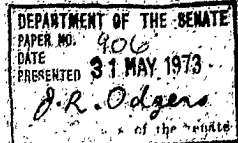


1973



THE PARLIAMENT OF THE COMMONWEALTH OF AUSTRALIA

---

JOINT COMMITTEE OF PUBLIC ACCOUNTS

---

ONE HUNDRED AND  
FORTY-FOURTH REPORT

---

DEPARTMENT OF EDUCATION  
AND SCIENCE

JOINT COMMITTEE OF PUBLIC ACCOUNTS

NINTH COMMITTEE

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I.L. ROBINSON, The Hon., M.P.

The Senate appointed its members on 8 March 1973  
and the House of Representatives appointed its members on  
1 March 1973.

DUTIES OF THE COMMITTEE

Section 8 of the Public Accounts Committee Act 1951-1966 reads as follows:-

8. The duties of the Committee are -
- (a) to examine the accounts of the receipts and expenditure of the Commonwealth and each statement and report transmitted to the Houses of the Parliament by the Auditor-General in pursuance of sub-section (1.) of section fifty-three of the Audit Act 1901-1950;
  - (b) to report to both Houses of the Parliament, with such comment as it thinks fit, any items or matters in those accounts, statements and reports, or any circumstances connected with them, to which the Committee is of the opinion that the attention of the Parliament should be directed;
  - (c) to report to both Houses of the Parliament any alteration which the Committee thinks desirable in the form of the public accounts or in the method of keeping them, or in the mode of receipt, control, issue or payment of public moneys; and
  - (d) to inquire into any question in connexion with the public accounts which is referred to it by either House of the Parliament, and to report to that House upon that question,

and include such other duties as are assigned to the Committee by Joint Standing Orders approved by both Houses of the Parliament.

ONE HUNDRED AND FORTY-FOURTH REPORT  
DEPARTMENT OF EDUCATION AND SCIENCE

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## Chapter 1

### INTRODUCTION

In pursuance of Section 8 of the Public Accounts Committee Act 1951-1966 the Committee resolved to inquire into the financial administration of the Department of Education and Science.

2. For the purpose of the inquiry a number of written submissions were obtained from the Department, and examined by the Committee. These are listed - as Exhibits - in Appendix A to this Report.

3. The submissions received were made the subject of a public inquiry at Parliament House, Canberra on:

Tuesday 1 June 1971	Tuesday 7 March 1972
Wednesday 2 June 1971	Tuesday 21 March 1972
Thursday 3 June 1971	Tuesday 28 March 1972
Thursday 5 August 1971	Tuesday 11 April 1972

4. The following witnesses were sworn at the public inquiry and were examined by the Committee:

Sir Hugh Ennor	- Secretary
Mr H.K. Coughlan	- Senior Assistant Secretary, Education Facilities and Territorial Education
Mr R.A. Foskett	- Assistant Secretary, Territorial Planning and A.C.T. Education Services
Dr R.I. Garrod	- Senior Assistant Secretary, Science
Mr H.E. Hughes	- Assistant Secretary, Student Assistance
Mr K.N. Jones	- First Assistant Secretary, Policy and Development
Mr W.F. Koller	- Chief Internal Auditor
Mr C.J. Lenihan	- Acting Assistant Secretary
Mr J. McCusker	- Assistant Secretary, Publications and Information
Mr D.M. Morrison	- Senior Assistant Secretary, International Education and Student Assistance
Mr S.G. Thompson	- Acting Director, Establishments and Finance
Mr C.A. Webster	- Director, Establishments and Finance

5. During our inquiry we were assisted by the following Observers:

Auditor-General's Office	Mr A.K. Bagless
Public Service Board	Mr R.N. McLeod
	Mr G.N. Vanthoff
Department of the Treasury	Mr G.S. Davidson
	Mr J.I. Maunder

6. As part of our inquiry we carried out the following inspections in Canberra:

Tuesday, 18 April 1972

Canberra Technical College, Reid, A.C.T.  
Pre-school and Primary School, Holder, A.C.T.

Tuesday, 9 May 1972

Daramalan College, Dickson, A.C.T.  
Canberra College of Advanced Education, Bruce, A.C.T.

7. Information submitted to the Committee as at 11 April 1972 and additional material prepared at our request subsequent to that date constitute the basis of this Report.

Chapter 2

HISTORICAL REVIEW

8. The Department of Education and Science was established in December 1966 to give effect to the decision of the Commonwealth Government to become more involved in educational and scientific matters.

Exhibit  
144/1  
and Q.2

9. Although the Commonwealth was concerned to a limited extent with educational activities during and immediately after the Second World War, the origins of the Department are located for all practical purposes in the Education Act of November 1945 which established the Commonwealth Office of Education. This review deals with major events since the proclamation of the Education Act relating to the evolution and development of the Department.

Exhibit  
144/1  
and Q.2

Evolution

10. The first Commonwealth statutory body in the field of education, the Commonwealth Office of Education, was established on 8 November 1945. The formation of this Office was achieved by consolidating elements which had been concerned with education for some years previously, and had operated under the aegis of the Prime Minister's Department. The functions given to the new Office under the Education Act were:

Exhibit  
144/1  
and Q.2

- a) to advise the Minister on matters relating to education;
- b) to establish and maintain a liaison, on matters relating to education, with other countries and the States;
- c) to arrange consultation between Commonwealth authorities concerned with matters relating to education;
- d) to undertake research in relation to education;
- e) to provide statistics and information relating to education required by any Commonwealth authority;
- f) to advise the Minister concerning the grant of financial assistance to the States, and to other authorities for educational purposes, and such other functions in relation to education as are assigned to it by the Minister.

11. Legislation provided for the new Office to be headed by a Director who would also be, ex-officio, Chairman of the Universities Commission.<sup>1</sup> Two Deputy Directors were appointed and given responsibility for the detailed development of policy, and the administration of sections dealing with: educational research, information, international relations, Commonwealth and State relations in education, education publications, special fields and the administrative sections of the Universities Commission. Exhibit 144/1

12. Initially, the central organisation of the Office of Education was located in Sydney, and Branch Offices were established in the six State capitals. In addition, an Education Liaison Officer was appointed to Australia House, London. Because of its early involvement with training programmes for ex-Servicemen the Office was first located with the Department of Post-War Reconstruction. In 1950 it became part of the Prime Minister's Department. Exhibit 144/1

13. For a number of years after its inception the Office of Education functioned with a considerable degree of independence, and confined its interest very largely to scholarships and international relations in education. However, the period between 1955 and 1965 saw a significant development in the consideration given to education and related cultural matters by the Commonwealth Government. As a result, a number of activities with broad policy implications were transferred to the Education Branch of the Prime Minister's Department. The Office of Education retained a consultative role in respect of the activities so transferred. Q.17

14. At the 1963 elections the Government announced its intention to introduce a number of new programmes in education, including student scholarships and capital grants for science laboratories in secondary and technical schools. To assist him in the development and administration of these programmes, the Prime Minister appointed a Minister-in-Charge of Commonwealth Activities in Education and Research, (Senator the Hon. J.G. Gorton), and established the Education Division Exhibit 144/1

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1. The Universities Commission later became the Commonwealth Scholarships Board. It is not to be confused with the present Australian Universities Commission, which was established by an Act of Parliament in 1959. (Exhibit 144/1)

within the Prime Minister's Department in June 1964. The Office of Education continued to function as part of the new Division, and co-operated in the development of the new programmes announced by the Government.

15. In December 1966, the Government created a Department of Education and Science by amalgamating the Education Division of the Prime Minister's Department and the Commonwealth Office of Education. The new Department came under the Ministerial control of Senator the Hon. J.G. Gorton. Included in his portfolio was responsibility for the Commonwealth Scientific and Industrial Research Organisation, the Australian Universities Commission, the National Standards Commission and the Institute for Aboriginal Studies. He was given responsibility also for the Australian National University within the programmes approved on the advice of the Australian Universities Commission. Each of these bodies had been within Senator Gorton's field of responsibility before the establishment of a separate ministry.

Exhibit  
144/1

16. While the position of Director of the Office of Education was retained within the terms of the Education Act, the Office was no longer staffed as a separate unit and its personnel were absorbed within the branches of the new Department. In February 1967, a Permanent Head for the Department, Professor Sir Hugh Ennor, C.B.E., was appointed. By the end of January 1969, all Central Office staff had been moved to Canberra.<sup>2</sup>

Exhibits  
144/1  
and  
144/5

#### Development of Functions

17. Since 1967 the Department has undergone considerable development through the growth of existing activities and the acquisition of new functions. In an introductory statement to the Committee, Sir Hugh

Exhibit  
144/1  
and  
Q.2

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2. The move of Central Office staff to Canberra was made progressively between 1966 and 1969 to minimise staffing and accommodation problems. Originally the Department occupied temporary offices in Turner and Civic Centre. These were vacated in September 1969 for new premises in the Moden Valley. (Exhibit 144/1 and 144/5.)

Ennor gave two reasons to account for this rapid growth: firstly, increased Commonwealth interest in educational and scientific matters and, secondly, the transfer to the new Department of responsibility for education in mainland Commonwealth Territories.<sup>3</sup>

18. Within the broad outlines provided by Sir Hugh Ennor, some of the more important events which have contributed significantly to the expansion of the Department of Education and Science are:

- (i) Introduction of schemes of assistance to the States and Commonwealth Territories, independent schools and other educational institutions (1967-70).
- (ii) Establishment of the joint Anglo-Australian Telescope Project (1967).
- (iii) Nomination as the executive agency in the 1968 U.S./Australia Agreement for Scientific and Technical Co-operation.
- (iv) Introduction of a secondary schools library programme (1968-69).
- (v) Establishment of the Australian Science Education Project (1969).
- (vi) Expansion of study grants and scholarships schemes ranging from the secondary to the post-graduate level and including Aborigines (1969-70).
- (vii) Creation of the Science Branch and its development to Divisional status in 1970. Launching of project S.C.O.R.E.

Exhibit  
144/1  
and  
Qs. 4,  
36, 37,  
46 and  
47.

- 
3. The Department became responsible for the administration of pre-school, primary, secondary and technical education in the A.C.T., the Jervis Bay Territory and the Northern Territory. In carrying out these responsibilities, it was assisted in the case of the former two Territories by the New South Wales Department of Education, and in the latter case by the South Australian Department of Education. The arrangement excluded various special educational provisions for Aborigines which remained the responsibility of the Northern Territory Administration. (Exhibit 144/1 and Q.2.)

(viii) Introduction of an expanded migrant education programme for adults and children (1970).

(ix) Establishment of a Commonwealth Teaching Service (1971).

19. Appendix B to this Report summarises the evolution of the Department of Education and Science. Additional information on staffing, organisation and functional aspects of the Department at the time of our inquiry are provided in Chapter 4 of this Report.



Chapter 3

LEGISLATION

20. This section of the Report provides details of legislation for which the Minister for Education and Science is responsible, and examines those Acts and Ordinances within the Minister's portfolio which are administered by the Department of Education and Science. Where administrative responsibility rests with the Department, additional information has been provided on the purpose of legislation and difficulties encountered in implementing policy decisions.

Schedule of Acts and Ordinances for which the Minister is responsible

Part A - Legislation implemented by the Department of Education and Science Exhibit 144/2

1. Schemes of Assistance to the States  
States Grants (Advanced Education) Act 1967-1969  
States Grants (Teachers Colleges) Act 1970  
States Grants (Pre-school Teachers Colleges) Act 1968  
States Grants (Science Laboratories) Act 1968  
States Grants (Secondary Schools Libraries) Act 1968  
States Grants (Technical Training) Act 1968  
States Grants (Research) Act 1965-1966
2. Schemes of Assistance to Commonwealth Territories  
Independent Schools (Loans Guarantee) Act 1969
3. Australian National University  
Australian National University Act 1946-1967, and  
Australian National University Act 1960, Part III
4. Canberra College of Advanced Education  
Canberra College of Advanced Education Act 1967-1970
5. Re-establishment and Employment  
Re-establishment and Employment Act 1945-1966  
Part III in relation to university and university-type training; and Part XII to the extent to which it applies or may be applied to the foregoing.
6. Research and Development in Education  
Education Research Act 1970
7. Education (General)  
Education Act 1945-1966

8. Telescope

Anglo-Australian Telescope Agreement Act 1970

9. Ordinances relating to education in Commonwealth Territories

(a) Australian Capital Territory

Apprenticeship Ordinance 1936-1959

Education Ordinance 1937-1966

(b) Northern Territory

An Ordinance relating to Education 1957-1965

School Committee Ordinance 1934-1964

Apprentices Ordinance 1948-1971

10. Scholarships Act 1969

This Act repeals the Education Act 1945 and the Education Act 1959. It has received Royal Assent but had not been proclaimed at the time of our inquiry.

Part B - Legislation implemented by authorities other than the Department of Education and Science

1. Schemes of Assistance to the States

States Grants (Universities) Act 1969-1970

2. Universities

Australian Universities Commission Act 1959-1968

3. Research

Science and Industry Endowment Act 1926-1949

Science and Industry Research Act 1949-1968

4. National Standards

Weights and Measures (National Standards) Act 1960-1966

Metric Conversion Act 1970

5. Marine Science

Australian Institute of Marine Science Act 1970

Legislation administered by the Department

21. Activities undertaken by the Department are co-ordinated through regular meetings between the Secretary and Divisional Heads, by consultation at Branch level, and through constant discussion with other Commonwealth authorities and State instrumentalities. There is also considerable inter-branch discussion on common policy and administrative problems.

Exhibit  
144/2

States Grants (Advanced Education) Act 1969

22. This is the current Act of a series of statutes covering triennial arrangements for Commonwealth support to the States for advanced education. The legislation derives from decisions taken by the Commonwealth Government on the first two reports of the Commonwealth Advisory Committee on Advanced Education.

Exhibit  
144/2

23. The intention of this particular Act is to provide for capital support to be given on a \$1 for \$1 basis for college development and \$1 (Commonwealth) to \$1.85 (State) basis for recurrent expenditure. The amounts involved and the names of the relevant colleges appear in Schedules to the Act. The Act also provides special assistance for library development.

Exhibit  
144/2

24. Overall, the programme aims to create a viable system of tertiary education outside the universities. On the advice of the Commonwealth Advisory Committee on Advanced Education, \$250,000 was made available for each of the triennia 1967-1969 and 1970-1972 for research and investigation of advanced education matters. Funds for this activity appear in the annual Appropriation Act No. 1 - Division 230.3.05.

Exhibit  
144/2

25. Triennial programmes are developed by the Commonwealth Advisory Committee on Advanced Education from submissions by the various States of likely availability of State grants to generate matching contributions from the Commonwealth. They are then re-framed by the Department in terms of the appropriations required in successive

Qs.  
145 to:  
148

financial years within the triennium to enable matching grants to be made to the various States under the Act. It was stated in evidence by the Department that the main problem encountered with this arrangement was recurrent under-expenditure on the capital side of advanced education programmes, particularly during "bridging" years.

26. We were informed that a bridging year spans the last six months of a calendar year triennium and the first six months of a new triennium. At the time programme submissions are received from the States, details of likely developments for the first six months of a new triennium are not definitely known. To improve forecasting, particularly in respect of bridging periods, the Department of Education and Science has now introduced procedures which require that annual estimates of requirements from the States are co-ordinated and referred through State Treasuries.

Qs. 147  
and 148

States Grants (Teachers Colleges) Act 1970

27. This is the second Act of a series to provide unmatched capital grants to the States for the development of building projects in connection with State Teachers' Colleges. The purpose of the legislation was described in a Ministerial Statement of 13 August 1969, in the following terms:-

Exhibit  
144/2

'As part of its comprehensive approach to the development of education policies, the Government has reviewed its policy on teacher education. The need to improve the quality of the teaching force is central to the task of improving the quality of Australian education. Let me remind honourable members that the Commonwealth is already playing a significant role in the education of teachers. Forty per cent of Government teachers in training and the majority of those preparing for employment in secondary schools, obtain their academic and professional qualifications in universities. The Commonwealth contributes to the capital and running costs associated with their training

in the same way as for other university students. In addition, it is currently engaged in a \$24 million programme of unmatched capital grants over the three years to June 1970 for the provision of some 4,350 additional places and some 1,300 replacement places in teachers' colleges conducted by State Education Departments.

The Government has decided to make unmatched capital grants to a total value of \$30 million over the three years commencing 1 July 1970 for provision of places in Government teachers' colleges. This represents a 25% increase on the present level of unmatched capital grants and is expected to provide more than 6,000 places over the three-year period. The grants will be subject to the existing conditions, that is, the choice of location and the nature of the projects will be a matter for each State, subject to general endorsement by the Commonwealth, and up to 10% of the places so provided are to be available for students who are not bonded for subsequent employment in Government schools.'

28. In relation to the proviso that projects will be subject to 'general endorsement by the Commonwealth', it was explained that this measure has been introduced essentially to ensure that proposals meet the purposes of the Act, i.e. that they are realistic in scope and follow reasonable practice in respect of design.

Qs. 149  
and 150

29. The Department stated in its submission to the Committee that the main difficulty encountered in administering grants under the Act was a lack of capacity at State level to plan and pursue new programmes. It also mentioned that the Commonwealth had suggested a more extensive use of private architects to help overcome the problem. In evidence the Department later admitted that this was an over-simplified analysis of a complex situation, which could not be solved simply by reliance on private construction and architectural resources.

Exhibit  
144/2  
and Qs.  
151.  
and  
158 to  
163

30. When the teachers' college programme was introduced in 1967, it was felt that some time could elapse before it gathered momentum, and the Minister for Education and Science was so informed. Delays were anticipated because in some States a considerable period of time had elapsed since new teacher training establishments had been constructed. In the circumstances, the Department expected that initially difficulties would arise both with the planning of proposals and also the design and construction of facilities.

Exhibit  
144/2 and  
Qs. 152,  
153 and  
165

31. To help overcome problems associated with design and construction, the Minister for Education and Science wrote to his counterparts in each of the States on 28 February 1967 informing them that:-

Committee  
File  
1971/3

'The Commonwealth recognised that it is highly desirable for the additional training facilities to be made available as soon as possible. Therefore if there is any likelihood that the use of the normal procedures of the Public Works Department will lead to delays which could be overcome if the whole project were put into the hands of private architects, I urge you to engage private architects. As the project is to be wholly financed by the Commonwealth I would not expect our colleagues in the State Government to object to such an approach even though it might not be the practice with other education works'.

32. The only State to place its teachers' college project entirely in private hands was Tasmania which employed Civil and Civic for stage 1 of Launceston Teachers' College in October 1967. In its planning, Queensland used consultants for the Mount Gravatt Teachers' College. Approval for this proposal was given in mid-1967. The Department was asked whether, overall, the facility to use private architects had produced the necessary capacity to plan and pursue new programmes. We were informed that on the evidence available so far, it was not possible to say whether or not this result had been achieved.

Q. 158 and  
Committee  
File  
1971/3

33. Concerning problems in programme planning, we were told that many State education authorities were examining for the first time the role of teacher training institutions and the facilities they ought to contain. The issues involved were complex and had to be resolved before projects went to the design and construction stage. Here the Department had adopted the attitude that it would not be appropriate for the Commonwealth to suggest to State Education Departments how they might best handle particular problems.

Qs. 162,  
164 and  
165

34. It is clear from the evidence tendered to Your Committee that problem areas vary from State to State, and that delays are continuing to occur at the planning stage as well as with the design and construction of approved projects. In response to questioning the Department confirmed that it was very disappointed at the rate of expenditure achieved during the 1970-71 financial year under the teachers' college programme. However, despite this disappointment it has not considered it necessary to remind State authorities that they may use private architects and builders.

Qs. 151 to  
174

States Grants (Pre-school Teachers Colleges) Act 1968

35. The aim of this legislation is to double the capacity of approved organisations engaged in the training of pre-school teachers. Grants available under the Act are for capital purposes only, and the amount allocated to each State has been determined on an examination of the needs for additional facilities. The assessment of needs was undertaken by Departmental officers in consultation with each of the organisations responsible for pre-school education in the various States.

Exhibit  
144/2 and  
Q. 175

36. In his Second Reading Speech on 25 September 1968, the Minister for Education and Science informed the House that the purpose of the Pre-school Teachers' Colleges Bill was:-

'... to give effect to one of the new measures in education announced by the Right Honourable the Treasurer (Mr McMahon) in his Budget Speech and explained in more detail in my Statement to the

House on 14 August, that is to provide unmatched grants totalling \$2.5 million over this and the two subsequent financial years for the construction and equipping of colleges for the training of pre-school teachers throughout Australia'.

37. In those States where pre-school education is conducted by private organisations without the power of land acquisition, problems have occurred in obtaining suitable land for expansion purposes. While this has caused delays in construction programmes, we were informed that these problems had been overcome in all States except Victoria.

Exhibit  
144/2 and  
Qs. 177,  
178 and  
180

38. The Commonwealth does not have at its disposal any direct means of overcoming difficulties associated with land acquisition. However, legislation has been passed extending the authorised period for the Pre-school Teachers' Colleges Act to give State organisations extra time to achieve their building programmes.

Qs. 178  
and 179

States Grants (Science Laboratories) Act 1968  
States Grants (Secondary Schools Libraries) Act 1968

39. These Acts provide for unmatched grants to the States to improve science (buildings and equipment) and library facilities in secondary schools. Their purpose is to augment existing programmes in these fields, and grants are made available at all times in the expectation that State education authorities will continue to build and equip laboratories and libraries in their own secondary schools. Both Government and non-Government schools are eligible to participate in these programmes.

Exhibit  
144/2

40. In its submission to the Committee the Department stated that after the general line of administration had been settled, no undue difficulties were experienced with the two schemes. National Advisory Committees in each field ensure aspiration to good, consistent standards in the non-Government sector. The States themselves carry out their own approved programmes with Commonwealth funds.

Exhibit  
144/2



States Grants (Technical Training) Act 1968

41. The Technical Training Act of 1968 provides for the continuation of a programme established in 1965 to grant financial assistance to the States for buildings and equipment for use in technical training. The policy objective of this legislation was outlined by the Minister for Education and Science in his Second Reading Speech of 20 May 1964:

Exhibit  
144/2

'It will, I think, be generally agreed that there is a need already apparent in Australia for the provision of more and more skilled technicians and a requirement that a greater and greater proportion of the work force should, to the top of their bent, be trained in technical fields ... There will be less and less need for the semi-skilled and the unskilled and more and more need for the trained technician and technologist - men who are required in the present and will be even more, in the future, required - men and women to operate, to service, to repair, and to improve upon the scientific and mechanical aids now becoming available to production.'

42. Your Committee was informed of two problems encountered by the Department in administering this Act:

Exhibit  
144/2 and  
Qs. 181  
to 185

- (i) Lack of clear differentiation between the technical education facilities assisted under the technical training programme and the advanced education programme.
- (ii) Difficulties in estimating programme expenditure.

43. When the Commonwealth introduced schemes of assistance for Colleges of Advanced Education under the Advanced Education Act of 1969, it specified that this particular programme - for the purposes of making grants - was to be kept separate from the technical training programme commenced in 1964 and continued under the Technical Training Act of 1968. As a consequence it became necessary to draw a clear distinction between the activities which could properly be assisted under the two programmes. This separation has now been achieved.

Qs. 181  
to 184  
and  
Committee  
File  
1971/3

44. The provision of advanced education facilities from technical training grants ceased with projects committed as at 1 January 1970. Colleges of Advanced Education and the advanced education part of multi-level colleges are not now eligible for grants under the technical training scheme, such grants being confined to trade and technical education below the advanced education level. Details of capital grants made available to Colleges of Advanced Education under the technical training programme originally established in 1964 are given in Appendix C.

Committee  
File  
1971/3

45. Regarding difficulties in estimating programme expenditure, it was explained that most of the projects assisted under this Act are relatively large, and States have been wary about committing themselves until it was certain that funds would be available in the following triennium. This has produced an uneven pattern of expenditure, featuring relatively lower levels of spending at the commencement of a triennium and higher or peak levels in the final year.

Q. 185

States Grants (Research) Act 1965-1966

46. This Act provides for the making of grants to the States to stimulate high quality research. The aims of the legislation are found in the terms of reference given to the Australian Research Grants Committee established under the Act. Briefly, the Committee is responsible for recommending to the Government supporting grants for particular research in the physical, biological, applied and social sciences, within the overall financial limits imposed for individual projects.

Exhibit  
144/2

47. Legislation introduced in 1965 provided for the Commonwealth contribution to a nominated research project in a State institution, (where this was an institute or university), to be matched by the State. This particular provision was the cause of problems in some of the States, where it was considered that there was insufficient State control over the distribution of funds. Policy differences also arose between the Commonwealth and the States on how research programmes should be managed. To overcome these difficulties the Act was amended

Exhibit  
144/2 and  
Qs. 186  
and 187

in 1966 to make grants the unilateral responsibility of the Commonwealth. We were informed by the Department that there have been no difficulties stemming from the Act since it was so amended.

