

DET PAEC Questions on notice

Question on notice no:	1
Question:	Please supply citations from the 2010 and 2014 studies on the impact of bullying at school.
PAEC Transcript page reference:	4

RESPONSE

References:

- Hillier, L. et al (2010) Writing Themselves In 3, Australian Research Centre in Sex, Health and Society, La Trobe University, Melbourne
- Robinson, KH, Bansel, P, Denson, N, Ovenden, G, & Davies, C. (2014). Growing Up Queer: Issues Facing Young Australians Who Are Gender Variant and Sexuality Diverse. Young and Well Cooperative Research Centre, Melbourne.

Question on notice no:	2
Question:	<p>Please advise:</p> <ul style="list-style-type: none"> a. the proportion of early learning centres that (by the end of 2016-17) were in need of refurbishment or replacement b. the method the Department keeps track of capital requirements in early learning centres
PAEC Transcript page reference:	16

RESPONSE

Early learning centres are located on properties owned by a wide variety of organisations including local councils, churches, non-government schools and not-for-profit organisations as well as the Victorian Government.

While DET does not therefore keep a record of refurbishment needs across the system, the Victorian Government provides funding through the Children’s Facilities Capital Program to support refurbishment and replacement of early learning centres based on needs identified by the managers and owners of early learning centres.

Through this program, DET assesses applications against criteria that seek to respond to demand for funded kindergarten services and prioritise vulnerable and disadvantaged groups.

The Department of Education and Training works in partnership with local councils and early learning service providers to support the delivery of infrastructure to meet local needs. This includes collaboration under a Compact with the Department of Health and Human Services and local government, represented by the Municipal Association of Victoria, to support children and families in the early years.

The compact notes that local government has a statutory and social responsibility for planning for its local community. Each council has a Municipal Early Years Plan that provides a strategic direction for the planning and delivery of early childhood services within their area.

Question on notice no:	3
Question:	Please outline the rationale for the number of 569 pre-purchased kindergarten places for vulnerable and disadvantaged children.
PAEC Transcript page reference:	17

RESPONSE

Pre-purchased Places (PPPs) are reserved in participating services to ensure vulnerable children who miss enrolment deadlines or move during the year can access a place at a local kindergarten.

To ensure PPPs effectively target vulnerable children and are made available in areas of demonstrated need, services are only eligible where they are located in an area of SEIFA (Socio-Economic Indexes for Areas) disadvantage (decile one or two), or have 30 per cent or more Kindergarten Fee Subsidy enrolments or 10 per cent or more Aboriginal enrolments.

In 2016, PPPs were effectively targeted in terms of coverage with 54 per cent available in areas of relative disadvantage (SEIFA Deciles 1 – 4). Sixty seven per cent of PPPs were located in areas with higher than the state average of children vulnerable in two or more AEDC (Australian Early Development Census) domains.

In 2016, a total of 52 service providers were allocated 569 pre-purchased places across 189 services in 42 LGAs. Close working relationships between kindergartens and agencies, such as Child FIRST and Child Protection, assist with linking vulnerable children to PPPs.

Question on notice no:	4
Question:	How has the increase in number of kindergarten places made available to either Aboriginal or other vulnerable children lifted the 'number of these children who are participating in early childhood education quite significantly'. What is the magnitude of the upturn?
PAEC Transcript page reference:	17

RESPONSE

The number of vulnerable children and Aboriginal and Torres Strait Islander (ATSI) children in kindergarten continues to increase.

The number of children receiving a free, 15-hour kindergarten program through the Early Start Kindergarten initiative continues to rise. In 2016, nearly 1,200 three-year-old children experiencing vulnerability accessed a funded kindergarten program through the initiative. This represents an increase in enrolments of 18 per cent since 2015 and 50 per cent since 2014.

From 2015 to 2016, the ATSI kindergarten participation rate increased from 82.2% to 90.5% in the year before school.

The number of children accessing the Kindergarten Fee Subsidy also increased from 19,872 in 2015 to 20,959 in 2016.

