



LEGISLATIVE ASSEMBLY FOR THE AUSTRALIAN CAPITAL TERRITORY

**STANDING COMMITTEE ON EDUCATION, TRAINING
AND YOUTH AFFAIRS**

(Reference: [Annual and financial reports 2011-2012](#))

Members:

**MS M PORTER (Chair)
MR S DOSZPOT (Deputy Chair)
MRS J JONES
MS Y BERRY**

TRANSCRIPT OF EVIDENCE

CANBERRA

THURSDAY, 14 MARCH 2013

**Secretary to the committee:
Mr A Snedden (Ph: 620 50199)**

By authority of the Legislative Assembly for the Australian Capital Territory

Submissions, answers to questions on notice and other documents, including requests for clarification of the transcript of evidence, relevant to this inquiry that have been authorised for publication by the committee may be obtained from the Legislative Assembly website.

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Amended 9 August 2011

The committee met at 9.07 am.

Appearances:

Burch, Ms Joy, Minister for Education and Training, Minister for Disability, Children and Young People, Minister for the Arts, Minister for Women, Minister for Multicultural Affairs and Minister for Racing and Gaming

Canberra Institute of Technology

Dodd, Ms Jenny, Acting Chief Executive

Kay, Mr Shane, Acting Deputy Chief Executive, Operations

Stenlake, Dr Nicole, Executive Director, Governance and Executive Services

Community Services Directorate

Howson, Ms Natalie, Director-General

Collett, Mr David, Senior Director, Housing and Community Services ACT

Whitney, Mr David, Director, artsACT

Nolan, Ms Christine, Executive Director, Office for Children, Youth and Family Support

Collis, Dr Mark, Director, Youth Services, Office for Children, Youth and Family Support

Power, Ms Leanne, Director, Policy Data and Research, Office for Children, Youth and Family Support

Cultural Facilities Corporation

Elvin, Ms Harriet, Chief Executive Officer

THE CHAIR: Good morning everyone. Welcome to this public hearing of the education, training and youth affairs committee. The Legislative Assembly has referred a number of annual reports for 2011-12 and one calendar year report for 2011 to the committee for examination and report. We are due to report by 16 May 2013. Today we will commence with the CIT 2011 annual report, followed by the youth policy and services section of the Community Services Directorate annual report. We will break for morning tea at approximately 11 am and then return to arts policy, advice, programs and the Cultural Facilities Corporation.

I presume you have all read the blue privilege card that is before you on the table. Could you acknowledge that you understand the implications of the statement?

Ms Burch: Yes.

THE CHAIR: Thank you very much. Before we go to questions, minister, would you like to make an opening statement?

Ms Burch: Very briefly, given the time allowed, Madam Chair. CIT is the largest registered training organisation and public provider of vocational education and training in the ACT, offering over 400 courses ranging from certificates, traineeships and apprenticeships through to diplomas and degrees. In 2011 CIT educated and trained close on 23,000 people from 86 countries with a team of just over 1,000 staff.

Year on year, CIT has seen improvement in preparing employees well for work. Employment outcomes for students are a priority and are used to measure the success of CIT and results show that 92 per cent of CIT graduates are employed or are in further study, compared to 87 per cent nationally. CIT is also committed to improving education and training outcomes for Aboriginal and Torres Strait Islander people, and in 2011 CIT increased enrolments by 38 per cent.

The national partnership agreement on skills reform, which is currently in the implementation phase, is expected to increase skills and qualification levels in the ACT. This reform agenda will see, among other things, the introduction of income contingent loans and a national training entitlement that will encourage competition and a more open market.

The government is committed to the public provision of VET and provides CIT with close to \$70 million annually for agreed outputs, and CIT commercial enterprises contribute close to 35 per cent of the total revenue.

I would like to thank the staff for their efforts over 2011-12 in delivering on our government's commitment to provide training and employment opportunities for all in the ACT.

THE CHAIR: Thank you very much, minister. Before I go to questions, I would like to remind any visiting members to the committee that the committee will have first preference for asking questions and visiting members will be given leave to speak if other members do not have any other questions to ask, as is usual practice. I will go straight to you, Ms Berry.

MS BERRY: I notice that half of the CIT students are working while they study. Can you elaborate on what the CIT does to support the engagement of these students?

Ms Burch: I think it reflects the high number, as I said, that are either in employment or in further education, or a combination of both. I think it reflects the flexibility and the pathways that are offered through CIT. I might go to Ms Dodd.

Ms Dodd: CIT is about enabling that combination of work and study. That is what we do as an adult education and training provider. Probably during someone's lifetime at CIT, they would pretty well all be working. So we have a range of flexible options. The first of those was a significant improvement to our e-learn program, which is part of the 2011 outcome in our annual report. We invested significantly in a three-pronged strategy in terms of e-learning, which has a virtual classroom, which allows someone to remain in their home environment or work and still engage in a virtual live environment. Our Moodle structure, which is the learning management system, is a first-class system of being able to engage in both online and synchronous learning. At the time we had the Wimba product, which is an online classroom environment that people could participate in. We are now moving to Adobe Connect in that, but the e-learn platform is a critical part of our ability to offer flexible learning.

We encourage and support the workplace structured environment. It is critical to our students that they are work ready. That is what we produce. So that ability to be in the workplace, learning and studying, and applying the skills immediately in the

workplace, is fundamental. This is not project-based learning at CIT, although that can be a component. It is about being workplace ready, with the workplace actually integrated in everything that we do.

They are the two key strategies of how we provide that flexibility. On top of that, our student support structure is around being flexible as well to students, be they on campus or working. We are very conscious of the importance of being able to support our working students in that environment.

THE CHAIR: I will ask a question, minister, which is somewhat related. Page 19 talks about the CIT smarter schools partnerships, which is obviously the connection between schooling and the CIT—the partnerships with ACT schools and colleges. It is part of support of vocational education in schools. I was wondering how this program has been received and what some of its achievements are.

Ms Burch: I will go to Jenny Dodd again but it is about how we have those pathways and transitions embedded in education, through schools. I have noticed here Richardson and Charnwood primary schools, to encourage those communities to think about those transitions over the longer term. I think it is a testament to the work that CIT does in responding to our community here that the smarter schools project is so successful.

Ms Dodd: The smarter schools project in 2011 was a very significant program. We were working with schools identified in the socioeconomic status area of needing support. This program works as much with the students as it does with the community. They are community-based programs. They are about the parents. They are about supporting the enabling of parents to support children. It is a whole-of-community approach.

One of these particular schools—the Richardson school—went further than the smarter schools program and invested out of their own funds in additional training through our learning options program and purchased through CIT Vocational College additional training to support the parents, as they were so pleased with the way that the approach works.

Our careers counsellors are the ones who drive the smarter schools program. They are out with those schools all the time. We have also had some of the primary school children come to CIT. We are an adult learning environment, so the noise level suddenly goes up when a whole lot of primary school children come in. But it has been a really important partnership. It is part of the total vision of our partnership with schools that embraces every stage of that opportunity for schools to be engaged with CIT in some capacity. This one is fundamental, because it is about socioeconomic disadvantage and how we can make a difference very early in the partnership process.

MR DOSZPOT: With respect to page 139, staff qualifications, what is the current requirement for engagement of staff who may have various attributes for a position but do not have the necessary formal qualifications?

Ms Dodd: It is actually a very important part of vocational education. It is not just important now because CIT says it is important; it is important now because the

Australian Skills Quality Authority requires it to be important. It is part of the national regulation standards.

All CIT staff who are teaching and assessing will have a certificate IV in teaching and assessing, and that has to be—and it is the important word here—current. It is not okay any longer for that qualification to be quite dated. We have to have a program that keeps our teaching staff current. If they do not have that qualification then we are required to have a supervised assessment process in place for all assessment. That requirement is for every registered training organisation that is regulated through ASQA. It is an important part of what we do, though, that we actually equip our teachers in the best possible capacity to be the best possible teachers they can. So that is the minimum requirement we look for.

We also have an incentive program that encourages our teachers to move through and gain higher level qualifications in the advanced diploma in vocational education and training. That incentive program is a salary increment that is rewarded to them if they acquire that qualification.

We are very conscious and quite clear that it is important, and our messages are very strong to our staff about attaining it. We provide opportunities through our enterprise agreement where there is an hour-based opportunity for staff to participate in professional development to get that qualification.

I should point out that ASQA came into play in 2011. We were one of the first to be regulated through ASQA, so adhering to ASQA requirements has been top of mind for us for nearly two years, and we are really looking forward to how we keep pushing that forward with our own staff.

The other aspect of that is vocational competency, so not only do teachers need qualifications in teaching but they must be vocationally competent in the areas that they are delivering the skill-based learning in. That is part of refreshing and renewing the professional development of our staff as well, with return to industry, with industry linkages and with all the work that they do around keeping their vocational competencies up to date. So it is top of mind for us, and it is something that we regard as very important in helping our staff to acquire those qualifications.

MR DOSZPOT: Apart from those on higher duties allowances, how long are people acting in these positions? How long are they allowed to remain on staff and in what capacity before they obtain those qualifications?

Ms Dodd: Within our enterprise agreement in 2011 we had a component within the enterprise agreement that set out a time frame. That time frame is around 12 months, for staff to acquire the qualification. We have not actually gone through and implemented any penalties against that. That is a guide to what we would hope to achieve.

The importance about the qualification is that, as a registered training organisation, we must adhere to this. So our staff must come with us in adhering to that as well. We are very conscious of highlighting this where we might have had staff who have been with us for some time who perhaps have not been able to move. We are actively out in

our internal communication providing opportunities for staff to upgrade. If they hold an old qualification, the process of upgrading is not draconian. It is a recognition process predominantly, with perhaps a few components that they might have to study additionally. Included in that, we are encouraging our teaching management staff, who may have been out of the classroom for some time, to also acquire some of those qualifications. So our enterprise agreement recognises that we are regulated through ASQA.

MR DOSZPOT: I am very glad to hear about those directions, because I understand it was not always quite in that arena. I am glad that you are paying due attention to it. How many staff currently employed at the CIT do not hold required qualifications for the positions that they are currently in?

Ms Dodd: We may have to take the detail of that on notice. We are working to improve our database of information around that. We have made a significant improvement in 2012 as well. That improvement is that when someone is now in a higher duties acting process or position, we must sight their qualification prior to them going on to that higher duties process. We introduced that in 2012. I would have to take the detail of how many on notice.

MR DOSZPOT: I would be very happy for you to take that on notice. Could you include the number and also the length of time they have been acting in those positions? Thank you very much.

Ms Dodd: On higher duties?

MR DOSZPOT: Yes.

MRS JONES: Minister, pages 108 and 109 talk about marketing and the recruitment of international students. The report states that during the reporting period the CIT had “a good result, achieved in ... a difficult trading environment”. The report mentions international competition and the GFC. Were other factors involved in the good result achieved, given the difficult trading environment?

Ms Burch: How are we recruiting and retaining our international students? Is that it, in short?

MRS JONES: Yes—in particular the GFC and other factors that were involved in outcomes given the situation.

Ms Burch: It had an effect across a number of institutions in regard to international students. It was not just here; it was in other states as well. Again, either Dr Stenlake or Ms Dodd can go to the detail on that.

Ms Dodd: We have a very clear strategy, and I think it was a strategy that protected us well, of not focusing on a small number of countries. We have a breadth and depth of international students across 86 countries. When the GFC hit, and there were particular countries that were particularly impacted during that time frame, that strategy stood us in good stead, because we had not, in colloquial terms, put all eggs in one basket; we had diversification.

We do that for a range of reasons. It was not only a financial decision that set that reason. It was also because of the diversity of the cultural mix. It is important in terms of the way we want to run our business at CIT. That has been very important ongoingly in the way we approach our international students. We are pleased that our international students have held. There has been decline, but it has not been the decline at the proportion that we have seen nationally. That strategy clearly was a good one for us, and we will be sustaining that strategy.

MRS JONES: Just as a supplementary, Madam Chair, what support in terms of accommodation do you offer to those students who do come internationally?

