



DET PAEC Questions on notice

Question on notice no:	1
Topic:	EMA / Camps Sports
PAEC Transcript page reference:	5-6

QUESTION

1. Please advise the amount payments made (in each of the six-month periods between 1 July 2013 and 30 June 2015), and quantify payments made to families and schools under the following programs:
 - a. Education Maintenance Allowance
 - b. Student Resource Package

RESPONSE

- a. The Education Maintenance Allowance (EMA) was paid in two instalments (March 70% and August (30%) each calendar year.

In the 13-14 financial year, \$38.0m was paid in two instalments made in August 2013 and March 2014. In the 14-15 financial year, \$11.6m was paid in the August 2014 instalment for 193,290 students.

As EMA ceased at the end of 2014, this was the total EMA paid in 2014-15 financial year. The Camps Sports and Excursions Fund (CSEF) introduced in 2015 provides for a single annual amount of \$125 (primary) and \$225 (secondary) students.

The 2015 CSEF payment paid was the full annual amount (effectively this covered the period 1/1/2015 - 31/12/2015) - so it did cover the same period that the instalment one 2015 EMA would have covered if it had been paid.

\$30.2m was paid in CSEF in 2015 calendar year. CSEF was paid for 187,751 students in 2015.

- b. The Student Resource Package (SRP) was introduced for Victorian government schools in 2005 to bring about improvement in learning outcomes for students.

The SRP features a distinction between student based funding, school based funding and targeted initiatives. Student based funding is the major source of resources. It is driven by the levels of schooling of students and their family and community characteristics. It consists of

allocations for core student learning and equity. The majority of funding is allocated through per student rates.

The 2016 SRP provides almost \$6 billion funding to more than 1500 schools across the state for the calendar year.

The SRP aims to ensure the resources provided to schools are fairly distributed, that is schools with the same mix of student learning needs are receiving the same level of funding. This provides an equitable and transparent resourcing allocation methodology.

The SRP is a mix of credit and cash funding and provided to registered government school entities. There are no payments to families in the SRP as the SRP is strictly a school allocation model.

The credit is retained centrally to meet costs associated with teaching and non-teaching staff employed on the central payroll.

Cash is provided direct to schools at the start of each term and is for locally incurred expenses such as cleaning, utilities, casual relief teaching, professional development, class materials, etc.

The cash portion of the SRP is paid quarterly to schools (at the beginning of each Term).

The Term 1 SRP cash payment was made on January 27 2016 to schools, totalling \$175.8m. Total SRP Funding for the calendar years 2013 -2015 allocated to government schools:

- 2013 Total SRP: \$5.1b
- 2014 Total SRP: \$5.2b
- 2015 Total SRP: \$5.6b

Question on notice no:	2
Topic:	Changes in Regional Model
PAEC Transcript page reference:	10

QUESTION

Regarding the change in the regional model:

- a. Please provide any qualitative analysis collected through the People Matter survey or similar about effects of regional changes and the *Sustainable Government Initiative* on staff who were providing either direct contact with students or working with principals and others in the regional offices.
- b. Please provide any general information about what that feedback was in the course of the consultations about the regional model, including whether it was effective or whether it needed any further change.

RESPONSE

- a. The Department did not conduct any specific qualitative or quantitative analysis on the effects of changes on staff who were providing either direct contact with students or working with principals and others in the regional offices in either 2012 or 2013.

In general, the Department provided a range of supports to VPS staff during the organisational restructure, in the form of workshops on coping with and managing change, counselling services through the Employee Assistance Program and career support seminars.

Data available for the period which may indicate impact of the changes on regional staff includes:

- 2013 (May) People Matter Survey results
- 2013 (March) pulse check survey
- 2013 – Employee Assistance Provider (EAP) usage
- 2012 – attendance at Career Support Seminars

- b. There were nine key findings from the Strengthening Regional Relationships and Support consultation process that was undertaken between April and June 2015.

In particular, there was strong feedback about the inadequacy of resources to support schools and principals to deliver high quality education to all Victorian learners. The need for the right balance between statewide consistency and local knowledge and support was also highlighted as an issue.

Each of the nine findings were directly addressed through the new regional model (including new organisational structure) that commenced on 1 March 2016.