There are a range of initiatives in place to support vulnerable and Aboriginal children to enable greater participation in a Victorian funded kindergarten program, including:

- Early Start Kindergarten and Early Start Kindergarten Extension for Aboriginal children and children known to Child Protection to access two years of free kindergarten.
- 15 hours a week of free kindergarten for vulnerable and Aboriginal children through the Kindergarten Fee Subsidy initiative.
- Pre-purchased kindergarten places to help ensure that vulnerable children who miss enrolment deadlines or families that move into a new area are able to access places at local kindergartens.
- Koorie Kids Shine campaign to raise awareness of the importance of three- and four-year old kindergarten and promote available supports.

Question on notice no:	5
Question:	With respect to Education State targets, please describe the groups (from 2016-17) that still require further assistance, including information by geographic location, ethnic background, socio-economic background, etc.
PAEC Transcript page reference:	21-2

RESPONSE

The Education State targets are designed to improve outcomes for the whole child: from academic excellence, to critical and creative thinking, to resilience, physical activity, and breaking the link between disadvantage and educational outcomes.

NAPLAN data to support the Learning for Life targets indicates that achievement in the top two bands of Year 5 and 9 Reading and Numeracy is lower than the statewide average for:

- Aboriginal students
- Students with low parental education attainment and lower parental occupation skills (a proxy for social disadvantage)
- Students living in regional/rural areas.

Students from a Language Background Other Than English (LBOTE)* have lower results in Reading, however their results in Numeracy are higher than the statewide average. While NAPLAN is not reported by particular cultural and language backgrounds, other research highlights both above and below average outcomes for students depending on cultural or language background.

One of the Breaking the Link targets focusses on reducing the impact of disadvantage on the achievement of students from low socio economic backgrounds to highlight the importance of lifting outcomes for these students.

* The LBOTE grouping is broad as it covers students where either the student, the student's mother or the student's father speaks a language other than English at home.

Question on notice no:	6
Question:	Please advise how many students permanently dropped out of school during 2016-17.
PAEC transcript page reference:	24

RESPONSE

The Education State *Staying In Education* target estimates the proportion of students who remain in education and training during Years 9 to 12 by combining point in time enrolment data with Australian Bureau of Statistics migration estimates.

Throughout the year students may leave a Victorian school due to a range of factors other than disengagement including:

- migration interstate or overseas
- leaving schooling for a period of time before returning to education, due to illness or other personal circumstances
- moving to a different education and training provider such as a TAFE or other Registered Training Organisation.

In 2017, it is estimated that 96.3 per cent of students remained in education and training between Years 9 and 12. This equates to an estimated 9,500 students who left education and training and did not re-engage with an education and training provider.

The Department has a range of initiatives to re-engage students with education, training or employment and support students at risk of leaving school early, including:

- The Navigator Program, working with young people aged 12-17 years who are disengaged or at risk of disengaging from education. Across the current eight Navigator pilot sites, 866 young people have received case management support as at October 2017, and 564 young people have been re-engaged in education.
- LOOKOUT centres, designed to boost the capacity of schools, carers, child protection practitioners and out-of-home care services to improve educational outcomes for children and young people living in out-of-home care.

Question on notice no:	7
Question:	Please provide a list of all schools that (at 30 June 2017) that have no air-conditioned classrooms.
PAEC transcript page reference:	24

RESPONSE

Regardless of a school's location, air-conditioning is provided to the following Victorian Government-funded facilities:

- IT Server Rooms;
- New relocatable buildings;
- Special Development Schools; and
- Buildings designated as Community Fire Refuges by Emergency Management Victoria.

Schools are eligible for air-conditioning to be provided by the Department to teaching and staff and administration spaces only in schools identified within the Nationwide House Energy Rating Scheme (NatHERS) climate zones 20 and 27. (The NatHERS climate zones are determined and published by the Commonwealth Government.) NatHERS climate zones 20 and 27 are in northern Victoria and are the hottest parts of the state.

If a facility does not meet the above criteria, a school may still choose to self-fund an active cooling system, but this is not recorded by the Department.

