESTION:

I refer to page 23 of the SDS and specifically in relation to the Department of Education, Training and Employment housing stock which is to be transferred to the Government Employee Housing Scheme managed by the Department of Housing and Public Works, will the Minister advise of the following:

- (a) If all of the said properties will still be reserved for the exclusive use of Department of Education, Training and Employment employees?
- (b) Which entity will the Department of Education, Training and Employment employees contract with to lease the said properties?
- (c) If there will be any change in the calculation of the rent payable by Department of Education, Training and Employment employees which reside in the said properties on or after 1 July 2014?

ANSWER:

I thank the Committee for the question.

In April 2012, the Government announced that the management of Government Employee Housing was to be centralised and managed by the Department of Housing and Public Works (DHPW) from 1 July 2013. Following the initial assessment by DHPW the effective date was deferred to 1 July 2014.

This decision included the transfer of ownership of all employee housing assets, of all departments, to DHPW with the exception of Operational Housing.

I have been advised that my Department has now identified 1,333 properties that transferred to DHPW on 1 July 2014, with the Department retaining ownership of the remaining 620 properties it currently owns.

In answer to the questions asked above, my Department has advised:

- (a) In 2014-15 my Department has determined that it will lease back all properties that are transferring to DHPW, for the ongoing provision of housing for employees in rural and remote locations where housing is currently provided by the Department.
- (b) Department of Education, Training and Employment (DETE) employees will enter into a tenancy agreement with DETE.
- (c) My Department will not be changing the rent payable on 1 July 2014.

Question on Notice

No. 19

Asked on 20 June 2014

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

QUESTION: I refer to page 32 of the SDS. Will the Minister advise of the total cost of each of the following:

- a) The establishment of the Queensland Training Assets Management Authority (QTAMA).
- b) The transfer of assets to QTAMA from the Department of Education Training and Employment.

ANSWER:

I thank the Committee for the question.

I have been advised by my Department that:

- a) The structural reform of TAFE Queensland and the establishment of QTAMA is an important element in the Government's *Great skills. Real opportunities.* reform program and will deliver improvements in the efficiency with which training space is used and free up resources for reinvestment in training.

However, the establishment of QTAMA is the responsibility of my colleague the Honourable Tim Mander MP, Minister for Housing and Public Works.

- b) With regard to the second part of your question, I can advise that the assets were transferred to QTAMA at no cost.

Question on Notice

No. 20

Asked on 20 June 2014

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

QUESTION:

I refer to page 43 of the SDS. Will the Minister advise of the following;

- (a) The total rent payable by TAFE Queensland to QTAMA for the 2014-15 Financial Year itemised by each QTAMA facility.
- (b) The Government's position on the utilisation of any profits QTAMA will generate from the rental and management of the state's training infrastructure?

ANSWER:

I thank the Committee for the question.

I have been advised by my Department that:

1. For facilities other than the Southbank Education and Training Precinct, TAFE Queensland will pay \$41,982,846 in rent to QTAMA in 2014–15. For this year the rent will be fixed across all facilities and cannot be broken down by facility. For the Southbank Education and Training Precinct, TAFE Queensland will pay QTAMA \$14,843,544 in 2014-15. During an initial two year transition period, QTAMA will work with TAFE Queensland to establish its needs for training space and commercial rental arrangements will be developed.
2. QTAMA's Board will determine its need for capital investment and how the funding for that will be secured. It would be expected that any profits generated from rental and management of the State's training infrastructure would be the first source of funding for investment in training infrastructure that better meets the needs of students and industry.