Ms Dodd: We have accommodation at our Bruce campus. We have a particular building. We also offer homestay-style accommodation. So there is a range of alternatives for students that we can work with. We also work with our partners in Canberra to facilitate opportunities for students in terms of accommodation.

MRS JONES: Are they guaranteed accommodation places or is it just what is available?

Ms Dodd: It is not guaranteed, no.

Ms Burch: You are asking whether every international student is guaranteed a bed?

MRS JONES: Yes. I would like to know that, yes.

Ms Burch: We can get some information about what is in the prospectus for our international students.

MRS JONES: Thank you.

MR DOSZPOT: I have a supplementary on that, Madam Chair.

THE CHAIR: Yes.

MR DOSZPOT: It is on CIT Solutions doing the marketing for CIT's international students. Is that a recent development or have they always been involved with the marketing for getting international students?

Mr Kay: CIT Solutions has been our marketing arm for international students for at least 12 years. When the company was first set up, and in its first decade of operation, there were some components of CIT's business that were moved into the company, going back a long time. The international unit was one of them. That international unit looks after all the marketing—all the incoming students' requirements when they come in. We pick them up at the airport; we try and arrange accommodation for them—the whole pastoral care sort of thing, not on the educational side but for their experience at CIT and in the ACT. So yes, they have done it for many years.

MR DOSZPOT: Obviously I am aware of CIT Solutions' great activities that they are involved in, and I am a very strong supporter of that. I am just wondering whether

there is any scope for having other people involved—other agencies, perhaps, who may be specialising in that international recruitment area.

Mr Kay: We do have a very extensive agent network overseas in at least the amount of countries that we have got students from. I think it is in at least 80-odd countries. We have got agents on the ground in those countries that help us at the local level attract these students to come to CIT. And we have staff at CIT Solutions that go to a lot of overseas careers markets and talk to agents and students and recruit them to come to Canberra.

MR DOSZPOT: So they are not the sole agents? That is what you are saying?

Mr Kay: No.

Ms Burch: And also CIT participates in a broader tertiary recruitment of students.

Ms Dodd: That is right. We are part of the team Canberra approach to actually market international students. That has been important in the ACT over many years—in the ACT brand as well as individual institutions.

MR DOSZPOT: Thank you.

THE CHAIR: Of course, minister, we have a very diverse multicultural population here in the ACT. On page 165, it refers to CIT's commitment to closing the gap. Sorry, it is page 163; I went on to the next question, which I hope I get time to ask.

MR DOSZPOT: Is there a question here?

THE CHAIR: It is page 163, where it talks about the ACT multicultural strategy. I believe that CIT received the ACT multicultural award for 2011, the education award; I congratulate you very much for that. Can you inform us, minister, how the strategy is working, particularly in assisting students who have minimal English skills?

Ms Burch: Again, I can let Nicole talk on the detail, but it was a great reflection to win that award at our multicultural award night. Not only do we have a diverse range of countries—I reckon there are people from 80-odd countries that come and study here—but it is around how we support our international students, those that are here, that are speaking as English as a second language, and, of course, our Aboriginal and Torres Strait Islander people. I would like to expand more on that. But Ms Dodd can talk about the strategy.

Ms Dodd: I will speak about the multicultural component and, if it is okay, I will then pass across to Dr Nicole Stenlake, who will talk about Aboriginal and Torres Strait Islander people.

THE CHAIR: Yes, I was interested in that. That would have been my next question, so I am happy for you to carry on to explain that.

Ms Dodd: CIT Vocational College runs the Australian migrant English program. We have a big presence with the migrant population coming into Canberra, and it is

through that engagement that a lot of the initial multiculturalism of our organisation and into the Canberra community exists.

We also have diversity around how we deliver across English language support for Australian residents—people who have been here for some time, residents from different countries—in terms of equipping them to be better able to be work ready in the multicultural space. So it is quite diversified. We have international students; we have programs for migrant people. We also have next chance English learning for Canberra residents who have perhaps been here for some time on permanent visas and are ready to take that next stage.

It is very vibrant at CIT Reid in that area. I encourage you—at Christmas time, perhaps—to come and share one of those celebrations with some of those students; they really enjoy the fact that they are a very multicultural environment and society.

MRS JONES: I have a supplementary to that, Madam Chair?

Ms Burch: Can I just add something. I noticed in here the knitter natter program that was at Reid for some time. That was a great opportunity for women who were fairly new to the country, with limited social networks and limited language skills. They would come in under the guidance of some volunteers and some CIT staff and actually knit or sew, but natter. They were making social connections and being supported within our community, but always enhancing their language skills. The conversation would occasionally be within similar mother tongues, but in the main it was a very safe environment for these women to enhance and expand their English skills. It was really quite a nice little program.

THE CHAIR: Mrs Jones, is your question about the multicultural area?

MRS JONES: Yes. I have got a supplementary on the English classes in regard to the multicultural area. Does CIT host ESL-type classes external to their campuses? Are there any in the far reaches of the city where lots of new migrants are living? Is there anything delivered, for example, in Gungahlin?

Ms Dodd: Gungahlin was launched in 2011 and is a very important part of CIT Vocational College's outreach program. The AMEP program, which is the migrant English program, is not delivered at Gungahlin; it is delivered on the mainstream campuses. That is because of the way the program was structured and the way the tender works. But CIT Vocational College is actively out in the Gungahlin area running small programs—learning options for women, other programs that are important in meeting the needs of those communities and recognising the English language.

MRS JONES: But no English language courses are being delivered in Gungahlin?

Ms Dodd: Sorry; yes, there are, in terms of adult education and in terms of English language certificates at the post-migrant level.

MRS JONES: What does post-migrant level mean exactly?

Ms Dodd: They are not part of the adult migrant English program. They are now on some sort of—the next stage of a visa.

MRS JONES: So depending on their visa, if someone is on the next stage of their visa, they can access English, but if they are new arrivals, they cannot in Gungahlin at the moment?

Ms Burch: We can get some information about adult ed programs. Often it is offered through other groups in addition to CIT proper. I am just thinking back to a visit down at Erindale College recently; the range of adult ed offerings they had was really quite extensive.

MRS JONES: Yes, and in that response can I also get some detail on the subject matter, the exact courses that are covered. I am concerned about new first-contact English classes.

Ms Burch: In language support, English support?

MRS JONES: The very beginning, when they first arrive.

Ms Dodd: Could I just make a comment? We are very conscious of the importance of Gungahlin in that area of English language. Gungahlin is a very vibrant learning centre. We have got about 70 programs out there that we are delivering at the moment. CIT Vocational College is one of our most significant areas that are delivering at Gungahlin. We will get you the exact detail on that, but there will be English programs being delivered at Gungahlin.

MRS JONES: Thank you.

THE CHAIR: Could you go on to the Indigenous area, please?

Dr Stenlake: We are very proud of the achievements of CIT, particularly the CIT Yurauna Centre, in terms of the education of Aboriginal and Torres Strait Islander peoples. Since 2009 the number of Aboriginal and Torres Strait Islander students at CIT has more than doubled, from 226 to 521 in 2011. What is even more pleasing is that we are seeing increasing numbers in the higher level qualifications: enrolments in diplomas, advanced diplomas and degrees have more than doubled since 2009, going from 47 in 2009 to 120 in 2011.

CIT Yurauna has a double function: it provides support and mentoring to all our Aboriginal and Torres Strait Islander students, whether they are studying in CIT Yurauna or elsewhere in CIT; it also delivers some programs in its own right, particularly the access 10 program and cultural arts type programs. The year 2011 was also a highlight because we had our first degree graduate, a female student who graduated in the degree of photography.

In 2011 as well, we began work on our reconciliation action plan. That was concluded in 2012. I have got a copy here if anybody wants to have a look. There are many things that we want to achieve through that plan, but one of the main things that we got through some of the consultation that we did in preparing that plan in terms of

self-reflection of staff at CIT was to spread what work CIT Yurauna does more broadly across the organisation and to have a closer connection between CIT Yurauna and other aspects of CIT business. We have got a requirement in that reconciliation action plan that each centre will look at two actions or strategies within their own business plans that will link to some of the things that we are wanting to achieve through the reconciliation action plan.

We also want to promote more our Aboriginal and Torres Strait Islander staff and students and provide more opportunities for staff and students across CIT to participate. We have got some events next week, in combination with the centenary, around closing the gap. There are a couple of events at CIT Reid and at CIT Woden. And the CIT Student Association are hosting their own event at CIT Bruce so that the students and staff there do not miss out.

Ms Burch: In addition to the suite of programs, it is the Indigenous-specific—is it the arts program and access 10 as well?

Dr Stenlake: That is right.

Ms Burch: Just to engage, again, in that transition through school.

Dr Stenlake: That is right. I work quite closely in my role with CIT Yurauna; it is something that I am really quite passionate about myself, so I connect quite closely with that centre. What they are seeing is that they will often get one family member in, and that family member will be successful in access 10. Then they get more and more members of that same family coming through the program. So often if we can get to just one person within a particular family, we can have a big impact on that whole family.

THE CHAIR: Thank you, Dr Stenlake. Ms Berry.

MS BERRY: I have a supplementary to that, chair, if I may.

THE CHAIR: Yes.

MS BERRY: I might be talking completely out of turn or in the wrong area, but Yurauna Centre at Reid has their own relationship with early childhood education—is that right, or am I just imagining things?—so far as providing childcare for the students is concerned?

Dr Stenlake: I think that is with the AMEP program. There is a childcare centre that we have put in place to support the AMEP students who obviously often have children with them. We supported their requirement to learning English by providing child care at CIT Reid. That may be what you are thinking of.

MS BERRY: I knew there was a relationship somewhere; I just was not sure where it was.

Ms Burch: In child care and early education, CIT are doing a great job in training in cert III and up to diplomas in early education and care, and I think your numbers have

increased.

Ms Dodd: This year, yes. In 2013, the demand for childcare places, children's services, has really been very high, higher than we have had for a number of years. So that is excellent.

THE CHAIR: Do you have a substantive question?

MS BERRY: Yes, I do, actually. I want to ask about the audited financial statements of CITSOL and how these are consolidated with the CIT's financial statements. What is the difference between a course offered by CITSOL and one offered by CIT? And is there a distinction between the two bodies?

Mr Kay: The distinction is that CIT Solutions is a wholly owned company of CIT. It is actually incorporated under the Corporations Act. It is a nationally recognised private company that CIT owns, but the details are that the shares in the company are held by our chief executive on behalf of CIT. So it is a government business enterprise, if you like, working for CIT. It has got its own board of directors, it has got its own general manager, it has its own chief executive, so it is a private company.

The training they do is on a commercial basis. They will go out and do things like language training for some of the large commonwealth departments, and they will do it all completely on a commercial basis. They will do a lot of program offerings that we do not do where there is a commercial market operating. So that is the distinction, if you like.

It is pretty rare that there is any crossover between the two organisations in terms of a program offering. It does happen sometimes, but generally not.

MS BERRY: If I can just clarify.

THE CHAIR: Yes.

MS BERRY: They offer courses that CIT do not. Have you got some examples?

Mr Kay: Something like a diploma or an advanced diploma of government or procurement or something like that, where there is a commercial market. It is primarily people coming in from private business or from commonwealth departments. So we offer that training on a commercial basis. We do not necessarily offer that at CIT as a subsidised government place.

THE CHAIR: Mr Doszpot.

MR DOSZPOT: Minister, with reference to pages 10, 11 and 12, dealing with the CIT's role in the changing educational arena, its mission and values, given the protracted nature of the proposed merger with the University of Canberra, what impact has this had on CIT staff?

Ms Burch: I will go to Jenny Dodd. I think the report shows—and certainly I have seen the draft 2012 report—that the CIT continues to be a very strong provider and a

provider of choice by many Canberrans.