States Grants (Independent Schools) Act 1969

48. The Independent Schools Act provides for contributions towards the running costs of independent schools which are not conducted for private profit. The purpose of the legislation is explained in the following extract from the Second Reading Speech of the Minister for Education and Science, made on 16 September 1969:

Exhibit  
144/2 and  
Q. 191

'Payments at the rates just mentioned i.e. - \$35 per annum for each primary pupil, \$50 per annum for each secondary pupil - will be available to a school in respect of every primary or secondary student enrolled for full-time education at the school census date in August of each year. However, schools conducted for the profit of individuals will not be eligible for assistance.

The general criteria to be used in defining primary and secondary education for the purpose of these grants will be those accepted in each State for the State's own schools. Therefore, while there will be some differences from State to State, there will be a consistent attitude to all independent schools within a State. The Bill gives a discretion to the Minister to determine whether particular pupils who are receiving special educational treatment by reason of physical or mental handicap or for other reasons are to be regarded as at the primary or secondary level.'

49. In evidence the Department referred to two problems encountered in administering grants to independent schools. Firstly, there is the difficulty of deciding, for the purposes of the Act, those institutions which are ineligible for assistance because they are being conducted for private profit.<sup>1</sup> Secondly, there is the problem of determining the appropriate course of action in cases involving handicapped

Qs. 188  
to 195

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1. A list of schools whose applications for assistance under the Act have been rejected, is given in Appendix D.

children who are likely to be receiving some significant contribution from the State for the very purpose that Commonwealth money would be provided.

50. It was stated that, in total, these problems affect only a very small proportion of schools and a very small proportion of total expenditure under the Act. Legislation provides in both cases for the Minister to determine the action to be taken.

Q. 191

Independent Schools (Loans Guarantee) Act 1969

51. This legislation authorises the Commonwealth to act as guarantor in respect of certain loans made to independent schools in the A.C.T. and Northern Territory. Its purpose is to assist independent schools in these Territories to raise loans for capital development by providing guarantees to lending institutions such as banks and insurance companies. Certain clauses in the Act enable the Superannuation and Defence Forces Retirement Benefits Funds to lend money to independent school authorities.

Exhibit  
144/2

Education Act 1945-1966

52. The Education Act of 1945 established the Commonwealth Office of Education and a Universities Commission, (which later became the Commonwealth Scholarships Board). The original Act of 1945 and a later Education Act of 1959 will be repealed upon proclamation of a new Scholarships Act, which was assented to on 9 May 1969. The 1969 legislation widens the scope of the Commonwealth scholarship programme, and outlines the nature of the various component schemes. Although the Scholarships Act had received royal assent it had not been proclaimed at the time of our inquiry, and the Department could give no definite assurance on when it would come into effect.<sup>2</sup>

Exhibits  
144/1  
and  
144/2  
and  
Q. 113.

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2. The new Act will abolish the Commonwealth Office of Education and the Commonwealth Scholarships Board, and will make the Minister responsible for all scholarship and award schemes, subject to the requirements of the Act and regulations.  
(Parliamentary Paper No. 130 - Department of Education and Science Report for 1970, p. 53)

53. The Department was asked why legislation assented to in 1969 was still inoperative in June 1971. We were informed that the new statute provided only a broad outline of the terms and conditions of various scholarships schemes. Before it could be proclaimed, supporting regulations were needed to define in detail the manner in which these schemes were to be administered. It was explained that drafting of these regulations had been delayed by the pressure of other work in the Office of the Parliamentary Counsel, and by the need to amend drafting instructions in January 1971 to meet the wishes of the Senate Committee on Regulations and Ordinances. In an effort to overcome delays, a number of approaches were made at Ministerial level to both the Parliamentary Counsel and the Attorney-General, but without success.

Qs. 113  
to 115,  
118 to  
122, and  
131 to  
140

54. During the hearing held on 1 June 1971, witnesses appearing before the Committee were asked to obtain urgently from the Parliamentary Counsel a further report on the position of regulations relating to the Scholarships Act. It was reported back on the same day that drafting had not yet begun, although there was the possibility that a start would be made in the forthcoming Parliamentary recess. Further inquiries were made into this matter on 7 March 1972, when it was established that drafting had commenced and was proceeding. However, we were still unable to obtain a firm finishing date.

Qs. 132,  
143,  
144 and  
1232

55. Until new legislation is proclaimed, the Education Act 1945-1966 and regulations must continue in force. This arrangement has two distinct disadvantages in relation to the administration of award and scholarships schemes:

Qs. 117  
and  
124 to  
126

- (i) There is no legislative authority for secondary and technical scholarships.
- (ii) The Department has had to delay replacement of the Commonwealth Scholarships Board with new machinery competent to advise the Government on all aspects of the expanded programme of scholarships provided for in new legislation.

56. Pending the introduction of new regulations, secondary and technical scholarships schemes have been maintained by the Department on the basis of "administrative action".<sup>3</sup> It was apparent from the evidence submitted to Your Committee that the Department was anxious to have new regulations introduced to provide a firm legal basis for these two programmes. We were assured, however, that the absence of new regulations was not reacting to the detriment of students in terms of the benefits they received. We were also told that information on the terms and conditions of the various schemes was readily available to the general public in other publications and documents provided by the Department.

Qs. 117,  
123, 125  
and 128

EDUCATION ORDINANCE (1937-1966) (A.C.T.)

APPRENTICESHIP ORDINANCE (1936-1966) (A.C.T.)

NORTHERN TERRITORY EDUCATION ORDINANCE 1957-1965

NORTHERN TERRITORY SCHOOL COMMITTEE ORDINANCE 1934-1964

NORTHERN TERRITORY APPRENTICES ORDINANCE 1948-1971

57. The purpose of these ordinances is to provide legislative backing for the activities undertaken by the Department of Education and Science as the educational authority in mainland Territories. In this capacity the Department administers programmes similar to those introduced by the Commonwealth in the various States, e.g. science facilities and library schemes; and also schemes peculiar to both Territories, e.g. loans guarantee schemes.

Exhibit  
144/2

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3. In agreeing to the establishment of the Commonwealth secondary and technical scholarship schemes in 1964, the Cabinet - in Decision No. 550 of 22 October 1964 - granted to the then Minister-in-Charge of Commonwealth activities in education and science, authority to administer the schemes without the backing of special legislation and covered only by Parliamentary appropriation. (Committee File 1971/3)

58. The Department stated that there were no difficulties directly attributable to the ordinances as such. However, there were problems similar to those encountered by other educational authorities in providing an adequate number of pupil places, and adequate teaching and supporting staff.

Exhibit  
144/2

59. Essentially, the problem of providing sufficient places is one of co-ordinating estimates of the numbers and age structure of pupils with design and building programmes. This task has proved to be easier in the planned environment of Canberra than in the Northern Territory, but, like most education authorities, the Department has not been able to give as much time to development planning as it would like.

Qs. 197  
and 198

60. In the case of teaching and support staff, it was explained that there is a problem in the sense that all mainland Territories are serviced by other State Education Departments. Although the Commonwealth has been treated fairly under this arrangement, staffing problems encountered in the assisting States have tended to flow on to the systems in the Northern Territory, the Australian Capital Territory and Jervis Bay.

Q. 199

61. Concerning those Territories where transition towards a Commonwealth Teaching Service had commenced, we were advised that staffing in Northern Territory schools was satisfactory, but that there had been problems in the A.C.T. These were related to the general shortage of teachers throughout Australia, and more immediately to difficulties within the New South Wales education system which, by arrangement, provides teachers to staff A.C.T. schools.<sup>4</sup> The Department added that there was no suggestion that average class numbers in the A.C.T. were higher than those in metropolitan Sydney.<sup>5</sup> In fact, an assurance had been given by the New South Wales authorities that staffing in

Qs. 200  
to 217

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4. The New South Wales Department of Education, the New South Wales Public Service Board, the New South Wales Teachers' Federation and the Department of Education and Science are parties to this arrangement. A unit of the New South Wales Department of Education is located in the Central Office of the Department of Education and Science to help administer the agreement. (Qs. 205 and 228)

5. A table which sets out the size of classes in 1970 in both Government and non-Government schools in the A.C.T., is given in Appendix E.

A.C.T. schools, both primary and secondary, was based on the same considerations as applied to their own schools. However, in making this statement, the Department admitted that it was not in a position to make definitive staffing comparisons between A.C.T. and Sydney schools.

62. In reply to questions about the number of pupil places available in the A.C.T., the Department confirmed that occasionally it had been necessary to transport primary school children by bus in their first term. This was a temporary measure only, to allow time for a new school to be completed. As a general rule, since the Department assumed responsibility for schools in the A.C.T., there have been an adequate number of places and it has never been necessary to teach pupils other than in classrooms designed for the purpose.

Qs. 221  
to 224

Australian National University Act 1946-1971

Canberra College of Advanced Education Act 1967-1970

63. These are Acts establishing two autonomous tertiary educational institutions in the A.C.T. The Department of Education and Science occupies a position in relation to these establishments which is similar to that of State Education Departments in the various States. Both institutions are supported by Government funds, and payments to them are made directly from the relevant Departmental votes. Their needs are assessed as part of a triennial programme which is recommended by the Universities Commission or the Commonwealth Advisory Committee on Advanced Education as appropriate.

Exhibit  
144/2  
and  
Q. 196

64. The Department is responsible for administering grants to these institutions within approved programmes, and for commenting - in the manner of a State education authority - on the implications of particular programmes. The Department is also required to advise the Minister for Education and Science on proposals affecting internal administration of the two establishments, e.g. variations in the size and composition of governing bodies.

Exhibit  
144/2  
and  
Q. 196



Re-establishment and Employment Act 1945-1966

65. The Department of Education and Science is named in this legislation as a training authority at university level in the programme for rehabilitation of returned Servicemen. Exhibit 144/2

Education Research Act 1970

66. The Education Research Act authorises the application of funds for educational research and development. Following on from the Act, (although not referred to in it), the Australian Advisory Committee on Research and Development in Education has been established to advise the Minister for Education and Science. The Advisory Committee is serviced by the Department. Exhibit 144/2

Anglo-Australian Telescope Agreement Act 1970

67. This Act established the Anglo-Australian Telescope Board, which has the responsibility for the development and operation of the 150-inch optical telescope at the Australian National University Observatory at Siding Spring Mountain. Exhibit 144/2

Chapter 4

DEPARTMENTAL ORGANISATION

68. This section of the Report traverses the functions and structure of the Department, and also its establishment and staffing. Supporting documentation is included in the Appendices (series F - L).

Part 1 - Functions and Structure

69. The functions of the Department of Education and Science may be summarised under the following three headings:-

- (i) To advise the Minister on education and science policy in Australia and abroad including advice on education in the A.C.T. and Northern Territory.
- (ii) To administer such schemes of assistance, including assistance to students, as are established by the Government.
- (iii) To administer education in the A.C.T. and Northern Territory.

70. To carry out these functions the Department is organised around four Divisions and one Branch comprising a Central Office, which is supported by Branch Offices in each of the States and the A.C.T. An overseas representative is also maintained in Canberra House, London.

Exhibit  
144/3

71. The following table shows the distribution of Departmental activities within the approved organisation structure.

TABLE NO. 1

DEPARTMENTAL FUNCTIONS

<u>Division/Branch/Office</u>	<u>Location</u>	<u>Functions</u>
Policy and Development Division	Central Office Canberra	General policy and research, including collection and analysis of statistical data. Planning and development of new education activities. Publications, information services and public relations. Ministerial and Parliamentary liaison. Administration of grants to colleges of advanced education and liaison with tertiary institutions in the A.C.T. Secretariat for the Commonwealth Advisory Committee on Advanced Education.
Student Assistance and International Education Division	Central Office Canberra	Administration of domestic Commonwealth scholarships. Training of sponsored overseas students and advice to private overseas students. General international relations and UNESCO programme activities. Secretariat for the Australian National Advisory Committee for UNESCO, its specialist committees, sub-committees and working parties. Policy guidance for State Branch Offices and the London Liaison Office.
Education Facilities and Territorial Education Division	Central Office Canberra	Planning and provision of education services in the A.C.T. Planning and administration of education services in the Northern Territory. Development of the Commonwealth Teaching Service. Administration of grants for: science laboratories and libraries for secondary schools, teachers' colleges, pre-school teachers' colleges, technical training, and independent schools in the A.C.T. and Northern Territory.
Science Division	Central Office Canberra	Collection and analysis of data on scientific research and development in Australia. Secretariat for advisory and selection bodies. Advice on international aspects of science policy.
Establishments and Finance Branch	Central Office Canberra	General administrative services for the Department and its advisory committees.
State Branch Offices	Capital cities, all States and Canberra	Administration of individual awards under domestic and international scholarship schemes. Liaison with other educational organisations and Commonwealth departments. Provision of statistical data on schemes administered. (For staffing and establishment purposes, these Offices are treated as part of the Student Assistance and International Education Division).

POLICY AND DEVELOPMENT DIVISION

72. The Policy and Development Division is controlled by a First Assistant Secretary who is responsible directly to the Secretary. The Division has four Assistant Secretaries in charge of Policy and Research, Planning and Development, Publications and Information, and Advanced Education Branches. The activities of the Division are:

Policy and Research Branch

General Policy Section

73. The General Policy Section is concerned with development and administration of broad policy guidelines for the Department. It was stated during the inquiry that this particular function relates to broadly based issues which have not been grafted off as a continuing responsibility of some other unit within the Department. Such matters include Commonwealth/State financial relations in education, and general policy and its administration in respect of tertiary level institutions.

Exhibit  
144/3  
and Qs.  
238 to  
241

74. It was also described as being, in part, a dragnet arrangement to provide initial guidelines on the variety of issues arising in the course of the Department's dealing with other organisations. As part of this arrangement the General Policy Section is required to maintain contact with other departments, authorities and advisory bodies.

Exhibit  
144/3  
and Qs.  
242 and  
243

Research Section

75. The research service provided by this Section includes programmed major studies, and ad hoc educational projects undertaken at the request of outside organisations. Section staff engage in joint exercises with other authorities as well as conducting Departmental studies, and are involved in all phases of research work from the project design stage through to end data evaluation. The Branch also provides a range of ancillary technical services including feasibility studies, testing programmes and the application of Automatic Data Processing methods to studies of student progress.<sup>1</sup>

Exhibit  
144/3  
and Qs.  
244 to  
264

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1. In collaboration with other community organisations, the Department of Education and Science undertook a survey of the progress through universities of all Commonwealth scholarship holders commencing their studies in 1961. A survey report was being printed at the time of our inquiry in June 1971. (Q.245)

76. We were informed that research activities are concerned not only with technical aspects of education, but also with assessment and development of policy. Within this context the Research Section has the additional responsibility to provide secretarial facilities for the Australian Advisory Committee on Research and Development in Education.<sup>2</sup>

Exhibit  
144/3  
and Qs.  
247 and  
261 to  
264

Statistics Section

77. The Statistics Section is required to collect and analyse statistical data as a basis for objective policy formulation and evaluation. The unit is directed by an officer seconded from the Bureau of Census and Statistics.

Exhibit  
144/3  
and Qs.  
265 to  
274

78. In explaining this arrangement the Department said that Australian education statistics are not very sophisticated, and that a good deal of developmental work is going on at the present time. Secondment of a Bureau officer to supervise the Section ensures close liaison with the Bureau and external educational organisations, and better access to statistical material from these sources.

Qs. 265  
and 267

Planning and Development Branch

Planning Section

79. The Planning Section is responsible for the control of new policy initiatives at the developmental stage. For example, the concept of per capita grants to independent schools was developed as a viable administrative proposition by the Planning Section, and then referred to the appropriate operational area in the Education Facilities and Territorial Education Division for implementation.

Exhibit  
144/3  
and Qs.  
275 and  
276

80. The Planning Section is also required to initiate and supervise special studies and develop policy decisions arising from reports and special inquiries.

Exhibit  
144/3

Development Section

81. This Section has the carriage of curriculum development activities including the development of teaching materials and Asian language teaching. These functions involve extensive liaison with State departments and other organisations working in these fields,

Exhibit  
144/3  
and Qs.  
40 to 46  
and 277

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2. The Australian Advisory Committee on Research and Development in Education was established in 1970 to initiate important educational research, to recommend assistance for the training of educational research personnel and to direct attention to the application of research findings. (U. 262 and Committee File 1971/3)

including the Australian Broadcasting Commission and the Australian Council for Educational Research.<sup>3</sup>

82. The Section also advises appropriate Commonwealth departments on the application of Commonwealth funds for the education of Aborigines, and administers grants made for this purpose. Exhibit 144/3 and Q.277

Language Teaching Section

83. The Language Teaching Section is a professional unit with the primary task of developing methods for teaching English to adult migrants and migrant children.<sup>4</sup> This role extends to teacher training and the production of suitable teaching materials. The unit is also responsible, in consultation with the Commonwealth Department of Immigration, for administration of the Child Migrant Education Programme. Exhibit 144/3 and Qs. 4 to 8, 278 to 294, 331, 332, and 1249 to 1268

Publications and Information Branch

Publications and Information Section

84. The Publications and Information Section is required to co-ordinate and maintain an information service covering education in Australia, with particular emphasis on the role and programmes of the Department of Education and Science. It prepares and publishes papers, journals and reports, and attends to inquiries and requests for information from individuals and authorities here and overseas. Exhibit 144/3 and Qs. 295 to 297

Parliamentary Liaison Section

85. This Section is responsible for answers to Parliamentary questions and the preparation of Ministerial statements and correspondence. Exhibit 144/3 and Qs. 298 to 300
86. Essentially the Section performs a co-ordinating role in relation to questions or the tabling of statements which are directed specifically to the Minister. It also ensures that matters directed to the Minister or his representative in the Senate are brought to notice within the Department at an appropriate level. Exhibit 144/3 and Qs. 300 to 304

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3. The Australian Council for Educational Research is a non-Government body engaged on educational research in a wide variety of fields, ranging from tertiary to pre-school education. The Council is an autonomous body which receives substantial financial support from Commonwealth and State Governments. (Year Book 1972, p. 653)
4. See also Parliamentary Paper No. 192 - Migrant Education Programme, Report for 1970-71.

Hemisphere Section

87. The Hemisphere Section is responsible for editing, printing and publishing the Asian-Australian monthly "Hemisphere". Exhibit 144/3

Public Relations Section

88. The approved establishment for the public relations function consists of one position of Journalist, Grade A, which was vacant at the time of our inquiry. Exhibits 144/16 and 144/22 and Qs. 307
89. The public relations unit is responsible for the preparation of material to be released in the media and other publications. It is also intended to provide a reference point for media representatives seeking information about the activities of the Department. Exhibit 144/3 and Qs. 308 to 313

Advanced Education Branch

90. The principal function of the Advanced Education Branch is to provide the secretariat for the Commonwealth Advisory Committee on Advanced Education, <sup>5</sup> and undertake investigations and research on the Committee's behalf. The Branch also administers advanced education grants to the various States and certain educational institutions following recommendations from the Advisory Committee, and assists in the development of colleges of advanced education. Exhibit 144/3 and Qs. 315 to 317
91. The grants administration function located with this Branch is concerned both with payments coming within approved allocations, and assessment of requests for additional finance which fall outside the scope of approved programmes. Qs. 318 to 320

STUDENT ASSISTANCE AND INTERNATIONAL EDUCATION DIVISION

92. The Student Assistance and International Education Division comes under the control of a Senior Assistant Secretary who works directly to the Permanent Head. It consists of the Student Assistance Branch and the International Education Branch headed by Assistant Exhibit 144/3

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5. The Commonwealth Advisory Committee on Advanced Education was replaced in December 1971 by the Australian Commission on Advanced Education. The Commission is a statutory body responsible for advising the Minister on balanced development of tertiary education outside universities. (Year Book 1972, p. 556)

Secretaries, and is also responsible for State Branch Offices and the London Liaison Office. The activities of the Division are:

Student Assistance Branch

University Scholarships and Post-Graduate Awards Section

93. This Section is responsible for administering the following schemes in collaboration with State Branch Offices of the Department:

Exhibit  
144/3  
and Qs.  
329 to  
331

- (i) Commonwealth Post-Graduate Awards Scheme
- (ii) Commonwealth University Scholarship Scheme
- (iii) University Scholarships in the A.C.T. and Canberra Scholarships Scheme.

94. In the management of these schemes, day-to-day administration is left to State Branch Offices, and the Central Office scholarships and awards unit retains responsibility for policy and administrative guidelines and review of decisions taken at State level. Assistance under the Post-Graduate Awards Scheme is provided both to students and universities.

Q. 321

95. The Section also provides the secretariat for the Commonwealth Scholarships Board.

Exhibit  
144/3  
and Qs.  
333 to  
338

Advanced Education Scholarship and Special Assistance Section

96. Under the Advanced Education Scholarship Scheme, 2500 awards are provided annually for students wishing to take courses in colleges of advanced education. The Advanced Education Scholarship and Special Assistance Section administers this scheme in collaboration with State Branch Offices of the Department. The Section also discharges similar responsibilities in relation to Aboriginal Study Grants and Secondary Grants schemes, the National Service Vocational Training Scheme and Agricultural Council Scholarships.

Exhibit  
144/3  
and Qs.  
339 to  
342

97. The division of responsibilities between Central Office and State Branch Offices corresponds with the arrangements applying to university scholarships and post-graduate awards.

Q. 343



Secondary and Technical Scholarships Section

98. This Section is responsible for administering Commonwealth Secondary and Technical Scholarship schemes. The unit functions in a similar manner to those sections controlling university, post-graduate and advanced level awards scholarships; leaving day-to-day details with State Branch Offices and retaining control over policy and administrative guidelines.

Exhibit  
144/3  
and  
Q. 343

Common Services Section

99. The Common Services Section provides a correspondence, statistical and costing (estimates) service in respect of schemes and awards administered by the Student Assistance Branch.

Exhibit  
144/3

100. Correspondence facilities cover Ministerial and Parliamentary replies, briefs, and instructions to the Parliamentary Counsel concerning scholarship regulations. The statistical service relates to student assistance activities and includes both data collection and its analysis for policy purposes.

Exhibit  
144/3  
and Qs.  
344 to  
347

International Education Branch

International Relations Section

101. The International Relations Section is divided into two Sub-sections concerned respectively with general international relations and UNESCO programme activities.

Exhibit  
144/3

102. General Sub-section The General Sub-section is a policy and service unit for schemes operating as part of a Commonwealth-wide programme for co-operation in education. It was explained to the Committee that the programme has four facets: a training scheme, a scholarship and fellowship plan, provision for training educationists from developing countries in Australia, and provision to send experts to these countries to assist with education and development.

Exhibit  
144/3  
and  
Q. 348

103. The Sub-section also prepares briefs for the Education Liaison Officer in London who represents Australia on the Commonwealth

Q. 348

Education Liaison Committee,<sup>6</sup> In addition it provides an assessment service for other departments on overseas qualifications, and works in collaboration with the Committee on Overseas Professional Qualifications.<sup>7</sup>

104. UNESCO Sub-section For the purposes of Australian participation in UNESCO activities, 12 specialist Committees have been established to programme activities, analyse and recommend on Australia's role in UNESCO, sponsor various seminars and meetings, and brief the Australian delegation to UNESCO general conferences. These specialist groups function as sub-committees of the Australian National Advisory Committee for UNESCO.<sup>8</sup>

Exhibit  
144/3  
and Qs.  
355 to  
358

105. The UNESCO Sub-section is required to service these bodies through the full range of their activities. It is also responsible for promoting understanding and community interest in the work of UNESCO and the United Nations.

Exhibit  
144/3

#### Training Section

106. The Training Section is divided into four Sub-sections concerned respectively with sponsored training, special projects, overseas scholarships for Australians, and private overseas students.

Exhibit  
144/3

107. Sponsored Training Sub-section Basically, this Sub-section is responsible for organising the training in Australia of overseas students studying under Government-sponsored schemes. It channels training applications to State Branch Offices for detailed action and supervision, and issues administrative instructions in respect of student courses.

Exhibit  
144/3  
and Qs.  
321 to  
329 and  
716

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6. The Commonwealth Education Liaison Committee is the policy-forming body for the Scheme of Commonwealth Co-operation in Education. Further details of this scheme and the role of the Education Liaison Committee are given in Parliamentary Paper No. 130 - Department of Education and Science Report for 1970, p. 62.
  7. The Committee on Overseas Professional Qualifications was established by the Minister for Immigration on 27 March 1969. It has the task of investigating and evaluating the comparability of overseas with Australian professional qualifications. (Year Book 1972, p.156)
  8. The Australian National Advisory Committee for UNESCO and its specialist committees were set up by the Commonwealth Government in 1947, associating the principal Australian organisations interested in educational, scientific and cultural matters with the work of UNESCO. (Department of Education and Science Report for 1967 and 1968, p. 32)

108. Special Projects Sub-section The work of the Special Projects Sub-section divides into two parts: the provision of courses in Australia for groups of overseas students; and assessment of requests from developing countries for Australian educational advisers, including arrangements for their posting overseas. We were advised that at any one time the Department of Education and Science has in the order of 20 education experts in the field.