Question on notice no:	8
Question:	Please provide: <ul style="list-style-type: none"> a. A list of kindergartens in Melbourne's growth areas that received grants during 2016-17 b. a brief update on the progress of works resulting from these grants.
PAEC transcript page reference:	25

RESPONSE

The kindergartens in Melbourne's growth areas that received Capital Grants in 2016-17 and their progress is detailed below:

Name	LGA	Grant	Status
Bridgewood Integrated Children's Centre (formerly Gum Scrub Creek Integrated Children's Centre)	Cardinia	\$1,200,000	Completed
Livingston Family and Community Centre	Casey	\$1,600,000	Construction (90% complete)
Marymede Early Learning Centre	Whittlesea	\$650,000	Construction (80% complete)
Truganina East New Early Learning Centre (formerly Truganina South New Early Learning Centre)	Wyndham	\$650,000	Design
Redgum Child and Family Centre	Whittlesea	\$649,300	Common Funding Agreement Pending Execution
Pakenham Kindergarten	Cardinia Shire	\$350,000	Construction complete
Stewarts Lane Preschool	Hume	\$43,425	Construction complete
Westmeadows Preschool	Hume	\$34,815	Construction complete

Taylor Drive Preschool	Hume	\$33,825	Construction complete
Upfield Kindergarten (Dallas Brooks Community Primary School)	Hume	\$100,773	Construction complete

Question on notice no:	9
Question:	Please advise the number of relocatable buildings (or portables) the Government had as at 30 June 2017 in the school portfolio.
PAEC Transcript page reference:	25

RESPONSE

The total number of relocatable buildings the Department has as at June 2017 is as follows:

- 6,000 relocatable modular buildings:
 - 5,800 relocatable modular buildings in use at schools
 - 200 in storage or waiting for refurbishment

Question on notice no:	10
Question:	<p>Regarding underspends on projects funded under the Victorian Training Guarantee, please advise</p> <p>a) any amount that was not spent during 2015-16 that was:</p> <ul style="list-style-type: none"> • not carried over into 2016-17 (i.e. returned to Treasury) • used on projects outside the higher education portfolio <p>b) any amount that was not spent during 2016-17 that was not carried over into 2017-18 (i.e. returned to Treasury).</p>
PAEC Transcript page reference:	28

RESPONSE

a) Any amount that was not spent during 2015-16 that was:

- **Not carried over into 2016-17**

In the 2015-16 financial year, \$295 million relating to the VTG in the Training and Skills portfolio was underspent. The majority of this funding (\$252 million) was reinvested back into the training and skills portfolio across the forward estimates. This included \$94 million rephased into 2016-17. The remaining \$43 million was not carried over into 2016-17 and lapsed.

- **Used on projects outside the higher education portfolio**

As stated above, \$252 million of the \$295 million of the VTG underspend was re-allocated into the training and skills portfolio across the forward estimates. Funding of \$43 million from the VTG in 2015-16 was not applied and lapsed. There was no VTG underspend in 2015-16 used on projects outside the higher education portfolio.

b) Any amount that was not spent during 2016-17 that was not carried over into 2017-18

In 2016-17 the Training, Higher Education and Workforce Development and Skills output budget was \$2.48 billion. A total of \$82.18 million of funding for initiatives relating to Skills First was not spent.

The Treasurer approved a carryover of \$49.02 million. The remaining \$33.16 million was not applied and lapsed.

Over the 2015-16 and 2016-17 financial years no eligible student missed out on training under the Victorian Training Guarantee.

Question on notice no:	11
Question:	<p>With respect to two groups that have shown significant decreases in enrolments in higher education and skills: enrolments by unemployed learners; and enrolments in courses for which there are skills shortages, please describe:</p> <ul style="list-style-type: none"> • factors that may have caused the decreases in enrolments • how the Department is responding to these declines
PAEC Transcript page reference:	28-9

RESPONSE

Unemployed Learners

Unemployed learner enrolments as a proportion of all enrolments has stayed almost the same between 2015 and 2016, with more than half of the change seen in unemployed students between 2015 and 2016 occurring at private providers whose contracts were terminated by the Department, due to quality issues.

The Department's Reconnect Program supports Victorians up to age 64 who are without Year 12 and who are long term unemployed, via tailored wraparound services and supports, employability skills, participation in an accredited VET program and a planned pathway into further training or a job. The Reconnect Program commenced 1 January 2016 and as part of the Skills First reforms was expanded on 1 July 2017.

