



PUBLIC ACCOUNTS AND ESTIMATES COMMITTEE

2015-16 FINANCIAL AND PERFORMANCE OUTCOMES – ENTITY-SPECIFIC QUESTIONNAIRE

DEPARTMENT OF EDUCATION AND TRAINING

Question 1 Program description

Please provide a list of the Department's major programs, including for each:

- (a) The name of the program
- (b) The name of the Department's output that the program is a part of
- (c) The activities of the Department in providing the program
- (d) The effects on the community the program is intended to achieve
- (e) How the Department measures whether the aims of the program have been fulfilled.

Program Name	Relevant Departmental Output	Key Program Activities	Community Impacts	Performance Indicators
Kindergarten program	Early Childhood Development	<p>This program provides universal early childhood education of 15 hours per week delivered by qualified early childhood teachers to children in the year before school.</p> <p>A kindergarten fee subsidy is provided to enable vulnerable children to attend a kindergarten program for free or at low cost in the year before school.</p> <p>Early Start Kindergarten is also provided to enable three-year-old Aboriginal and/or Torres Strait Islander children and children known to Child Protection, to access a kindergarten program in the two years before school.</p>	<p>Government (State and Commonwealth) provides contributory funding towards the cost of delivering kindergarten programs, to keep kindergarten affordable for all families.</p> <p>Engaging in high quality learning environments benefits all children, their families and the broader community.</p> <p>Research shows that participation in early childhood education can improve a child's learning and development outcomes and longer-term engagement in education and employment, and that vulnerable children benefit the most from participating in high quality early childhood education and care programs.</p>	The kindergarten program contributes to the achievement of the Budget Paper 3 departmental and early-childhood-development performance measures.

Program Name	Relevant Departmental Output	Key Program Activities	Community Impacts	Performance Indicators
Student Resource Package	School Education	<p>The Student Resource Package is the primary mechanism for funding government schools and provides funding for the employment of school staff and other recurrent expenditure items such as cleaning, maintenance and utilities.</p> <p>Government schools in Victoria operate under a fully devolved funding model.</p>	<p>School education provides services to develop essential skills and learning experiences to engage young minds in the primary sector, and to consolidate literacy and numeracy competence, creative thinking, physical, social, emotional and intellectual development in adolescence.</p> <p>Funding supported the education of approximately 576,000 students in 2015.</p>	School funding contributes to the achievement of Budget Paper 3 departmental and school-education measures.
Victorian Training Guarantee (VTG)	Training, Higher Education, Workforce Development and Skills	VTG is a general pool of contestable funding for enrolments in training in government and non-government providers.	Vocational Education and Training (VET) provides workplace-specific skills through vocationally-focused courses. These courses are typically more practical than other higher education and may be delivered on-the-job or at a training provider's premises.	VTG subsidised funding contributes to the achievement of departmental and higher-education-and-skills Budget Paper 3 measures

Program Name	Relevant Departmental Output	Key Program Activities	Community Impacts	Performance Indicators
School breakfast clubs	Support Services Delivery	In partnership with Foodbank Victoria, establish breakfast clubs at 500 government primary schools and serve breakfast to up to 25,000 children across the state every school day.	<p>The school breakfast clubs program is designed to:</p> <ul style="list-style-type: none"> • improve student nutrition and engagement at disadvantaged primary schools • build school community relationships • support disadvantaged families • reduce food insecurity in low socio-economic families by reducing strain on household budgets. 	School breakfast clubs contributes to the achievement of Budget Paper 3 departmental and school-education measures.
LOOKOUT centre	Support Services Delivery	Establish four multidisciplinary LOOKOUT centres, one in each of DET's four regions, to work with schools, child protection practitioners, case workers and carers in order to improve the educational experience and achievement of students living in out-of-home care.	<p>The LOOKOUT centres are intended to:</p> <ul style="list-style-type: none"> • improve the educational achievement and outcomes of students living in out-of-home care • increase professional awareness of the issues affecting students in care • deliver trauma-informed professional development to schools, child protection practitioners and case workers to build the sector's capability to support students in out-of-home care to achieve improved educational outcomes. 	LOOKOUT centres contribute to the achievement of Budget Paper 3 departmental and school-education measures.