Question on notice no:	3
Topic:	NDIS
PAEC Transcript page reference:	14

QUESTION

Please advise how many children were on the waiting list for early childhood intervention services as of June 2015.

RESPONSE

As of 1 June 2015 there were 1038 eligible children waiting for early childhood intervention services across the state.

The number of children waiting for ECIS is not static and there is considerable variation across the year. This variation reflects a number of factors including children transitioning out of ECIS as they commence school and new places becoming available in ECIS.

As of 1 June 2015	
Number of Children receiving ECIS	<p>Point in time data is not available.</p> <p>The total number of children receiving ECIS during the 2014-2015 financial year period was 14,628</p> <p>During the 2015-2016 financial period it is estimated that the total number of children receiving ECIS will be 13,936. This reduction is largely due to children transferring to the NDIS.</p>
Number of children on the waiting list for longer than 3 months	<p>As of 1 June 2015 there were 1038 eligible children waiting for ECIS.</p> <p>Of these children:</p> <ul style="list-style-type: none"> • 46% had waited for longer than 3 months • this is equal to 477 children.

Question on notice no:	4
Topic:	TAFE student numbers
PAEC Transcript page reference:	14

QUESTION

Please advise whether any analysis has been carried out as to why student numbers in TAFEs were not as high as forecast at the beginning of 2015.

If so, please advise the reasons for the numbers not being as high as forecast.

RESPONSE

Student numbers and subject enrolments are monitored across the whole VET sector. The Government produces public reports on training activity, including specific information concerning TAFE training activity in the Training Market Report.

In the first six months of 2015 there was a decline in the number of government subsidised accredited enrolments. Private Registered Training Organisations (RTO) enrolments declined by 15 per cent and TAFE enrolments declined by 18 per cent. The market share in government subsidised training reported by TAFEs in the first six months of 2015 was 27 per cent only slightly below the 2014 result of 28 per cent, with the rate of decline in TAFE market share slowing.

Potentially the following factors were an influence on declining activity across the TAFE sector:

- changes to funding, including changes to subsidy levels and supplementary funding for TAFEs, as well as eligibility requirements;
- the impact of media coverage of poor quality provision of training by private RTOs on student choice where they chose not to undertake training until results from the Government Response to the Review of Quality Assurance in Victoria's VET System were realised;
- the growth in numbers enrolling in full-fee VET-FEE Help programs administered by the Commonwealth Government outside of VTG arrangements; and
- students enrolling in university as a result of demand driven funding arrangements who would otherwise enrol in VET.

When reforms to the VET sector are completed and impacts are able to be assessed, a more in depth analysis of enrolment activity will be able to produce more meaningful results.

Question on notice no:	5
Topic:	EMA / Camps Sports
PAEC Transcript page reference:	20-1

QUESTION

Regarding school camps and excursions, if the data is available:

- a. Subsequent to the establishment of the Camps Sports And Excursions Fund:
 - i. How many students attended camps and excursions?
- b. Between December 2014 and June 2015, please advise how many children were unable to attend school camps and excursions as a result of the cessation of EMA funding.

RESPONSE

- a. This data on the level of student attendance is recorded at an individual school level and attendance data has not been recorded for the Camps Sports and Excursions Fund or Education Maintenance Allowance in a centralised way.
- b. This data on the level of student attendance is recorded at an individual school level and attendance data has not been recorded for the CSEF or EMA in a centralised way. Please note that the introduction of CSEF in July 2015 effectively covered the period 1/1/2015 - 31/12/2015 - so it did cover the same period that the instalment one 2015 EMA would have covered if it had been paid.

CSEF was paid for 187,751 students in 2015.

Question on notice no:	6
Topic:	Reprioritisation
PAEC transcript page reference:	21

QUESTION

For all reprioritisations affecting 2014-15 and its forward estimates, please advise:

- the initiative or line item that funding was reprioritised from
- the amount reprioritised
- where that funding was reprioritised to

RESPONSE

Reprioritisations were met through the 2014-15 budgets allocated to groups within the Department.

Group budgets comprise resources for government programs and corporate overheads combined (within the Department's total resources), to which divisions are expected to manage for the financial year. In most cases, it is not possible to identify reprioritisations at the 'initiative' or 'program' level within these combined group budgets except where ERSC have provided specific direction for reprioritisations at the initiative/program level. Where budgeted services are delivered more cost-efficiently, this can provide capacity for additional service delivery during the year.