Skill Shortage Course Enrolments

Skill shortage enrolments as a proportion of all enrolments remained almost the same between 2015 and 2016 and there are positive signs that Skills First reforms, implemented in 2017, have further enhanced the alignment of government-subsidised training with labour market needs.

Under Skills First, courses of lowest economic or social value are no longer government-subsidised. Subsidy levels have also been adjusted to encourage training in identified Government priority areas. Advice on industry priorities is provided by Industry Advisory Committees through the Victorian Skills Commissioner.

Question on notice no:	12
Question:	Regarding industry advisory groups (IAGs) that are intended to assist unemployed learners, please advise a) how many IAGs are there b) the location of these advisory groups c) what areas these advisory groups are focusing on d) whether all IAGs were established during 2016-17.
PAEC Transcript page reference:	29-30

RESPONSE

- a) There are ten Industry Advisory Groups (IAGs)
- b) The IAGs generally meet in Melbourne, but most members represent organisations that have State-wide (or national) coverage.
- c) The IAGs are structured along industry lines and focus on the following sectors:
1. Construction including Construction Technologies and Civil Construction;
 2. Resources, Forestry, Paper and Pulp;
 3. Business Services, Financial Services, Professional Services, Property Services, Education (including International Education), IT, Printing and Graphic Arts, Cultural and related industries;
 4. Primary industries including Agriculture and Rural Production, Food and Fibre, Horticulture, Animal Care and Management, Racing, Conservation and Land Management, and Seafood and Aquaculture;
 5. Manufacturing, Engineering and Automotive (including Aerospace, Medical Technology, Pharmaceuticals, Transport Technology, Defence Technology, Furnishing, Textiles, Clothing and Footwear);
 6. Electro technology, Electricity Generation and Supply, Gas Supply and New Energy Technology;
 7. Transport and Logistics including Aviation, Road Transport, Rail, Maritime, Ports and Warehousing;
 8. Community Services and Health Services;
 9. Services (including Retail, Tourism, Travel, Personal Services, Sport, Fitness and Recreation)
 10. Public Safety, Public Sector, Corrections, Water and Local Government.
- d) The IAGs were all established in late 2016 as part of the Industry Engagement Framework designed and implemented by the Victorian Skills Commissioner. The first three quarterly rounds of IAG meetings were held in 2016-17.

Questions on notice no:	13
Question:	With respect to girls and women participating in science, technology, engineering and mathematics (STEM) courses, please describe: a) changes in participation rates in STEM b) course offerings in STEM c) career opportunities in STEM.
PAEC Transcript page reference:	30-1

RESPONSE

The participation rates of girls and women in STEM subjects in Victoria is currently measured by the rates of satisfactory completions of VCE units in maths and science. There is an observable, though small, upward trend in female student participation in the majority of STEM subjects over the past few years. The following table provides this data.

Table: VCE Unit 4 completions (STEM subjects) – proportion of completing students that were female

	% Female					% Change		
	2014	2015	2016	2017		2014-15	2015-16	2016-17
Biology	63.8%	62.5%	64.3%	64.5%		-1.4%	1.9%	0.1%
Chemistry	49.7%	49.0%	50.3%	50.1%		-0.7%	1.2%	-0.2%
Further Mathematics	52.7%	52.3%	52.4%	52.2%		-0.5%	0.1%	-0.2%
Specialist Mathematics	33.0%	35.0%	35.6%	38.1%		2.0%	0.6%	2.5%
Mathematical Methods	42.4%	42.3%	43.2%	44.0%		-0.1%	0.9%	0.8%
Physics	20.3%	20.8%	21.3%	22.8%		0.4%	0.6%	1.5%

Australian workforce data from the 2011 census provides a guide for female participation in STEM-intensive jobs: women with STEM-qualifications are well-represented in the Healthcare and Social Assistance division (60 per cent overall), and the Education and Training Industry (41 per cent of employed graduates). STEM-qualified women are underrepresented in the workforce overall (16 per cent) and least represented in Engineering (7 per cent). The workforce data from the 2016 census is not available.

To support increased career opportunities in STEM, the STEM in the Education State plan was released in September 2016 and commits to achieving excellence in learning and teaching STEM throughout Victoria. Programs are designed to engage all student cohorts.