Program Name	Relevant Departmental Output	Key Program Activities	Community Impacts	Performance Indicators
Navigator pilot program	Support Services Delivery	The Department is partnering with a community service organisation in eight of its areas (Bayside Peninsula, Central Highlands, Ovens Murray, Goulburn, Western Melbourne, Hume Moreland, Southern Melbourne, Mallee) to deliver intensive case management services for disengaged students to address their barriers to education and return them to school.	<p>Young people are supported back into education and receive necessary specialist supports (such as in relation to mental health, drugs and alcohol and homelessness).</p> <p>Navigator coordinates services for the young person and their families and works with schools to find the best solution for the individual young person. Navigator aims to help the young person reconnect with education and achieve their educational potential.</p>	The navigator pilot program contributes to the achievement of Budget Paper 3 departmental and school-education measures.
Inclusive education for all students with disabilities and additional needs	Support for Students with Disabilities	<p>Implementing 21 PSD review recommendations including:</p> <ul style="list-style-type: none"> • development of an inclusive education policy and framework • delivery of workforce capacity building activities to improve expertise in delivering inclusive education • increased funding support for schools to deliver inclusive education. 	<p>This program is intended to:</p> <ul style="list-style-type: none"> • increase achievement, engagement and wellbeing of students with disabilities and additional needs • contribute to an equitable and inclusive education system and increase expertise in Victorian schools to meet the learning needs of all students • improve parental and carer satisfaction with local schools. 	Inclusive education for all students with disabilities and additional needs contributes to the achievement of Budget Paper 3 departmental and school-education measures.

Program Name	Relevant Departmental Output	Key Program Activities	Community Impacts	Performance Indicators
Technical schools	School Education – Primary & Secondary	<p>The tech schools initiative is establishing 10 high-tech, shared learning centres across Victoria. Each tech school will be hosted by a university or TAFE, and will offer innovative education programs that are linked to local industry and aimed at delivering real world STEM learning for students.</p> <p>The Department’s primary activities in relation to the initiative include:</p> <ul style="list-style-type: none"> • identifying host institutions • supporting the establishment of local partnerships • negotiating key governance and funding agreements • providing policy and implementation support for the design, build and operation of the centres • establishing monitoring and evaluation arrangements for the life of the initiative. 	<p>Tech schools are one of a suite of initiatives within the STEM in the Education State strategy, aimed to improve STEM teaching and learning in Victoria.</p> <p>Tech Schools will provide Victorian secondary students in 10 LGAs with the opportunity to access a high-tech learning centre, hosted by a TAFE or university, that offers innovative education programs linked to local industry. Participation at a tech school will help to support student STEM learning and help prepare Victorian students for the jobs of the future.</p> <p>Tech schools will also benefit partner schools, beyond the time their students spend at the tech school, in that they will demonstrate new ways of teaching and encourage partnerships with other education providers and industry.</p> <p>Each tech school host will own, staff and operate their tech school. They will also be able to utilise it outside of school hours for other purposes, including community use and to improve education and training more broadly in their LGA.</p> <p>Local industry and other community partners are also involved in the work of their tech school.</p>	Technical schools contribute to the achievement of Budget Paper 3 departmental and school-education measures.

Program Name	Relevant Departmental Output	Key Program Activities	Community Impacts	Performance Indicators
Respectful relationships	Early Childhood Development and Support Services Delivery	<p>Respectful relationships education is part of the Victorian curriculum from 2017, supported by new teaching and learning materials.</p> <p>The implementation of evidence-based respectful relationships whole school delivery model includes:</p> <ul style="list-style-type: none"> • identification of 120 leading schools to provide support to up to 900 partner schools through communities of practice • delivery of professional learning to schools to help embed gender equity and respectful relationships in classroom teaching and in everything they do • development of teaching and learning resources to support the implementation of the respectful relationships curriculum from term 1 2017 • Establishment of a respectful relationships workforce (4 central members and 34 regional) to drive and guide implementation. 	<p>Respectful Relationships is intended to:</p> <ul style="list-style-type: none"> • acquit family violence royal commission recommendation 189 • teach Victorian children and young people about respectful relationships, diversity and non-violent conflict resolution, resulting in more positive attitudes and behaviours towards gender equality • build, and demonstrate to children and young people, more gender equitable workplaces and cultures in education settings in order to reduce gender-based and family violence • provide better identification, referral, response and support for all those affected by family violence – staff, children and young people and their families. 	<p>Respectful relationships education contributes to the achievement of Budget Paper 3 departmental and school-education measures.</p>