Exhibit  
144/3  
and Qs.  
717 to  
720

109. Overseas Scholarships for Australians Sub-section This Sub-section is responsible for selecting Australian for overseas post-graduate scholarships under the Australian-American Educational Foundation, the Commonwealth Scholarship and Fellowship Plan, the Confederation of British Industry scheme, and other awards offered by foreign governments. As a part of this function the unit circulates details of awards to appropriate institutions and seeks from such institutions references on the quality of applicants applying for awards.

Exhibit  
144/3  
and Qs.  
722 to  
724

110. Private Overseas Students Sub-section The Private Overseas Students unit provides an advisory service to the Department of Immigration covering educational conditions for entry and continuance of stay in Australia for overseas students.

Exhibit  
144/3  
and Qs.  
735 to  
745

#### State Branch Offices

111. Broadly stated, the responsibility of State Branch Offices is to administer within guidelines provided by Central Office, all Commonwealth educational grants, schemes, scholarships and awards. This role requires Branch Office staff to provide academic guidance as well as more general assistance, and involves a substantial responsibility for liaison with educational institutions and other organisations.

Exhibit  
144/3  
and Qs.  
728 to  
734

112. Branch Offices have authority to determine student eligibility and to calculate and approve payments by way of allowances and fees. They also function as a source of statistical and other data on schemes administered by the Department.

Exhibit  
144/3

#### SCIENCE DIVISION

113. The Science Division is controlled by a Senior Assistant Secretary who is responsible directly to the Secretary. The Divisional

Exhibit  
144/3

Head is supported by two Directors in charge of a Scientific Research Grants Section and a Projects and Information Section respectively. The activities of the Division are:

Scientific Research Grants Section

114. The work of the Scientific Research Grants Section may be summarised under three headings:

Exhibit  
144/3

- (i) Provision of secretarial facilities for a number of important scientific committees and administration of related grants.
- (ii) Provision of a Commonwealth Conservation Secretariat.
- (iii) Assessment of proposals concerning special grants or projects.

115. Committees serviced under (i) above include the Australian Research Grants Committee, the Queen Elizabeth II Fellowships Committee and the Queen's Fellowships Committee.<sup>9</sup> Regarding item (ii) - Commonwealth Conservation Secretariat, facilities are provided for meetings of Commonwealth and State Ministers, and meetings of the Australian Fauna Authorities Conference and associated committees.<sup>10</sup> Under item (iii) - assessment of proposals, the Section considers new fellowship schemes and expensive items of equipment which fall outside the purview of the Research Grants Committee.

Exhibit  
144/3  
and Qs.  
361 to  
375

Projects and Information Section

116. Scientific Information and Investigation Sub-section This Sub-section plans and undertakes a continuing investigation into the level and structure of research in Australia. These surveys aim at defining basic parameters of research and development activity, e.g. research

Exhibit  
144/3  
and Qs.  
376 and  
377

- 
- 9. The Australian Research Grants Committee advises the Minister on applications for research grants from individuals and research teams, and recommends the allocation of funds. The Queen Elizabeth II Fellowships Committee and the Queen's Fellowship Committee advise the Minister respectively on applications for Fellowships awarded for post-doctoral study in the physical and biological sciences, and high level and post-doctoral research in marine science. (Year Book 1972, p. 656)
  - 10. The first (and to June 1971 the only) meeting of Commonwealth and State Ministers to discuss conservation matters occurred in July 1969. The meeting decided, inter alia, to establish a Conservation Secretariat to service the Fauna Authorities Conference. It was stated in evidence that this conference represents the various State and Commonwealth instrumentalities concerned with conservation, and last met in Darwin in May 1970. (Qs. 101, 363 and 366 to 373)

cost, manpower requirements and quality of output. Project S.C.O.R.E. was the first survey initiated under these arrangements.<sup>11</sup>

117. The Sub-section is also responsible for developing a scientific reference bank as a ready source of data for the Minister, the Secretary or the Division. Exhibit 144/3 and Qs. 377

118. External Relations Sub-section The External Relations Sub-section operates as a co-ordinating unit for Australian co-operation with the United States in joint activities under the U.S./Australia Agreement for Scientific and Technical Co-operation.<sup>12</sup> It also maintains direct liaison at working level with the UNESCO Sub-section of the International Education Branch, concerning UNESCO scientific activities. Exhibit 144/3 and Qs. 378 and 379

119. Additional responsibilities are the preparation of delegation briefs and representation at international meetings on science policy, where these are held at Government level. The Sub-section also has to assess and advise on issues connected with science and technology policy where international aspects exist, and foster dialogue and relations with overseas organisations having national responsibility for science policy. Exhibit 144/3 and Qs. 379 to 383

120. Projects Sub-section - Special Projects As part of its overall plan to encourage scientific research and development, the Commonwealth Government makes funds available under grant-in-aid arrangements to: the Australian Academy of Science, the Australian Academy of the Humanities and the Social Science Research Council. Grants are made annually in response to requests submitted to the Minister about the middle of each year. Travel grants are also provided to facilitate attendance at conferences arranged by ANZAAS.<sup>13</sup> Exhibit 144/3 and Q. 384

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11. Project S.C.O.R.E. (Survey and Comparisons of Research Expenditures), was commenced in 1970 to identify the distribution of national expenditure on research and development activities in the natural and social sciences, the sources of funds, and manpower involved. Information will be collected for national data analyses and comparison with data of other nations. (Exhibit 144/3 and Qs. 376 and 377)

12. The U.S./Australia Agreement for Scientific and Technical Co-operation, which was signed in October 1968, aims to foster increased co-operation between the 2 countries in civil science and technology. Executive agencies nominated under the Agreement are the U.S. National Science Foundation and the Department of Education and Science. (Exhibit 144/3 and Q. 37)

13. For the 43rd A.N.Z.A.A.S. Congress held in Brisbane in May 1971, the Commonwealth Government provided \$2,000 for travel grants, generally for the benefit of younger Australian scientists. (Q. 384)

121. The special projects unit is required to administer these provisions and assess applications to the Minister for Education and Science for financial support. The unit is also required to participate in inter-departmental committees established to examine and report upon a variety of scientific or developmental topics, and has an additional continuing responsibility to provide a range of support services for the Minister. These include complex correspondence, briefs, speeches and appraisals of Cabinet submissions which have a significant scientific content.

Exhibit  
144/3  
and Qs.  
384 to  
391

#### Metric Conversion Group

122. This is a small co-ordinating group of four, headed by an Assistant Secretary at Level 1 in the Second Division. 14

Qs. 392,  
394, 399  
and 400

123. The group provides the Secretariat for the Inter-departmental Co-ordinating Committee on Metric Conversion. It also provides, in the person of the group leader, the Chairman of the Inter-departmental Co-ordinating Committee and the Commonwealth member on the Metric Conversion Board.

Exhibit  
144/3  
and Qs.  
393 to  
398 and  
401 to  
413

#### EDUCATION FACILITIES AND TERRITORIAL EDUCATION DIVISION

124. The Education Facilities and Territorial Education Division is controlled by a Senior Assistant Secretary, who works directly to the Secretary. The Division consists of a Science and Library Facilities Branch and a Territorial Planning and A.C.T. Education Services Branch controlled in each case by an Assistant Secretary. In addition, there are two Directors responsible directly to the Senior Assistant Secretary for the General Education Facilities Branch and Northern Territory Community Schools respectively. A temporary position at Assistant Secretary level is also attached to take charge of the establishment of the Commonwealth Teaching Service. The activities of the Division are:

Exhibit  
144/3

#### Science and Library Facilities Branch

125. The Science and Library Facilities Branch is responsible for the planning and administration of two Commonwealth programmes - one for the provision of science facilities including laboratories and

Exhibit  
144/3  
and  
Q. 414

14. The Conversion Group is expected to continue for the full period of metric conversion. It is estimated that this will take 10 years from the point of commencement in mid 1970. (Qs. 393, 396 and 412)

teaching equipment, and the other for the provision of library facilities. Both programmes extend to Government and non-Government secondary schools, and involve advising on the size of programmes, devising methods of administration, payment of grants, and allocation of funds to non-Government schools.

126. In carrying out this function, the Branch provides membership for the Commonwealth Advisory Committee on Standards for Science Facilities in Independent Secondary Schools and the Commonwealth Secondary Schools Libraries Committee.<sup>15</sup> It also has a substantial liaison function covering Government and independent education authorities and advisory committees at State level, and also the Education Department of the University of Queensland in connection with its research work on the impact of the Commonwealth's school library programme.

Exhibit  
144/3  
and Qs.  
414 to  
422, 428,  
432 and  
433

127. In addition, the Branch is responsible for the development of a school librarian training programme in collaboration with State departments and employing authorities, and other interested organisations with resources which can be used for extensive or intensive training programmes.

Exhibit  
144/3

General Education Facilities Branch

128. This Branch is responsible for administering the following education grant programmes to State Governments and educational institutions:

Exhibit  
144/3  
and Qs.  
434 and  
435

- (i) Unmatched grants to the States for capital expenditure on buildings or equipment within technical and agricultural colleges.
- (ii) Unmatched grants to the States for capital expenditure on the construction of teachers' colleges.

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15. See also Parliamentary Paper No. 130 - Department of Education and Science Report for 1970, pp. 5 - 6.

- (iii) Unmatched grants to the States for capital expenditure on the construction of pre-school teachers' training colleges.
- (iv) Grants to non-Government schools in the A.C.T. and Northern Territory for capital expenditure on the construction of schools.
- (v) Per capita grants to non-Government schools in the States.

Territorial Planning and A.C.T. Education Services Branch

129. The Territorial Planning and A.C.T. Education Services Branch is responsible for the planning of educational requirements in the A.C.T. and the Northern Territory. Functions performed in relation to the two Commonwealth Territories are:

Exhibit  
144/3

A.C.T.

- (i) Forecasting enrolments, staffing and building needs and the development of building programmes in consultation with the National Capital Development Commission and Commonwealth Department of Works.
- (ii) Provision of education services in the A.C.T. and planning of ancillary facilities - e.g. guidance services.
- (iii) Definition of educational problems of significance and development and implementation of remedial programmes - e.g. education facilities for handicapped children.

Exhibit  
144/3  
and Qs.  
436 to  
468

Northern Territory

In consultation with the Northern Territory Education Branch:

Exhibit  
144/3

- (i) Forecasting enrolments and building needs.
- (ii) Planning and control of the educational capital works programme.

130. It was explained that forecasting and planning undertaken by this Branch is based on demographic analyses of the various areas of urban communities, and takes into account such matters as age structure of population, special requirements for handicapped children, and other special components of educational need within identified age structures.

Exhibit  
144/3  
and  
Q.436



Northern Territory Education Branch

131. This Branch has as its main operational responsibility the administration and control of community education services in the Northern Territory - excluding those provided for Aborigines by the Welfare Branch of the Northern Territory Administration. Further details of the Ministers and Departments with responsibilities relating to the education of Aborigines in the Northern Territory are given in Appendix L.

Exhibit  
144/3  
and Qs.  
469 to  
499

132. It is required to consult with the Territorial Planning and A.C.T. Education Services Branch on forecasts and developmental plans affecting school enrolments, on staffing and building needs, and on the education capital works programme.

Exhibit  
144/3

Commonwealth Teaching Service

133. At the time of our inquiry the Department had on its establishment a single temporary position of Assistant Secretary which had been provided for the preparation of legislation to establish a Commonwealth Teaching Service. <sup>16</sup> This task was being carried out in collaboration with the Parliamentary Counsel. The occupant of this position was also required to formulate conditions of service and undertake initial recruitment.

Exhibits  
144/3 and  
144/11  
and Qs.  
500 to  
508

ESTABLISHMENTS AND FINANCE BRANCH

134. The Establishments and Finance Branch is responsible for the provision of supporting administrative and finance services for all areas of the Department. Functions performed under these two headings are:

Exhibit  
144/3  
and Qs.  
509 to  
551

- 
16. The agreement to establish the Commonwealth Teaching Service followed a decision by South Australia to phase out its responsibilities in the Northern Territory over a 5 year period from the beginning of 1971. Pending the establishment of a Commonwealth Teaching Service, teachers were recruited for the Northern Territory in 1971 under the Public Service Act. (Q. 501 and Department of Education and Science Report for 1971, p. 83)

Administration

- (i) Personnel services including training and recruitment.
- (ii) Policy and advice in industrial and arbitration matters.
- (iii) Typing and office services.
- (iv) Establishment control including organisation and methods reviews.
- (v) Library and security services.

Finance

- (i) Co-ordination of estimates of receipts and expenditure and maintenance and control of expenditure levels.
- (ii) Control of buildings and works programmes.
- (iii) Maintenance and control of stores and assets.
- (iv) Internal audit.

135. In discharging these functions, the Branch consults as appropriate with other departments and authorities including the Public Service Board and the Department of the Treasury.

Qs. 509  
to 514

Part 2 - Establishment and Staffing

136. During the course of its inquiry Your Committee noted an increase of 234, (or the equivalent of 21 per cent), in the Department's total establishment for the year ended 30 June 1971. In percentage terms, this paralleled the 23 per cent growth rate which occurred in the preceding 12 months. We were informed that further increases of a similar order were expected in the foreseeable future.

Exhibit  
144/16  
and  
Q. 1339

137. Within the context of this growth trend, further information was sought on anticipated future expansion. The Committee also inquired into anomalies between approved establishment and actual staffing, particularly where these involved unfilled positions.

Qs. 1318  
and 1319

Anticipated Growth

138. Predictions of further substantial increases in the Department's establishment are based on three premises:

Q. 1339

- (i) That there will be an annual intake of between 150 and 200 Commonwealth teachers during the period when the South Australian education authorities are progressively relinquishing responsibility for staffing Northern Territory schools.

(ii) That the Department will be required to meet a continuing 10 per cent growth rate per annum in the number of students to be served in the A.C.T. and Northern Territory.

(iii) That there will be an approximate 6 - 8 per cent increase in the number of student scholarships to be administered.

139. In respect of (i), it was stated that once a separate Commonwealth Teaching Service has been established, teacher intakes will not be reflected in the Department's establishment. However, the witness observed that even without this contributing factor increases would continue to occur.

Q. 1339

Analysis by Division

TABLE NO. 2  
STAFF AND ESTABLISHMENT  
POLICY AND DEVELOPMENT DIVISION  
30/6/69 to 30/6/71

	30 June 1969		30 June 1970		30 June 1971	
	Staff No.	Establishment No.	Staff No.	Establishment No.	Staff No.	Establishment No.
First Assistant Secretary and staff	2	2	2	2	2	2
Policy and Research Branch	35	46	49	53	36	36
Planning and Development Branch	7	14	29	36	36	46
Advanced Education Branch	13	12	13	12	15	13
Publications and Information Branch (a)	-	-	-	-	25	23
	57	74	93	103	114	120

(a) At 30 June 1969 and 30 June 1970 the Publications and Information Branch was located in the Policy and Research Branch.

Policy and Research Branch

140. From 30 June 1969 to 30 June 1970, the establishment of this Branch increased from 46 to 53. In the year following, the number of positions decreased to 36. We were informed that increases in 1969-70 were due to minor establishment variations within various sections of the Branch. (The General Policy and Education Research Sections each increased by 1, the Statistics Section by 2, and the Publications and Information Section by 3. Primarily these changes were introduced to improve section performance).

Exhibit  
144/16  
and  
Q. 746

141. The loss of 17 positions during 1970-71 was due to the transfer of the publications and information function to a new branch within the Division.

Exhibit  
144/16

Planning and Development Branch

142. The increase in establishment from 14 positions at 30 June 1969 to 46 at 30 June 1971 was due to the location within the Branch of 22 positions belonging to the Language Teaching Section, and a subsequent increase of 10 in the number of staff attached to this specialised teaching unit.

Exhibit  
144/16

Advanced Education Branch

143. It was observed that at the conclusion of successive financial years from 1969 to 1971 inclusive, the number of staff located in the Advanced Education Branch exceeded approved establishment. Tables submitted by the Department also indicated that similar anomalies existed elsewhere in the Division during that time. Your Committee was informed that this situation occurred for short periods, and that the Department understood the practice to be fairly normal throughout the Service. He added that in such cases supernumeraries are paid at base range of the appropriate clerical/administrative or professional category.

Exhibit  
144/16  
and  
Q. 1318

144. The Public Service Board Observer, Mr Vanthoff, confirmed that the practice was in fairly general use throughout departments, and that the Board regarded it as a sensible arrangement for coping with peak loads from within existing resources. In making this comment, Mr Vanthoff drew attention to the important fact that the Department had observed the basic requirement of remaining within its approved

Q. 1319

total establishment. He also stressed that where peak loads could not be controlled by this arrangement over the longer term, departments were expected to negotiate permanent organisation changes with the Board.

Publications and Information Branch

145. The Public Relations Section of the Publications and Information Branch consists of a single position of Journalist Grade A, which was approved by the Public Service Board in April 1970. The position was staffed for a brief time in October - November 1971, but then fell vacant when the initial occupant resigned to return to private enterprise. It was immediately re-advertised but the Department was not prepared to make an appointment from those who applied for the position. There was no immediate prospect of the vacancy being filled at the time of our inquiry in April 1972. This case was one of several used by the Department to illustrate the difficulties they encountered in recruiting and retaining suitable staff.

Exhibits  
144/16  
and  
144/22  
Qs. 1525  
to 1527,  
and  
Committee  
File  
1971/3

TABLE NO. 3  
STAFF AND ESTABLISHMENT  
STUDENT ASSISTANCE AND INTERNATIONAL EDUCATION DIVISION  
30/6/1969 to 30/6/1971

	30 June 1969		30 June 1970		30 June 1971	
	Staff No.	Establish- ment No.	Staff No.	Establish- ment No.	Staff No.	Establish- ment No.
Senior Assistant Sec- retary and Staff	2	2	2	2	2	2
Student Assistance Branch	18	19	22	27	25	28
International Educ- ation Branch	49	60	40	41	40	39
New South Wales Office	131	128	168	181	169	205
Victorian Office	94	98	110	132	122	139
Queensland Office	36	39	47	57	56	68
South Australian Office	36	36	46	44	50	55
Western Australian Office	22	24	35	32	40	44
Tasmanian Office	13	13	14	15	15	15
Northern Territory Office	71	71	72	71	-	-
Australian Capital Territory Office	-	-	-	8	4	11
Education Liaison Officer, London	1	1	1	1	1	1
	473	491	557	611	524	607

Student Assistance Branch

146. An increase of 8 in the number of positions within this Branch in 1969-70 was directly related to the general increase in the number of scholarships administered, and to the introduction of two new schemes for Aborigines - the Aboriginal Secondary Grants and Study Grants Schemes. Following the introduction of these schemes it was necessary to re-organise and strengthen the Branch to achieve a more satisfactory balance of work. To achieve this, the former Advanced Education, Technical and Secondary Scholarships Section was split into an Advanced Education Scholarships and Special Assistance Section and a Secondary and Technical Scholarships Section.

Exhibit  
144/16  
and Qs.  
747 and  
748

International Education Branch

147. The drop in establishment of this Branch from 60 at 30 June 1969 to 41 at 30 June 1970 was due principally to the separation of the Language Teaching Sub-section and its subsequent re-location in the Planning and Development Branch.

Exhibit  
144/16  
and Qs.  
352 to  
354 and  
749 to  
751

148. The establishment of the Branch was further reduced during 1970-71 when the Hemisphere Section was re-located in the Publications and Information Branch of the Policy and Development Division.

Exhibit  
144/16

State Branch Offices

149. The Committee sought an explanation for establishment increases during 1969-70 particularly in New South Wales, Victoria and Queensland. The Departmental witness attributed the expansion to a growth in all scholarship schemes for Australian students, and also to the introduction of Secondary Grants and Study Grants for Aboriginal students.

Exhibit  
144/16,  
Qs. 756  
and 757,  
and Committee  
File 1971/3

150. In relation to the same Offices, the Committee noted that at both 30 June 1970 and 30 June 1971, considerable numbers of establishment positions were not filled. The Department told us that workload within the Offices peaks seasonally - especially immediately before the school year; that positions need to be available for extra staff at times of seasonal peak; and that June is not such a time. A factor contributing to the shortfall of staff at 30 June 1971 was the staffing ceilings imposed throughout the Service early in 1971.

Committee  
File  
1971/3

151. It was explained that, in the various State Branch Offices Q.756 there are professional staff who maintain direct contact with students, and advise them on matters relating to their scholarships. Agreement had been reached with the Public Service Board on an appropriate case load for such staff, so that as the numbers under a particular scheme increase the Department is able to apply for additional positions. The witness added that over the last 4 - 5 years numbers under most of the schemes had increased appreciably.

Australian Capital Territory Office

152. On 14 April 1970 the Public Service Board approved an establishment of 8 positions for the A.C.T. Office, which were formally created by Executive Council Minute on 20 May 1970. At 30 June 1970 none of these positions had been filled. By 30 June 1971 the number of approved positions had increased to 11, of which only 4 were occupied. It was not until the beginning of 1972 that the A.C.T. Office became fully operational. Delays in staffing and opening of the Office were attributed to staffing restrictions introduced throughout the Commonwealth Service in 1971.

Exhibit  
144/16,  
Qs. 755,  
1334 to  
1338 and  
1371, and  
Committee  
File  
1971/3

TABLE NO. 4  
STAFF AND ESTABLISHMENT  
SCIENCE DIVISION (a)

	30/6/69 to 30/6/71					
	30 June 1969		30 June 1970		30 June 1971	
	Staff No.	Establishment No.	Staff No.	Establishment No.	Staff No.	Establishment No.
Senior Assistant Secretary and Staff	2	2	2	2	2	2
Scientific Research Grants Section	7	9	10	12	10	12
Projects and Information Section	7	14	12	14	13	15
	16	25	24	28	25	29

(a) The Science Division was formed originally as a Branch in 1968. It was accorded Divisional status, and the Branch head was re-designated Senior Assistant Secretary, in May 1970.



153. An examination of Table No. 4 shows a consistent pattern of staffing shortfalls relative to approved establishment in both operational areas of the Division going back to June 1969. It was explained that the shortfalls could be attributed to the creation of some positions for which recruitment action had not been completed, and to the general disappointing quality of applicants for other positions.

Exhibit  
144/16  
and  
Committee  
File  
1971/3

154. Problems which the Department encountered in recruiting and retaining staff are dealt with later in this Report.

TABLE NO. 5  
STAFF AND ESTABLISHMENT  
EDUCATION FACILITIES AND TERRITORIAL EDUCATION DIVISION  
30/6/69 to 30/6/71

	30 June 1969		30 June 1970		30 June 1971	
	Staff No.	Establish- ment No.	Staff No.	Establish- ment No.	Staff No.	Establish- ment No.
Senior Assistant Secretary and Staff	2	2	2	2	2	2
Assistant Secretary and staff (Commonwealth Teaching Service)	-	-	-	-	2	2
Executive Office (Darwin Community College Advisory Committee)	-	-	-	-	1	1
Science and Library Facilities Branch <sup>(a)</sup>	11	12	14	15	14	15
General Education Facilities Branch <sup>(a)</sup>	-	-	4	5	6	5
Libraries Branch <sup>(a)</sup>	4	6	-	-	-	-
Territorial Planning and A.C.T. Education Services Branch <sup>(b)</sup>	162	167	180	202	203	208
Northern Territory Education Branch <sup>(c)</sup>	-	-	-	-	173	168
	179	187	200	224	401	401

(a) In 1969 there existed an Education Facilities Branch, which comprised a Science Facilities Section and a General Section, and a Libraries Branch. By June 1970 the Science Facilities Section had been combined with the Libraries Branch to form the Science and Libraries Facilities Branch. The former General Section of the Education Facilities Branch had become the General Education Facilities Branch.

(b) Previously called the Territorial Education Branch.

(c) Previously the Northern Territory Office.

Territorial Planning and A.C.T. Education Services Branch

155. Increases in establishment of this Branch to 30 June 1971 were due to continued expansion of the A.C.T. Education Section. We were informed that the additional 33 positions approved for the Section during the period 1969-1971 were needed to cope with increases in the volume of educational facilities required as a consequence of population growth. More specifically, the growth rate of services which the Section provides is in the vicinity of 10-12 per cent per year, with a very high build-up in operational areas, e.g. the Technical College, pre-schools, the School of Music, and facilities for handicapped children.

Exhibit  
144/16  
and  
Q.758

Northern Territory Education Branch

156. With regard to the Northern Territory Education Branch, figures given in Table No. 5 include 68 teachers of the Commonwealth Teaching Service. The South Australian component of the teaching staff in the Northern Territory has not been included.

Exhibit  
144/16  
Qs. 1339  
and 1340  
and  
Committee  
File  
1971/5

TABLE NO. 6

STAFF AND ESTABLISHMENT

ESTABLISHMENTS AND FINANCE BRANCH

30/6/69 to 30/6/71

	30 June 1969		30 June 1970		30 June 1971	
	Staff No.	Establishment No.	Staff No.	Establishment No.	Staff No.	Establishment No.
Director	1	1	1	1	1	1
Audit Section	-	-	1	1	4	5
Establishments Section	106	118	113	124	97	127
Methods and Work Documentation Section	-	-	5	5	5	5
Finance and Supply Section	22	18	31	26	28	30
	129	137	151	157	135	168

157. In the two years ended 30 June 1971 the number of approved positions in the Establishments and Finance Branch increased by 31 to a total of 168. One of the more important factors contributing to this growth was the acquisition of additional staff to initiate or further improve basic management facilities such as staff training, internal audit, personnel services and methods and work documentation. In addition, there was a general expansion in the level of logistic services provided by the Department, particularly in Canberra, which added to the workload of officers responsible for the processing of accounts and the purchase and supply of Departmental and school equipment.