Ms Dodd: Your question, I understand, is about the impact on staff. 2011 was an important year in terms of CIT establishing a very clear vision for vocational education and training. And that has been a clear message to all the people who work within our organisations and to our student base. We have established our place in a very competitive environment. To quote John Mitchell, who is a significant researcher in this space nationally, if there was a group of eight in vocational education and training, CIT would be in that group of eight. So our staff understand that positioning. They are with us in that vision to be the premier vocational education and training provider.

During 2012 we reaffirmed what our program offerings were and were very clear in our vocational education. We strengthened our program offerings in some areas such as in certificate III, in that entry level environment, for our Canberra-based population and also where we might be earning commercial income more widely than our Canberra-based population. We strengthened where we were placed in that arena as a vocational education and training provider. And I think that that understanding, and coming with CIT on that vision and mission, is well understood by staff.

Ms Burch: I think it is reflected—and I might go to Dr Stenlake around the satisfaction survey of students and also the teaching that the practitioners themselves—

MR DOSZPOT: Minister, my question was more aimed at the rationale behind any such merger even emerging, why did that happen in the first place and what impact it had on the students.

Ms Burch: If you are referring to impact—I thought you said impact on staff—I think the survey will go to how they see CIT as, again, a place of employment of choice as well.

Dr Stenlake: With regard to our mission of being the premier vocational education and training institute, we have got very high satisfaction rates from both the employers of our students and our students. We have got a 92 per cent satisfaction rate for both those groups, which is well above the national average.

In regard to your question about the impact of the proposed merger on staff, in some ways I suppose there are two things. We had a very clear message to our staff during that time that while the deliberations were going on, it would be very much business as usual at CIT, that we would continue to plan for our future. Also, as an executive team and with others within the organisation, we actually did quite a lot of strategic thinking about how we needed to position ourselves in the new environment. And whilst the eventual result of the UC-CIT deliberations meant none of those actual models came into existence, I think a lot of that thinking that we were doing at that time really did help us inform our vision for the future.

MR DOSZPOT: Thank you very much. I will address this question to the minister. Minister, the whole issue regarding the proposed merger between University of Canberra and CIT caused a lot of angst amongst the teaching community, as well as

the students. I was the recipient of a lot of complaints from within CIT. My question to you is: why was it brought up in the first place, with so little forethought or development of the idea, of the financial implications, and has the damage that has been caused, not through management at CIT but through your predecessors, I guess, in addressing or trying to start this process, been addressed? Is that overcome and is it put to bed once and for all? Can CIT staff and students rest easy that there are not to be any further directions on this merger?

Ms Burch: That was the longest question known to mankind, I think, Mr Doszpot. And I would refute many of the assumptions that you peppered through that question, Mr Doszpot.

MR DOSZPOT: You have got plenty of time to do it. So go ahead, refute, them, please.

Ms Burch: There were, clearly, discussions around a merger between CIT and UC. Opportunities were explored, decisions were made. CIT remains a strong provider, a public provider, with strong training through CIT's arm as a commercial provider. Student numbers remain. As to the inference that it was all damage and no positive—I think as Dr Stenlake and Ms Dodd have said—through a discussion, opportunities arise around defining yourself, defining your priorities and targets. And since that time, we have signed an MOU with UC, and relationships continue to grow. Joint opportunities continue to flourish.

MR DOSZPOT: To you, minister, again: in our last annual report hearings, Mr Marron expressed a desire to move to a more autonomous operating environment. Are you able to comment on that, and what aspects are available for more autonomy for the CIT, as requested by their management?

Ms Burch: I have regular discussions with the executive team, and I meet with the CIT advisory board, and we continue to have discussions about how does the governance and the executive of CIT do well to serve itself in the new century, to serve its clients, which is, at the end of the day, the students and the community of Canberra.

MR DOSZPOT: So do you support CIT becoming more autonomous, as per Mr Marron's request?

Ms Burch: I am having discussions with Mr Marron about such matters.

MR DOSZPOT: I am asking: do you support more autonomy for CIT?

Ms Burch: Mr Doszpot, I have provided you an answer.

THE CHAIR: Thank you, Mr Doszpot. That is the minister's answer. Minister, given that we started slightly late, because of people being at functions and things, would you take one more question?

Ms Burch: Yes, that is okay.

THE CHAIR: Mrs Jones.

MRS JONES: Just regarding the governance issues under the Australian Skills Quality Authority, what adjustments, if any, has CIT needed to make to qualify under the new VET regulations?

Ms Burch: Ms Dodd.

Ms Dodd: Would you mind repeating your question? I just did not quite catch it.

MRS JONES: Regarding governance issues under the Australian Skills Quality Authority, ASQA, what adjustments, if any, has CIT needed to make in order to qualify under this new VET regulation?

Ms Dodd: Firstly, we did not need to qualify. We were recognised as a strong provider. We have had an extension of our ability to self-accredit and to put our own scope out for training. That was not available to everyone. That was something that we had prior to ASQA coming in, and ASQA have extended it once and now it has been extended to the end of 2013 as they look at their models.

It is true to say that ASQA, as a national regulator, has some very big challenges ahead of it, and we are part of the environment working within national regulation. I am very proud of our ability to probably be one of the first vocational education and training providers in Australia to be regulated through ASQA and our ability to adapt to that changing environment, because it has been different than it was when we had ACT ARC. And we have adapted to that.

Importantly, one of the aspects of how we change our practice may also be contained a little in the previous question asked by Mr Doszpot around qualifications. We are actively responsive to ASQA's general directions and we, therefore, actively get out to our staff and our teaching areas about what that requires, if it is a teaching response. It might not be. It might be a support response. An example is around the teach-out qualifications for training packages. There is a limited amount of time now that you can teach a qualification prior to the next one coming in. And that has been very much tightened up by ASQA. That means there is a continuous improvement. It requires a changing staff that are able to be adaptive, and I think CIT teaching staff have demonstrated their preparedness to be that. And we are a big organisation, and there are big systems that, every time there is a change like that, have to be changed.

So I think in terms of responsiveness to ASQA, it is not without its challenges. It certainly has got challenges in having an arms-length regulator as opposed to the environment we used to have in the ACT. But it is a challenge we are up for, and it is a challenge we have responded to effectively.

THE CHAIR: Thank you, minister, for appearing before us with your CIT officials. Thank you, Ms Dodd. That concludes this part of the hearings. We are going on now to questions about the Community Services Directorate's annual report. You know that the *Hansard* record will be available to you. Also, questions taken on notice, we would appreciate those back in a timely fashion. If there are any other questions, we will get those to you as soon as possible.

Ms Dodd: Thank you.

Ms Burch: Are we going straight into the next one?

THE CHAIR: Yes. And then we are having a break at 11 o'clock, because some members need to go off to a quick JACS meeting, I believe, at 11 o'clock.

MRS JONES: Yes, two of us.

THE CHAIR: We now turn to the annual report for the Community Services Directorate for 2011-12. I think you are familiar with the privileges statement in front of you. Could you indicate for Hansard that you are aware of the privileges statement?

Dr Collis: Yes.

THE CHAIR: Thank you. Minister, before we get into asking questions from members, would you like to make an opening statement?

Ms Burch: I will make a brief one, and it could get briefer as I go through this, Madam Chair. We are here this morning to answer your questions on youth services and arts. Very briefly, the area of arts in the ACT is guided by the ACT arts policy framework, which outlines the four principles of participation and access to the arts, support for artistic excellence and artistic diversity, strengthening of sustainability of arts organisations, and the capacity of arts to contribute to social and economic outcomes and to foster artistic innovative and creative thinking. Of course, across these domains great work is being carried out—or example, in the artists-in-schools program, which gives young people in their schools an opportunity to work with practising artists.

Another area of focus is the development of arts hubs. This is the infrastructure around the Ainslie Arts Centre, the Gorman House Arts Centre and the Kingston arts precinct, as well as an upgrade to Tuggeranong Arts Centre. We have a strong commitment to invest not only in the infrastructure but in the artists themselves.

The other area for today is youth services. Again, significant change is underway and is having a very positive effect. The driver of some of this reform is the blueprint for youth justice, which provides an improved approach through an enhanced whole-of-government and community focus on early intervention for young people and their families. While developing the blueprint through 2011-12, the government is focused on implementing recommendations from the Human Rights Commission review into the ACT youth justice system. As of this week, 14 March, action on 185 of the 224 recommendations has been completed, or substantially completed, and action on a further 34 has been commenced and is ongoing.

An important part of the reform is implementing a change management process at Bimberi, which is substantially completed. The work there is focused on improving support for outcomes for the young people and their families as well as strengthening the professionalism of staff and the efficient operation of Bimberi.

A list of other initiatives that warrant attention includes the Bimberi integrated management system, implementation of a single case management framework, implementation of the after-hours support service, and the youth drug and alcohol court, which is helping to address causes of youth offending.

Again, I take this opportunity, because at the end of hearings it gets a bit rushed, to state that we do believe in supporting young people to achieve what they aspire to, but also to provide support when they need it most. I do want to take this opportunity to thank staff in artsACT and in the Community Services Directorate, particularly in the Office for Children, Youth and Family Support, for their high level of commitment and their substantial achievements over the past 12 months.

THE CHAIR: Thank you, minister. Because we are taking that break at 11 o'clock to allow some members to go to another meeting briefly, we will actually do youth policy and services, including youth justice, first. Then we will go on to arts after the morning tea break, if that is all right with you, minister?

Ms Burch: In your capable hands, chair.

MS BERRY: I have a question about the turnaround program, which is mentioned on page 60. I am wondering whether you could take us through the turnaround program and tell us the age range of young people who can access this program.

Ms Burch: I will ask Dr Collis, who is the font of knowledge on such matters, to answer the question.

Dr Collis: The turnaround program is a program of case coordination which works across government and across the community to provide case coordination for the young people who have the most complex service needs. The age range is in the youth age range, from 12 through to 18. The reality is, though, that this is a longer term strategy. Some of our young people, in fact, continue to require case coordination beyond 18; so you will find that in any particular period of time there may be young people as old as 19 or 20 still receiving some degree of service and coordination for those services as they move through.

THE CHAIR: You mentioned Bimberi, minister, in your opening statement. In volume 1 of the annual report, page 46, mention is made of the upgrade of the security systems at Bimberi, which I think you did refer to in your opening statement.

Ms Burch: I did.

THE CHAIR: Could you tell the committee about the upgrades and what impact they have had?

Ms Burch: The upgrades at Bimberi have been quite significant. We have completed some building modifications. As I think has been mentioned here before, there were some problems with accessing the roof. So we have made some modifications and rectified that. We have also done some modifications within the cabins themselves. Again, I might ask Mark Collis to provide you with some detail on that.

Dr Collis: Yes, the modifications to Bimberi include security modifications internally to the cabins. Some of that includes things like access to a television cabinet and so forth being positioned better and in a more secure place. As the minister alluded to, a significant proportion of the modifications related to access to roof and design issues around access to roof. That is being completed. There are also modifications around the property, including things like rabbit proofing the fence. It might sound unusual—

THE CHAIR: Is that to keep the rabbits out?

Ms Burch: It is quite literally rabbit proofing the fence.

Dr Collis: I am a little uncertain about that. There seems to be a lot of rabbits inside the centre. Whilst we have tried to think of socially constructive ways of using rabbits, rabbits have an awful tendency to undermine foundations and cause infrastructure problems. It is an ongoing struggle for us.

In relation to the impact of that, the modifications to the access to roof line came on stream last year. Since then we have had no incidents involving the roof since January 2012. That is both a testimony to the design of those modifications but I think also the extra training, monitoring and supervision of staff. As the committee might be aware, issues like access to the roof are very serious matters in youth justice centres right throughout Australia. It is very unusual to go through a year without there being an access-to-roof issue, as people might have had their attention drawn to at the Banksia detention facility in Western Australia recently and a number of others at the end of last year. We are quite pleased with the fact that we have had no roofing incidents in the last 14 months.

THE CHAIR: You can have a whole new industry with the rabbits, you are suggesting, perhaps with going to—

Dr Collis: If anyone can provide us with any socially constructive ways of dealing with rabbits within a youth justice centre, we would be open to those suggestions.