Program Name	Relevant Departmental Output	Key Program Activities	Community Impacts	Performance Indicators
Safe Schools Coalition	Support Services Delivery	<p>The Department will:</p> <ul style="list-style-type: none"> • expand the safe schools program to all government secondary schools by the end of 2018 • provide evidence-based resources, information and professional learning to schools to create safe, supportive and inclusive school environments for same sex attracted, intersex and gender diverse students and staff and prevent, and respond to, homophobic and transphobic bullying. 	<p>The Safe Schools Program aims to:</p> <ul style="list-style-type: none"> • effect cultural change at a whole-of-school level to eliminate discrimination and prejudice (direct and indirect) against same sex attracted, intersex and gender diverse students, staff and families • improve academic and wellbeing outcomes for same sex attracted, intersex and gender diverse students • improve student and parent engagement, student retention rates and increase the community's pride in its school. 	<p>The Safe Schools Program contributes to the achievement of Budget Paper 3 departmental and school-education measures.</p>
Structured workplace learning service	School Education - Secondary	<p>Funding agreements have been signed with local learning and employment network (LLENs) to work with local schools and employers to source structured workplace learning (SWL) placements for senior secondary school students and to advertise the opportunities on the SWL state-wide portal.</p>	<p>The SWL program aims to increase school student access to SWL placements tailored to local priorities and employment opportunities.</p>	<p>The SWL program contributes to the achievement of Budget Paper 3 departmental and school-education measures.</p>

Program Name	Relevant Departmental Output	Key Program Activities	Community Impacts	Performance Indicators
Quality assurance and audit	Training, Higher Education, Workforce Development and Skills	<p>The quality assurance and audit program delivers:</p> <ul style="list-style-type: none"> • contract compliance audits (236 in 2015–16) • performance reviews (453 in 2015–16). 	<p>The quality assurance and audit program aims to:</p> <ul style="list-style-type: none"> • increase assurance over government funding • improve the quality of training providers offering government subsidised training • improve students' training experiences. 	<p>The quality assurance and audit program contributes to the achievement of Budget Paper 3 departmental, strategy-review-and-regulation, and higher-education-and-skills measures.</p>
Quality blitz	Training, Higher Education, Workforce Development and Skills	<p>The quality blitz involved targeted investigations at 62 registered training organisations (RTO) suspected of delivering low quality training services, with subsequent enforcement actions where required. Forty-one investigations were finalised by the end of June 2016.</p>	<p>The program is intended to:</p> <ul style="list-style-type: none"> • remove poor quality training service providers from the funded marketplace • send a strong signal of Government's commitment to build a better training system that protects the interests of students, supports improved training quality and gives employers confidence in the skills and expertise of the workforce. 	<p>The quality blitz contributes to the achievement of Budget Paper 3 departmental, strategy-review-and-regulation, and higher-education-and-skills measures.</p>
South east automotive industry transition package	Training, Higher Education, Workforce Development and Skills	<p>This program provides case management and job placement support for automotive supply chain workers in South Eastern Melbourne.</p>	<p>The support package will assist retrenched automotive supply chain workers to transition into new employment.</p>	<p>The support package contributes to the achievement of Budget Paper 3 departmental and higher-education-and-skills measures.</p>

Program Name	Relevant Departmental Output	Key Program Activities	Community Impacts	Performance Indicators
Skills and job centres	Training, Higher Education, Workforce Development and Skills	The program will establish skills and job centres at every TAFE and dual-sector university in Victoria.	<p>The Centres will provide support services to a range of cohorts including, retrenched workers, apprentices and trainees.</p> <p>The Centres will particularly assist cohorts of workers impacted by structural adjustment such as automotive workers and Hazelwood workers to transition into new employment.</p> <p>They will also assist students to make the correct choices about their training by providing impartial careers and training advice.</p>	The skills and job centres contribute to the achievement of Budget Paper 3 departmental and higher-education-and-skills measures.
Regional skills fund	Training, Higher Education, Workforce Development and Skills	<p>The Department:</p> <ul style="list-style-type: none"> • contributed \$9m to this fund • provides panel members to the Regional Skills Fund Assessment Committee • promotes the Regional Skills Fund (RSF) to suitable applicants via its industry engagement and VET systems divisions and network of regional managers. 	The program aims to support regional industry and business skills and capability to ensure the long-term sustainability of employment and business growth in regional communities.	The regional skills fund contributes to the achievement of Budget Paper 3 departmental and higher-education-and-skills measures.