Exhibit  
144/16  
and Qs.  
759 to  
762

#### Establishments Section

158. In its original submission to the Committee the Department indicated that during 1969-70 the number of positions approved for the Establishments Section had increased from 118 to 149. In a supplementary document provided after the inquiry, an amended table showed an establishment variation of from 118 to 124 for the same period. No explanation was provided for the discrepancy. We have accepted the information given in the supplementary document as being correct.

Exhibits  
144/5 and  
144/16

159. Excluding the position of Senior Training Officer which will be considered separately, changes in the strength of this Section were due to the appointment of additional positions in the Personnel Sub-section.

Q. 759

#### Methods and Work Documentation Section

160. The Methods and Work Documentation unit was established in May 1969 and given the initial task of reviewing scholarship programme procedures for Australian students. This exercise later widened in scope to cover all operating procedures in each of the State Branch Offices. Staffing and establishment of the unit have not varied since it was formed.

Exhibit  
144/16,  
Q. 759  
and  
Committee  
File  
1971/3

Finance and Supply Section

161. From 30 June 1969 to 30 June 1971 the number of positions on the establishment of the Finance and Supply Section rose from 18 to 30. We were informed that this expansion was a direct response to increases in workload which affected both the accounts and supply functions.

Exhibit  
144/16  
and  
Q. 762

162. It was also noted that during the first 12 months of this period to the end of June 1970, the number of staff actually employed in the Section remained in excess of the approved establishment. We were told that this was simply a re-deployment of capacity within the Establishments and Finance Branch to handle urgent tasks until the strength of the Finance and Supply Section could be adjusted permanently to cope with increased workload.

Exhibit  
144/16  
and  
Q. 762

Metric Conversion Board

163. The Metric Conversion Board was set up by an Act of Parliament, assented to on 12 June 1970. At the time of our inquiry the Board had an approved establishment of 16, and a Chairman and 15 members had been appointed.

Exhibit  
144/16  
and  
Q. 1320

164. On 21 April 1971 the Public Service Board approved the formation of a Metric Conversion Branch within the Science Division to provide Commonwealth representation on the Board, and to function as a secretariat for the Inter-departmental Co-ordinating Committee on Metric Conversion.

Exhibit  
144/16,  
Qs. 392  
to 413  
and 1322,  
and  
Committee  
File  
1971/3

Anglo-Australian Telescope Board

165. Although the Anglo-Australian Telescope Board was included in staffing and establishment tables submitted to the Committee, it was stated during the inquiry that members of its staff are not employed under the Public Service Act. However, the Board is

Exhibit  
144/16  
and Qs.  
1320  
and 1321

17. The Anglo-Australian Telescope Board was created with the proclamation of the Anglo-Australian Telescope Agreement Act, on 22 February 1971. Full details of progress in the construction of the telescope and the activities of the Board are provided in the Board's Annual Reports, the first of which was published in September 1971. (Department of Education and Science Report for 1971, p. 88)

housed within the Department and provided with a wide range of supporting services. By arrangement, the Commonwealth and United Kingdom Governments set aside equal appropriations to finance the Board's operating costs, including staff salaries.

Internal Audit and Training

166. Because of the interest shown by members of the Committee in the Department's training and internal audit programmes, these two matters are considered as separate topics later in the Report.

Chapter 5  
RECRUITMENT AND TRAINING

167. This section of the Report examines procedures and problems in relation to the recruitment and training of staff.

Part 1 - Recruitment

Staffing Delays

168. Since the Department was formed in 1967 its function and programmes have grown rapidly. To illustrate this point, the level of total employment rose from 512 at 31 December 1967 to 1350 at 31 December 1970 - or by 164 per cent. Against this background, the Department drew our attention to difficulties encountered in obtaining approval for new positions and satisfying procedural requirements for appointments and promotions.

Exhibit  
144/5

169. In its submission to the Committee, and in evidence at the inquiry, the Department supported the view that staffing delays were inevitable under existing arrangements which require departments:

Exhibit  
144/5  
and  
Q. 763

- (a) to satisfy the Public Service Board of the need for new positions and justify their proposed classification and location and, also,
- (b) to satisfy the requirements of the Public Service Act in relation to recruitment and right of appeal against provisional promotions.

170. We were informed that these requirements may sometimes involve a delay of 8 months before new staff are recruited and in position. Meanwhile, the Department has a continuing responsibility for the carriage of a function. It was stated, moreover, that until a department has formally acquired a functional responsibility it does not have the authority to seek additional staff.

Qs. 763  
and 767

171. Responding to these statements the Public Service Board Observer, Mr Vanthoff, noted that the 8 months' delay mentioned by the Department went from point of initial proposal to point of commencement of duty. He added that many cases are finalised in a much shorter time. Q. 767

172. Concerning procedural requirements, the Observer stressed that the Board had a recognised responsibility to satisfy itself of the need for new positions. Also, within the context of a career Service, it had to ensure that the rights and claims of officers were preserved. While expressing no criticism of the Department of Education and Science, Mr Vanthoff said that organisations should be able to plan ahead and initiate action to obtain and fill new positions before workload problems reached an advanced stage. In other words, delays were not simply a reflection of the Board's processes but also a matter of departmental administration. Q. 767

Recruitment Programmes

173. The scope and effectiveness of the Department's recruitment effort can be more readily examined and assessed if the total programme is considered under four headings: Exhibit 144/5

- (i) Recruitment to base level non-professional/technical categories.
- (ii) Participation in joint recruitment campaigns conducted by the Public Service Board.
- (iii) Recruitment of Assistant Education Officers.
- (iv) Recruitment in response to advertisement of vacancies.

Group (i) - Non-professional/technical categories

174. The Department stated that the response from the Public Service Inspectors in Canberra and the various States to recruitment demands for common employment categories such as Clerk Class 1, Clerical Assistant Grade 1 and Stores Assistant had been good. However, in the case of typists and stenographers supply was insufficient to meet demand. Exhibit 144/5 and Qs. 764 to 766, 812, 814 and 1287 to 1289



175. Reasons given to the Committee for the current shortage of typists were the compulsory transfer of its Sydney Office to Canberra in January 1969, and the re-location of its Central Office in September 1969 from the Civic Centre of Canberra to Phillip. On each occasion there had been a substantial loss of keyboard staff.

Exhibit  
144/5  
and  
Qs. 776  
to 793

176. To bolster typing resources, married women have been recruited as part-time typists, and the Committee was told that a little over one third of the total typing strength of Central Office were part-time employees with children of school age. This arrangement was described as unsatisfactory because of the resulting imbalance between full-time and part-time staff. The employment pattern of married women presented additional problems in that they generally worked a short day, (from 9 a.m. to approximately 3 p.m.), and wanted leave during school holidays when the workload of certain areas in the Department tended to peak.

Exhibit  
144/5  
and Qs.  
794 to  
796 and  
800 to  
813

177. To compensate for the limited availability of part-time typists, the Department has introduced a "Tape Riter" system,<sup>1</sup> and also relies on overtime. Although Tape Ritters have found wide acceptance throughout the Department, evidence submitted to the Committee indicated that overtime remains the basic means of coping with the build-up of work in peak periods.

Exhibit  
144/5  
Qs. 797  
to 799,  
815 to  
823 and  
1325 to  
1328,  
and  
Committee  
File  
1971/3

Group (ii) - Joint recruitment campaigns

178. From 3 November 1969 the Public Service Board introduced centralised recruitment procedures in respect of base grade positions, where recruitment was predominantly by appointment from outside the Service. In outline, the new arrangements involve the placement of consolidated advertisements twice-yearly by Public Service Inspectors in the various States. Thereafter, Inspectors prepare schedules of suitable applicants on which departments can draw as the need arises, (i.e. in cases where it is not possible to fill vacancies from within the existing organisation.)

Exhibit  
144/5  
and Qs.  
872 and  
873

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1. 'Tape Riter' is a remote controlled dictation system which uses tape cassettes for recording dictation. No additional staff were recruited for the system. The company responsible for the installation trained typists and users free of charge.  
(Committee File 1971/3)

179. The Department's involvement in centralised campaigns arranged by the Board has focused on the recruitment of graduates and base grade professional and technical categories. In the case of graduates we were informed that the standard of the intake and their deployment within departments were considered to be satisfactory. However, the Department claimed in its submission that recruitment of base grade professional and technical staff under the new procedures had presented problems.

Exhibit  
144/5  
and Qs.  
824 and  
827 to  
861

180. In a statement submitted to the Board in April 1971 the following objections were raised to the system introduced in 1969:

Exhibit  
144/5  
and  
Committee  
File  
1971/3

- ' 1. It is considered not the most efficient procedure to submit recruitment demand forms only when there are no officers within the Department capable of filling the vacancy. An exceptionally talented person from outside the Service may be seeking such a position. Such a person may have only recently become available for employment, or may not have been attracted by, the consolidated advertisement;
2. Resulting from generalised advertisements, it has been found that applicants do not expound special talents in their application. This fact hinders selection to specialised positions. Similarly applicants are often disinterested when the real nature of a particular vacancy is explained;
3. Again, as a result of generalised advertisements, the typical applicant is merely motivated to leave his present vocation, rather than strongly motivated in a particular discipline or interest in which he would wish to pursue a career. The quality of applicants is therefore not as high as it might otherwise be. '

181. At the public inquiry the Department added a further criticism that the new system required Public Service Inspectors to rely on advertising campaigns which could be up to six months old. With a lapse of time, applicants scheduled for possible appointment could change their plans or lose interest. This had happened on at least two occasions in the experience of the Department. According to the witness his Department had been better served under the pre-1969 arrangements when it was possible to advertise for suitably qualified specialists to fill specific vacancies.

Exhibit  
144/5  
and  
Qs. 871  
and 875

182. When amended recruitment procedures were introduced by the Board in November 1969, the stated intention was to promote greater flexibility and more effective processing in those areas where recruitment was predominantly from outside the Service. The Public Service Board Observer, Mr Vanthoff, re-affirmed these objectives and queried whether the new system had been applied by the Department with the intended degree of flexibility.

Qs. 872  
to 874

183. Mr Vanthoff informed the Committee that it was not intended to tie the new system to an inflexible six-monthly advertising schedule, nor did the Board seek to prevent individual departments from advertising specific vacancies as and when required. He said that discussions would be arranged with the Department of Education and Science to ensure that the new procedures were applied with maximum effectiveness in the future.

Qs. 872,  
875 and  
876

Group (iii) - Assistant Education Officers

184. The designation of Assistant Education Officer relates to a specialist trainee category which provides the Department with a continuing supply of qualified staff for movement into professional Education Officer vacancies. Recruits to this category are required to have the minimum qualification of a university degree, and undertake further training after appointment. Trainees under bond to State Teaching Services are not selected for appointment. Usually applicants are fairly recent graduates of Australian universities and recruitment is not normally undertaken overseas.

Exhibit  
144/5,  
Qs. 863,  
864, 877,  
879 to  
881, 898  
to 900,  
1499,  
1505 and  
1510 to  
1514, and  
Committee  
File  
1971/3

185. Where appointees do not already hold a Diploma of Education, they are required as part of their Service training to complete a further year's study for this qualification. They are also given a year's practical experience in functional areas prescribed for professional Education Officers. Successful completion of training is followed immediately by advancement as Education Officer Class 1.

Exhibit  
144/5  
and Qs.  
853, 862,  
865, 882,  
1502, 1506  
and 1507

186. To recruit into the Assistant Education Officer category the Department advertises once yearly in the Commonwealth Gazette and major metropolitan dailies. The number of vacancies offered is pre-determined by the Public Service Board. A total of 6 Assistant Education Officers were recruited in 1969, and 7 were appointed in each of the following 2 years.

Exhibit  
144/5,  
Qs. 877,  
878 and  
1515, and  
Committee  
File  
1971/3

187. In addition to the Assistant Education Officer scheme the graduate intake also provides personnel suitable for appointment as Education Officers. Out of 12 graduates appointed to the Department in 1970, 6 have been promoted to higher positions including Education Officer Class 1. Although both schemes have in common the fact that they provide people suitable for placement within the professional Education Officer structure, it was stressed to the Committee that they are distinct and different programmes.

Exhibit  
144/5,  
Qs. 840,  
843, 852,  
854 and  
867, and  
Committee  
File  
1971/3

Group (iv) - Recruitment in response to advertisement of vacancies

188. This group embraces those areas in which the Department provides the initiative in advertising, interviewing and selecting for appointment. In scope, it covers administrative positions and also those of a professional or highly specialist nature (e.g. Education Officers, A.D.P. personnel and Teachers for the Commonwealth Teaching Service). Where vacancies occur in these specialised areas it is the practice to advertise within and outside the Service to ensure a competitive field of applicants. Selection is then undertaken jointly with the Public Service Inspectors in the respective States. The scope and results of Departmental advertising in 1969 and 1970 is shown in the following table:

Exhibit  
144/5  
and Qs.  
885 to  
890.

TABLE NO. 7  
DEPARTMENTAL ADVERTISING IN 1969 AND 1970

	1969	1970
Total positions advertised	277	210
Positions advertised as open to persons both within and outside the Service	50	52
Applications received	3220	3150
Provisional promotions	220	253

189. We were informed that the Department faces considerable difficulty both in recruitment and retention of specialist staff, particularly at the more senior levels. A major problem was the continuing loss of professional or specialised staff on promotion to the clerical and administrative structure. This form of wastage was particularly evident in Canberra and applied to senior recruits from outside the Service who were generally better qualified and more mature than clerical officers of similar status. In addition, the salaries of Education Officers had dropped below those of professional teachers in the States and in consequence there had been a decrease in the number and quality of applicants for vacancies in the Education Officer structure.

Exhibit  
144/5  
and  
Qs. 891  
to 897

190. In response to further questioning on the extent of increases approved for State teachers, we were advised that the pay rates for Education Officers had been adjusted as from 3 June 1971, while our inquiry was in progress, thereby neutralising one of the major problems affecting the recruitment of professional staff.

Q. 895

191. Commenting on action to vary the salaries of Education Officers, the Public Service Board Observer, Mr Vanthoff, explained that rates of pay for this group were related to those of similarly qualified people in the States. On this occasion adjustment for Education Officers had been delayed because the relevant staff association had sought to establish comparability with engineers' salaries, and later imposed a threat of industrial action in support of this claim. The Board had suspended action on the pay review exercise until the threat had been withdrawn.

Q. 904

192. Apart from positions of Education Officer, the Department identified three other instances where substantial problems had occurred in filling specialist vacancies:

Exhibit  
144/22

- |  |                                      |
|--|--------------------------------------|
| (i) Policy Research Branch               | - Position of Senior Programmer      |
| (ii) Publications and Information Branch | - Position of Journalist Grade A     |
| (iii) Science Division                   | - Position of Senior Project Officer |

193. The position of Senior Programmer which was created on 10 February 1969 first became operative on 7 August 1969. It fell vacant again on 17 December 1970 and remained unfilled until 7 October 1971. The positions of Journalist Grade A and Senior Project Officer which had been created on 28 April 1970 and 15 May 1969 respectively, were vacant at the time of our inquiry.

Exhibit  
144/22  
Q. 1522,  
and  
Committee  
File  
1971/3

194. Difficulties encountered in filling the Senior Programmer position were in fact a reflection of the general shortage of trained ADP staff. The Public Service Board Observer, Mr McLeod, explained that until recently there had been keen competition within the community for professionally trained people, and the bulk of training had been internally conducted by the Public Service Board. The burden on the Commonwealth was now becoming less as the pool of trained staff increased and other institutions entered the training field. In 1971 the Commonwealth had taken in some 300 programmers-in-training, where 170 were considered sufficient in 1972.

Qs. 1523  
and 1524

195. In the remaining instances quoted by the Department there was a common problem of being unable to recruit quality staff who could match the requirements of specialist positions. We were informed that this is a very real problem at the Class 9 level of the Third Division - which accords with the classification of positions of Senior Project Officer.

Exhibit  
144/22  
and Qs.  
1525 to  
1528

Education Officer Grade 1

196. This is a base grade professional category similar in status to Architect or Surveyor Grade 1. The normal method of recruitment (apart from promotion within the Assistant Education Officer category) is through the agency of the Public Service Board. Where vacancies occur at a time when it is not appropriate for the Board to recruit generally, specific applications are called by advertising, usually conducted within and outside the Service.

Exhibit  
144/5  
and Qs.  
1495,  
1500 and  
1501

197. Staff employed as Education Officers are concerned with the professional aspects of education rather than with day-to-day administrative work. Their duties include such things as the analysis of education policies, the administration and development of scholarship schemes, educational research and the development of teaching methods and materials.

Exhibit  
144/5  
and Qs.  
866,  
1503 and  
1504

198. Qualifications for appointment to Education Officer Grade 1 are a university degree plus professional training in education. (Professional training normally consists of a post-graduate diploma in education and a minimum of one year's experience in education). Qualified teachers meeting the prescribed qualifications have been recruited directly to the Department as Education Officers. Statistics of recruitment to the base level of the Education Officer structure since the formation of the Department in 1967 are given in the following table:

Exhibit  
144/5,  
Qs. 867,  
1494 and  
1496 to  
1499,  
and  
Committee  
File  
1971/3

TABLE NO. 8		
<u>RECRUITMENT OF EDUCATION OFFICERS GRADE 1(a)</u>		
<u>State</u>		
Teaching services	92	
Departments	1	
<u>Federal</u>		
Department of Education and Science	58	
Other Commonwealth departments	17	
<u>External</u>		
Universities, colleges of advanced education, private enterprise and unemployed	84	

(a) From the formation of the Department in 1967 to 9 June 1972.

199. Regarding the practice of recruiting qualified teachers, Your Committee expressed concern that this might tend to deplete State teaching services. We were assured by the Public Service Board Observer, Mr Vanthoff, that although pay rates for the Education Officer category were maintained at a competitive level, there was no intention to deplete the resources of State Education Departments. We were also informed by the witness representing the Department that in relative terms the number of teachers recruited was very small compared with the numbers entering State teaching services.

Qs. 838  
and 839

#### Recruitment to the Second Division

200. In a supplementary submission the Department stated that its experience with recruitment to the Second Division had been mixed. On three occasions suitable applicants had been sought from outside the Service, and each had declined appointment. It was assumed by the Department that the individuals concerned had seen long term advantages in remaining where they were. Another possible factor in the case of university staff may have been the prospect of an unattractive salary adjustment. In three other cases the Department had found that outside applicants could not match the ability or experience of people from within the Service, and promotions had been made finally from inside the Department.

Exhibit  
144/22  
and  
Q. 1528

201. The Committee queried whether, in the case of people coming from universities, provision announced by the Government for portability of pensions had improved recruitment prospects. We were informed by the Department that this had not been a determining factor so far.

Q. 1533

#### Part 2 - Training

202. When the Department was formed in December 1966, no position of Training Officer existed. To the extent that training was conducted, it consisted of induction courses given by the personnel officer, on-the-job training by supervisors and job rotation. As

Exhibit  
144/5



much as possible, the Department supplemented these efforts by utilising the periodic formal training courses on specialised subjects conducted by the Public Service Board.

203. In October 1968 a proposal was submitted to the Public Service Board for a position of Principal Training Officer Class 7 and in January 1969 approval was given to advertise for a Senior Training Officer Class 6. Due to delays in securing a suitable applicant the training position did not become operative until November 1970. Since then formal induction courses have been introduced for pre-school teachers and new-entrant graduate clerks,<sup>2</sup> and a review has commenced of Departmental training requirements.

Exhibit  
144/5  
Qs. 910  
to 923,  
and  
Committee  
File  
1971/3

#### Assessment of Needs

204. We were informed that the review of training needs which has been commenced will cover clerical/administrative staff, Education Officers and specialist groups (e.g. Apprenticeship Board personnel). Ultimately the exercises will provide not only a detailed statement of training needs, but also data on appropriate course formats. At the conclusion of the review, information obtained will be used to develop a case for presentation to the Board covering total training requirements including the aspect of additional staff.

Exhibit  
144/5  
and  
Qs. 923  
to 926

205. Future expansion of the training function, (which is implicit in the review of training requirements), will be strongly reinforced by the need for staff re-training following the methods study of State Branch Offices. This study commenced in mid 1970, and an initial report was issued in July 1971. Procedural changes received by the methods team have, in some cases, already been introduced in State Branch Offices.

Exhibit  
144/5  
and  
Qs. 927  
to 933,  
1517 and  
1518

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2. At Appendix M is a statement provided by the Public Service Board on induction training arrangements for new-entrant graduate clerks in Canberra. The statement covers objectives, organisational arrangements and operational procedures.

Participation in Board Programmes

206. To supplement internal training the Department utilises central training courses provided by the Public Service Board. The centralised training programme provided by the Public Service Board covers: basic management, senior management, organisation and methods, selection interviewing techniques, induction training for new-entrant graduate clerks, and basic training for establishment officers. Seminars are also provided for Second Division officers. The Department has participated in selected aspects of this programme in 1969, 1970 and 1971.

Exhibit  
144/5  
and Qs.  
908 and  
909

## Chapter 6

### FINANCE

207. This chapter describes the bases adopted in formulating estimates of expenditure and shows details of estimated and actual expenditure by and on behalf of the Department of Education and Science in respect of the financial years 1967-68 to 1970-71 inclusive. Particular trends are discussed and anomalies noted where necessary.

#### Part 1 - Introduction

##### FORMULATION OF ESTIMATES OF EXPENDITURE

208. It was stated that during March of each year draft estimate schedules are forwarded to each Branch and to the State Branch Offices and the Northern Territory Office. It was claimed that realistic estimates of funds are ensured by requiring that estimates originate from the office required to expend such funds. A Departmental circular, based on relevant Treasury Directions and Circulars, accompanies the schedules, stating that explanations are required for each expenditure item and for variations from previous estimates. The circular also sets out the following principles to be observed:

Exhibit  
144/4

- (a) An estimate should not be confined to a mere statement that a larger or smaller amount is required, but should afford a justification of the whole amount sought, in addition to showing the principal reasons for any variations from the estimated expenditure for the current year.
- (b) Draft estimates should include expenditure only on functions which have been endorsed previously by the Government, or in a new service for which liability has been approved by the Treasurer or his delegate.

- (c) Each individual estimate is to represent a realistic assessment of the sum expected to be spent, having regard to the information available at the time of preparation.
- (d) Estimates should not include amounts for proposals so far from firm that it is not possible to know what payments, if any, will be made.
- (e) Where an item is for a type of recurring expense, such as office services or travelling and subsistence, it is appropriate to budget on the basis of experience.
- (f) Estimates should be based on current costs. No provision or margin is to be included for possible rises in costs.
- (g) Continuous expenditure is to be closely examined to eliminate items no longer required.

209. The Finance Officer maintains records of all liabilities which have been approved by the Treasurer or his delegate, and a check is made with the branch seeking to include new items of expenditure in the estimates for the first time to ensure that proper authority exists. However, he does not maintain such records in relation to functions previously endorsed by the Government.

Qs. 553  
to 556

210. Draft estimates for submission to the Minister and the Department of the Treasury are consolidated after their return from the relevant branch or division. Continuous liaison is maintained during consolidation. Divisional Heads are required to approve all submissions seeking additional funds. The estimates then form the basis of the relevant items in the various Appropriation Bills submitted to Parliament.

Exhibit  
144/4  
and Qs.  
557 to  
562.

INTERNAL CONTROLS AND CHECKS

211. The Department supplied the Committee with a submission detailing the nature of internal controls and checks maintained in respect of financial transactions and general accounting matters separate from the checks to be performed by the internal audit staff. This submission is shown as Appendix S. Exhibit 144/7
212. The submission referred, inter alia, to a Manual Canberra Ledger, maintained in the Accounts Sub-section at Central Office. We were informed that although the Ledger was not a formal document it complemented the information available to the Authorising Officer and it is reconciled with the computerised monthly statements of the Sub-Treasury. Exhibit 144/7 and Qs. 1152 and 1156 to 1158
213. The Observer representing the Department of the Treasury, Mr Maunder, described the operation of the daily computer output service. He said that while an Authorising Officer may need to make some manual notation on the previous day's output for particular votes at critical dates, the Treasury would resist strongly any suggestion that a manual ledger should be kept by a department. In view of the comments contained in the Department's submission, officers from the Treasury had discussed this matter with officers from the Department of Education and Science, and that Department does not now maintain such a ledger. Qs. 1152 and 1156 to 1158

Part 2 - Expenditure by the Department of  
Education and Science

214. The summary of estimated and actual expenditure made by and on behalf of the Department of Education and Science is shown in Table No. 9.