THE CHAIR: Not digging tunnels.

MS BERRY: And not breeding them.

MRS JONES: And clearly, apparently, not shooting them for dinner.

MR DOSZPOT: On a serious note, do you put this down to any improved methodology? What do you put this down to?

Ms Burch: The rabbits?

MRS JONES: No, the roof.

THE CHAIR: No, we are talking about—

MR DOSZPOT: The fact that you have not had any serious issues in the last 18 month.

Dr Collis: I think the change management process in Bimberi has been particularly successful. There is a number of arms to that change management process, the most significant of which is actually the investment in staff in terms of quality of staff and training of staff. We have recently had significant feedback from our oversight bodies that one of the key findings that they have found in the last 12 months is the improvement in the relationship and quality of interaction between staff and the young people.

I cannot underscore how significant that is. Underlying that is the integrated management system, which actually has systematically gone through every procedure and process within the centre and formalised them. We have made that the central part of the training of new staff. As part of the solution to our staffing issues—because, as you would appreciate, it is not like running, perhaps, a school where there is a relief pool of people who are trained and work ready to move into the environment—we have adopted a recruitment strategy which allows us to have a casualised pool of staff who we train to the same level as everyone else and provide them with significant experience within our centre. This allows us, from time to time when there are unplanned absences or a need for particular skills training, which has been quite demanding over the last 12 months, to be able to ensure that the centre is staffed by qualified, trained and safe practitioners.

Ms Burch: And that—

MR DOSZPOT: And also—sorry, on that—

Ms Burch: Sorry, if I may just go to the training, I think that is a good, strong partnership with CIT to get that cert IV in youth work. So it is about using a local provider to train our local staff. I think that is the highest level we have ever had of educational achievement in youth work.

Dr Collis: Sure. We had a graduation in October last year, I believe, but I will stand corrected on that. Thirty-six of our operational staff achieved certificate IV or diploma status through the CIT. We have currently 10 more staff on that program. That has become part of our strategy of raising the bar around qualifications.

I attended that graduation. I must say that I was surprised personally, and I come from an educational background, at how transformational that experience was for our workers. They spoke about the fact that for many of these people this is the first formalised qualification they have. They had formed study groups external to the centre to continue studies. Indeed, on my desk the other day were eight degree level applications for staff out there. So my guess is that our aspiration is actually going to get a throughput of staff who want to go into youth justice with an aim of moving into other areas of youth work and youth welfare.

MR DOSZPOT: My supplementary question I was going to ask before was further to your comments about better management systems and so forth. Has it led to better retention of staff as well?

Dr Collis: Yes, retention of staff has been the best it has been for a number of years.

THE CHAIR: Do you have a substantive question, Mr Doszpot?

MR DOSZPOT: Yes, I have.

THE CHAIR: I will just check with Mrs Jones. Did you have a question?

MRS JONES: I am happy to wait. That is fine.

MR DOSZPOT: Turning to youth justice case management on page 59, I note that the annual report refers to the fact that over the past year the youth justice case management team has prepared 1,185 reports to the courts for young people appearing on criminal matters. How does this number of reports compare with earlier years?

Ms Howson: We will have to take that on notice.

MR DOSZPOT: That is fine. I have a number of supplementary questions. I am quite happy for you to take these on notice as well. How many young people would these reports cover? I presume you would want to take that on notice as well?

Ms Howson: Yes.

MR DOSZPOT: And what is the range of offences typically seen?

Ms Howson: We might be able to respond to that.

Dr Collis: I can respond to potentially both of those questions at once. Each report would be pertaining to one young person. There are a number of stages in the process, including pre-sentencing, which would be requiring a report. But each of those reports would be pertaining to one young person. The range of offences would vary from property crime to violent crime. There would be aggravated burglary and those sorts of crimes right through in that period of time to very serious attempted murder crimes.

MR DOSZPOT: What age range is included in the definition of “young people” for case management purposes?

Dr Collis: The age of criminal responsibility in the ACT is 10 years of age. In fact it is very rare for us to be preparing reports on young people below 13, but it is possible. We prepare reports to 18—the age which the young person was at the time of committing the offence. There is some discretion around 18-year-olds about whether justice and corrections take over the responsibility for preparing reports, depending on the likely outcome of the sentence. So there is a bit of a grey area in that, which is actually managed through a protocol between the two directors-general, the Director-General of Community Services and the Director-General of Justice and Community Safety.

MR DOSZPOT: Could I ask you to take on notice that question in detail, to give us the broad age ranges of the case studies—how many in each age category? You would have stats on that?

Ms Burch: Is this out of the 1,185?

MR DOSZPOT: Yes.

Ms Burch: The other strong piece of work that this team does is the after-hours bail service, and the youth drug court as well that has been implemented in the last 18 months or so. The after-hours bail service is quite a significant plank of our diversion away from custody. I believe that it is actually quite critical for youth justice. There need to be components of youth justice which include detention, but, in the main, diversion away and community support in responding to their offence, all the research will show you, are far more positive outcomes than others. The after-hours bail service certainly made a significant improvement in diverting away from incidence of time spent in custody and on remand. I am not sure if Mark or Christine would like to talk about that. When you are looking at youth justice and how it is being managed, the after-hours bail service is an important part of that, and it has been in place for about 18 months.

Ms Nolan: I might ask Mark to elaborate further on this in a moment, but I think the after-hours bail service has been a really successful initiative. It is always really satisfying, I imagine, for government when they choose to invest money in something that bureaucrats have proposed and then actually see a fairly speedy and direct outcome from that, which is what we have seen with the bail service.

One of the things that has been particularly pleasing about it is that it has had very good take-up by Aboriginal youth on the margins of the youth justice system. That is very important for us, because, of course, like other jurisdictions, we do have that problem here of over-representation of Aboriginal and Torres Strait Islander youth. It is something that I have been particularly pleased about. We have been able to create a service where those kids feel comfortable to ring up and say, "Hey, I'm in trouble. I'm at risk of breaching my bail conditions. I'm out after my curfew. Can you do something to help me?" That is very pleasing. Mark, do you want to comment on the results of the evaluation that was undertaken late last year, from memory?

Dr Collis: Yes. There is an evaluation report on the first six months of operation of the after-hour bail support service. Essentially it has taken us to almost 24/7 exposure in this area. The data is encompassed in that report, but it appears that there is clear success in reducing the number of young people who go into short-term remands in Bimberi. This is based upon the known finding that if a young person is exposed to a custodial environment, as part of the contagion effect, they are more likely to go and re-offend. People would be aware of the processes around that. So trying to keep the young people who do not need to be in Bimberi, those who are there overnight or for two days before going to court and then usually being released on bail, has been the strategy there.

The report indicated this is used very widely by the out-of-home-care service providers, by the police and also by a number of the young people themselves who phoned late at night with queries which indicated that potentially they were in risky situations which could have put them in breach of bail and therefore being remanded in custody. We were able to go and assist them to go home or offer some practical support.

The pleasing thing since that evaluation is that we seem to be seeing a long-term trend downwards in young people in detention. When the evaluation came out, we were in the early days, but if we look at the trend of young people in detention in Bimberi, we are now starting to get reliable trends indicating that the number of young people is really stabilising or going down and the number of young people on short-term remands is dropping significantly.

The after-hour bail support service has been a success in doing that. The evaluation did point out that in fact it would be wise to broaden the set of services after hours for families and young people rather than being specifically to do with bail. For example, this might mean phoning families to remind them that their young person might need to be in court the next day. Even though the young person was not in breach of bail, frequently it is difficult to contact families during the day. We have discovered that by providing that more generic youth justice service into the evening it has allowed us to be able to follow up, make contact and support families to support young people to go through the legal process.

MRS JONES: Regarding case management of young people, minister, what number of young people are in detention facilities and in the community? What is the percentage, as we are trying to manage cases across both of them?

Ms Burch: The overwhelming number would be on community orders, and only probably the very pointy end, so to speak, would be sentenced for terms in detention. As at this week there are 20 in Bimberi at the moment. Of those, 13 were remand and six were sentenced—18 males and two females, and six Aboriginal. That reflects probably a fairly static pattern.

We have always found that there are more on remand than are sentenced, so it is pleasing to see that trend go down. As Dr Collis indicated, the unfortunate reality is that if you spend time in detention, you are more likely to come back and spend time in detention. So the thrust of diversion is to keep people supported in community, with the range of supports that either they or their family need, whether it be counselling support, intervention in family support, education, drug and alcohol counselling—a whole range of things are put into play.

There is the move towards—I think Dr Collis mentioned it—a single case manager throughout, because we found that young folk would come into the system, have an official work with them and they would go on to the next part of the journey. There were often new officials working with them. Again, to allow consistency, to build up trust and a relationship, we have moved as much as we can to a single case management model, regardless of whether it is in community or detention. I am not quite sure if you would like to hear more about that.

MRS JONES: Yes. Do you have any information on the numbers that we are managing out in the community?

Dr Collis: In the 2011-12 reporting year, there were 261 individual young people receiving community supervision. To December this year, that is about 120 individual young people. As you might appreciate from the previous number about the reports,

some of those young people might come back into the system more than once in the year. So they might be multiples. The other thing is that they are the ones who go on to have some kind of supervision order. The significant majority—and that is in the thousands—of young people who come into contact with the police or the justice system do not have any supervision order at all. They may be sentenced and sent home or maybe police use their discretion to caution as well.

MRS JONES: I am a bit of a newcomer into this zone. Can you explain what “in the community” actually includes? Are there various categories there? What is a typical length of a case and what is the trigger for the end of case management for somebody?

Dr Collis: The trigger for supervision is a court order. It is court-ordered supervision. So the magistrate will order supervision. There are probably two classes of supervision process. One is if a young person has been charged with an offence and is bailed, or remanded, and the supervision essentially is around ensuring that the young person’s situation is known for a report to the court, and also ensuring that the young person gets back to court with regard to the offence that they have been charged with. So that is the first class.

The second type of supervision is for those young people who have been sentenced and are given a good behaviour order or a supervision order or detention. Those are usually long term and would be more likely to be months, if not a year or years, in regard to the supervision order. Obviously when a young person is on bail, the supervision statutory requirements for that will be determined by when the young person goes to court.

In very complex legal matters—and we have had a number of those in this jurisdiction recently—where there can be multiple charges, continued inquiries and so forth, a young person might be on remand for quite a lengthy period of time—years, in fact. I would like to take the opportunity to point out that for case management the challenges are quite different for those young people who are sentenced and for those young people who are not sentenced. Clearly, our supervision needs to be structured in a way that does not interfere with the legal process. The young person has not been found guilty of an offence. Frequently, it is not within the young person’s interests, and they may even have adults in authority coaching them to not engage in ongoing addressing of issues because it interferes with that process.

Once a young person is sentenced or has put in a plea then the options are much greater for our case managers to be working and making differences for young people. That psychological process is very important for young people to be able to say, “Yes, I own the fact that I committed that offence,” or, at the very least, “Yes, it’s been accepted that I committed the offence.” It is a much different psychological process as well in that space. So those are the two ways in which supervision happen.

MRS JONES: Is that time frame normally lengthy, between the offence and the court’s decision at present?

Dr Collis: It can be very brief. It depends on a number of things, including the willingness of the young person to plead to the offence and/or issues of the legal

process which are in fact a little bit of a mystery to me.

Ms Burch: Two things that I might ask you to talk about are restorative justice—you touched on it just a tad—and the drug and alcohol court, where an offence has been committed clearly when someone is under the influence of drugs and alcohol. The option with this is around dealing with that drug and alcohol problem in the first instance and then bringing the offence before the court proper.

Dr Collis: With respect to the Youth Drug and Alcohol Court, we have been in a trial since August 2011. This was a direction provided by our children's magistrate. The Youth Drug and Alcohol Court is a form of therapeutic jurisprudence, which is where the court takes an active role in the management of a young person's situation. Obviously its focus is on young people for whom drugs and/or alcohol are a key driver of their offending behaviours.