Consistent with this, reallocation decisions to meet the 2014-15 reprioritisation requirements were made that minimised the impact on outputs according to the government's investment priorities.

Initiatives funded through reprioritisation	2014-15	2015-16	2016-17	2017-18
China Immersion Program for Year 9 Students	2.6	3.8	3.9	3.9
Supporting the Transformation of TAFE Institutes to Financial Sustainability	19.7	7.7	0.2	0
Strong Foundations- Better and Earlier Support for Children with a Disability or Developmental Delay	3.8	3.7	3.7	3.7
School Transformation	10.0	0	0	0
Sub-total Budget Paper 2013-14	36.1	15.2	7.8	7.6
Early childhood intervention service improvement project	1.0	0	0	0
Early years strategic plan	3.4	1.4	0.7	0
Early years workforce support	2.8	0	0	0
Maternal and child health service reform	1.2	0.6	0	0
Vulnerable children support and demonstration projects	0.7	0.1	0	0
Education maintenance allowance	21.3	43.0	44.0	45.0
Vocational education and training reform	3.3	0	0	0
Sub-total Budget Paper 2014-15	33.7	45.1	44.7	45.0

With the exception of \$21.3m for Education Maintenance Allowance which was redirected into the 2014-15 *Resourcing Schools to Raise Performance* initiative the actual amounts reprioritised generally match the same output group.

Question on notice no:	7
Topic:	Inclusion
PAEC transcript page reference:	21

QUESTION

Please advise the Department's inclusion strategies in terms of engagement with the Horn of Africa community and other minority groups.

RESPONSE

The Department of Education and Training provides a range of programs and services to assist migrant and refugee communities, including those from the Horn of Africa. Key initiatives are outlined below.

English as an Additional Language (EAL) Program Funding

In 2014-15, over \$113 million was allocated through the Student Resource Package (SRP) to support more than 54,000 EAL students in mainstream government schools and English Language Schools and Centres across Victoria. Of the total cohort of students funded through the program, 561 were born in the Horn of Africa countries of Djibouti, Eritrea, Ethiopia and Somalia.

Refugee Education Support Program (RESP)

Students from the Horn of Africa are predominantly from a refugee background. Refugee Education Support Program (RESP) is funded by the Department of Education and Training in partnership with Foundation House and the Centre for Multicultural Youth, in collaboration with Catholic Education Melbourne and Independent Schools Victoria. The program supports Victorian schools to better meet the educational and wellbeing needs of children, young people and families from refugee backgrounds. RESP provides holistic, whole-of-school and community support to networks of government and non-government schools to strengthen the connections between student achievement (including homework), school engagement and wellbeing, assisting schools to identify and develop strategies to support refugee students. In 2014-15, 35 Victorian schools with high or increasing refugee populations participated in RESP.

Community language schools funding

The Department through its Community Languages School Funding Program provides community-based, not-for-profit organisations with per capita funding to support the teaching of 40 languages to approximately 36,000 students in 2015. In 2015 the Department funded approximately 3,800 enrolments across the following Horn of Africa languages: Arabic, Oromo, Otuho, Shona/Ndbele, Somali, Tigrinya.

Victorian School of Languages

The Department also funds the Victorian School of Languages to provide out of school hours language programs to more than 15,000 students in 2015 in 50 languages including the following

Horn of Africa languages: Amharic, Arabic, Dari, Dinka, Tigrinya and Zomi. In 2015 there were approximately 1100 enrolments in these languages.

Parents/guardians and school communities interpreting and translating services

On-site and telephone interpreting and translating services are provided to assist parents and guardians with limited English proficiency, including parents of children and young people from the Horn of Africa, to communicate and engage with schools to support their children's education.

Translated material on the Department's website

The Department's website provides links to translated information for parents of 20 commonly used school notices and documents on financial assistance, kindergarten, health issues and bullying, including in Amharic, Arabic, and Somali.