**TABLE NO. 9**  
**DEPARTMENT OF EDUCATION AND SCIENCE**  
**SUMMARY OF ESTIMATED & ACTUAL EXPENDITURE BY AND ON BEHALF OF THE DEPARTMENT**  
**(1967-68 TO 1970-71)**

	1967/68		1968/69		1969/70		1970/71	
	Estimate	Actual Expenditure	Estimate	Actual Expenditure	Estimate	Actual Expenditure	Estimate	Actual Expenditure
	\$	\$	\$	\$	\$	\$	\$	\$
Department of Education & Science	102,229,400	97,460,105	111,262,300	109,198,887	128,026,200	124,523,469	154,129,600	152,514,157
Department of the Interior	308,200	301,982	418,400	417,997	377,300	377,079	430,400	428,112
Department of Works	3,715,200	3,657,301	5,048,200	4,882,687	7,213,300	6,834,197	11,356,400	9,597,786
Special Appropriations	115,743,500	99,792,091	123,774,000	105,187,241	161,379,000	144,425,084	186,238,000	172,886,101
TOTAL	221,996,300	201,211,479	240,502,900	219,646,812	296,995,800	276,159,829	352,154,400	335,426,156

Source: Department of Education and Science

Note: In all totals, totals may vary slightly due to rounding

TABLE NO. 10

## DEPARTMENT OF EDUCATION &amp; SCIENCE

## SUMMARY OF ESTIMATED &amp; ACTUAL EXPENDITURE (1967-68 TO 1970-71)

	1967/68		1968/69		1969/70		1970/71	
	Estimate	Actual	Estimate	Actual	Estimate	Actual	Estimate	Actual
	\$	\$	\$	\$	\$	\$	\$	\$
<b>Administrative</b>								
Educational Services	32,846,000	28,599,667	34,427,900	33,482,624	39,263,725	39,049,632	47,302,900	46,793,377
Anglo-Australian Telescope Board	3,359,200	8,285,092	10,751,000	10,691,136	12,055,900	11,979,595	16,328,200	16,178,411
Australian University Commission	-	-	-	-	-	-	119,000	119,000
Australian National University *	216,500	196,790	223,000	216,856	253,000	229,480	226,500	223,343
Canberra College of Advanced Educ.	16,050,000	15,946,000	18,210,000	18,210,000	20,664,000	20,664,000	25,293,000	25,551,630
Australian Institute of Aboriginal Studies *	43,000	43,000	380,000	323,000	1,100,000	1,100,000	1,650,000	1,678,000
National Standards Commission	350,000	349,929	-	-	-	-	-	-
C.S.I.R.O. (Sci. & Res. Act)	94,500	90,878	102,100	94,494	125,600	123,512	165,000	150,620
National Service Vocational Training University Courses	31,831,200	31,739,308	34,141,000	34,141,000	38,660,000	38,660,000	44,541,000	44,541,000
Capital Works & Services	77,000	64,877	292,300	250,467	525,000	444,164	625,000	564,659
Payments to or for the States - Research Grants	9,223,000	9,026,201	9,855,000	8,870,773	11,778,975	8,826,967	13,145,000	12,432,494
Other Services	3,159,000	3,154,365	2,880,000	2,878,537	3,600,000	3,146,118	4,394,000	4,169,783
	-	-	-	-	-	-	340,000	111,840
	102,229,400	97,460,107	111,422,300	109,158,867	123,026,200	124,523,468	155,129,600	152,514,157

\* Running expenses  
Source: Department of Education and Science

215. Table No. 10 sets out the summary of estimated and actual expenditure under the main divisions for the Department of Education and Science. Details of the major components of each of these divisions is examined in more detail in this part of the Chapter, and are shown in Table Nos. 11 - 37.

216. It should be noted that totals amongst all tables may vary slightly due to rounding. Also, some of the tables show payments made by statutory authorities which are responsible to the Minister for Education and Science but not under the direct control of the Department.

ADMINISTRATIVE EXPENDITURE (Table No. 11)

217. A summary of administrative expenditure is shown in Table No. 11. It should be noted that two items, salaries and Commonwealth Scholarships Schemes, comprise the major proportion of the division. The increase in administrative expenditure parallels the growth in the establishment of the Department discussed in Chapter 4. When questioned on the increases in expenditure for individual administrative items, the Department stated that growth in responsibilities has led to these increases. Greater reliance upon advisory committees of experts has also been a contributing factor. Details of expenditure under each heading of Table No. 11 are shown in Table Nos. 12 - 20.

Exhibits  
144/4,  
144/16 and  
144/17 and  
Qs. 564 to  
568 and  
1346 to  
1349 et al.

Salaries and Payments in the Nature of Salary (Table No. 12)

Salaries and Allowances

218. It was stated that the estimate represents the gross payment for the year and includes provision for increments, higher duties allowances, furlough and increases from National Wage Cases

Exhibit  
144/4



TABLE NO. 11

DEPARTMENT OF EDUCATION AND SCIENCE  
SUMMARY OF ADMINISTRATIVE EXPENDITURE -  
(1967-68 TO 1970-71)

	1967/68		1968/69		1969/70		1970/71	
	Estimate	Actual Expenditure	Estimate	Actual Expenditure	Estimate	Actual Expenditure	Estimate	Actual Expenditure
	\$	\$	\$	\$	\$	\$	\$	\$
Salaries and payments, in nature of salary	1,691,600	1,688,065	2,332,900	2,300,528	3,483,600	3,300,634	4,522,500	4,412,224
Administrative Expenses	701,800	693,029	765,800	748,104	1,007,500	990,228	1,274,000	1,269,709
Other Services	1,301,630	1,218,916	1,792,000	1,469,716	1,873,525	1,884,924	2,149,900	2,092,363
Commonwealth Scholarship Schemes	28,722,000	25,541,299	29,110,000	28,538,985	32,240,000	32,214,975	38,690,000	38,408,311
Grants-in-Aid	419,000	418,356	429,200	425,291	659,100	658,872	666,500	610,769
<b>TOTAL</b>	<b>32,846,000</b>	<b>28,559,667</b>	<b>34,427,900</b>	<b>33,482,624</b>	<b>39,263,725</b>	<b>39,049,632</b>	<b>47,302,900</b>	<b>46,793,377</b>

Source: Department of Education and Science

TABLE NO. 12  
DEPARTMENT OF EDUCATION AND SCIENCE  
ADMINISTRATIVE EXPENDITURE  
EXPENDITURE ON SALARIES AND PAYMENTS IN THE NATURE  
OF SALARY (1967-68 TO 1970-71)

	1967/68		1968/69		1969/70		1970/71	
	Estimate	Actual Expenditure \$	Estimate	Actual Expenditure \$	Estimate	Actual Expenditure \$	Estimate	Actual Expenditure \$
Salaries and Allowances	1,845,800	1,841,000	2,452,930	2,421,312	3,568,000	3,398,942	4,647,000	4,562,792
Overtime	58,800	58,114	92,000	91,248	130,100	116,257	135,000	108,997
Secretary - salary and allowance	15,000	14,952	17,970	17,967	20,500	20,434	20,500	20,435
	1,917,600	1,914,065	2,562,900	2,530,528	3,718,600	3,535,634	4,802,500	4,692,224
Less amount to be provided by Department of Foreign Affairs	226,000	226,000	230,000	230,000	235,000	235,000	280,000	280,000
	1,691,600	1,688,065	2,332,900	2,300,528	3,483,600	3,300,634	4,522,500	4,412,224

Source: Department of Education and Science

and Arbitrators' Determinations already promulgated. The estimate is prepared by the Central Office of the Department in liaison with the Branch Offices. It was pointed out that this item does not provide for staff supplied by the New South Wales and South Australian Education Departments in respect of schools in the Australian Capital Territory and the Northern Territory. Provision for such salaries and the salaries of staff employed in pre-schools in the A.C.T. and the Northern Territory is made under Educational Services. (see para 259 below)

Overtime

219. We were informed that this item is based on the anticipated overtime requirements to meet seasonal or peak work-loads. The most substantial cause of the increase in overtime expenditure was the rapid growth of Departmental functions. Because of this growth pattern, the Department had always been in a position where a number of newly created positions were unable to be staffed, and where difficulties had been encountered in meeting commitments for aid programmes. This was particularly true in relation to student scholarships in the State Branch Offices where much of the work is of a seasonal nature and where it would be inappropriate for the Department to seek establishment increases.

Exhibit  
144/4  
and  
Qs. 564  
to 568

220. In 1970-71, \$20,000 of the appropriation for overtime was frozen as a result of Government economic restraints. It was claimed that the Department was able to operate within those restraints only by reducing the level of service that the Department felt it needed to give. This reduction resulted in delays in the completion of projects, and less prompt service to individuals. The processing of applications and making of offers of scholarships was also significantly delayed.

Q. 1344

Amount to be provided by Department of Foreign Affairs

221. This item is assessed on the basis of the actual proportion of salaries and overtime in respect of duties attributed to sponsored training under the Colombo Plan and similar schemes controlled by the Department of Foreign Affairs.

Exhibit  
144/4

222. The practice of charging this item to the Department of Foreign Affairs arose from the comments made by the Committee in its Twenty-sixth Report, which related to the Commonwealth Office of Education. Following the Committee's findings on inter-departmental payments in its Fifty-fifth Report, the Treasury commenced a general review of the practice of one department's charging another for a service or function. The Treasury Observer, Mr Maunder, stated that, as the Colombo Plan is by far Australia's largest bi-lateral aid programme, it was more convenient to locate figures for this programme in one place in the Appropriation Act.

Q. 569,  
and Parl.  
Papers 45  
of 1956  
and 87 of  
1961

Administrative Expenses (Table No. 13)

Travelling and Subsistence

223. Commenting upon the increasing expenditure on this item, a witness stated that with wider responsibilities being taken on by the Department and a considerable amount of administration of nation-wide schemes being centralised in Canberra, it is necessary for officers who administer these schemes to travel widely. The growth in the Department's responsibilities in the Northern Territory, and in its use of Advisory Committees, has meant a further impetus to travel.

Exhibit  
144/4  
and Q.  
1345

Postage, Telegrams and Telephone Services (Table No. 14)

224. We were informed that the Department of Education and Science meets the complete account for shared telephone facilities for itself and the Department of Repatriation at the Albemarle Building in Phillip, A.C.T. An interdepartmental committee which was established to examine problems associated with S.T.D. recommended that, where there was multi-occupancy of a building, the registered subscriber department should investigate the possibility of setting up separate metering arrangements. Your Committee commented upon this in its 107th and 126th Reports. It will be noted that total expenditure on communication services has increased by about half each year. Local calls comprised about 40% of total expenditure in 1970-71 and had increased by about 87% from 1969-70 to 1970-71, 64% from 1968-69

Exhibit  
144/4,  
Qs. 1350  
to 1357  
and Parl.  
Papers  
23 of  
1969 and  
261 of  
1971

TABLE NO. 13

## DEPARTMENT OF EDUCATION AND SCIENCE

## ADMINISTRATIVE EXPENDITURE

EXPENDITURE ON ADMINISTRATIVE EXPENSES  
(1967-68 TO 1970-71)

	1967/68		1968/69		1969/70		1970/71	
	Estimate	Actual Expenditure	Estimate	Actual Expenditure	Estimate	Actual Expenditure	Estimate	Actual Expenditure
	\$	\$	\$	\$	\$	\$	\$	\$
Travelling and Subsistence	158,900	158,147	227,600	224,946	259,000	257,787	315,000	314,811
Office requisites & equipment, stationery & printing	88,100	87,193	133,000	131,626	180,000	178,331	181,000	180,204
Postage, telegrams and telephone services	123,400	123,000	176,800	176,410	278,000	276,538	430,000	429,507
Publications	56,000	51,487	72,000	62,411	98,000	90,279	92,000	91,855
External relations in education, including United Nations Educational, Scientific & Cultural Organisation	44,000	38,544	52,000	50,997	55,000	51,010	50,000	49,257
Incidental & other expenditure	96,200	95,298	114,400	113,714	149,500	148,283	220,000	218,075
Payments to States for Administration of Commonwealth Unl. Scholarships	147,200	151,360	-	-	-	-	-	-
	713,800	705,029	775,800	760,104	1,019,500	1,002,228	1,288,000	1,283,709

P.T.O. for total



to 1969-70 and only by 10% from 1967-68 to 1968-69. Expenditure on trunk calls on the other hand had been increasing by less than 40% annually. The rate of increase on postage had declined from about 70% annually to 30%, and expenditure on teleprinter services had remained constant following sharp rises between 1967 and 1969.

TABLE NO. 14  
DEPARTMENT OF EDUCATION AND SCIENCE  
ADMINISTRATIVE EXPENSES - POST, G.E., TELEPHONE AND  
TELEPHONE SERVICES, 1967-68 TO 1970-71

	<u>1967-68</u>	<u>1968-69</u>	<u>1969-70</u>	<u>1970-71</u>
	\$	\$	\$	\$
Postage	26,358	45,441	75,512	98,826
Phonograms	1,870	3,125	4,533	2,959
Teleprinter services	3,775	10,672	25,357	25,567
Telephones:				
Local calls	51,829	56,887	92,727	172,393
Trunk calls	16,391	23,479	29,075	38,900
Rental	18,172	26,554	27,521	55,656
Miscellaneous	2,819	8,465	18,759	52,813
Semi-official telephones	1,788	1,789	3,254	2,393
Total Expenditure	<u>123,000</u>	<u>176,410</u>	<u>276,538</u>	<u>429,507</u>

Committee  
File  
1971/3

Source: Department of Education and Science

Publications (Table No. 15)

225. It was stated that this item provides, in the main, for the costs of production of the publication 'Hemisphere', a magazine, published monthly, principally for Asian students in Australia

Exhibit  
144/4  
and Os.  
1358 to  
1362

TABLE NO. 15  
DEPARTMENT OF EDUCATION AND SCIENCE  
ADMINISTRATIVE EXPENSES - PUBLICATIONS, 1968-69 AND 1969-70

	<u>1968-69</u>	<u>1969-70</u>
'hemisphere'	48,762	55,489
'Education News'	5,356	6,620
Other Publications	<u>8,293</u>	<u>28,170</u>
TOTAL	<u>62,411</u>	<u>90,279</u>

Committee  
File  
1971/3

Source: Department of Education and Science

226. It will be noted that about \$20,000 of the \$28,000 increase in expenditure on this item is attributable to "other publications". This relates to new publications connected with functions acquired by the Department since 1968. A list of the Department's publications is shown in Appendix I.

Committee  
File  
1971/3

External Relations in Education, including United Nations Educational, Scientific and Cultural Organisation

227. This item enables Australia to carry out its obligations as a member state of UNESCO, and to participate in UNESCO programmes. Provision is made for servicing UNESCO Committees, representation at overseas conferences, information services, Australian membership of international organisations, travelling exhibitions and projects arranged by UNESCO Committees.

Exhibit  
144/4

Incidental and other expenditure (Table No. 16)

228. This item provides for administrative expenditure not included in specific items. We were informed that expansion of the Department's activities and inflated costs were the main causes of the increased expenditure for 1970-71 - particularly in relation to freight and advertising. Other contributing factors were: increased rates of committee members' sitting fees and an increase in the number of committees; initial cost of setting up a new store at Fyshwick, A.C.T.; increased rates of Apprenticeship Board members' sitting fees and an increase in the number of Board meetings; increased light, power and cleaning costs arising from occupancy of additional office accommodation at Kent House, Sydney; increased payroll service costs consequent upon transfer of the Department's Central Administration from Childers Street, Canberra City, to Phillip Offices, Woden; and provision of two overseas courses in 1970-71 for teachers of the French language, compared to only one in 1969-70.

Exhibit  
144/4,  
Qs. 570 and  
1364, and  
Committee  
File 1971/3

Amount to be provided by Department of Foreign Affairs

229. The Department explained that this item is assessed on the basis of the actual proportion of administrative expenses applicable to sponsored

Exhibit  
144/4



TABLE NO.16

DEPARTMENT OF EDUCATION & SCIENCE  
ADMINISTRATIVE EXPENDITURE - INCIDENTAL AND OTHER  
EXPENDITURE - 1969-70 AND 1970-71

<u>EXPENDITURE CO. POINTS</u>	<u>1969-70</u>	<u>1970-71</u>
	\$	\$
Sitting and consultation fees	29,267	35,382
Reimbursement of study fees (Departmental Officers)	9,415	11,230
Freight	21,560	33,209
Advertising	30,382	40,589
Compensation	2,048	1,670
Minor Works	1,299	2,412
Maintenance of office machines	4,518	5,044
Miscellaneous:		
Assessor's fees (proposals for research grants and scholarships)	6,545	6,871
Apprenticeship Board sitting fees and expenses	2,921	5,428
Petty cash advances	548	506
Laundry	128	193
Office cleaning	1,021	2,343
Light and power	2,518	5,078
U.S. Scientist's visit	881	-
Lunar samples	5,362	5,213
Accreditation Committee	250	-
Disturbance Allowance	250	345
Science Exhibition	1,266	516
Secretarial assistance for Chairman of Science and Libraries Facilities Committee	1,583	1,207
Payroll services	1,042	3,784
Various (including Advanced Education Film, Cadets' fees, Ministerial expenses, university training of ex-servicemen, computer services, and fares to courses for teachers of the French language).	25,479	57,055
<b>TOTAL</b>	<b>148,283</b>	<b>218,075</b>

Committee  
File  
1971/5

Source: Department of Education and Science

training under the Colombo Plan and similar schemes controlled by the Department of Foreign Affairs. The Department of Education and Science is reimbursed the total amount by the Department of Foreign Affairs. This arrangement was mentioned previously in paragraph 221.

Other Services (Table No. 17)

230. It will be observed from Table No. 17 that total expenditure under this item has been increasing at a fairly constant rate between 1 July 1967, and 30 June 1971, consistent with Departmental growth. However, most of this increase, apart from administrative expenses for the Optical Telescope, relates to the introduction of new schemes rather than the extension of existing programmes.

Commonwealth Educational Co-operation Scheme

231. This Scheme was established to encourage greater co-operation amongst Commonwealth countries in the field of education. This objective is pursued in Australia through the Commonwealth Scholarship and Fellowship Plan and the Educational Assistance Programme. The former Plan provides for Post-graduate and Undergraduate Awards, Australian Visiting Fellowships and Visiting Professorships, as well as reciprocal awards to Australians by other Commonwealth countries. Estimated expenditure under the Post-graduate and Undergraduate awards scheme is based on 100 scholars being in Australia at any one time, and includes provision for fares, living allowances, fees, marriage allowances and miscellaneous expenses, (including such items as clothing allowances and medical expenses).

Exhibit  
144/4  
and Q.571

Queen Elizabeth II Fellowship Scheme

232. The awards for this Scheme, (established to commemorate the Royal Visit to Australia in 1963), are approved by the Minister acting on the recommendation of the Queen Elizabeth II Fellowship Committee. The Fellowships provide for two years' full-time research in the physical or biological sciences at an Australian university or approved research institution and are awarded to young scientists from Australia and the United Kingdom.

Exhibit  
144/4  
and  
Q.1365

TABLE NO. 17

DEPARTMENT OF EDUCATION & SCIENCE  
ADMINISTRATIVE EXPENDITURE  
EXPENDITURE ON OTHER SERVICES  
(1967-68 TO 1970-71)

	1967/68		1968/69		1969/70		1970/71		
	Estimate	Actual Expenditure	Estimate	Actual Expenditure	Estimate	Actual Expenditure	Estimate	Actual Expenditure	
	\$	\$	\$	\$	\$	\$	\$	\$	
Commonwealth Educational Co-operation Scheme	815,000	752,790	815,000	748,535	800,000	885,243	890,000	883,020	91
Queen Elizabeth II Fellowship Scheme	212,000	211,025	200,000	190,325	200,000	195,005	239,000	225,849	
Australian National Flag-Presentation to schools and youth organisations	11,000	10,966	10,900	10,227	11,000	4,945	14,000	13,997	
University training for ex-servicemen - tuition, textbooks, equipment & living allowances	5,000	4,476	3,500	2,381	3,000	2,901	-	-	
Colleges of Advanced Education - Research and Investigations	75,000	61,607	131,000	129,917	50,000	43,515	65,000	63,171	

	1967/68		1968/69		1969/70		1970/71	
	Estimate	Actual Expenditure	Estimate	Actual Expenditure	Estimate	Actual Expenditure	Estimate	Actual Expenditure
	\$	\$	\$	\$	\$	\$	\$	\$
Australian National University-Research Grants	90,600	90,600	100,000	73,479	95,000	91,983	156,500	156,500
Optical Telescope - Administrative expenses	64,000	61,960	192,000	184,460	486,000	459,269	239,000	238,721
Recurrent Grants - Affiliated Residential Colleges at the Australian National University	12,000	11,800	21,000	20,830	27,000	23,750	31,000	29,000
Scholarships for persons from New Zealand	5,000	1,692	17,500	17,049	16,000	14,270	19,400	19,358
Curriculum Development	-	-	175,000	7,000	110,000	108,450	240,000	212,631
Payment for Commonwealth Scientific & Industrial Research Organisation of funds accumulated in Cafeteria (C.S.I.R.O) Trust Account	-	-	20,100	20,086	-	-	-	-
Support for training of school librarians	-	-	50,000	20,837	30,000	24,400	40,000	36,220

	1967/68		1968/69		1969/70		1970/71	
	Estimate	Actual	Estimate	Actual	Estimate	Actual	Estimate	Actual
	\$	\$	\$	\$	\$	\$	\$	\$
Australian Council for Educational Research - Special Investigations into Tertiary Education selections	12,000	12,000	56,000	44,589	34,400	20,068	49,000	49,000
Secondary school library programme - Research & investigation	-	-	-	-	7,000	7,000	8,000	8,000
Research into pre-school education -Contribution	-	-	-	-	4,125	4,125	6,800	6,771
5th Commonwealth Education Conference	-	-	-	-	-	-	143,000	140,925
Australian-American Agreement for Scientific & Technical Co-operation - Contribution to the cost of Joint Seminar	-	-	-	-	-	-	9,200	9,200
	1,301,600	1,218,916	1,792,000	1,469,716	1,873,525	1,884,924	2,149,900	2,092,363

Source: Department of Education and Science

Australian National Flag - Presentation to Schools  
and Youth Organisations

233. As part of Commonwealth Jubilee Celebrations in 1951, the Government presented an Australian Flag to all Australian schools. Since that time the Government has agreed to provide each new school with a flag and to replace unserviceable flags.

Exhibit  
144/4

234. Flags are purchased under a two year period contract requiring delivery within 30 days from order, or 50 per week within seven days of order, with orders being placed as and when supplies were required. It was stated that the shortfall in this item in 1969-70 was due to the inability of the contractor to meet his obligations.

Exhibit  
144/4,  
Qs. 572  
to 590  
and Comm-  
ittee  
File  
1971/3

Colleges of Advanced Education - Research and Investigations

235. This item provides for the cost of research investigation projects recommended by the Commonwealth Advisory Committee on Advanced Education. A programme of \$250,000 had been approved for the 1970-1972 triennium. The Committee examined this item in connection with an expenditure shortfall in 1966-67 and reported in its Ninety-sixth Report.

Exhibit  
144/4  
and Parl.  
Paper 31  
of 1968

Australian National University - Research Grants

236. This item provides for assistance to researchers engaged on specific projects at the Australian National University. Grants are made on the basis of evaluations and recommendations from the Australian Research Grants Committee. Similar expenditure at universities in the States is provided for under special appropriation. It was stated that applicants from the Australian National University compete each year on merit with applicants from the States, and grants are awarded on a calendar year basis.

Exhibit  
144/4  
and Qs.  
1366 and  
1367

Optical Telescope - Administrative Expenses (Table No. 18)

237. It was explained that this item provides for all administrative expenses incurred in Australia plus half of similar expenditure incurred in Britain in connection with the

Exhibit  
144/4

construction of a 150" optical telescope at Siding Springs in New South Wales. Half of the expense incurred in Australia is recovered from the British Government and credited to the Consolidated Revenue Fund. Administrative expenditure incurred since 22 February 1971 is controlled by the Anglo-Australian Telescope Board, and provision has been made under a separate division for Australia's share of the administrative expenses to be paid to the Board as from that date. (See paragraph 291 for expenditure by the Board)

238. It will be observed in Table No. 17 that a substantial increase occurred in expenditure during the triennium ending 30 June 1970. We were informed that this increase was due to a build up in the project staff and in payments to consultants. Table No. 18 shows details of this expenditure in 1969-70.

Qs. 591  
to 596  
and  
Committee  
File:  
1971/3

TABLE No. 18  
DEPARTMENT OF EDUCATION AND SCIENCE  
ANGLO-AUSTRALIAN TELESCOPE PROJECT -  
ADMINISTRATIVE EXPENDITURE (1969-70)

	Estimate	Actual	Under- Expenditure	
	\$ ,000	\$ ,000	\$ ,000	
Design Contracts let to Consultant Engineering Firms	285	285	-	Committee File 1971/3
Consultant Services by Associate Consultants to the Project	24	12	12	
Site Meteorological Testing	4	4	-	
Research and Development (Mt Stromlo Observatory)	13	3	10	
Project Management	150	145	5	
Contribution to expenditure incurred in United Kingdom by Science Research Council	10	10	-	
<b>Total</b>	<b>486</b>	<b>459</b>	<b>27</b>	

Source: Department of Education and Science

Recurrent Grants - Affiliated Residential Colleges  
at the Australian National University

239. The Commonwealth makes recurrent grants on the recommendation of the Australian Universities Commission to three affiliated residential colleges of the Australian National University (John XXIII, Ursula and Burgmann) to help meet running expenses. Colleges are required to meet the balance of running costs from their own resources.