I might say that it is a very brave form of jurisprudence. The young people involved in a drug and alcohol court are usually the most resistant to change because not only do all the other drivers exist for offending—so they need to be serious offences, and many of these young people have been actually in custody—but they have had a significant problem with drug and/or alcohol addiction.

It is very intensive. At the moment since its implementation we have had seven referrals. Not all referrals can go in because the magistrate is very assertive about assessing the intent and motivation of young people to be there. For a person in detention, it may mean an earlier release for them and the magistrate may allow them to go and live in the community. So it is very early. Three people have been through the system and are currently in the Youth Drug and Alcohol Court. There will be an independent evaluation of that sometime this year by Health.

MRS JONES: I think you were going to talk about restorative justice as well.

Dr Collis: Restorative justice, yes. We have a restorative justice program that is run through justice and community services, the directorate. This, again, is a form of victim empowerment and involvement in sentencing. We have had a significant degree of success with this. There is a version of this—the conference for Aboriginal and Torres Strait Islander young people, the Ngambra sentencing court. The police have been very proactive in our jurisdiction. I think we need to acknowledge the proactiveness of the police in the ACT in partnering with organisations to achieve prevention and early intervention strategies. This is one where, as part of the blueprint, they have committed to ensuring that all young Aboriginal and Torres Strait Islander people are referred through that process. The restorative justice process is a process of a young person coming to an understanding of the impact of their offending; then recommendations around sentencing can be made as a consequence of that.

MRS JONES: Thank you.

THE CHAIR: Mr Doszpot, you had a supplementary?

MR DOSZPOT: I have, Madam Chair. Minister, I guess this question is to you.

During yesterday's hearings we had the three commissioners—the human rights commissioner and commissioner for disability; and, particularly in this case, Alisdair Roy, the Children and Young People Commissioner—all make the same comments about being underfunded, about getting more cases to work on and yet having to do so with reduced resources. Can you advise us what assistance can be given to the Children and Young People Commissioner to assist with some of the areas that obviously are of concern to your area as well? I should imagine there would be some—

Ms Burch: Firstly, Mr Doszpot, the commissioners are all funded through JACS. We do not have any bailiwick for the funding of their officers and their staffing resources. But that said, we work very closely with the commissioners on a whole range of levels across youth justice, care and protection, out of home services and a whole range of things. There is a very strong partnership about how we look at our system review, how we review the systems and how we go through complaints and decision-making mechanisms. Whilst it is certainly not within our bailiwick to look at the funding of their units, we do have very positive working relationships and an understanding about where the intersection is—

MR DOSZPOT: Ms Burch, can I just say that you and I have had this discussion in a number of portfolios now over the last four years. I respect the work that needs to be done. I do not respect the preamble with you almost saying, “Well, you know, it’s not my bailiwick.” You have responsibility for children and young people. Please take that responsibility on. The previous preamble is totally irrelevant.

Ms Burch: Mr Doszpot—

MR DOSZPOT: Tell us how you can advise—

Ms Burch: If you want to talk about preambles, go back and look at the *Hansard* on your questions. There is so much preamble in there, and assumption, that it is ridiculous. I am giving you the fact. If you can sit here after four years and not understand that JACS provides the funding, that is where the funding sits—

MR DOSZPOT: I understand very well, minister—

Ms Burch: I am telling you—

THE CHAIR: Do not interrupt, Mr Doszpot.

Ms Burch: I am trying to tell you about the relationship between CSD and how we work with the commissioners to make sure that, as a collective, we do the best we can for vulnerable kids and vulnerable families. If you choose not to listen to that, that is your problem, Mr Doszpot.

MR DOSZPOT: I understand the relationship. What I am trying to ask you, minister, is this: what positive aspect can you suggest on making a case for these people on behalf of the youth of our community? That is what I am asking.

Ms Burch: Do you want to say something, Ms Nolan?

Ms Nolan: Yes. Madam Chair, I just wondered if I could make some comments around this issue of complaints and how we work together with the commission. I was very pleased to see in the recent Auditor-General's report of care and protection that she actually commended the commissioner, Mr Roy, and us for the very strategic and practical way—they were the words she used—that we work together to try and resolve complaints.

In terms of the Office for Children, Youth and Family Support, we have created a centralised complaints unit that now operates out of my own office under the leadership of my senior manager, Janet Plater. That has been a terrific initiative. I thought it was a good idea when I proposed it, and it has turned out to be really useful.

From memory, I think that we have dealt with 106 complaints over the last year. It is allowing me, as executive director, to have very strong oversight of the types of complaints that we are getting and perhaps what their implications are for possible amendments to policy and practice. Of course, we have a lot of unhappy clients in the statutory services area; any statutory services provider does. We are going out knocking on people's doors, possibly taking their children into care. We are locking up young people in our detention centre. There are lots of opportunities for people to feel concerned or aggrieved about our actions.

Establishing that unit has been really helpful and has helped us to tighten up our liaison with the commission. Even where the commission are taking on a complaint for investigation, of course, they will be relying to a great extent upon the directorate, to provide them with access to an array of relevant information.

MR DOSZPOT: Thank you, Ms Nolan. Are you saying that you are able to take some of the workload from Alisdair Roy?

Ms Nolan: Yes.

MR DOSZPOT: And assist in that sense?

Ms Nolan: Yes, we are.

MR DOSZPOT: That is one of the positives. The suggestion I am trying to make is—can further assistance be given to the commissioners for the case that they have got to make to their respective areas? I guess that is all I am trying to put.

Ms Howson: From time to time, where there is a view about the need for a systemic review, it is not unprecedented that we do support that with either human resources or financial resources. An example of that is with the disability commissioner. We have recently provided support to that office so that they can participate in the quality assurance work that we need to do under the national disability insurance scheme.

MR DOSZPOT: We have had representations from all of these commissioners. I am simply trying to underline the fact that it is a pretty strong request from all of them.

Ms Howson: Yes, I appreciate that. They have also been very clear with us about

their constraints. As far as we possibly can, we are looking to work cooperatively together. I think the relationship between the children's commissioner and the youth justice area has been developing in a very positive direction.

MR DOSZPOT: Thank you.

THE CHAIR: Ms Berry.

MS BERRY: On the theme of human rights, what progress has been made on implementing the recommendations of the Human Rights Commission's report on youth justice?

Ms Burch: I think I made mention in the opening statements that very good progress has been made. There were 220-odd recommendations, of which 185 have been completed; another 34 have been commenced and progress is well underway. So the bulk of the recommendations have been achieved or there is substantive work in play. Also, I think it has been reflected in the oversight group, with the Public Advocate, the children's commissioner and the Official Visitor also having carriage through the education policy committee around reporting back to the community about the progress. From what I am hearing, they are saying that it has been very positive progress and good work has been achieved.

I would like to ask Ms Nolan and Dr Collis to talk about some of the outstanding work in addition to the after-hours bail service and the case management—the education opportunities and training opportunities for the young folk in Bimberi: how we are diverting away, how we are taking these kids that are at risk and are in many ways at a bit of a fork in the road of their lives and giving them restoration and opportunity to make their lives good and to have strong opportunities.

Ms Nolan: Education and training has been a really important area to strengthen for the young people. I am really glad to say that the Education and Training Directorate have been absolutely fabulous in assisting us. They run a very high quality education and training program on site. They employed two transition staff to help the young people transition either into continuing their education or into jobs following their departure from Bimberi Youth Justice Centre. That has been absolutely great. I had with me—I was passing it around amongst the staff before—a wonderful coffee table book of artwork prepared by the children at Bimberi Youth Justice Centre through the school. I think this might even have been launched over here at the Legislative Assembly a few months ago.

Dr Collis: At the library.

Ms Nolan: At the library, was it?

THE CHAIR: Just for the *Hansard*, could you explain what the title of the book is?

Ms Nolan: The book is called *Art at METC*—the Murrumbidgee Education and Training Centre at Bimberi. That is the name for our school. It is a wonderful showcase of the quality of work that has been produced by the young people at the school under the direction and with the assistance of the art teacher. It is something I

think we can be really proud of.

We have had a number of successes in young people who have been in our Bendora unit, our transition unit, being able to go out of the centre and actually do work experience with employers while they are still technically in custody. And we have had, I think, a couple of kids where employers have been offering those children a job on graduation from our centre. I might hand over to Dr Collis and ask him to make some comments around those employment outcomes.

THE CHAIR: Before you go on to that, minister, would that booklet be available?

Ms Burch: Absolutely; we would like to share it with the committee.

Ms Nolan: Yes.

Dr Collis: Specifically, let me give a snapshot of the July to June reporting period. Five of our young people completed a certificate III in fitness; four of those went on to complete certificate IV. Two young people completed a certificate II in horticulture; in that period of time, those young people went on to be employed by Bimberi in an ASBA program, which allowed them to do horticulture at Bimberi and around the surrounds of Bimberi. Four young people completed short courses in hospitality and in road ready. One completed the complete access 10 in that period. Five young people completed a certificate III in business; it is interesting to note that a number of those were the young people who completed a certificate IV in fitness. Some of those are looking at taking up an enterprise in the area of personal training on leaving Bimberi; that is a very popular activity there. Four young people during that period did formalised year 11 or year 12 studies as well.

Over the reporting period, there was a change in the structure of educational delivery, which looked at ensuring that everyone was getting nationally accredited vocational competencies. A work ready certificate was designed in collaboration with the CIT. Eighteen of our young people worked their way through to get actual competencies. Those competencies are ones which later might apply to other forms of educational pursuit or pathways.

So it has been a significant investment. We know that one of the critical success factors for Bimberi, both from a day-to-day functioning level and in terms of long-term success with young people, is diverting them from lifelong offending. I need to stipulate that in relation to the discussion before about those people in the community and those people in detention we need to recognise that the young people in detention are the most likely by a long way to go on to a life of lifelong offending, and that is what we are attempting to divert. It is the most difficult work in this area.

So this success with these young people is very important. We know that that is where we need to continue to invest in them, investing in our community and in our economic environment so they will be able to participate economically and socially in the community. We know that when they start to get these kinds of qualifications they are starting to understand that they have a stake in our community, and that is going to be a potential mitigation against future offending.

We are really pleased with the program. We work very closely with the education staff now. It is an extremely high quality program that is offered for them.

Ms Howson: There are some other features of what we have achieved under that suite of recommendations that Ms Power will respond to.

Ms Power: I would just like to pick up on some of the progression of the systemic and cultural reforms that we have been achieving in the youth justice system. They link to the recommendations made by the commission through the government's release of the blueprint for youth justice in August last year. The blueprint provides an approved approach through an enhanced focus on any intervention and diversion for young people who are at risk of entering the youth justice system. And it is promoting a long-term, 10-year shift of policies and programs over that time to address significantly the underlying causes of crime, the cause of offending by children and young people rather than the consequences of youth crime. So it is working at that front end of that very strategic whole-of-government approach.

There has been a lot of work, which I think Ms Nolan and Dr Collis have alluded to, and the minister before that, around some of those programs like the after-hours bail service and the Youth Drug and Alcohol Court. But the blueprint for youth justice is looking really significantly around early intervention and prevention and diversion. One of the key things that we are working on at the moment is the framework to identify children and young people who are at risk, and that is working with agencies such as the department of education and Mental Health Services and things like that, to look at where young people are at risk of entering the youth justice system and working very significantly and quite pointedly with them.

The other things that Dr Collis mentioned are the after-hours bail service and the evaluation of the Youth Drug and Alcohol Court. There has been a lot of work commenced around participation and family engagement, and one of the things that the blueprint implementation group is looking at is the development of a family engagement plan and the principles about the family-centred approach. I think Dr Collis mentioned the movements around the after-hours bail service really looking at how we can better support families to support young people in the youth justice system. So there are lots of things that are happening more at that very strategic and cultural change level through the blueprint.

THE CHAIR: Thank you very much.