Key initiatives in the STEM in the Education State Plan early years programs, primary and secondary programs are:

- As part of the \$128 million Tech School initiative announced in the 2015 -16 and 2016 -17 Budgets, the Yarra Ranges Tech School opened in April 2017. Since then, the Monash Tech School opened in August 2017, the Ballarat Tech School opened in February 2018 and seven more are set to open by the end of 2018. The Tech Schools use leading-edge technology to deliver advanced education and training. The programs are not cohort specific but a number of Tech schools will run programs specifically for female students.
- The \$27 million Primary Mathematics and Science Specialists initiative will provide 200 teachers with the knowledge and confidence to drive improvements in mathematics and science participation, engagement and outcomes from 2016-2019.
- The Secondary STEM Catalysts program will see 60 teachers at 30 of the State's most disadvantaged schools across Victoria trained to mentor other teachers in STEM education for Years 7 and 8 students by 2018.
- The network of six Science and Mathematics Specialist Centres provide onsite, outreach and online state of the art STEM learning programs for Victorian students from Prep to Year 12.
- The Centres have assisted approximately 83,979 school students and their teachers in 2016 17 financial year.
- The Let's Count Early Years Mathematics program is providing professional learning to over 500 kindergarten educators from 2016 to 2018, with 231 in the 2016-17 financial year.

Question on notice no:	14
Question:	What is the difference between what the Australian Institute for Teaching and School Leadership expects from 'highly accomplished lead teachers' and what the Department expects from 'learning specialist teachers'?
PAEC Transcript page reference:	35-6

RESPONSE

The Certification of Highly Accomplished and Lead Teachers (HALT) in Australia is a national policy developed by the Australian Institute for Teaching and School Leadership (AITSL). National certification is awarded for five years to teachers using the Australian Professional Standards for Teachers (the Standards) at the Highly Accomplished and Lead Teacher career stages.

To achieve HALT certification, teachers must demonstrate their skills in teaching students in the classroom and achievement against the Standards. Eligibility for certification is determined by the certifying authority in each participating jurisdiction.

AITSL has published figures that indicate 378 teachers were HALT certified nationally up to June 2017 and have provided advice that these numbers currently stand at 473 nationally.

This number includes Government, Catholic and Independent sectors of all jurisdictions that have undertaken the HALT certification process, available since 2012. To maintain national certification status, teachers must renew their certification after five years.

From the commencement of the 2018 school year the Victorian Government Schools Agreement 2017 introduces a new promotion position, the learning specialist, at the same level as the leading teacher classification.

The learning specialist role is aimed at building excellence in teaching and learning within the teaching service. The role aligns with both the Highly Accomplished and Lead Teacher levels described by the Standards.

Learning specialists are highly skilled classroom practitioners who deliver high-quality teaching and learning. They have a range of responsibilities related to their expertise, including teaching demonstration lessons, observing and providing feedback to other teachers and facilitating school-based professional learning.

Learning specialists are expected to have deep knowledge and expertise in high quality teaching and learning in delivering improved achievement, engagement and wellbeing for students.

Question on notice no:	15
Question:	Please provide a list (not indicating school or individual) for substantiated physical assaults by students on teachers that occurred during 2016-17 describing: a) the incident b) the punishment for the perpetrator.
PAEC Transcript page reference:	36-37

RESPONSE

- a) Schools report incidents via the Department's Incident Reporting Information System (IRIS). Reports are unsubstantiated at the time of reporting.
- b) Schools are also required to report to Victoria Police if the severity of an incident may constitute a crime, such as assault. Victoria Police will investigate and proceed or not with charges, as appropriate. In turn, a charge may or may not lead to a conviction. Victoria Police's decisions and actions, and any subsequent court action, are not captured by the Department. Consequently, the Department cannot confirm the number of 'substantiated' assaults.

Question on notice no:	16
Question:	Please advise the number of businesses that have employed a displaced or unemployed apprentice or trainee as a consequence of eligibility for payroll tax exemption from 1 July 2016.
PAEC Transcript page reference:	37

RESPONSE

This program is administered by the State Revenue Office and the Department of Education and Training does not hold this data.