Program Name	Relevant Departmental Output	Key Program Activities	Community Impacts	Performance Indicators
Reconnect program	Training, Higher Education, Workforce Development and Skills	<p>The program:</p> <ul style="list-style-type: none"> • funded 26 registered training organisations (RTOs) to engage and support disengaged, high-needs young people aged 15 to 24 back into education and training, including by completion of an accredited course, as a pathway to employment • provides an additional 10% subsidy loading to support 15 to 19 year olds enrolling in the Victorian Certificate of Applied Learning. 	<p>The program aims to:</p> <ul style="list-style-type: none"> • reduce the number of vulnerable young people not engaged in education, training or employment • increase the capacity of training providers to engage and support high-needs learners to achieve a qualification as a pathway to employment • strengthen partnerships between schools, training providers, community service agencies and local employers to provide coordinated services based on individual needs. 	<p>The Reconnect Program contributes to the achievement of Budget Paper 3 departmental and higher-education-and-skills measures.</p>
TAFE rescue fund	Training, Higher Education, Workforce Development and Skills	<p>The TAFE Rescue Fund provides the following funding:</p> <ul style="list-style-type: none"> • community service funding (\$200 million) • asset funding (\$100 million) • cash support to help retain staff, keep courses open and improve training and services for students (\$20 million). 	<p>The funding is intended to:</p> <ul style="list-style-type: none"> • help pay for vital programs that support some of the most disadvantaged members of our community, who face barriers to training • support vital training in regional communities by re-opening closed TAFE campuses, upgrading TAFE learning facilities and providing cash support where necessary. 	<p>The TAFE Rescue Fund contributes to the achievement of Budget Paper 3 departmental and higher-education-and-skills measures.</p>

Question 2 Provision of services

With respect to the 2015–16 budget and actual figures for the provision of services by the Department (disclosed on the DTF website) included in the table below:

2015-16 budget estimate (\$ million)	2015-16 actual (\$ million)	Variance (per cent)
749	657	-12.4

Source: Department of Treasury and Finance, *Consolidated Comprehensive Operating Statement – General Government Sector* (2016). Available at <www.dtf.vic.gov.au/Publications/Victoria-Economy-publications/Aggregate-financial-statements>, viewed 18 October 2016

Please:

- (a) provide an explanation for the variance between the initial budget figure and the actual result

The variance primarily reflects lower student fees collected by TAFEs, due to lower than expected enrolments.

- (b) disaggregate the department's provision of services into the five most significant categories used by the Department

Categories	2015-16 actual¹ (\$ million)
Schools Sales Of Goods & Services	142
TAFE Student Fees and Charges	132
TAFE Fee for Service from Vic General Government	73
TAFE Fee for Service International Onshore	71
TAFE Fee for Service Other	132
	<hr/> 550

¹ The department does not budget at the same level as the actuals provided.

Other categories (difference)	<u>107</u>
TOTAL	<u>657</u>

(c) for each category, provide a description of what services were provided and the primary market for these services.

CATEGORY	DESCRIPTION
Schools Sales Of Goods & Services	Revenue received from the sale of goods and services in schools, including sales of classroom material, before- and after-school care, and other trading operations.
TAFE Student Fees and Charges	Fees, including administration charges, tuition fees (enrolment fees), material fees and student amenities fees, received from students for vocational education and training services pursuant to the ministerial direction on student fees and charges.
TAFE Fee for Service from Vic General Government	Funds received from State government departments, including for the Workplace English Language and Literacy Program, the Adult Migrant Education Program and other programs.
TAFE Fee for Service International Onshore	Fees and other revenue received from international students for vocational education and training services provided in Australia.
TAFE Fee for Service Other	Revenue received from individuals and private organisations, including industry training program fees, contracting and consulting fees for training purposes and short course fees, other than fees and charges paid pursuant to the ministerial direction on student fees and charges.

Question 3 Security upgrades

Please advise how much has been spent (both as output expenditure and asset investment) on security upgrades for the Department's premises.

The Department has not spent or invested in Security Upgrades as this is the responsibility of Central Government (DTF) as landlord.

Please describe any upgrades that were made during 2015-16, including identification of any (hypothetical or perceived) threats that the previous system would not have prevented that the upgraded system is able to prevent.

None to be advised, refer to response above.

Please also describe any cost benefit analysis done by the Department in assessing security upgrades.

None to be advised, refer to response above.