Ms Nolan: Madam Chair, if I might just add, we actually have employed a family engagement officer at Bimberi Youth Justice Centre. That is an identified position for an Aboriginal worker, just acknowledging that a lot of the children that are in there are coming from Aboriginal and Torres Strait Islander backgrounds. But they are working more broadly with all families. And we have an Aboriginal social worker, qualified social worker, in that role at the moment. So we feel that is going to be a very important way forward for us.

THE CHAIR: It is very comprehensive. Thank you very much. Mr Doszpot, a question.

MR DOSZPOT: Minister, on page 60, if we could turn to the turnaround program, it provides for the development of coordinated case plans for eligible young people with intensive support needs. Could you define intensive support needs for us?

Ms Burch: There is a mix of those kids that have maybe got drug and alcohol problems, mental health issues, having difficulty staying connected with the education system. We touched on this in one of the very earlier questions. I think it was you, Ms Berry, who asked about the turnaround program. I will go to Dr Collis again.

Dr Collis: Turnaround is a very particular approach to the provision of services for young people. The definition of complexity is really around the complexity of service response. So it is about young people across government and in the community for whom the service response is going to require a number of service providers and will need to be coordinated over a lengthy period of time. Indeed, it is not so much an evaluation assessment of the young person but an evaluation of the service offered that is required for the young person.

It probably is no surprise that turnaround clients are frequently care and protection clients and frequently youth justice clients. So there is quite an overlap there because, as we would expect, young people who have experienced trauma in their past are liable, if nothing else happens, to present with a complex array of service needs. Those service needs might be accommodation, access to drug and alcohol services, getting to court on time because they have no mum or dad available to do that. It might be an array of things. But turnaround hangs in there and coordinates and ensures that those elements happen.

MRS JONES: Just a supplementary to that, if I may.

THE CHAIR: Yes, Mrs Jones.

MRS JONES: How many young people are we dealing with through this turnaround program? And how many of them would you be able to measure some sort of success against?

Dr Collis: The target is 35 young people on the program. That is usually well and truly met and above. The governance arrangements for turnaround include a referral assessment panel, which is across government, and a community agency referral panel and a steering group. The steering group meets bi-monthly and we go through the outcomes that have occurred within that period of time.

Assessing outcomes for this group of young people is particularly difficult, as you would appreciate, because it depends how far out you go. I think probably one of the things to say, which I have not mentioned, is that this is, in fact, a voluntary service. Young people have to sign up for it. The fact that young people are signing up and continuing to engage with the system is in itself an indicator of success. We do know with these very vulnerable young people that one of the really major signs of risk is when they are lost to adult influences and relationships. Frequently it may be that for some of these young people the only people they are contacting and talking with in that responsible adult realm are, in fact, their turnaround case coordinator for a period of time. Then we look to enlist them more.

MRS JONES: Just one final supplementary on that: if the person is school aged and is attending an ACT government school, who has responsibility for the full management of that young person? Is the school involved as well?

Dr Collis: Yes. If the young person is at a school—and the majority of our young people currently are in a formal education, either through a training or alternative education opportunity or in a neighbourhood school—the education system is a very strong partner. The Education and Training Directorate have a very strong partnership in this. They are represented very strongly on the referral assessment panel as well as the steering group and have been an active participant in this for as long as I have been involved with it.

Again, the turnaround program is a case coordination program. When things progress to a point where a more natural process can undertake the coordination needs for the young person, turnaround attempts to step down from that process. And frequently someone from a schooling sector might take on a role, if that was deemed appropriate by the referral assessment panel.

Ms Burch: And they are also connected to community organisations or support organisations. And it is my understanding the referrals can come from multiple agencies. They could come from education, they could come from Health or they could come from out-of-home care. So it is very much a connection process.

MRS JONES: Very good.

MR DOSZPOT: I have a supplementary on this, Madam Chair.

THE CHAIR: Yes.

MR DOSZPOT: Dr Collis, I have a question regarding the, I guess, practical application of turnaround. How long is a typical child in the turnaround program?

Dr Collis: Again, this is a statistic which is tabled in our steering committee meeting. I do not have access to the last data. So I am happy to take the specifics on notice. However, this is a longer term thing. We have young people who have been engaged in this program for in excess of two years, and we have the bulk of our young people involved in this for between six months and over two years. So that would be the bulk.

MR DOSZPOT: I understand that, and I think it is a great concept to develop. My question relates to what happens to, say, those who cannot be turned around. Are there any other options or where do they go from there?

Dr Collis: The question is about the whole service system for vulnerable youth and—

MR DOSZPOT: My question is in relation to those on the turnaround program. You have got a couple of people going through there. One has, after 90 days—I am not sure whether you can use the term “pass”—gained sufficiently to move on, back into the normal area. What happens to the ones who cannot be turned around?

Dr Collis: There are young people who do not volunteer to be part of the program, and they continue to be entertaining the resources of the statutory environments, in fact. That is part of the complication. Some are, and it is really concerning for us that some young people might not even come to the attention of the police or the health system or the schooling system either. So there is that.

Can I say in regard to the referral process, the referral assessment panel acts as more than just a gatekeeper on this. It is not my understanding that we have ever been in a position where we have not been able to pick up referrals here. But what will frequently happen is, because the referral assessment panel comprises senior managers from community organisations and government, people will say, “Actually, this doesn’t need the intensive, coordinated approach of turnaround.” Barnardo’s have a case management program. Particularly through the new gateway that we have, that would be an avenue that would be frequently used to provide support.

In the past we have also had it come to the attention of the schooling sector, which has looked at the issue and said, “This is a space we need to take control of; it does not need to go into turnaround,” and we will move on. The referral assessment panel is a much more responsive committee than just a gatekeeper. No-one leaves that process without a plan for what the next step is.

MR DOSZPOT: Thank you.

THE CHAIR: Because I know some members have to get to another meeting, we might finish at that point for the morning tea break. You will be back, I believe.

MRS JONES: Yes.

THE CHAIR: I will adjourn the hearing at this stage for a brief morning tea. We will come back at 11.15, and then, minister, we will go on to the arts policy and the Cultural Facilities Corporation. Thank you very much, officials and minister.

Meeting suspended from 10.57 to 11.18 am.

THE CHAIR: We will now deal with arts policy and the Cultural Facilities Corporation. Welcome back, minister, and all the officials. For those of you who were not here before, could you acknowledge the fact that you understand the implications contained in the blue privilege card. Thank you. Minister, do you have an opening statement on this area?

Ms Burch: No, I think I covered some of that in my earlier opening statement. Again, I thank the fabulous staff of CFC and artsACT for the work they do.

THE CHAIR: I will go to Ms Berry for the first question.

MS BERRY: My question is on social inclusion through arts. Staff in my office were lucky enough to attend, and speak highly of, the Other Film Festival, which Minister Burch opened last year. I noticed in the annual report that grants were awarded to the stars of the Canberra film *Beautiful* to attend the Melbourne event. What else is the

directorate doing to support participation of people with disabilities in art?

Mr Whitney: Through our arts fund we are supporting individual applications that individuals make to that arts fund, but we have changed the delivery of our community arts program to now move those officers into the regions. There are now three officers based at the Belconnen Arts Centre and three at the Tuggeranong Arts Centre. We have retitled and re-identified their tasks. They are now called community cultural inclusion officers. Their work is to engage with the community, particularly those people who are most vulnerable, to engage them in arts activity with a particular focus on the areas of disability, Indigenous and multicultural affairs.

The officers work across all of those disciplines and, indeed, anyone that is looking for some inclusion program through our participation as part of one of the key tenets of our key arts strategy. The arts policy framework that was released last year has participation as a key element. Certainly engaging with the disability community is something that we are very strong on at a policy level and that we implement with officers at those two arts centres, who have a territory-wide brief. So they can work not just in Belconnen and Tuggeranong but across the rest of the territory.

THE CHAIR: With regard to arts facilities, I note the successful delivery mentioned on page 58 of the report of the Strathnairn homestead electrical improvement project and significant renovations to the 1920s homestead. As much as possible I try to get out there, and I think I will be there on Friday night.

Ms Burch: Opening an exhibition, I understand.

THE CHAIR: Yes, opening an exhibition. We are very fortunate to have that facility. Minister, could you or your officials let us know how those improvements have enabled that facility to offer perhaps more exhibitions or improve the patronage of that homestead and the surrounding buildings?

Ms Burch: It is a beautiful parcel of land. It is quite an older property there, and certainly the artists residence studios are of an older vintage rather than a modern vintage. We found that we needed to do some upgrades. However, once we started doing the initial work, we realised that the job was a little bigger than what we had originally intended. So the scope did grow. It has built on the investment we have put into Strathnairn over time—the foundry out the back, the road and other attributes that we have put in there. David Whitney can go to some of the detail, but it continues to be quite a significant arts centre for Canberra.

Mr Whitney: Yes, the developments at Strathnairn have given the Strathnairn Arts Association, who provide the activities there, new studio spaces. There are two new studios that have just been completed. Also, in the homestead itself, as their caretaker lived in part of that building, there was always a restriction to the gallery, which is obviously a source of income not only for the people who have studios there but also for others as well. There was a real pressure to actually expand the gallery program, which also acts as a retail sales area.

By being able to rework a little part of the homestead, while keeping its heritage elements in place, or the feel of the heritage, an external, new residence has been

constructed for the caretaker to live in, which means that within the homestead can now be created another space for exhibitions and sales. The office for the Strathnairn Arts Association can now move out of the very small office space that it was in. It has a larger room—two rooms to work from.

They are also looking at expanding their artists in residence capability. Currently there is a very small bedsit which is available for artists to come and stay and work there. They will now be looking at turning the new place that we have created for them into that second capacity as well. So they will be able to expand the artists in residence capability at Strathnairn.

The two new studios that I mentioned were particularly informed by the master plan that we did. There is in fact height in the studios. A lot of the studios are quite low in height and painters in particular need perspective and need to get back and look at their work. So these two new studios have a sense of height about the construction.

The minister mentioned the road. It seems a very simple thing but it actually now connects the spaces from the entrance as you come in to the Strathnairn homestead area to the woolshed, which was refurbished two years ago and is now fully subscribed in terms of artists that have studio spaces there. That road then links down through to the foundry and then around the back of the other facilities. So it is rolling out the master plan that we put in place some years ago.

The administration space is always a difficulty within any arts area. Whilst it is not particularly glamorous from the public's perspective, it is a really important part. We are now working with Strathnairn to strengthen their administration so that they can be a little more self-sustaining in terms of their delivery. They are probably at capacity now in terms of studio areas that they have, and they certainly have a lot of people who are on waiting lists to get into the studios. It has been very successful, but they need to strengthen, I think, some of their other earned income areas.

We did some work on the kitchen in the area so that it could now become a commercial kitchen, and there is an external proprietor working four days a week providing activities out of that kitchen, including their very successful once-a-month pizza afternoons, on Sunday afternoons.

THE CHAIR: I have availed myself of the pizza afternoon. It is very pleasant. I would recommend it to everybody.

MS BERRY: I grew up with Strathnairn as a place I visited and attended as a young kid. What sort of relationship does Strathnairn have with the community and the school community in west Belconnen?

Mr Whitney: Within the school community I am not too sure, but certainly they were a very key organisation when we were looking at building the Belconnen Arts Centre. Part of the structure of Belconnen Arts Centre is that there is a member from the Strathnairn board that sits on the Belconnen Arts Centre board. The gallery space that we have at Belconnen is fantastic. So Strathnairn is, if you like, a place where artists might begin their exhibition career and then there can be a curated exhibition occurring at the Belconnen Arts Centre. So there is a very strong connection with

activities that occur there.

Part of our community cultural inclusion program now is that those officers are looking at engaging in and delivering activities out at the Strathnairn site as well. I cannot answer your direct question about schools, but certainly, with respect to the relationship with Belconnen, there is a very strong connection with the arts centre.

MR DOSZPOT: Minister, can you please give us an update on the Megalo and Fitters Workshop issues?