Exhibit  
144/4

Scholarships for Persons from New Zealand

240. The ANZAC Fellowship Scheme, inaugurated late in the 1967-68 financial year, provides for one or two awards each year, tenable in Australia, for persons from New Zealand.

Exhibit  
144/4  
and  
Q. 596

Curriculum Development

241. The Commonwealth contributes to the Australian Science Education Project on the basis of a 1969 agreement with the States for the development of curriculum and teaching materials for science courses at junior secondary level. This agreement calls for a \$750,000 contribution by the Commonwealth and \$450,000 by the States over a five year period. The amount required each year is determined by the Project's Committee of Management, on which the Department of Education and Science is represented. The Committee examined this item in connection with the expenditure shortfall in 1968-69 (see Table No. 17) and reported in its One Hundred and Eighteenth Report.

Exhibit  
144/4,  
Q. 1368  
and Parl.  
Paper 103  
of 1970

Support for Training of School Librarians

242. This item provides for Commonwealth-sponsored short specialist courses in school librarianship, arranged in conjunction with State Education Departments and other interested organisations. Courses are supplementary to the Commonwealth's Secondary School Library Programme, and are intended to meet the need for more trained librarians to staff existing and new libraries in government and independent schools.

Exhibit  
144/4



Australian Council for Educational Research - Special  
Investigations into Tertiary Education Selections

243. This item covers the costs of special research carried out by the Australian Council for Educational Research to improve the predictive value of entrance examinations for tertiary education. The item was examined by the Committee following the shortfall in expenditure for 1969-70 and reported in its One Hundred and Twenty-fourth Report.

Exhibit  
144/4,  
Q. 1369  
and Parl.  
Paper 237  
of 1970

Commonwealth Scholarship Schemes (Table No. 19)

244. Estimates for Commonwealth Scholarship Schemes are based each year on student numbers for two separate periods: July to December and January to June. This method is adopted to allow for changes in benefits and student numbers. Student numbers are predicted on the basis of records held in the State Branch Offices of the Department of Education and Science, where the scholarship awards are administered. Records of expenditure on each scheme, and component allowances, are provided each month by the computer-generated Treasury ledgers.

Exhibit  
144/4

Commonwealth Post-graduate Awards - Tuition Fees,  
Facilities and Stipends

245. The Department stated that this scheme provides for Commonwealth post-graduate awards for full-time research work and other post-graduate studies in Australian universities. Holders of these awards usually proceed to either a Master's degree or Doctorate.

Exhibit  
144/4

246. Substantial changes were made from the beginning of 1969 in arrangements covering the administration of the Commonwealth post-graduate scheme in that the Commonwealth assumed payment to students of their allowances. Previously, the universities had accepted the basic responsibility of administering awards.

Qs. 597  
to 602

TABLE NO. 19

DEPARTMENT OF EDUCATION & SCIENCE  
ADMINISTRATIVE EXPENDITURE

EXPENDITURE ON COMMONWEALTH SCHOLARSHIP SCHEMES (1967-68 TO 1970-71)

	1967/68		1968/69		1969/70		1970/71	
	Estimate	Actual Expenditure	Estimate	Actual Expenditure	Estimate	Actual Expenditure	Estimate	Actual Expenditure
	\$	\$	\$	\$	\$	\$	\$	\$
Commonwealth Post-graduate Awards - Tuition fees, facilities & stipends	3,252,000	2,899,247	3,650,000	3,588,099	4,700,000	4,525,530	5,320,000	5,208,612
Commonwealth University Scholarships-Tuition fees & living allowances	16,894,000	13,382,619	16,680,000	16,267,866	18,200,000	18,160,443	22,540,000	22,519,126
Commonwealth Advanced Education Scholarships-Tuition fees and living allowances	936,000	754,394	1,060,000	1,001,283	1,500,000	1,628,434	2,800,000	2,792,747
Commonwealth Secondary Scholarships - Maintenance Allowances, school fees, books & exam. costs	6,570,000	6,473,685	6,570,000	6,558,341	6,640,000	6,738,475	6,800,000	6,791,420

	1967/68		1968/69		1969/70		1970/71	
	Estimate	Actual Expenditure	Estimate	Actual Expenditure	Estimate	Actual Expenditure	Estimate	Actual Expenditure
	\$	\$	\$	\$	\$	\$	\$	\$
1,080,000		1,031,355	1,150,000	1,123,395	1,200,000	1,162,092	1,230,000	1,096,406
28,732,000		24,541,299	29,110,000	28,538,985	32,240,000	32,214,975	38,690,000	38,408,311

Commonwealth: Technical  
Scholarships - Mainte-  
nance and other allow-  
ances, tuition fees and  
examination costs

Source: Department of Education and Science

Commonwealth University Scholarships - Tuition Fees  
and Living Allowances

247. This scheme provides assistance for full-time and part-time study in first degree and diploma courses at Australian universities. There are three categories of scholarship: open entrance awards for matriculants; later year awards for students who have completed one or more years of a university course; and mature age awards. Scholarships are awarded on merit and benefits encompass all compulsory tuition fees, and include a living allowance subject to a means test. Since the Commonwealth assumed full responsibility for the administration of the scheme in 1968, the Department of Education and Science has begun to accumulate much greater detail in its records, and related estimates have improved greatly. The Committee examined this item following the shortfall in expenditure in 1967-68 and reported in its One Hundred and Second Report.

Exhibit  
144/4,  
Qs. 603  
and 604  
and Parl.  
Paper 219  
of 1968

Commonwealth Advanced Education Scholarships -  
Tuition Fees and Living Allowances

248. This item provides for scholarships awarded to students taking approved courses at institutes of technology, technical colleges, teachers colleges and other non-university tertiary colleges. It was stated that benefits and the conditions under which these scholarships are awarded are similar to those for Commonwealth University Scholarships. The Committee examined this item in connection with expenditure results for 1967-68 and reported in its One Hundred and Second Report.

Exhibit  
144/4  
and Parl.  
Paper 219  
of 1968

Commonwealth Secondary Scholarships - Maintenance  
Allowances, School Fees, Books and Examination Costs

249. It was stated that this scheme provides scholarships for the final two years of secondary education. Benefits are free of means test. In 1969-70 the Department of Education and Science sought \$100,000 from the Advance to the Treasurer in respect of this item. In a submission to the Committee, the

Exhibit  
144/4,  
Q. 605 and  
Committee  
File R/15

Department advised that over-expenditure arose from the fact that claims for reimbursement of fees were permitted at any time during the calendar year. It was explained that the Department could do little to rectify this situation because parents, for various reasons, chose to delay their claims.

Commonwealth Technical Scholarships - Maintenance and Other Allowances, Tuition Fees and Examination Costs

250. This item provides for scholarships to cover the duration of approved courses on a full or part-time basis at technical or similar institutions not requiring matriculation entry. In general, selection is based on the candidates' most recent results at school examinations or trade courses, and benefits under the scheme are free of a means test.

Exhibit  
144/4

251. The Committee examined this item in relation to expenditure results for the year 1966-67 and reported in its Ninety-sixth Report. At that stage, the Department was experiencing difficulty in obtaining sufficient statistical information to formulate reliable estimates. In 1970-71 the Department experienced a shortfall of about \$134,000, as a result of a greater proportion of part-time students unexpectedly returning their scholarships after only a single year of part-time study. The Department could not account for this development.

Qs. 624  
to 628  
and 1370  
and Parl.  
Paper  
31 of  
1968

Grants in Aid (Table No. 20)

252. The Department, through its various branches, provides advice on grants-in-aid to the Government. There exist some schemes in this category which appear to be included on a purely historical basis. These schemes, as may be observed in Table No. 20, have had little or no escalation in costs. The level of many of the grants are determined and reviewed from time to time by the Minister for Education and Science in consultation with the Treasurer.

Exhibit  
144/4 and  
Qs. 634,  
635 and  
647

TABLE NO. 20

DEPARTMENT OF EDUCATION & SCIENCE  
ADMINISTRATIVE EXPENDITURE  
EXPENDITURE ON GRANTS-IN-AID.  
(1967-68 TO 1970-71).

	1967/68		1968/69		1969/70		1970/71	
	Estimate	Actual	Estimate	Actual	Estimate	Actual	Estimate	Actual
	\$	\$	\$	\$	\$	\$	\$	\$
Australian-American Educational Foundation	180,000	180,000	180,000	180,000	180,000	180,000	180,000	180,000
Australian Academy of Science	94,000	94,000	105,000	105,000	125,000	125,000	115,000	115,000
Australian Council for Educational Research	30,000	30,000	30,000	30,000	50,000	50,000	50,000	50,000
Social Science Research Council of Australia	16,000	16,000	21,000	21,000	21,000	21,000	27,500	27,500
Australian Academy of the Humanities	16,000	16,000	16,000	16,000	21,100	21,073	21,000	21,000
Confederation of British Industries & Scholarships	6,100	5,460	8,200	4,296	6,000	5,866	4,500	4,243
University of Sydney - Current Affairs Bulletin	9,500	9,500	9,500	9,500	9,500	9,500	15,000	15,000

	1967/68			1968/69			1969/70			1970/71		
	Estimate	Expenditure	Actual	Estimate	Expenditure	Actual	Estimate	Expenditure	Actual	Estimate	Expenditure	Actual
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
Royal Society & Nuffield Foundation - Commonwealth Bursaries Scheme	4,000	3,996	3,996	4,000	3,996	3,996	6,000	5,994	5,994	6,000	5,994	5,994
Australian Academy of Science - Contribution to International Biological Programme	55,000	55,060	55,060	55,500	55,500	55,500	55,300	55,250	55,300	55,300	-	-
Australian And New Zealand Association for the Advancement of Science - Towards cost of annual Congress	8,400	8,400	8,400	-	-	-	2,400	2,389	10,400	10,400	10,232	10,232
Lady Gowrie Child Centres	-	-	-	-	-	-	150,000	150,000	150,000	150,000	150,000	150,000
Aust. Pre-School Association	-	-	-	-	-	-	14,800	14,800	18,800	18,800	18,800	18,800
Aust. Assoc. of Adult Educ.	-	-	-	-	-	-	8,000	8,000	8,000	8,000	8,000	8,000
Florey Memorial Fund - Contribution	-	-	-	-	-	-	10,000	10,000	-	-	-	-
Aust. Academy of Science - Contribution of Costs of Photosynthesis Conference	-	-	-	-	-	-	-	-	5,000	5,000	5,000	5,000
	419,000	418,356	418,356	420,200	425,291	425,291	659,100	658,872	666,500	666,500	610,769	610,769

Source: Department of Education and Science

Australian-American Educational Foundation

253. This item provides for the Commonwealth contribution towards a joint Australian-American scheme to provide travel grants and scholarships for the continuation of educational exchanges initiated under the Fulbright scheme. The formal agreement between the United States and Australia provides that an annual contribution of up to \$180,000 will be made by each Government to the Foundation. Since late 1964 the Australian Government has contributed at this rate.

Exhibit  
144/4

Australian Council for Educational Research

254. It was stated that this item provides for a grant to support the general research programme of the Council. This grant is made on a dollar for dollar basis with the States. The Council also undertakes other research activities which produce income.

Exhibit  
144/4  
and  
Q. 1374

Confederation of British Industries and Scholarships

255. It was stated that this item provides for financial assistance for young Australian engineers to gain experience in specialist engineering fields in the United Kingdom. The training is arranged by the Confederation of British Industries which contributes substantially to the scheme.

Exhibit  
144/4  
and Qs.  
630 to  
636

University of Sydney - Current Affairs Bulletin

256. This item provides for a subsidy paid to the University of Sydney to assist with the publication of the Current Affairs Bulletin. The arrangement was introduced in 1951 with a grant of \$8,000. This figure was increased to \$9,500 in 1955 and was further increased during the 1970-71 financial year to the present level of \$15,000. Approval was given for an additional contribution in the financial years 1970-71 and 1971-72, on the understanding that at the beginning of the university triennium in January 1973, the expenses for the Current Affairs Bulletin would become wholly the responsibility of the University.

Exhibit  
144/4,  
Qs. 10,  
637 to  
646, 1378  
and 1400  
to 1404



Australian Academy of Science - Contribution to  
International Biological Programme

257. In 1970-71, \$55,300 was appropriated for a final contribution to a study of human adaptability in New Guinea. Appropriation was made in accordance with a policy decision that a total sum of \$221,000 should be provided between 1967-68 and 1970-71 for the programme. The Academy of Science reviewed the programme, however, and having obtained finance from another source outside Australia, informed the Department that it would not require further contributions. We were informed that the programme had been completed.

Exhibit  
144/4  
and  
Q. 1379

Lady Gowrie Child Centres and Australian Pre-School Association

258. These items provide for the Commonwealth grant towards the operation of Lady Gowrie Centres in each of the six State capital cities, and for the Commonwealth grant to the Australian Pre-School Association. The Committee was told that, in view of the increasing emphasis on educational rather than health activities, responsibility for child centres has been transferred from the Department of Health to the Department of Education and Science.

Exhibit  
144/4

EDUCATIONAL SERVICES (Table No. 21)

259. A summary of expenditure for Educational Services both in the Australian Capital Territory and the Northern Territory is shown in Table No. 21. It will be noted from the Table that the rate of growth in expenditure in Educational Services has varied widely in the period under examination. Total expenditure increased by about 29% from 1967-68 to 1968-69; 12% from 1968-69 to 1969-70 and by 35% from 1969-70 to 1970-71. This pattern followed fairly closely major fluctuations in A.C.T. expenditure on Educational Services which had growth rates of 26%, 6% and 34% for the respective periods. Growth rates in the Northern Territory for the same periods were 39%, 29% and 36%.

260. This division does not include expenditure on buildings or other works of a capital nature (see paragraph 300 below). Table Nos. 22 - 24 provide details of actual and estimated expenditure for Educational Services in the A.C.T. for the period 1967-68 to 1970-71.

Australian Capital Territory (Table No. 22)

University Scholarships

261. It was stated that this item provides for two scholarship schemes in the A.C.T. - Canberra Scholarships and Australian Capital Territory University

Exhibit  
144/4  
and Qs.  
1380 and  
1381

TABLE NO.21

DEPARTMENT OF EDUCATION & SCIENCESUMMARY OF EDUCATION SERVICES EX-PENDITURE (1967-68 to 1970-71).

	1967/68		1968/69		1969/70		1970/71	
	Estimate	Actual Expenditure	Estimate	Actual Expenditure	Estimate	Actual Expenditure	Estimate	Actual Expenditure
	\$	\$	\$	\$	\$	\$	\$	\$
Australian Capital Territory	6,308,600	6,215,011	7,805,400	7,803,576	8,497,600	8,259,467	11,071,700	11,105,043
Northern Territory	2,050,600	2,074,081	2,945,600	2,887,560	3,558,300	3,720,128	5,256,500	5,073,367
TOTAL	8,359,200	8,289,092	10,751,000	10,691,136	12,055,900	11,979,595	16,328,200	16,178,411

Source: Department of Education and Science

TABLE NO. 22  
DEPARTMENT OF EDUCATION & SCIENCE  
EDUCATIONAL SERVICES  
EXPENDITURE IN THE AUSTRALIAN CAPITAL TERRITORY  
(1967-68 TO 1970-71)

	1967/68		1968/69		1969/70		1970/71	
	Estimate	Actual Expenditure	Estimate	Actual Expenditure	Estimate	Actual Expenditure	Estimate	Actual Expenditure
	\$	\$	\$	\$	\$	\$	\$	\$
University Scholarships	75,000	68,321	69,000	60,676	67,500	64,443	67,000	58,034
School Transport (for payment to the A.C.T. Transport Trust Account)	180,000	179,686	175,000	163,497	260,000	260,000	429,000	428,972
School transport - Contract services	-	-	42,000	39,978	44,700	44,700	56,400	49,430
Cleaning of schools	345,100	344,970	421,200	420,656	-	-	-	-
School janitor services	-	-	-	-	134,000	133,918	154,000	161,080
Fuel, light, power & water	130,000	126,480	150,800	150,793	170,000	169,337	182,600	181,875
Government schools - supplies, and subsidies to Parents' & Cit. Assocs.	80,800	80,586	104,000	103,999	123,600	123,394	133,000	129,191
Payment to Dept. of Educ. New South Wales	3,957,000	3,957,000	4,600,000	4,673,332	5,471,800	5,374,168	7,150,000	7,150,000
Canberra Technical College	730,600	666,033	720,000	719,665	738,000	745,561	952,500	1,016,455

	1967/68		1968/69		1969/70		1970/71	
	Estimate	Actual Expenditure	Estimate	Actual Expenditure	Estimate	Actual Expenditure	Estimate	Actual Expenditure
	\$	\$	\$	\$	\$	\$	\$	\$
Pre-school Education & Training	210,000	200,826	215,000	244,974	311,800	326,139	426,000	423,719
School of Music	54,000	52,212	74,200	67,843	83,000	76,758	101,700	100,779
Government Schools - Textbook allowances to students in secondary schools	77,000	74,892	94,000	83,229	65,000	64,818	73,500	73,060
Independent Schools - Assistance for construction & extension of school buildings	322,100	322,100	815,200	799,892	-	-	-	-
Independent schools - Student allowance	110,000	104,935	240,000	225,966	-	-	-	-
Independent schools - Assistance	-	-	-	-	947,000	815,140	1,267,000	1,253,494
Telephone services	-	-	25,000	24,906	25,000	24,993	25,000	24,956
Incidental & other expenditure	37,000	36,970	30,000	24,167	36,200	36,098	54,000	53,998
	6,308,600	6,215,011	7,805,400	7,803,576	8,497,600	8,259,467	11,071,700	11,105,043

Source: Department of Education and Science

Scholarships. The former, a scheme similar to and instituted before the Commonwealth Scholarship scheme, is to cease on completion of the current scholarships.

262. The Australian Capital Territory University Scholarship Scheme, which replaces the Canberra Scholarship scheme, is more limited in its scope.

Exhibit  
144/4

School Transport

263. We were informed that this item provides for the operating loss incurred in transporting children to and from school by Government buses, and is paid to the Australian Capital Territory Transport Trust Account. It was noted that expenditure had risen substantially from 1968-69 through to 1970-71, at an average annual increase of 60%. A witness stated that the number of children conveyed by buses has been increasing by 12% each year, and costs per mile had increased by about 25% over the same period. It was also stated that at the end of 1971 the concessional fare charged for school pupils was increased from 2 cents to 5 cents per trip.

Exhibit  
144/4  
and Qs.  
1382 to  
1384

School Janitor Service (Table No. 23)

TABLE NO. 23

DEPARTMENT OF EDUCATION AND SCIENCE

GOVERNMENT SCHOOL JANITOR SERVICES (A.C.T.)

EXPENDITURE (1968-69 TO 1970-71)

	<u>1968-69</u>	<u>1969-70</u>	<u>1970-71</u>
	\$	\$	\$
Appropriation Act No. 1	-	123,000	150,000
Appropriation Act No. 3	-	11,000	4,000
Advance to the Treasurer	-	-	7,080
Total Funds Available	-	134,000	161,080
Total Expenditure	-	133,918	161,080
Unexpended Funds Available	-	82	-

Exhibit  
144/18

Source: Department of Education and Science

264. In addition to providing for the National Wage Case increase, there had been, in 1970, increased overtime to provide janitorial supervision for increasing community use of school buildings. It was decided that the request for additional funds from Appropriation Act No. 3 would be limited to \$4,000 on the assumption that the janitorial supervision of community use of school buildings would not be approved for the last five months of the financial year. The Department claimed that, by eliminating overtime, which related mainly to the use of school buildings by community organisations outside normal hours, it was keeping costs under control. Subsequently, a number of problems developed, including security of school buildings. As a result, it was not possible for the Department to cancel janitorial supervision.

Exhibit  
144/18  
and Qs.  
1385 to  
1388

Government Schools - Supplies and Subsidies to  
Parents and Citizens' Associations

265. This item provides for supplies and consumable equipment for schools. It was noted that the main cause for increases in expenditure during the period under examination was increased spending by Parents and Citizens' Associations on books for school libraries. This expenditure attracts a subsidy based on actual outlay over and above establishment grants. Subsidy growth was compounded not only by the increase in the number of schools, but also by the greater interest shown by Parents and Citizens' Associations in developing their school libraries. In 1970-71 \$3,000 of the original appropriation was frozen due to Government economic restraints. This affected the subsidy to the extent that the Department had to request Associations to reduce purchases of library books during that period.

Exhibit  
144/4  
and Qs.  
1390,  
1405 and  
1406

Payment to the New South Wales Department of Education

266. This item, which is the largest in the division, provides for the cost of staffing Government primary and secondary schools, and other related services supplied by the New South Wales Department of Education. It comprises salaries for school staff, inspectorial staff, Education Clinic staff and Canberra Evening College staff; employer's contribution to superannuation; 5% on salaries for overhead; and 2% on salaries for pay-roll tax.

Exhibit  
144/4

267. We were informed that advances are made on the basis of estimates supplied by the New South Wales Department, and are subsequently adjusted on receipt of statements from the Auditor-General of New South Wales. The use of the Treasurer's Advance in 1968-69 and a shortfall in expenditure in 1969-70 were a direct result of these adjustments. The Committee noted a substantial upswing in expenditure on this item following increases in the number of teachers sought from New South Wales, and increases in their salaries.

Exhibit  
144/4 and  
Qs. 648,  
649 and  
1391

Canberra Technical College (Table No. 24)

268. We were informed that this item provides for salaries of teachers and other staff, and general operational expenses at the College. The New South Wales Department of Technical Education receives a large portion of the amount provided. That Department then bills the Commonwealth Department each quarter, and adjustments are made at the end of the financial year. Within the context of this arrangement, the Department of Education and Science had recourse to the Advance to the Treasurer in 1970-71 (see Table No. 24). The need to use the Treasurer's Advance arose following a retrospective salary increase granted to Technical Teachers. Extra funds were also sought in 1970-71 through Additional Estimates following a late request by the New South Wales Department of Technical Education for additional funds to offset expenditure for the previous year.

Exhibits  
144/4 and  
144/19,  
and Qs.  
1392 to  
1398

TABLE NO. 24

DEPARTMENT OF EDUCATION AND SCIENCE.

CANBERRA TECHNICAL COLLEGE

EXPENDITURE (1968-69 TO 1970-71)

	<u>1968-69</u>	<u>1969-70</u>	<u>1970-71</u>
	\$	\$	\$
Appropriation Act No. 1	720,000	758,000	900,000
Appropriation Act No. 3	-	-	52,500
Advance to the Treasurer	-	-	63,955
	<hr/>	<hr/>	<hr/>
Total Funds Available	720,000	758,000	1,016,455
Total Expenditure	719,665	745,561	1,016,455
	<hr/>	<hr/>	<hr/>
Unexpended Funds Available	335	2,439	-
	<hr/>	<hr/>	<hr/>

Source: Department of Education and Science



Pre-school Education and Training

269. We were informed that this item provides for the cost of operating pre-schools in the Australian Capital Territory, including: staff salaries, supplies and services, and pre-school teacher training scholarships to provide trained staff for pre-schools in the A.C.T. It was noted that substantial increases in costs had occurred in the period examined due to the opening of additional pre-schools and upward salary adjustments. The item was examined by the Committee in relation to the use of the Treasurer's Advance in 1969-70 and reported in our One Hundred and twenty-third Report.

Exhibit  
144/4,  
Q. 1399  
and Parl.  
Paper 235  
of 1970

School of Music

270. This item provides for salaries of staff and general operating expenses of the Canberra School of Music. It was noted that the expenditure increased from \$52,212 in 1967-68 to \$100,779 in 1970-71. During this period, enrolments at the School increased from about 450 to 700, with a resultant increase in staff and facilities.

Exhibit  
144/4  
and Q.  
1407

Independent Schools - Assistance for Construction  
and Extension of School Buildings

271. It was stated that the item provided for capital assistance to independent schools in the Australian Capital Territory. This is now shown in Capital Works at paragraph 305 below and explained in detail in Appendix N.

Exhibit  
144/4

Independent Schools - Student Allowances  
Independent Schools - Assistance

272. These two items are shown as separate lines in Table No. 22. The former provides for student allowances on a per capita grant basis only. The latter, as well as providing for students' allowances, covers text book allowances, library grants, library subsidies and interest payments in respect of independent schools in the Australian Capital Territory. The Department provided an explanatory statement for these items which is shown as Appendix N. The Committee considered this item during its examination of expenditure from the Consolidated Revenue Fund

Exhibit  
144/4  
and Qs. 651,  
1408 to  
1410 and  
1424 to  
1427, and  
Parl.  
Paper 237  
of 1970

for 1969-70 and reported in its One Hundred and Twenty-fourth Report. It appeared from the evidence that there was a lack of adequate liaison between the Department of Education and Science and the schools concerned. We were assured that since that inquiry the Department has re-drafted the procedures under which the independent school authorities operate, and the new arrangements had been agreed to by the Minister and other relevant departments.