Question 4 Contractor and consultant costs

Please detail the actual amount that the Department spent on contractors and consultants in 2014-15 and 2015-16. A definition of the difference between consultants and contractors is contained in FRD 22G – Standard Disclosures in the Report of Operations. Please provide figures on the same basis of consolidation for the Department as used in the budget papers.

	2014-15 Actual (\$ million)	2015-16 Actual (\$ million)
Consultants [^]	5.7	11.7
Contractors ^{^^}	131.2	146.1

[^] Figures include expenditure incurred by portfolio entities, but exclude expenditure incurred by Schools and TAFEs.

^{^^} Figures include payments for agency temporary labour hire and professional services, and excludes expenditure incurred by Schools and TAFEs.

Question 5 Departmental expenditure by Government Purpose Classification

Regarding the department's operating expenses in 2015-16, please compare the budget estimates provided by the Department in its response to the Committee's 2015-16 Budget Estimates Questionnaire (question 12) to the department's actual expenses by government purpose classification, explaining any variances greater than ± 10 per cent or \$100 million (please fill all blank spaces).

Government purpose classification	Initial budget estimate for 2015-16 (2015-16 Budget Estimates Questionnaire q.12) (\$ million)	Actual for 2015-16 (\$ million)	Variance from budget estimate (per cent)	Explanation for any variance greater than ± 10 per cent or \$100 million
General public services	n/a	n/a	n/a	n/a
Public order and safety	n/a	n/a	n/a	n/a
Education	13,705.0	13,257.4	-3	This primarily reflects lower than expected demand in the Victorian Training Guarantee due to changes in policy settings, delayed timing of spending on projects such as schools infrastructure (including maintenance related projects), and decreased expenditure within TAFEs matching lower than expected third party revenue collected.
Health	119.4	119.0	0	n/a
Social security and welfare	111.9	79.5	-29	The budget estimate for Social Security and Welfare was overstated. Historically, the Department has not budgeted at the GPC level and reported figures have been estimates only. A review of the budget allocations will be undertaken as part of the Commonwealth's transition to the new Classification of Functions of Government – Australia, and the accuracy of GPC estimates will improve going forward.
Housing and community amenities	n/a	n/a	n/a	n/a

Recreation and culture	n/a	n/a	n/a	n/a
Fuel and energy	n/a	n/a	n/a	n/a
Agriculture, forestry, fishing, and hunting	n/a	n/a	n/a	n/a
Transport and communications	n/a	n/a	n/a	n/a
Other economic affairs	n/a	n/a	n/a	n/a
Other purposes	n/a	n/a	n/a	n/a

Question 6 Previous recommendations

For each recommendation in the Committee's *Report on the 2013-14 and 2014-15 Financial and Performance Outcomes* (report 5) or *Report on the 2012-13 Financial and Performance Outcomes* (report 119) that relates to an area relevant to your department or one of its portfolio agencies, please indicate:

- (a) whether or not the action specified in the recommendation has been implemented
- (b) if so, how it has been implemented and what publicly available information (if any) demonstrates the implementation of the recommendation
- (c) if not, why the recommendation has not been implemented, or the intended date of implementation.

Note: recommendations that were not supported by the Government or that have already been determined to be implemented by the Committee have not been included in this list.

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Report	Recommendation		Has the action specified in the recommendation been implemented?	If yes:		If no:	
				What action has the Department taken in order to implement the recommendation?	What publicly available information, if any, shows the implementation?	Why not?	When is the intended date of implementation?
5	5	<p>Transfers greater than \$10.0 million by departments between capital and operating expenditure should be explained in annual reports, including:</p> <p>(a) why the expenditure had been classified as it had been at the time of the budget</p> <p>(b) why that had changed during the year</p> <p>(c) the effect of the change on the department's finances including its net result from transactions</p>	Yes	No explanation for the transfer between capital and operating expenditure in the 2015-16 Annual Report is required, because the transfer was less than \$10 million. (Refer to the 2015-16 Annual report, page 125, Section 30 transfer of \$4.0 million).	N/A		

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119	2	That the Department of Education and Early Childhood Development review its costing methodology for its Higher Education and Skills output to more accurately forecast related student demand.	Yes	The Department has reviewed and updated its forecasting methodology as part of <i>Skills First</i> , and will continue to review and update the methodology going forward. Demand for training is the culmination of a number of factors including student demand, prices, course offerings, and industry and labour market factors. The Department considers these factors in its forecasting.	N/A		
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Question 18 - Education and Training²

For the following ‘education and training’ actions announced in the 2015-16 Budget, please provide details of the outcomes expected to be achieved and the outcomes actually achieved to date. Please quantify outcomes where possible and indicate what publicly available information (if any) demonstrates the implementation of the actions and actual outcomes intended.