Ms Burch: We are working with Megalo to provide them with a relocation—what we are describing as a temporary space down at the old LDA buildings on Wentworth Avenue. It is my understanding—David Collett can go to some of that detail—that we are looking to that relocation at around Easter-time or shortly thereafter; certainly in the first half of this year, depending on the work that needs to be done there in accommodating particularly their heavy machinery. That decision was made by Megalo board. They remain disappointed at the inability to move and locate into Fitters Workshop, but they need to get on. They have had serious disruptions to their programming while there has been a question mark over this. So they have made the decision to accommodate themselves temporarily, and then we will go on and build a purpose-built building for them at Kingston, as we move, over the medium to long-term future, the other infrastructure that will go into that Kingston arts precinct.

Mr Collett: The minister has encapsulated the initiative in her remarks. We have engaged architects and a project manager to manage the work that is necessary in order to get Megalo into the space. The space is a good fit. All of their facilities and equipment can move into the space, and the various wash-down areas and other things that they need can be accommodated in the space. We are removing some internal partitions, but no load-bearing walls. Some underfloor moisture issues have been addressed by the Land Development Agency as part of their custodianship of the building. But we are working very closely in cooperation with the LDA to ensure that the works are done in an integrated way, that we are not spending any money that needs to be reworked, and that we can get Megalo into the facility as soon as practicable.

MR SMYTH: How long are they likely to be in this temporary facility?

Mr Collett: We are currently looking at the master plan for the Kingston arts precinct. Work has been briefed by the LDA. We are having the architect who was responsible for the designs for the original accommodation revisit the sites identified in the master plan. As the minister said, it would be medium term rather than short term.

MR SMYTH: So what is that? Two years, three years, five, 10?

Mr Whitney: At the shorter end of the range that you just described.

MRS JONES: Minister, regarding the government's public art program, what pieces are still to be rolled out? When are they intended to be rolled out and what is the annual budget for maintenance of the government's stock of public artwork?

Ms Burch: I will go to Mr Whitney for the detail on that, Mrs Jones.

Mr Whitney: In respect of the public art program, there are two works that are remaining to be installed. Both works are on hold pending other construction activities that are going on. One of the works was to be located down on the entrance into Canberra from the airport. However, with the commonwealth funding for the Majura Parkway extension, clearly there a major disruption at that end of the construction. So the work down there, which is called *In the stream* and *Breezing in Canberra*, is on hold until the roadworks are resolved on the site there.

The other work is *Microscopia*, which is due to be installed in the women's and children's hospital. We have been advised that we are looking at a date in October, pending the construction of that particular part of the hospital. They are the two works to get rolled out. In respect of your question about how much we have for an annual maintenance program, that figure is now \$150,000 a year.

MRS JONES: Just quickly on the one at the airport, what piece of art is it? What does it look like?

Ms Burch: It is a larger kinetic-type piece.

MRS JONES: Coloured?

Ms Burch: Kinetic. It is a moving piece—a large moving piece.

MRS JONES: A bit like the one that is already at the airport that the Canberra Airport Corporation has put in?

Mr Whitney: No, this work is actually site-specific designed around the migratory paths of the birds coming into the Jerrabomberra wetlands. So it is a very large, a very fine—it is not a particular bird. It is not a crane or a stork or anything like that, but it does have a sense of birds flying.

MRS JONES: A bit like the other orange ones that we have got around—

Mr Whitney: It is actually much larger than those and it is very delicate in how it moves. The artist has exhibited at Sculpture by the Sea. The fellow at the airport has also done the works on Adelaide Avenue for us and down at Lake Tuggeranong. The airport commissioned him after we installed our works there. But this work that we are talking about is from a Japanese artist. It is actually to be sitting in that flight centre. It is picking up on the flight of the aircraft and also the flight of the migratory birds coming in.

MRS JONES: Can I get on notice the dimensions of it? I am just very interested in how big it is.

Mr Whitney: I am—

Ms Burch: Big.

MRS JONES: I do not want it today; on notice is fine.

Ms Burch: We can get back to you and—

THE CHAIR: You have taken that on notice?

Mr Whitney: We will take that on notice.

Ms Burch: We will. The community down there around Pialligo were very keen to have a piece of art in their precinct as well. I think they will be pleased once the roadworks and everything are done to the point that we can come back to it.

MRS JONES: Thank you.

THE CHAIR: Ms Berry?

MS BERRY: Thank you, chair.

MR SMYTH: Sorry, Madam Chair, is it possible I might have a question?

THE CHAIR: Yes, certainly. As I said before at the opening of the hearings, visitors will be given an opportunity when members have asked their questions.

MR DOSZPOT: But we have all asked a substantive question, Madam Chair.

THE CHAIR: Yes, that is fine. I am going to Ms Berry next, and if you would like to give a question to Mr Smyth, feel free to do so.

MR DOSZPOT: A must unusual decision, Madam Chair.

THE CHAIR: No, it is not. It is not.

MR DOSZPOT: Okay.

MS BERRY: Thank you, chair. On page 341 of the report, it says that the ANU manages a \$1.4 million grant to run the community outreach programs. Can you elaborate on what these programs entail?

Mr Whitney: Certainly. In respect of the community outreach program, the territory has been funding outreach programs at the university for many years. The programs directly connect to the School of Art and to the School of Music. I think the core School of Music program is delivered through primary schools—the music education program. I would have to have a quick reference here, but I think it is something like 6,000 students with 120 teachers providing in-service training for them over about 45 schools. I should check those figures. That is the extent of that outreach program. It is engaging young people through a singing program to become involved in music and to set them up in a career path to pursue music as it moves forward.

There is also the music-after-school program and a music-for-concert-band program supported through that activity. Other elements of that program include support to the

Canberra Symphony Orchestra for students at the School of Music to be mentored, if you like, through the orchestra program. Yes, I can confirm that it is 6,000 students and 120 teachers. I was pretty close there.

Ms Burch: A remarkable memory, Mr Whitney.

Mr Whitney: We are very proud of the program and its outreach. We are looking to extend that as hard as we can. Another part of the program is to work through the School of Art where we have an open access program. Canberrans can do programs at the School of Art after hours. Over 600 people take advantage of that program across all of the disciplines that happen within the School of Art. The School of Art also opens its doors for their public lecture program. It is part of the university but also many of our key arts organisations and individual artists take advantage of attending those workshop activities and programs as well.

They run an annual program for secondary teachers to go along to—you like, a summer school to get involved in and develop their activities through. We also, through that program, provide support above that \$1.4 million; \$200,000 is available to hire Llewellyn Hall. There are many community art organisations in Canberra that need the acoustic properties of Llewellyn Hall and its capacity. Canberra Symphony Orchestra is one of those. Canberra Youth Music is another one. There is also the eisteddfod and activities like that that need either the acoustic properties or the capacity within the hall to operate from there. That is sort of a summary of the programs that happen.

THE CHAIR: I turn to the Cultural Facilities Corporation. Reference is made on page 21 of your report to a lot of involvement in the Canberra centenary. I obviously do not want you to spend the next hour or two hours talking about all that. I am sure you could. But I wanted, first and foremost, to congratulate all of the volunteers and staff involved in any way—from yourselves to the directorate—in the centenary program. I know it is a huge undertaking for everybody. How you believe it is going from your point of view?

Ms Elvin: Thank you for that compliment, Madam Chair. I will certainly pass that on. In fact, as you may be aware, we do have centenary volunteers now located at CMAG every day to assist members of the public accessing information about the centenary. I think that is a great initiative. It means that CMAG is a centenary hub. We also have dedicated portals where people can click directly on to the centenary website and access information. We have really tried to promote CMAG as being a centre for information about the centenary.

More widely, as you have alluded to—I could spend all day talking about it; perhaps in summary I will refer to our program at the Canberra Theatre Centre this year, which is called “Collected works: Australia 2013”. That is the biggest subscription program we have ever presented. It is 20 productions. It includes a performing arts project from each state and territory. That has been made possible with the support of centenary funding. It is major productions like *The Secret River*, for example. There will be a specially commissioned piece by the Australian Ballet a little later in the year. It really has meant that we have been able to present a much more ambitious program than we usually could. That will be taking place throughout the centenary

year.

At CMAG, in addition to being the centenary hub, we are actually presenting a number of special exhibitions this year to mark the centenary. We have put out for the first time an exhibition guide for the year that lists those exhibitions. One that I have been particularly involved in is an exhibition of treasures from the four official residences in Canberra—the Lodge, Government House and then in Sydney, Kirribilli and Admiralty houses. For the first time, items from the collections of those houses will be brought together and exhibited in a gallery space, which allows the relationship between them and the actual ethos of the collection to be explored in a way that you cannot when the collections are dispersed. In fact, that exhibition will be opened next month by Mrs Tamie Fraser, who was the person who originated the Australiana Fund collection, as it is called.

There is a range of other exhibitions and activities throughout the year, including some of our historic places. Of course, a number of our historic sites were some of the very few places in Canberra that pre-dated the official naming of Canberra. So we felt it was important to include them in the festivities.

The particular thing, though, that I would mention is a new program, an oral history program, that we are developing with children called “artefact chat”, whereby children will be interviewing more senior members of their family or their community based around artefacts or objects that have particular significance for them and then recording oral history around that.

I might just mention one other thing, and that is the Canberra Gold exhibition at Canberra Museum and Gallery. Canberra Gold recipients, as I think you may know are those individuals or organisations that have been in Canberra for at least 50 years. Of course, they have all very interesting stories to tell. We have been presenting a series of Canberra Gold exhibitions in the lead-up to the centenary year. Now in this centenary year there is a particular focus on that. That has culminated in a toast to Canberra. We joined in the official toast with Canberra Gold recipients at CMAG on Tuesday. I know that a number of MLAs were able to attend that, including Mr Smyth.

THE CHAIR: Thank you very much. Congratulations, again. Yes, I have met a few of the volunteers and they have been very helpful. Mr Doszpot.

MR DOSZPOT: Madam Chair, I must make a comment on your ruling. I feel it is highly disrespectful of Mr Smyth. He is our shadow arts minister and, as such, deserves to be able to ask a question once we have all had our substantive question. In deference to your ruling, I will actually defer to Mr Smyth.

THE CHAIR: That is fine. You were not here when I made it very clear—

MR DOSZPOT: No, I was not.

THE CHAIR: I made it very clear—

MR DOSZPOT: That does not make any difference from my point of view.

THE CHAIR: It is the actual procedure for this committee—

MR DOSZPOT: Okay.

THE CHAIR: and all committees that I have been a member of.

MR DOSZPOT: Thank you; I have passed it to Mr Smyth.

THE CHAIR: Mr Doszpot, that is fine. You can give your question to Mr Smyth. I am sure he will be happy to ask a question now.

MR SMYTH: Thank you, Mr Doszpot and Madam Chair. I am curious as to the progress of the proposed bushfire museum, which I presume crosses over between arts and the Cultural Facilities Corporation. What work has been done? Have any funds been allocated to progressing the proposed bushfire museum? When will we have an answer?

Ms Elvin: I might have first go at that. It is, as I understand, still more of a concept than a fully developed proposal. Certainly, letters have been written to me about that, and we are very willing to play an active role in the working party that I understand is going to be established under the emergency services portfolio to examine the concept in more detail. I know also that there have been suggestions that Lanyon could be the site for that museum. I will defer to my minister on this. It really is too early days to start thinking about locations when the actual concept needs to be fully developed.

Ms Burch: And the long-term plans we have for Lanyon. Without jumping in and excluding anything else, there are strong commitments on the space already there. Tuggeranong Arts Centre, for example, have relocated their studios there whilst refurbishment goes on there. There has certainly been some longer term work. We went out to the public for a consultative process on the use of Lanyon and what those additional programs could look like. There was certainly strong interest in an interpretive and education centre and how we get more community programs in there.

Going back to Ms Elvin's opening statements, yes, we are aware of the concept. I understand that letters have been exchanged, but there has been no commitment from us or decisions from us.

THE CHAIR: A supplementary, Mr Smyth?