Incidental and Other Expenditure

273. We were informed that the item provides for a number of miscellaneous components related to the operation of schools and related services in the Australian Capital Territory. These components include salaries of assistants and bus attendants at Koomari, Malkara, and hospital special schools for handicapped children, vacation play centres conducted in January each year, A.C.T. bursaries, special transport, maintenance of teaching aid equipment and other miscellaneous items not covered elsewhere. These items have been classified under the heading of incidental and other expenditure because, up to the time of our inquiry, spending on individual components had never exceeded \$20,000 in any one year.

Exhibit  
144/4  
and Qs.  
1411 to  
1413

Northern Territory (Table No. 25)

274. Details of expenditure contained in Table No. 25 are similar to those appearing in Table No. 22 - Education Services for the A.C.T. Accordingly, the principles followed in preparing estimates for the Northern Territory are almost identical with those adopted for similar items in the A.C.T. In line with the pattern of spending on education services in the A.C.T., the largest single item of expenditure in the Northern Territory relates to teachers' salaries.

Exhibit  
144/4

TABLE NO.25

## DEPARTMENT OF EDUCATION &amp; SCIENCE

## EDUCATIONAL SERVICES

## EXPENDITURE IN THE NORTHERN TERRITORY

(1967-68 TO 1970-71)

	1967/68		1968/69		1969/70		1970/71	
	Estimate	Actual Expenditure \$	Estimate	Actual Expenditure \$	Estimate	Actual Expenditure \$	Estimate	Actual Expenditure \$
Scholarships, boarding & travelling allowances	-	-	159,000	156,185	190,000	173,597	217,000	203,624
School Transport (for payment to the N.T. Transport Trust Account)	-	-	139,000	139,000	148,000	148,000	173,000	169,914
School transport - contract services	-	-	46,700	45,619	55,000	55,003	169,000	165,571
Cleaning of schools	-	-	141,000	130,223	157,000	156,667	193,000	192,935
Fuel, light, power, water & sanitation	-	-	66,300	64,523	73,000	72,926	120,000	118,084
Government & subsidized schools - supplies & subsidies	-	-	74,500	69,024	103,800	103,749	131,000	129,284
Payments to South Australian Educ. Dept. & teacher movement expenses	-	-	2,085,300	2,072,081	2,490,000	2,680,103	3,506,000	3,462,118

	1967/68		1968/69		1969/70		1970/71	
	Estimate	Actual Expenditure	Estimate	Actual Expenditure	Estimate	Actual Expenditure	Estimate	Actual Expenditure
	\$	\$	\$	\$	\$	\$	\$	\$
Pre-school education & training	50,000	41,982	159,300	142,871	210,000	204,272	263,000	261,143
School janitor services	-	-	-	-	-	-	30,000	-
Independent schools - Assistance for construction & extension of school buildings	13,100	13,045	14,200	14,101	-	-	-	-
Independent schools-Student Allowances	10,500	9,978	25,000	22,624	-	-	-	-
Independent schools-Assistance	-	-	-	-	91,500	85,896	191,000	157,183
Incidental & other expenditure	-	-	35,300	31,310	40,000	39,915	63,500	63,162
Commonwealth Teaching Service	-	-	-	-	-	-	200,000	149,749
Educational services and scholarships	1,977,000	2,009,076	-	-	-	-	-	-
	2,050,600	2,074,081	2,945,600	2,887,560	3,558,300	3,720,128	5,256,500	5,073,367

Source: Department of Education and Science

Scholarships, Boarding and Travelling Allowances

275. This item provides for various allowances for students in the Northern Territory. These include boarding allowance, travelling allowance, conveyance allowance, university fees and books, and assistance to parents who have to provide facilities such as a governess or otherwise assist their children at home.

Exhibit  
144/4  
and Q.  
1417

276. We were informed that parents established their eligibility for a boarding and other allowances at the commencement of a school year but payments are made following claims in arrears at the end of each term. However, it was said that a definite pattern in respect of the receipt of claims has never been established and the return of claims by the parents concerned has varied considerably. Factors such as remoteness, frequency of postal service, weather and pastoral activity have to be taken into account in any follow-up action which can be taken with parents. It was claimed that the timing of lodgement of claims was being examined for modification in such a way as to reduce the number of cases which cannot be paid before the end of a financial year.

Exhibit  
144/20  
and Qs.  
655 to  
660

School Transport (For Payment to the Northern Territory Transport Trust Account)

277. It was stated that this item provides for the operating loss in relation to the transport of children to and from school by Government buses in the Darwin area. The Transport Section of the Northern Territory Administration provides the Department with the estimate of expenditure.

Exhibit  
144/4  
and Q.  
1418

School Transport - Contract Services

278. This item provides for payment to contractors for transport of children to and from school in areas where Government bus services are not available.

Exhibit  
144/4  
and Qs.  
1419 and  
1420

Cleaning of Schools (Table No. 26)

279. It was stated that this item provides for payment of Northern Territory Community School cleaning contractors, wages of cleaners in schools not covered by contracts and the wages of gardeners employed in rural schools.

Exhibit  
144/4  
and Q.  
1421

280. Your Committee examined this item in its One Hundred and Fortieth Report dated 21 September 1972, in connection with an amount of \$70,800 sought from the Advance to the Treasurer in 1971-72. Details are provided in the following Table:

Parl.  
Paper  
182 of  
1972 and  
Committee  
File  
1971/3

TABLE NO. 26  
DEPARTMENT OF EDUCATION AND SCIENCE  
EDUCATIONAL SERVICES - NORTHERN TERRITORY -  
CLEANING OF SCHOOLS  
1969-70 TO 1971-72

	<u>1969-70</u>	<u>1970-71</u>	<u>1971-72</u>
	<u>\$</u>	<u>\$</u>	<u>\$</u>
Appropriation Act No. 1	154,000	190,000	228,000
Appropriation Act No. 3	3,000	3,000	-
Appropriation Act No. 4	-	-	-
Advance to the Treasurer	-	-	70,800
Total Funds Available	157,000	193,000	298,800
Total Expenditure	156,667	192,935	292,575
Unexpended Funds Available	333	65	6,225

281. In our report we stated, inter alia, that \$45,000 of the amount required from the Advance to the Treasurer had arisen from the fact that a cleaning contract let for the Nhulunbuy Area School at Gove had exceeded the original estimate by that figure. When the estimate for the contract was prepared, the Department was not aware of the substantially higher pricing and cost structure operating at Nhulunbuy. Its original estimate for this contract had been based on its experience in other parts of the Northern Territory and it was the first contract of its type let in relation to Nhulunbuy. We also reported on the basis of evidence submitted to the Committee, that only one tender was received for the contract which had been let by the Northern Territory Administration Tender Board, with the concurrence of the Department's Darwin Office, but without reference to the Central Office of the Department in Canberra.

Parl.  
Paper  
182 of  
1972 and  
Committee  
File  
1971/3

282. Some time after the One Hundred and Fortieth Report was tabled, Committee it was established that on 5 October 1972 the Department wrote to the File 1971/3 Commonwealth Minister for Works asserting that three tenders had been received for the Nhulunbuy contract. In its letter the Department also advised that details of these tenders were not available because all related papers were held by the Northern Territory Administration Tender Board. In addition, the Department stated that its officers in the Northern Territory had concurred in its acceptance of the tender.

283. After examining the abovementioned correspondence, Your Committee asked the Department of the Treasury to re-examine all aspects of the Nhulunbuy contract as a matter of urgency, and re-submit them to the Committee for further examination. This investigation had not been completed at the time of tabling this Report.

Pre-school Education and Training

284. It was noted that expenditure on this item had increased between 1967-68 and 1970-71 from \$41,982 to \$261,143. Demand for this type of service had been increasing at 10-15% annually and at the time of our inquiry there were 22 pre-schools, with an enrolment of about 1200, in the Northern Territory.

Exhibits  
144/4 and  
144/17  
and  
Q. 1433

Payments to South Australian Education  
Department, and Teacher Movement Expenses

285. It was stated that this item provides for reimbursement to the South Australian Education Department of expenses incurred on services provided for general community education in the Northern Territory. The item includes teachers' salaries, removal expenses and other general expenses. In 1969-70 the Department sought funds from the Advance to the Treasurer following an increase in the claims submitted by the South Australian Education Department from April 1970. This followed the appointment of additional teachers, and increases in salaries awarded to South Australian teachers.

Exhibit  
144/4  
and Qs.  
652 to  
654 and  
1428 to  
1432

School Janitor Services

286. An amount of \$30,000 was provided in 1970-71 for the introduction of janitor services for community schools in the Northern Territory. Due to economic restraints introduced in February 1971 the Department decided to defer the implementation of this scheme.

Exhibit  
144/17  
and  
Q. 1434

Independent Schools - Assistance for Construction  
and Extension of School Buildings

287. Until 30 June 1969, this item provided for capital assistance to independent schools in the Northern Territory. Thereafter, provision for such assistance has been included under capital works which is dealt with at paragraph 305 below. Details of this particular scheme are similar to the arrangements for capital assistance applying to independent schools in the A.C.T. which are explained in Appendix N.

Exhibit  
144/4

Independent Schools - Student Allowances  
Independent Schools - Assistance

288. These items, shown as separate lines in the Table, are similar to those shown for the A.C.T. Assistance to independent schools provides for student allowances, library subsidies and interest payments in respect of independent schools in the Northern Territory. The student allowances comprise an amalgamation of the student assistance grants introduced in the A.C.T. and the Northern Territory from the beginning of 1968 and the Commonwealth annual per capita grants introduced from the beginning of 1970.

Exhibit  
144/4  
and  
Q. 1448

Incidental and Other Expenditure

289. This item provides for miscellaneous expenses concerned with the operation of schools and related educational services in the Northern Territory. Vehicle hire represented approximately \$18,000 out of the total amount of \$63,500. We were informed that in the 1971-72 Estimates the vehicle hire component has been extracted and included as a separate item to permit closer Departmental scrutiny.

Qs. 1435  
and 1436

Commonwealth Teaching Service

290. It was stated that the item provides for payment of salaries, removal expenses and other incidental costs in respect of Commonwealth teachers recruited for service in the Northern Territory. The Commonwealth Teaching Service is discussed in Chapter 4.

Exhibit  
144/17



ANGLO-AUSTRALIAN TELESCOPE BOARD (Table No. 27)

291. The Board was established on 22 February 1971 for the construction of a 150" optical telescope at Sidings Springs, near Coonabarabran, in New South Wales. Under agreement, Britain and Australia share equally in the running expenses of the Board and the capital costs incurred in the construction of the telescope. Prior to the Board's establishment these costs were charged against the administrative and capital items of the Department (See Table Nos 17 and 31 and paragraphs 237 and 304.)

Exhibit  
144/17

TABLE NO. 27

DEPARTMENT OF EDUCATION AND SCIENCE

ANGLO-AUSTRALIAN TELESCOPE BOARD

EXPENDITURE 1970-71

	<u>Estimate</u>	<u>Actual</u>
Expenditure under the Anglo-Australian Telescope Act -		
Running Expenses	119,000	119,000
Expenditure for the purposes		
of the Board	<u>545,000</u>	<u>388,000</u>
Total	<u>664,000</u>	<u>507,000</u>

Note: See also Table Nos. 17 and 31

Source: Department of Education and Science

AUSTRALIAN UNIVERSITIES COMMISSION (Table No. 28)

292. It was stated that expenditure by the Universities Commission is not under the direct control of the Department of Education and Science. However, the Department supplied details of expenditure.

Exhibit  
144/4

AUSTRALIAN NATIONAL UNIVERSITY - RUNNING EXPENSES -  
SUPPLEMENTARY GRANT (Table No. 10)

293. We were informed that the item provides for recurrent expenditure by the Australian National University, which is in conformity with the level of expenditure recommended by the Australian Universities Commission and reflects the normal growth of the University. In addition the Australian National University receives a statutory grant of \$650,000. (See Table No. 37)

Exhibit  
144/4

CANBERRA COLLEGE OF ADVANCED EDUCATION- FOR EXPENDITURE  
UNDER THE CANBERRA COLLEGE OF ADVANCED EDUCATION ACT -  
RUNNING EXPENSES (Table No. 10)

294. We were informed that the item provides for recurrent expenditure by the College and is in conformity with the expenditure recommended by the Commonwealth Advisory Committee on Advanced Education.

Exhibit  
144/4  
and  
Qs. 661  
to 665

AUSTRALIAN INSTITUTE OF ABORIGINAL STUDIES - FOR EXPENDITURE  
UNDER THE AUSTRALIAN INSTITUTE OF ABORIGINAL STUDIES ACT -  
RUNNING EXPENSES (Table No. 10)

295. The abovementioned Institute finances various research projects covering a wide field of Aboriginal studies. On 11 October 1968, following an amendment to the Administrative Arrangements Order, the responsibility of the Institute was transferred from the Department of Education and Science to the Prime Minister's Department.

Exhibit  
144/4  
and  
Q. 670

NATIONAL STANDARDS COMMISSION (Table No. 29)

296. The Department of Education and Science does not control the expenditure of the National Standards Commission. However, the Department supplied us with details of expenditure from 1967-68 to 1970-71.

Exhibit  
144/4,  
Qs. 666  
to 669  
and 1437  
to 1441,  
and Comm-  
ittee File  
1971/3

TABLE NO. 28  
DEPARTMENT OF EDUCATION & SCIENCE  
AUSTRALIAN UNIVERSITIES COMMISSION  
EXPENDITURE (1967-68 TO 1970-71)

	1967/68		1968/69		1969/70		1970/71		
	Estimate	Actual Expenditure	Estimate	Actual Expenditure	Estimate	Actual Expenditure	Estimate	Actual Expenditure	
	\$	\$	\$	\$	\$	\$	\$	\$	
<u>Salaries and payments in nature of salary</u>	137,400	131,564	130,000	126,723	142,000	141,782	166,000	168,511	1
- Salaries & allces.	7,000	7,611	12,000	10,809	7,000	3,521	7,000	6,940	12
- Overtime	144,400	139,175	142,000	137,532	149,000	145,303	173,000	175,451	13
<u>Administrative Expenses</u>									1
- Travelling & Subsistence	29,600	19,529	44,500	44,494	29,000	28,721	24,000	23,999	
- Consultants-Fees	12,000	11,917	9,500	9,360	1,000	781	1,000	724	
- Incidental & other expenditure	30,500	26,169	27,000	25,470	31,000	20,503	21,500	18,639	
	72,100	57,615	81,000	79,324	61,000	50,005	46,500	43,372	

P.T.D. for total

	1967/68		1968/69		1969/70		1970/71	
	Estimate	Actual Expenditure	Estimate	Actual Expenditure	Estimate	Actual Expenditure	Estimate	Actual Expenditure
	\$	\$	\$	\$	\$	\$	\$	\$
Other Services								
- Special Investigations:								
- Post-graduate education in management in Aust.	-	-	-	-	8,000	2,365	7,000	4,520
Enquiry by overseas experts	-	-	-	-	35,000	31,807	-	-
	-	-	-	-	43,000	34,172	7,000	4,520
TOTAL	216,500	196,790	223,000	216,856	253,000	229,480	226,500	223,343

- 124 -

Source: Department of Education and Science

TABLE NO. 29

DEPARTMENT OF EDUCATION & SCIENCE  
NATIONAL STANDARDS COMMISSION  
EXPENDITURE (1967-68 TO 1970-71)

	1967/68		1968/69		1969/70		1970/71	
	Estimate	Actual Expenditure	Estimate	Actual Expenditure	Estimate	Actual Expenditure	Estimate	Actual Expenditure
<u>Salaries &amp; Payments in the nature of Salary</u>								
- Salaries & allowances	58,100	56,869	67,100	65,835	80,800	80,751	102,600	99,149
- Overtime	400	252	300	297	300	300	400	390
	58,500	57,121	67,400	66,132	81,100	81,051	103,000	99,539
<u>Administrative Expenses</u>								
- Travelling & Subsistence	11,600	11,369	7,000	4,888	7,200	7,187	6,000	5,877
- Technical equipment	9,300	8,640	10,800	9,399	10,700	10,615	14,600	7,994
- Office services	5,600	4,884	6,400	6,050	6,900	5,286	23,000	19,242
- Incidental & other expenditure	9,500	8,864	10,500	8,026	19,700	19,373	19,000	17,967
	36,000	33,756	34,700	28,362	44,500	42,461	62,000	51,080
<b>TOTAL</b>	94,500	90,878	102,100	94,494	125,600	123,512	165,000	150,620

Source: Department of Education and Science

COMMONWEALTH SCIENTIFIC AND INDUSTRIAL RESEARCH ORGANISATION -  
FOR EXPENDITURE UNDER THE SCIENCE AND INDUSTRY RESEARCH ACT (Table No. 10)

297. Expenditure by the Commonwealth Scientific and Industrial Research Organisation is not under the control of the Department of Education and Science. Expenditure for Capital Works and Services under the Science and Industries Research Act is shown in Table No. 31. Exhibit 144/4

NATIONAL SERVICE VOCATIONAL TRAINING - UNIVERSITY COURSES (Table No. 30)

298. It was stated that the item provides for the cost of training discharged National Servicemen selected to undertake university or teacher training courses under the National Service Vocational Training Scheme. Provision is made for both full time and part time scholars. Exhibit 144/4

299. Substantial shortfalls have occurred in each of the years covered by Table No. 30. We were informed that the Department has some difficulty in estimating the numbers expected to begin training in any particular year. This is because no consistent pattern has emerged from the scheme which has no fixed limits and a constant pool of about 8,400 eligible people each year. The Department is attempting to improve the quality of its estimates by obtaining from the regional training committees (which process applications for benefits under the scheme) an earlier indication of the numbers of applications which may be coming forward. It was explained that the Department acts as agent for the Department of Repatriation in this scheme and it was hoped that closer liaison with the Department would develop. Qs. 681 to 683 and 1460

CAPITAL WORKS AND SERVICES

Buildings and Works (Table No. 31)

Australian National University - Permanent Buildings  
Acquisition and Erection of Dwellings, Equipment and Works

300. It was stated that the item provides for the costs of erection of permanent buildings and acquisition of dwellings, the purchase of equipment, and for works undertaken at the Australian National University on the basis of recommendations on triennial expenditure made by the Australian Universities Commission. Exhibit 144/4

TABLE NO. 30  
DEPARTMENT OF EDUCATION & SCIENCE  
NATIONAL SERVICE - VOCATIONAL TRAINING - UNIVERSITY COURSES  
EXPENDITURE (1967-68 TO 1970-71)

	1967/68		1968/69		1969/70		1970/71	
	Estimate	Actual	Estimate	Actual	Estimate	Actual	Estimate	Actual
	\$	\$	\$	\$	\$	\$	\$	\$
National Service -								
Vocational Training -								
University Courses	77,000	64,877	-	-	-	-	-	-
Payments under the								
Defence (Re-establishment)	-	-	292,300	250,467	515,000	438,314	606,000	550,481
Act								
Similar payments where								
Service Voluntarily	-	-	-	-	10,000	5,850	19,000	14,178
extended								
TOTAL	77,000	64,877	292,300	250,467	525,000	444,164	625,000	564,659

Source: Department of Education and Science

TABLE NO. 31  
DEPARTMENT OF EDUCATION & SCIENCE  
CAPITAL WORKS AND SERVICES  
EXPENDITURE (1967-68 TO 1970-71)

	1967/68		1968/69		1969/70		1970/71	
	Estimate	Actual Expenditure	Estimate	Actual Expenditure	Estimate	Actual Expenditure	Estimate	Actual Expenditure
	\$	\$	\$	\$	\$	\$	\$	\$
<b>Buildings and Works -</b>								
- The Aust. National University- permanent buildings, acquisition & erection of dwellings, equipment and works	5,570,000	5,570,000	6,000,000	5,500,000	5,000,000	4,326,000	4,800,000	4,700,000
- Contributions to Affiliated Residential Colleges at the A.N.U.	1,589,000	1,434,852	700,000	428,524	545,000	196,486	1,000,000	990,000
- Canberra College of Advanced Education - Site works & services	440,000	439,048	940,000	940,000	2,200,000	1,400,000	3,500,000	3,310,000
- Optical Telescope - Joint construction with United Kingdom	75,000	51,002	660,000	514,508	1,251,000	182,335	411,000	410,957
- Independent Schools, A.C.T. Assistance for approved capital programmes	-	-	-	-	855,975	841,425	724,000	688,281

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	1967/68		1968/69		1969/70		1970/71	
	Estimate	Actual Expenditure	Estimate	Actual Expenditure	Estimate	Actual Expenditure	Estimate	Actual Expenditure
	\$	\$	\$	\$	\$	\$	\$	\$
- Independent Schools, N.T. Assistance for approved capital programmes	7,674,000	7,494,902	8,300,000	7,382,831	9,883,975	31,584	220,000	144,804
						6,977,830	10,655,000	10,244,042
<u>Plant &amp; Equipment</u>								
- A.C.T. Education Services	129,000	119,013	230,000	185,925	170,000	152,181	200,000	159,873
- N.T. Education Services	-	-	75,000	52,017	60,000	31,955	45,000	44,580
	129,000	119,013	305,000	237,942	230,000	184,137	245,000	204,453
<u>Commonwealth Scientific &amp; Indus. Research Org.</u>								
For expenditure under the Science & Industry Research Act.	1,420,000	1,412,286	1,250,000	1,250,000	1,665,000	1,665,000	1,700,000	1,596,000
<u>Amplio-Aust. Telescope Board</u> - For expenditure for the purposes of the Board	-	-	-	-	-	-	545,000	388,000
<b>TOTAL</b>	9,223,000	9,026,201	9,855,000	8,870,773	11,778,975	8,826,967	13,145,000	12,432,494

Source: Department of Education and Science

301. This item has been examined by the Committee on two previous occasions in connection with shortfalls in expenditure during 1968-69 and 1969-70 and reported in the Committee's One Hundred and Eighteenth and One Hundred and Twenty-fourth Reports. On the second occasion it appeared that the University was experiencing considerable site planning problems. We were informed in the course of our general inquiry that although some progress had been made a master plan was still not available.

Parl.  
Papers  
103 and  
237 of  
1970  
and Q.  
684

Contributions to Affiliated Residential Colleges  
at the Australian National University

302. It was stated that the item provides for financial assistance by contribution of up to 75% of the approved cost of capital expenditure in respect of residential colleges at the Australian National University. Estimated expenditure on this item is based upon advice obtained from the Australian Universities Commission. This item has been examined by the Committee on three previous occasions connected with shortfalls and reported in the Committee's Ninety-sixth, One Hundred and Eighteenth and One Hundred and Twenty-fourth Reports.

Exhibit  
144/4,  
Parl.  
Papers  
31 of  
1968 and  
103 and  
237 of  
1970, and  
Q. 685

Canberra College of Advanced Education - Site Works  
and Services

303. We were informed that the item provides for expenditure for the building programme in accordance with the recommendations of the Commonwealth Advisory Committee on Advanced Education. The item was examined by the Committee in connection with its annual examination of expenditure from the Consolidated Revenue Fund for 1969-70, and reported in the Committee's One Hundred and Twenty-fourth Report.

Exhibit  
144/4,  
Qs. 686  
and 687  
and Parl.  
Paper  
237 of  
1970

Optical Telescope - Joint Construction with the  
United Kingdom

304. Up to 22 February 1971 this item provided for full capital costs incurred in Australia, and half of similar expenditure incurred in the United Kingdom in respect of the construction of the 150" optical telescope at Siding Springs, near Coonabarabran in New South Wales. Half of the costs incurred in Australia were recovered from the British

Exhibit  
144/4,  
Qs. 1461,  
1462,  
1469 and  
1470 and  
Parl.  
Paper No.  
237 of  
1970

Government and credited to the Consolidated Revenue Fund. The Anglo-Australian Telescope Board assumed overall responsibility for the project from 22 February 1971. (See Table No. 27 and paragraph 291) This item was examined by the Committee in connection with the large shortfall in expenditure which occurred in 1969-70, and reported in the Committee's One Hundred and Twenty-fourth Report.

Independent Schools - Australian Capital Territory  
and Northern Territory - Assistance for Approved  
Capital Programmes

305. These items provide for capital assistance to independent schools in the A.C.T. and the Northern Territory. The policy and principles involved for this assistance in the A.C.T. are set out in Appendix N. Similar conditions apply in the Northern Territory.
- Exhibit  
144/4  
and Qs.  
1463 to  
1466

Australian Capital Territory Educational Services

306. It was stated that the item provides for plant and equipment in the A.C.T. for Government schools, pre-schools, the Canberra Technical College and the Canberra School of Music, together with specific allocations for initial supply of non-consumable stores and equipment for teaching purposes.
- Exhibit  
144/4

307. This item was examined by the Committee in connection with a shortfall in 1968-69 and reported in its One Hundred and Eighteenth Report. A witness stated that the shortfalls which occurred in 1969-70 and 1970-71 were due to the Department's procurement procedures' not being able to cope with the particular requirements of the programme. It was added that much of the equipment that is provided, particularly to the Technical College and the School of Music, is not always available locally. We were informed that the procedures had been reviewed.
- Qs. 689,  
1467 and  
1468 and  
Parl.  
Paper 103  
of 1970

Northern Territory Educational Services

308. This item provides for plant and equipment in the Northern Territory for community schools, pre-schools and adult education centres.
- Exhibit  
144/4

309. The Committee examined this item in connection with a shortfall in expenditure for 1969-70, and reported in its One Hundred and Twenty-fourth Report. In connection with that Report we were informed that changes had been made in the methods of ordering equipment and that additional staff were to be provided in the Northern Territory. It was stated that, because of difficulties experienced in 1969-70, and following agreement with the Department of the Treasury, the estimate for the item was cut very severely for the 1970-71 financial year.