Action*	Expected outcomes	Actual outcomes	What publicly available information, if any, shows the implementation?	Comments
<i>Investing significantly in education and skills, including a focus on reskilling workers</i>	The findings from the VET Funding Review will improve the quality, stability and sustainability of the Victorian training market.	<p>On 14 December 2015, the Government released its Response to the VET Funding Review. The Response outlined how Victoria’s VET system would be transformed to meet the needs of students, employers, industry and the economy.</p> <p>The Victorian Government has released <i>Skills First</i>, its plan to deliver a more managed, demand driven training system, which came into effect from 1 January 2017.</p>	<p>VET Funding Review and Response are available at www.education.vic.gov.au</p> <p>Details of <i>Skills First</i> can be found at www.education.vic.gov.au</p>	

² This question was an additional question originally in DTF’s Specific Questionnaire and subsequently reallocated by PAEC to DET.

<p><i>Providing \$300 million to complete the \$320 million TAFE Rescue Fund, helping campuses across the state reopen closed buildings, upgrade workshops and classrooms and become more financially sustainable</i></p>	<p>The objectives of the TAFE Rescue Fund are to:</p> <ul style="list-style-type: none"> • improve the financial sustainability of the TAFE sector • increase TAFE institutes' capacity to meet student, industry and community needs • improve TAFE institutes' responsiveness to student, industry and employment needs • improve access to training at TAFE institutes • improve TAFE's ability to deliver up-to-date and relevant training 	<p>The first \$50m round of Community Service funding (\$200 million in total) from the TAFE Rescue Fund was paid in May 2016 and final reporting from institutes is due 31 January 2017.</p> <p>An intermediate evaluation of the TAFE Rescue Fund is to be conducted in the second half of 2017.</p> <p>The \$100 million asset component of the TAFE Rescue Fund has been fully allocated and the majority of projects are expected to be completed by the end of 2018. The first project is expected to be completed in February 2017.</p>	<p>Allocations from the first round of Community Service Funding are detailed on the Department of Education and Training website. Allocations for individual TAFEs were announced publicly from March 2016.</p> <p>From the \$100 million asset component of the TAFE Rescue Fund, six individual projects (totalling \$65.8 million) that were election commitments have been publicly announced.</p> <p>The balance of the \$100 million (\$34.2 million) has been allocated to seven projects, two of which have been publicly announced (with the remainder expected to be announced shortly).</p>	
<p><i>Providing young people and displaced workers with opportunities to develop the skills they need to get a job in the industries that will drive Victoria's future prosperity</i></p>	<p>The provision of training opportunities to young people and displaced workers was expected to be achieved through a range of initiatives, including the Reconnect program, the South east automotive industry transition package and the establishment of Skills and Job centres.</p>	<p>The outlined programs have been established, allowing young people and displaced workers to access training and develop relevant skills.</p>	<p>Details of the establishment of these programs are available through the departmental website and through relevant media releases.</p>	

<p><i>Delivering community service obligations and enhancing the regulation of training providers</i></p>	<p>Community Service funding, previously referred to as community service obligations, was funded through the first round from the TAFE Rescue Fund and are intended to contribute to the objectives of the TAFE Rescue Fund as outlined above.</p> <p>Enhanced regulation of training providers, through a range of audits and quality assurance activities is intended to improve the quality of training providers offering government subsidised training and improve students' training experiences.</p>	<p>The first round of Community Service funding from the TAFE Rescue Fund was paid in May 2016 and final reporting from institutes is due 31 January 2017.</p> <p>The department conducted 236 compliance audits, 453 performance reviews and 62 targeted investigations during 2015–16.</p>	<p>Allocations from the first round of Community Service Funding are detailed on the Department of Education and Training website. Allocations for individual TAFEs were announced publicly from March 2016.</p> <p>Compliance and audit activities have been the subject of various media releases, and are referred to in the DET 2015–16 Annual report.</p>	
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*Source: Department of Treasury and Finance, *Budget Paper No.2:2015-16 Strategy and Outlook* (2015), p.40