Languages and Multicultural Resource Centre

The Department's Languages and Multicultural Education Resource Centre (LMERC) is a library used by pre-service teachers, multicultural education aides, homework club tutors, teachers in mainstream schools and community language teachers. LMERC holds over 30,000 resources in all formats, and covers 40 different languages. Of these more than 1000 relate to countries in the Horn of Africa. Resources for teachers of Horn of Africa languages include first language reading material, activities, songs, posters, lesson plans and general language teaching resources in English. Resources are also available in the following Horn of Africa languages: Amharic, Arabic, Dinka, Nuer, Kirundi, Madi, Oromo, Somali and Tigrinya.

Question on notice no:	8
Topic:	School Maintenance
PAEC transcript page reference:	23-24

QUESTION

Regarding the 2011-12 condition assessment audit, please advise:

- what the threshold for requiring additional maintenance was;
- whether that threshold has changed since that time'
- number of buildings below the threshold in 2011-12 and 2014-15.

RESPONSE

- The 2012 Condition Assessment audit rated school buildings and site infrastructure on a scale from 1 to 5 where 1 represented the worst and 5 the best condition.

The below table outlines the interpretation of the condition rating system used:

Rating	Condition	Description	Action required
4.51 – 5.00	Excellent	Component is either new or recently maintained, with no signs of deterioration.	Can be conserved with routine maintenance.
3.51 - 4.50	Good	There is superficial wear and tear, minor defects or minor signs of deterioration.	Can be repaired with routine maintenance.
2.51 - 3.50	Fair	Substantial components require repair.	Some work can be completed through routine maintenance; some supplementary funding may be required.
1.51 - 2.50	Worn	Substantial components have deteriorated badly. There is a risk of imminent failure.	Either supplementary funding or capital replacement will be required.
1.00 -1.50	Poor	The component has failed, is not operational, or has deteriorated to the extent that it should be replaced rather than repaired.	Capital replacement required.

The Department set a threshold of 3.25 and above as the definition for 'acceptable' condition. As such, all buildings with a condition rating of less than 3.25 have been prioritised for investment.

- b. This threshold has not changed since the 2012 condition assessment.
- c. The 2012 Condition Assessment audited 27,000 buildings across all government schools, with 8,000 found to be below the 'acceptable' condition threshold of 3.25. Of these, 4,000 buildings were identified as buildings essential to the school's educational programs. A further 900 of these were found to be in excess of educational requirements based on the school's future enrolment, leaving a total of 3,100 buildings and associated site infrastructure to be the focus of investment.

Of these 3,100 buildings, 1,494 buildings were addressed by the end of the 2014-15 financial year.

Question on notice no:	9
Topic:	Safe Schools
PAEC Transcript page reference:	24

Regarding Safe Schools Coalition Victoria:

- a. What sort of support, assistance or program delivery was being undertaken during 2014-15 to challenge homophobia and transphobia in government secondary schools?
- b. What outputs are associated with these activities?
- c. Please provide examples of where such programs have been successful.

RESPONSE

In terms of support for same sex attracted and gender diverse students, the funding provided in 2014-15 by the Department of Education and Training was \$100,000 (ex-GST). This funding was provided to the Safe School Coalition Victoria (SSCV) exclusively. (Please note that funding was also provided by the Department of Health to the SSCV through its Healthy Equal Youth project, and that this response relates only to funding provided by DET.) The specific activities that the SSCV was funded to deliver in this period were:

- Training and professional development, with core modules to be delivered to schools including:
 - Introduction to supporting same sex attracted and gender questioning young people
 - How to prevent homophobia, support sexual and gender diversity, and create a safe environment at school
 - How to provide an inclusive curriculum
 - How to deliver inclusive sexuality education
 - How to support student participation in creating change and challenging homophobia
- Resource development – development and delivery of education resources for use by school staff, families and students.
- Advice in relation to development of DET policies and supports for LGBTI young people.
- Consultancy services to principals and school staff to ensure effective management of transitioning cases and/or issues related to sexual and gender diversity as required.

Implementing the SSCV's approach in a school can take many varied forms. Successful examples of implementation include:

- Keysborough College, as part of their membership of SSCV have chosen to audit LGBTI content across all curriculum areas over the next year. They have also taken part in an art project called 'Inside Out' that focused on the visibility of LGBTI students.