MR SMYTH: If there is no commitment and the expression of interest in using the Nolan—is the Nolan gallery still on the table as a potential site?

Ms Burch: The Nolan gallery is being used at the moment through Tuggeranong Arts Centre. It has also received regular use through Communities@Work and one of their men's shed-type programs as well. As we have developed Lanyon over the last little while, and particularly with that process about going out and asking the community what they want—you would be aware that we have been out to Tuggeranong Community Council as part of that process—certainly the options for Nolan are looking at an artists-in-residence program. We explored that with an artist. I forget the

artist's name, but she was doing some wonderful things with local grass and textiles.

Ms Elvin: Yes, Kerry Shepherdson, minister.

Ms Burch: Yes. An Indigenous arts studio and gallery—

THE CHAIR: Just one moment, minister. For the *Hansard*, could we have the name more clearly said?

Ms Elvin: I am sorry. Kerry Shepherdson was the artist. Perhaps I should add that we have a further artist in residence this year; that will be Alison Alder. That will be taking place as a heritage artist in residence project during the heritage month.

THE CHAIR: Sorry to interrupt, minister.

Ms Burch: Please do. The other options that were strongly supported included an orientation centre or an interpretation centre, again looking at cafes and a small conference centre. That is the work that was identified over 12 months ago, before the notion of a rural fire museum was presented to us. So that has been the intent and the thrust of the work from the CFC.

MR SMYTH: But the proposed museum is not excluded? Or are you saying the door is shut on that option?

Ms Burch: What I am saying is that no decision has been made, but if we look at our commitments and our longer term plans, we could fully utilise it with areas and programs that have been identified in a longer term span.

MR SMYTH: While we are talking about Lanyon—I see that Eric Martin is in the paper this morning on the National Trust being in some difficulty. What is the status of Lanyon? Who actually owns Lanyon? And is Lanyon at threat because of the funding difficulties of the National Trust?

Ms Burch: The ACT government owns Lanyon; I think the reference in this morning's paper was about some of the items of furnishings there.

Ms Elvin: That is correct. Would you like me to provide some more detail on that?

Ms Burch: Yes.

Ms Elvin: As the minister says, Lanyon as a place, including its land and buildings, is a public asset which is managed by the CFC. There is a collection at Lanyon, and some of that collection is owned by the National Trust. That is what Mr Martin was talking about in the paper today.

THE CHAIR: Mrs Jones.

MRS JONES: I will defer my question to Mr Doszpot so that he does not suffer any disenfranchisement from the committee process.

THE CHAIR: I am fairly happy—

Ms Burch: Can I suggest to the committee members that they keep their internal discussions to their substantive meetings?

MRS JONES: I am happy to defer to Mr Doszpot.

MR DOSZPOT: I will defer to Mr Smyth.

MR SMYTH: Minister, I want to go to the ANU School of Music. What input has the government had to the School of Music, and what is the government's ongoing role in watching what is happening there, given that some of the enrolments have now decreased?

Ms Burch: We have a watching interest in what happens at ANU. It is an independent institution; it can determine its curriculum and its student requirements as is its right in many ways. Because of the community outreach program—I think there is \$1.6 million that we provide through community outreach—and also, as Mr Whitney was describing before, because of the open access to and use of Llewellyn Hall, we are in the middle of a conversation with ANU to ensure that the integrity and the outcomes of that program are maintained, given the change in their teaching numbers, in the main, because it was the teachers that in many ways were providing that ongoing connection to the broader group. Ms Howson may want to talk about those conversations.

Ms Howson: The directorate has been in contact with the ANU School of Music for the specific purpose that the minister has outlined, just to assure ourselves around the outcomes that that program is achieving and the commitment of the ANU to that program. We are satisfied that we do have and will maintain a very strong partnership with the ANU in relation to the community outreach program. We are working with them at an officer level on reviewing those programs and where that might go in the future. There is a series of workshops that we have committed to, and all are participating in that.

MR SMYTH: Is there any effect of the changes on the CSO? And have you had discussions with the CSO in regard to what has been going on with the School of Music?

Ms Howson: I have not had any direct discussions with the CSO, but I might ask Mr Whitney to comment on that.

Mr Whitney: We certainly are talking to the CSO quite a lot about what impact there might be from the School of Music. The number of teachers that are directly teaching at the school who play in the orchestra is a lot less than you might think. Those teachers that are still engaged by the university are still playing with the Canberra symphony. Some of those teachers who are no longer teaching full time have been re-engaged by the university to teach on a sessional basis. My understanding is that there is only one teacher who is no longer at the ANU, now working out of Melbourne. And part of their employment in Melbourne was to come back and play within the Canberra Symphony Orchestra. So Canberra Symphony Orchestra are not feeling that

any changes that happened at the university are going to impact negatively on their ability to deliver the Canberra Symphony Orchestra program for the rest of this season.

THE CHAIR: Ms Berry.

MR SMYTH: Sorry, just one more. Has the government made any inquiries about the future of the School of Art, and are there any proposed changes that the government is aware of to the School of Art?

Ms Burch: Part of the ongoing discussion through our community outreach program is that we have sought some guidance about what their directions are, and that is forming of our reaffirmation around the commitment that we have in place until 2014. I think our current arrangements are in place until 2014. We are certainly looking to ANU and, as part of our community outreach program, which we remain committed to, we recognise that any significant change in ANU structures that might impact on that is worthy of our concern and attention—but only in relation to the effect of how it intersects with our program, which at the moment is the community outreach program.

MS BERRY: I see on page 338 of volume 2 that the 2XX community radio program *Local 'n' Live* attracted project funding. I know the program raises the profile of ACT artists and gives us all a chance to hear local music. I was wondering what the directorate was doing or if it was thinking about removing some of the barriers to Canberrans seeing their favourite acts live.

Mr Whitney: Yes, we have given project support to 2XX, and we also give ongoing support to ArtSound FM, both of which are involved in recording and broadcasting live Canberra music. Both programs are at different ends of the music spectrum; I think that would be the fairest way to put it. But we certainly have a commitment to new music and generating and supporting new music.

Through the arts fund we have also supported MusicACT, which is now a middle-aged organisation. It is probably three or four years old. It has developed a website which has a lot of venues and activities that young people can find to go to for their music and activity. We have also supported them to develop a series of workshops to provide opportunities for young musicians who want to join a band or need to have some sort of structure around them to understand some of their legal obligations and also some of the things to watch out for. These are workshops that have been conducted by MusicACT around contract management for themselves as artists and also if they are going to be presenting their concerts.

MusicACT are also working very closely with the centenary, and later this year they are going to be presenting the—I think the title is something like “sounds like Canberra spirit” concert, which is a promotion of young and emerging artists coming out of the Canberra independent music scene. Also, through support of the You Are Here festival, there is quite a lot of young and new music coming through that area. New music is an important part of any culture, and we support that not only through the radio station but through other activities.

Ms Burch: MusicACT has done a lot of work on its website around various venues in town and what is available for different types of music and different levels of music, just to make sure that young folk do have access to music and emerging artists do have somewhere to play.

Mr Whitney: Another area of music that is very important for us is the work that comes through activities like Music for Everyone, Canberra Youth Music, through the eisteddfod society and through organisations that we also support like the Griffin ensemble. We have done a lot of work. We have identified the Ainslie Arts Centre as a music hub. So as part of the career pathway development for young musicians we will be focusing and centring that work on the Ainslie Arts Centre. We have just undertaken consultation with a heritage architect and a community cultural consultant to look at the current usage and projected future use of the Ainslie Arts Centre, and we are waiting for that report to be finalised so that we can then use that as a basis to maybe make some physical changes to that building and look at some of the organisations that are there and strengthen their delivery and outcome.

Ainslie is a wonderful building but the organisations are all very small. We have asked the Gorman House Arts Centre to have a management structure overview for activity that happens at the Ainslie Arts Centre. So we are trying to invest in a place where maybe they can expand the outreach of music that is occurring there and maybe pick up and find an independent venue for the more contemporary end of the music spectrum to occur as well as the youth music and Canberra City Band that are based there as well.

THE CHAIR: With the concert you were talking about, I think you called it the spirit of something or other. I missed the title.

Ms Burch: The “smell of Canberra spirit”.

Ms Burch: It is based on—

Mr Whitney: The Nirvana—

Ms Burch: Yes, Nirvana.

Mr Whitney: *Smells like Teen Spirit* was the Nirvana album and—

THE CHAIR: Where is that going to be held?

Mr Whitney: It is a centenary event later in the year, and it will be held in a very public area.

THE CHAIR: So a decision has not been made as to exactly where the venue might be at this stage?

Mr Whitney: I am not—

Ms Burch: It is being managed through Music—

Mr Whitney: MusicACT—

Ms Burch: This independent group.

Mr Whitney: They are doing it.

Ms Burch: Their notion—I met with them just recently—is around how do they get, if I can use the terminology, battle of the bands, and it could be a complete misrepresentation of what it is, but that is the thrust. It is just getting young bands up and being part of it under this twist on Nirvana.

MR SMYTH: Not just young people; John Hindmarsh is a big Nirvana fan, I understand!

THE CHAIR: When you said before, Mr Whitney, that this was middle-aged, I thought it was only for middle-aged people. But you went on to say it was for young people.

MRS JONES: How do we define “middle-aged”?

MR SMYTH: I think they finished at about 930 AD.

Mr Whitney: If I can correct myself—which I should have—mid-term or mid-career is what we are talking about, not age as in a demographic age. It is not a brand-new organisation that is trying to find its way. MusicACT is now established as a local voice. They are not a key arts organisation as such; I think they like to be as independent as possible. We have been working with them for probably the last 3½ years to get them to the point where they are now quite a strong voice about contemporary music.

THE CHAIR: Thank you for clarifying that, Mr Whitney. I was a bit concerned for a moment. Going back to the Cultural Facilities Corporation, I note in your annual report—this is on page 21, the last dot point—that you have a renewed focus in 2012-13 on sponsorship and philanthropy under the guidance of the board and a new fundraising strategy for the organisation. Ms Elvin, could you talk a little bit about how successful that has been?

Ms Elvin: This is certainly a focus for the board, and with our new chairman, who is present with us today. Mr Hindmarsh is, of course, the chair of the fundraising body of the National Gallery, so he is somebody who brings to bear a lot of experience in this area and he has a lot of contacts. In fact we had an excellent fundraising workshop recently that was attended by Shanthini Naidoo from the National Gallery. She was able to bring her expertise and experience to help us.

We are about to finalise that strategy. It has a number of key projects within it. Of course we are using the opportunity of the centenary year to bring a particular focus to those fundraising activities. This is across the whole spectrum of fundraising, whether it be sponsorships or philanthropy. We find, for example, that we get a very generous number of donations to the Canberra Museum and Gallery—some of them cash donations but in other cases donations of works of art, including a large collection that

came to us after the death of a former gallery owner, the Ruth Prowse bequest. Living artists, fortunately, are also very generous. Jan Brown, for example, a major sculptor in Canberra, gave us a very substantial collection of her work. So the fundraising strategy covers the whole gamut of fundraising and identifies a number of priority projects within that that we will now be focusing on.

Ms Burch: It is also the connection and that strengthening between CFC and other business and cultural institutions, and that broader benefit. We often see people come to Canberra for the national institutions, so how do we strengthen those partnerships so that people's experience in Canberra includes activities that come under the governance of CFC?

THE CHAIR: It is now midday, so we will close the hearing now. Some questions have been taken on notice.

MR DOSZPOT: I thought there would have been time for one more question, Madam Chair.

THE CHAIR: It is 12 o'clock.

MR DOSZPOT: Is now, with your preamble.

THE CHAIR: With questions taken on notice, could you get those back to us in a timely way. You will be sent a transcript of the hearing as soon as possible. If members could get their questions to us as soon as possible, we will make sure they are given to you in a timely manner as well, so we can have a good turnaround of those. Thank you very much, minister, all of your officials and Ms Elvin and Mr Whitney for appearing before us today. We look forward to our next opportunity.

The committee adjourned at 12 noon.