- Glen Waverley Secondary College have developed their own action plan that includes strategies for staff to address homophobic and transphobic language across the whole school. They have also facilitated a new student Stand Out group called 'Chat for Change'.
- Bentleigh Secondary College, Mordialloc Secondary College, McKinnon Secondary College, and Sandringham College work together in a 'Respect Network' where students and staff from local schools regularly come together to share resources and strategies to support gender and sexual diversity.

As noted in the hearing, schools will implement a range of programs to meet the needs of their local communities.

The funding activities in the 2014-15 financial year relate to the provision of an inclusive and supportive environment for same sex attracted and gender diverse children and young people. With approximately 11 per cent of students being same sex attracted, and approximately 4 per cent being gender questioning, it is important that our schools are equipped to provide a safe environment where homophobic and transphobic behaviours do not occur.

I am pleased to clarify for the committee what the Safe Schools Coalition (SSC) does and does not provide.

The SSC does:

- Support transgender and gender diverse young people to affirm their gender identity at school. Supporting a student to affirm their gender identity often includes the student being able to wear the uniform and use the toilets that align with that gender identity
- Support schools to ensure that all teaching and learning areas are inclusive and relevant to students who are same sex attracted, gender diverse or intersex
- Support the provision of advice that ensures young people have access to safe information to help them make informed choices.

The SSC does not:

- Provide any materials that discuss or recommend specific sexual activities or any health or medical advice for same sex attracted, intersex or transgender people
- Teach sexual practices, chest binding or encourage students to cross dress; rather it encourages tolerance and understanding
- Promote sexual "agendas"
- Teach sexuality education. The Safe Schools Coalition program is not, or does not replace, sexuality education. All government schools are required to deliver age appropriate sexuality education as part of the Health and Physical Education component of the Victorian Curriculum.

Schools that are members of the Coalition can:

- request tailored professional development for all or some staff
- request guidance on creating supportive and inclusive school policies

- request assistance in setting up and developing student-led activities to create change
- request guidance on inclusive practice in all teaching and learning areas, including sexuality education request support in the process of affirming the gender identity of a transgender or gender diverse student.

Question on notice no:	10
Topic:	Salary progression
PAEC Transcript page reference:	25-26

QUESTION

Regarding salary progression:

What percentage of Victorian teachers received a salary progression at the start of the 2015 school year?

RESPONSE

Of the 44,884 teachers in the 2014-2015 performance cycle 18,420 or 41% received salary progression.

Question on notice no:	11
Topic:	VTG funding
PAEC Transcript page reference:	27

QUESTION

How much of the funding provided under the Victorian training guarantee is spread between the 12 TAFEs and the rest of the Registered Training Organisation sector?

RESPONSE

In 2014, payments for the 12 current TAFE institutes payments were \$381 million. For all other registered training organisations payments were \$760 million.

These shares of payments are broadly in line with shares of enrolments, as published in the *Victorian Training Market Report 2014* (Figure 1.9).

Question on notice no:	12
Topic:	RTO contracts
PAEC Transcript page reference:	27-8

QUESTION

Following the cancellation of 10 contracts with registered training organisations:

- a. Please advise how many students have had to retrain.
- b. What is the expected cost of this retraining?

RESPONSE

- a. 12 Registered Training Organisations (RTO) VET Funding Contracts were terminated in 2014-15. Student retraining decisions and uptake timelines vary depending upon individual student needs. Support is provided to minimise disruption to the training of those students whose course is impacted by contract compliance action, including: the RTO assisting students to transfer to another provider, letters from the department to students providing information and support, and via the Higher Education and Skills Help Hub at Information Victoria (1300 842 754). The Department does not track which of these students choose to continue their studies.
- b. As a result the Department is unable to forecast the expected cost of retraining students. Funds recovered from providers and from liquidation and court action offset the cost of additional training.

Questions on notice no:	13
Topic:	Executive Remuneration
PAEC Transcript page reference:	30

QUESTION

Please provide a template, or example of a standard document, for assessing whether an executive's particular priorities or work plan have been met or exceeded.

RESPONSE

Please see the attached executive workforce plan (**Attachment 1**).

Question on notice no:	14
Topic:	SRI
PAEC Transcript page reference:	33

QUESTION

Please advise how many students were undertaking SRI during 2014 and 2015.

RESPONSE

In 2014 53,361 students participated in Special Religious Instruction (SRI). In 2015 31,714 students participated in SRI.