Parl.  
Paper 237  
of 1970  
and Q. 690

#### PAYMENTS TO OR FOR THE STATES

##### Research Grants (Table No. 10)

310. The States Grants (Research) Act 1965-1966 provides for Commonwealth financial assistance in connection with research institutions in the States. Grants are paid following approval by the Minister for Education and Science, on recommendations of the Australian Research Grants Committee. The programme operates on a triennial basis.

Exhibit  
144/4  
and  
Qs. 1471  
and 1472

##### OTHER SERVICES (Table No. 32)

##### Queen's Fellowships

311. This scheme was inaugurated in 1970 to commemorate the visit of Queen Elizabeth II to Australia, and it provides for five Fellowships in Marine Science. Funds were provided for the latter part of 1970-71, based on the Department's experience with a similar existing Fellowships Scheme. Due to delays in establishing an advisory committee to consider applications, the first awards were not made until June 1971, and no expenditure occurred in that financial year.

Exhibit  
144/17  
and Qs.  
1473 and  
1474

##### Research and Development in Education

312. This item provides for the cost of Commonwealth assistance for educational research. Under the programme, support will be given for research projects, for the communication and application of research findings, and for the training of research personnel. This scheme was introduced in the 1970-71 financial year, and \$250,000 was appropriated in that financial

Exhibits  
144/17 and  
144/4 and  
Q. 1475

TABLE NO. 32  
DEPARTMENT OF EDUCATION & SCIENCE  
OTHER SERVICES - EXPENDITURE (1970 - 71)

	Estimate	Actual Expenditure \$
Queen's Fellowships	40,000	-
Research and development in education	250,000	99,554
Canberra College of Advanced Education - Teachers' scholarships	50,000	12,286
	340,000	111,840

Source: Department of Education and Science

year. We were informed that legislation to govern payments of the grants to the States or to research workers in Commonwealth Territories, was not passed until the end of 1970, following which the Advisory Committee was formally constituted. Resulting from delays in establishing the Committee, applications for the first awards under the Act were processed early in 1971. Following restraints on expenditure in February 1971, the Department was able to accept a limited programme estimated to cost \$100,000.

Canberra College of Advanced Education - Teachers' Scholarships

313. These awards for teacher education were introduced in the 1970-71 financial year for courses commencing at the College in February 1971. A total of 100 places was approved by Cabinet with an estimated cost of \$101,000 in a full year. Of these places, only 44 were taken up, comprising 28 out of 146 offers for under-graduate awards and 16 out of 19 offers for post-graduate awards. This result enabled the Department to accept a reduction of \$25,000 in response to the economic restraints placed on Government departments in February 1971.

Exhibits  
144/17  
and  
144/4  
and Qs.  
1476 to  
1478 and  
1484

Part 3 - Expenditure by the Department of the Interior (Table No. 33)

314. Expenditure by the Department of the Interior on behalf of the Department of Education and Science is controlled by the former Department.

Exhibit  
144/4

Rent

315. It was noted that an overall increase in expenditure of approximately 90% occurred on rent during the period 1 July 1967 to 30 June 1971. The most significant reason for this increase was the employment of additional staff in the State Branch Offices following the introduction of new programmes of student assistance, and the transfer to the Commonwealth of certain schemes previously administered by State governments.

Exhibit  
144/4  
and Qs.  
1442 and  
1443

TABLE NO. 32  
DEPARTMENT OF THE INTERIOR

SUMMARY OF EXPENDITURE BY DIVISIONS FOR THE  
DEPARTMENT OF EDUCATION & SCIENCE (1967-68 TO 1970-71)

	1967/68		1968/69		1969/70		1970/71	
	Estimate	Actual	Estimate	Actual	Estimate	Actual	Estimate	Actual
	\$	\$	\$	\$	\$	\$	\$	\$
Rent	205,000	198,782	295,400	295,095	270,000	269,941	380,700	378,447
Capital Works & Services								
Acquisition of Sites & Buildings	103,200	103,200	123,000	122,902	100,800	100,658	49,700	49,665
- C.S.I.R.O.	-	-	-	-	6,500	6,500	-	-
- N.F. (Dept.)	308,200	301,982	418,400	417,997	377,300	377,079	430,400	428,112

Source: Department of Education and Science

Part 4 - Expenditure by the Department of Works (Table No. 34)

316. Estimates for expenditure relating to the Department of Education and Science are prepared by the Department of Works in consultation with the Department of Education and Science. Exhibit 144/4

Furniture and Fittings

Furniture and Fittings - Departmental -  
Department of Education and Science

317. Expenditure in 1968-69 was substantially greater than for earlier and later periods. The Department explained that, during the 1968-69 financial year, it was consolidated in new premises in the Woden Valley. The replacement of furniture had been delayed in expectation of moving into new accommodation. Qs. 671 to 675, 677 to 680 and 1444

Furniture and Fittings - A.C.T. Services

318. It was noted that in 1968-69 a substantial shortfall occurred following a reduction in the construction rate of homes and schools in Canberra. The National Capital Development Commission and the Department of Education and Science maintain close liaison with these programmes, which must proceed in parallel. The Department of the Treasury was informed on 8 August 1968 of a reduction of \$48,000 in the estimate. A reduction in expenditure of \$33,000 on furniture and fittings was also accepted in 1970-71 following a reduction in the rate of residential development due to financial restrictions. Qs. 676 and 1445 to 1447

Furniture and Fittings - Northern Territory  
Services (Table Nos. 34 and 35)

319. There was a shortfall in expenditure under this item of \$25,718 in 1970-71. In a supplementary submission the Department explained that: Qs. 1449 to 1452 and Committee File 1971/3

"The original cash requirement of \$150,000 was reduced to \$128,000 at the February 1971 review and was further reduced to \$125,000 at the April 1971 review. This was due to the school at Groote Eylandt and the Nhulunbuy Area School not being completed when originally anticipated. As there was a lack of storage facilities in these areas, action to order the furniture was delayed so that delivery would coincide with the revised completion dates. The actual expenditure of \$124,282 was \$718 less than the \$125,000 estimated at the April 1971 review."



TABLE NO. 24

DEPARTMENT OF WORKS

EXPENDITURE FOR THE

DEPARTMENT OF EDUCATION & SCIENCE (1967-68 TO 1970-71)

	1967/68		1968/69		1969/70		1970/71	
	Estimate	Actual Expenditure \$	Estimate	Actual Expenditure \$	Estimate	Actual Expenditure \$	Estimate	Actual Expenditure \$
<u>Furniture &amp; Fittings</u>								
<u>Departmental:</u>								
-Dept. of Ed. & Sc.	21,700	22,940	114,300	102,131	51,000	52,364	40,000	39,765
-C.S.I.R.O.	150,000	140,246	193,000	155,192	165,000	138,244	330,000	299,320
A.C.T. Services:	-	-	228,400	171,210	262,000	261,915	270,000	236,850
N.T. Services	-	-	85,500	85,479	127,000	126,996	150,000	124,282
<u>Repairs &amp; Maintenance</u>								
<u>Departmental:</u>								
-Dept. of Ed. & Sc.	20,000	15,903	35,000	31,652	8,200	6,568	11,500	11,041
-C.S.I.R.O.	240,000	235,475	361,000	340,106	450,000	434,502	530,000	527,726
A.C.T. Services:	-	-	250,000	246,319	210,000	207,679	250,000	259,901
N.T. Services:	-	-	90,000	89,892	100,000	99,999	140,000	139,908
	431,700	414,564	1,357,200	1,221,981	1,373,200	1,328,267	1,721,500	1,638,793

	1967/68		1968/69		1969/70		1970/71	
	Estimate	Actual Expenditure	Estimate	Actual Expenditure	Estimate	Actual Expenditure	Estimate	Actual Expenditure
<u>Capital Works &amp; Services:</u>								
Building & Works:								
Dept. of Ed. & Sc.	25,500	25,469	24,000	22,495	3,100	3,012	25,100	19,484
C.S.I.R.O.	3,258,000	3,217,268	2,276,000	2,253,699	3,000,000	2,669,684	4,500,000	3,877,943
A.C.T. Services	-	-	71,000	64,707	17,000	13,506	11,800	11,799
N.T. Services	-	-	1,320,000	1,519,805	2,820,000	2,819,728	5,100,000	4,049,767
	3,283,500	3,242,737	3,691,000	3,660,706	5,840,100	5,505,930	9,634,900	7,958,993
TOTAL	3,715,200	3,657,301	5,048,200	4,882,687	7,213,300	6,834,197	11,356,400	9,997,786

Source: Denartment of Education and Science

TABLE NO. 35

DEPARTMENT OF WORKS

FURNITURE AND FITTINGS - NORTHERN TERRITORY SERVICES

EXPENDITURE (1968-69 and 1969-70)

Location	1968-69	1969-70
Darwin High School	14,381	-
Darwin Adult Education Centre	-	5,334
Darwin Primary	-	5,168
Darwin - Parap Primary & Infant and Ludmilla Primary	4,410	-
- Parap Primary	-	5,152
- Nightcliff Primary	-	33,355
- Stewart Park Infants	-	7,192
- Alawa Primary	-	13,284
Alice Springs - Gillen Primary	5,845	6,666
- Ross Park Primary	8,987	-
Tennant Creek Higher Primary	-	4,816
Gove Primary	-	8,832
TOTAL - Major Jobs	33,623	89,799
TOTAL - Minor Jobs	51,856	35,250
TOTAL - Bulk Requisitions (Miscellaneous items under \$400)	-	1,947
TOTAL EXPENDITURE	85,479	126,996

Minor Jobs	1968-69	1969-70
Less than \$10,000	43	37
Over \$1,000 and under \$2,000	11	8
" 2,000 " " 3,000	4	2
" 3,000 " " 4,000	3	1

Source: Department of Education and Science.

TABLE NO. 36

DEPARTMENT OF WORKS

REPAIRS AND MAINTENANCE - DEPARTMENTAL.

DEPARTMENT OF EDUCATION AND SCIENCE (1967-68 TO 1970-71)

<u>Expenditure Components</u>	<u>1967-68</u>	<u>1968-69</u>	<u>1969-70</u>	<u>1970-71</u>
	\$	\$	\$	\$
<u>Partitions, alterations, etc. in leased premises</u>				
La Salle Building, Sydney	10,370	22,336		
99 Queen Street, Melbourne	3,800	4,926	397	
55 William Street, Perth	847			
Red Cross House, Adelaide		3,200		3,927
Howard Smith Building, Brisbane			3,550	
Yallourn Street, Fyshwick, A.C.T.			1,121	
450 St. Kilda Road, Melbourne				4,999
<b>Total</b>	<b>15,017</b>	<b>30,462</b>	<b>5,068</b>	<b>8,926</b>
<u>Day to day minor maintenance work.</u>				
New South Wales	263	346	895	580
Victoria	308	541	371	508
Queensland	156	66	134	502
South Australia	13	54	71	23
Western Australia	119	132	-	-
Tasmania	27	71	29	502
<b>Total</b>	<b>386</b>	<b>1,190</b>	<b>1,500</b>	<b>2,115</b>
<b>Total all R. &amp; M.</b>	<b>15,903</b>	<b>31,652</b>	<b>6,568</b>	<b>11,041</b>

C'ttee  
File  
1971/3

Source: Department of Education and Science.

Repairs and Maintenance - Departmental - Department of Education and Science (Table Nos. 34 and 36)

320. Expenditure under this item fluctuated considerably during the period under review. It was stated that the item provided for repairs and maintenance of certain buildings specifically allocated to the Department of Education and Science for other than educational purposes.

Q. 1453  
and  
Committee  
File  
1971/3

Repairs and Maintenance - Australian Capital Territory Services and Northern Territory Services

321. We were informed that this item relates to repairs and maintenance of educational buildings in the Australian Capital Territory and the Northern Territory. Of the two main components - cyclical maintenance and urgent and minor maintenance - the latter was attributable in part to vandalism and tended to fluctuate. At the time of our inquiry the Department was investigating alarm systems which could be introduced into A.C.T. schools.

Qs. 1454  
to 1459

Part 5 - Special Appropriations (Table No. 37)

322. Each of the broad classifications for the special appropriations is mentioned briefly below. Further details under the heading "Specific Purpose Payments - Education" are given in the document "Commonwealth Payments to or for the States" presented to Parliament each year as part of the Budget documents.

TABLE NO. 27

DEPARTMENT OF EDUCATION & SCIENCE  
SPECIAL APPROPRIATIONS - PAYMENTS TO OR FOR THE STATES

(1967-68 to 1970-71)

	1967/68		1968/69		1969/70		1970/71	
	Estimate	Actual	Estimate	Actual	Estimate	Actual	Estimate	Actual
	\$	\$	\$	\$	\$	\$	\$	\$
States Grants (Universities) (Act 1960-1964)	37,000	14,863	65,000	603	28,000	27,722	-	-
Universities (Financial Assistance) (Act 1963-66)	3,699,000	2,222,927	1,364,000	899,775	134,000	51,353	43,000	15,483
Universities (Financial Assistance) (Act No. 90 of 1966 & No. 106 of 1967).	62,116,000	a + b below	-	-	-	-	-	-
Universities (Financial Assistance) (Act 1966-68)	-	53,510,519	68,363,000	(c) below	-	-	2,779,000	2,547,903
Universities (Financial Assistance) (Act No. 106 of 1967).	-	b: 492,497	208,000	108,263	100,000	-	-	-
Universities (Financial Assistance) (Act No. 76 of 1969)	-	-	-	-	32,769,000	(d) below	-	-

	1967/68		1968/69		1969/70		1970/71	
	Estimate	Actual Expenditure	Estimate	Actual Expenditure	Estimate	Actual Expenditure	Estimate	Actual Expenditure
	\$	\$	\$	\$	\$	\$	\$	\$
Universities (Financial Assistance)(Act 1966-69)	-	-	-	61,622,453	35,721,000	35,288,837	-	-
States Grants (Universities) (Act No.76 of 1969)	-	-	-	-	-	32,300,604	75,176,000	72,199,213
States Grants (Universities) (Act No.20 of 1970)	-	-	-	-	-	-	347,000	461,171
States Grants (Science Laboratories)(Act 1965-1967)	12,586,800	(e)	-	-	-	-	-	-
States Grants (Science Laboratories)(Act No.12 of 1968)	-	e:12,586,800	12,574,000	11,761,600	13,386,000	12,897,600	13,062,200	13,062,200
States Grants (Technical Training)(Act 1965-66)	13,876,700	(f)	-	-	-	-	-	-
States Grants (Technical Training)(Act No.53 of 1968)	-	f:13,876,700	10,000,000	7,587,200	12,413,000	9,878,000	12,534,800	12,534,800
States Grants (Advanced Education)(Act 1965-67)	1,190,000	986,000	204,000	204,000	-	-	-	-
States Grants (Advanced Education)(Act No. 33 of 1967)	13,588,000	(g)	-	-	-	-	-	-
States Grants (Advanced Education)(Acts Nos. 33 & 105 of 1967)	-	g 10,934,203	16,196,000	14,158,229	12,187,500	(h)	-	-

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	1967/68		1968/69		1969/70		1970/71		
	Estimate	Actual Expenditure	Estimate	Actual Expenditure	Estimate	Actual Expenditure	Estimate	Actual Expenditure	
	\$	\$	\$	\$	\$	\$	\$	\$	\$
States Grants (Advanced Education)(Act No. 81 of 1969)	-	-	-	-	14,755,500	8,682,443	34,499,500	30,350,954	
States Grants (Advanced Education)(Act 1967-69)	-	-	-	-	-	11,146,168	345,500	229,068	
States Grants (Teachers Colleges) (Act No. 34 of 1967)	8,000,000	4,517,582	10,800,000	6,322,418	13,160,000	13,160,000	-	-	
States Grants (Teachers Colleges)(Act No. 26 of 1970)	-	-	-	-	-	-	11,000,000	2,469,700	
States Grants (Sec School Libraries) (Act No. 125 of 1968)	-	-	3,000,000	1,702,700	9,000,000	7,540,397	9,500,000	13,257,000	
States Grants (Pre-School Teachers Colleges)(Act No. 115 of 1968)	-	-	350,000	170,000	1,075,000	309,070	2,021,000	855,787	
States Grants (Independent Schools) (Act No. 89 of 1969)	-	-	-	-	16,000,000	12,177,430	24,300,000	24,252,822	
	115,093,500	99,142,091	123,124,000	104,537,241	160,729,000	143,775,064	185,588,000	172,236,101	

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P.T.O. for  
Total



	1967/68		1968/69		1969/70		1970/71	
	Estimate	Actual Expenditure \$	Estimate	Actual Expenditure \$	Estimate	Actual Expenditure \$	Estimate	Actual Expenditure \$
Other -								
Australian National University (Act 1946-1966)	650,000	(i)	-	-	-	-	-	-
Australian National University (Act 1946-1967)	-	i: 650,000	650,000	650,000	650,000	650,000	650,000	650,000
TOTAL DEPARTMENT OF EDUCATION AND SCIENCE	115,743,500	99,792,091	125,774,000	105,187,241	161,379,000	144,425,084	186,238,000	172,886,101

144 -

Source: Department of Education and Science

Financial Assistance to State Universities

323. The special appropriations listed provide for capital expenditure on approved building projects and equipment, approved recurrent expenditure and grants for associated teaching hospitals, affiliated residential colleges and halls of residence as follows:

Exhibit  
144/4

States Grants (Universities) (Act 1960-1964)  
Universities (Financial Assistance) (Act 1963-1966)  
Universities (Financial Assistance) (Act No. 90 of 1966)  
and (Act No. 106 of 1967)  
Universities (Financial Assistance) (Act 1966-1968)  
Universities (Financial Assistance) (Act No. 106 of 1967)  
Universities (Financial Assistance) (Act No. 76 of 1969)  
Universities (Financial Assistance) (Act 1966-1969)  
States Grants (Universities) (Act No. 76 of 1969)  
States Grants (Universities) (Act No. 20 of 1970)

324. We were informed that estimates for payments under these Acts are arranged by the Australian Universities Commission in direct consultation with the Department of the Treasury. Except for recurrent grants for residential colleges and halls of residence, Commonwealth financial assistance is conditional on the States or other administering organisations also providing certain financial assistance.

Exhibit  
144/4

Financial Assistance for Science Laboratories

325. The States Grants (Science Laboratories) (Act 1965-1967) and States Grants (Science Laboratories) (Act No. 12 of 1968) provide for unmatched grants for science laboratories and science teaching apparatus of approved standards in State and independent schools throughout Australia. The assistance to Government schools is subject to a programme agreed between the Commonwealth Minister for Education and Science and the respective State Ministers. In the case of non-Government schools, the assistance is approved by the Commonwealth Minister on the basis of reports submitted by the Commonwealth Advisory Committee on Standards for Science Facilities in Independent Secondary Schools.

Exhibit  
144/4

Financial Assistance for Technical Training

326. The States Grants (Technical Training) (Act 1965-1966) and States Grants (Technical Training) (Act No. 53 of 1968) provide for unmatched grants for buildings and equipment for use in the development of trade and certificate courses at technical schools or colleges; trade schools and agricultural colleges in the States. A general programme is agreed to by the Commonwealth in consultation with the States and approved by the Minister.

327. The Committee expressed concern over the substantial shortfalls which had occurred under the States Grants (Technical Training) Act, No. 53 of 1968, in 1968-69 and 1969-70. The Department stated that the amounts claimed by the States are paid on the submittal of quarterly claims. The shortfalls represented a lag in State building programmes which were reflected in claims on the Commonwealth for funds. It was claimed that the Department now maintains closer contacts with the States in this particular programme than evidently was the case at the time the shortfalls occurred.

Qs. 691  
to 708

Financial Assistance for State Colleges of Advanced Education

328. Financial assistance to the States for Colleges of Advanced Education are provided for in the following special appropriations:

Exhibit  
144/4

States Grants (Advanced Education) (Act 1965-1967)  
States Grants (Advanced Education) (Act No. 33 of 1967)  
States Grants (Advanced Education) (Act No. 105 of 1967)  
States Grants (Advanced Education) (Act No. 81 of 1969)  
States Grants (Advanced Education) (Act 1967-1969)

The grants comprise capital and recurrent programmes as well as unmatched grants for library materials.

329. The amounts payable for capital and recurrent programmes are based on the recommendations of the Australian Commission on Advanced Education (formerly the Commonwealth Advisory Committee on Advanced Education). Capital funds are made available on the basis of estimates received from the States which contribute on a dollar for dollar basis. In the case of recurrent expenditure, the States contribute \$1.85 (including institutional fees) for each \$1 provided by the Commonwealth, up to the limit specified in the Act.

Q. 1483

330. It was noted that considerable shortfalls had occurred under States Grants Advanced Education Act No. 81. Primarily this was due to the failure of some States to make as much progress with their capital programmes as originally planned. At the time the estimates were prepared the Secretariat for the Commonwealth Advanced Education Commission was provided by the Department. Estimates resulted from discussions between Departmental officers, acting both for the Department and for the Committee, and officers of recipient institutions together with State Treasury officers.

Exhibits  
144/17  
and  
144/4  
and Qs.  
1482,  
1483 and  
1485

#### Financial Assistance for Teachers' Colleges

331. The States Grants (Teachers' Colleges) (Act No. 34 of 1967) and (Act No. 26 of 1970) provides for unmatched grants to the States for the construction and equipping of teachers' colleges. Payment of the grants is conditional upon the moneys being applied as approved by the Minister, and upon the availability of not less than 10% of College places for students who are not bonded to State Governments.

Exhibits  
144/4,  
144/17  
and Qs.  
709 and  
1486 to  
1489

332. As will be noted from the Table, substantial shortfalls have occurred in these appropriations. It was explained to the Committee that these shortfalls represented lags in commencement of building programmes. Related estimates were formulated on advice from State Education Departments, which had failed consistently to meet programme targets.

#### Financial Assistance for Secondary School Libraries

333. The States Grants (School Libraries) (Act No. 125 of 1968) provides for unmatched grants for the provision of libraries in government and independent secondary schools. Assistance to Government schools is subject to a programme agreed upon between the Commonwealth Minister for Education and Science and the respective State Ministers. In the case of non-Government schools, the assistance is approved by the Commonwealth Minister on the basis of reports submitted by the Commonwealth Secondary Schools Libraries Committee. It was claimed that the variations in expenditure represent lags in building programmes put forward by the States.

Exhibit  
144/4  
and Qs.  
709, 712  
and 1490

Financial Assistance for Pre-School Teachers' Colleges

334. The States Grants (Pre-School Teachers Colleges) (Act No. 115 of 1968) provides for unmatched grants to assist in the development of adequate facilities in the States for pre-school teacher training. Due to problems of land acquisition and zoning problems, considerable shortfalls also occurred in expenditure under this Act. As a result, the period in which the Act was to operate has been extended.

Exhibit  
144/4  
and Qs.  
709, 711  
and 1491

Financial Assistance for Independent Schools in the States

335. The States Grants (Independent Schools) (Act No. 89 of 1969) provides for annual per capita grants from the beginning of the 1970 school year, to assist independent schools with their recurrent expenditure. We were informed that a change in the basis for payments from term to half-yearly resulted in the shortfall early in the first year of the scheme.

Exhibit  
144/4  
and Qs.  
709 and  
713

The Australian National University

336. The Australian National University Acts (1946-1966) and (1946-1967) provide for a statutory annual grant of \$650,000 to the Australian National University. Funds are also provided to the Australian National University under annual appropriations. (Paragraph 293)

Chapter 7

MAINTENANCE AND CONTROL OF STORES AND ASSETS

337. This section of the Report deals with various aspects of Departmental management of stores and assets, and relates to both the Australian Capital Territory and the Northern Territory. Relevant documentation is incorporated in the Appendices (Series O - R)

Part 1 - Stores Accounting Procedures in the A.C.T.

Operating instructions

338. Procedural instructions have been issued by the Department for bringing on charge, safe custody, issue, stock-take, disposal and writing off of stores. These instructions were introduced in the A.C.T. in March 1970 and in the Northern Territory in the following September. There has been no variation to either series since they were first issued. Operating instructions for the A.C.T. have been prepared in the form of a work manual, but this form of presentation had not been adopted for the Northern Territory at the time of our inquiry.

Exhibit  
144/6  
and Qs.  
937 to  
940

Sources of supply

339. The sources of supply of stores and equipment in the A.C.T. - for schools, pre-schools, the Canberra Technical College, the Canberra School of Music and Departmental Offices - are listed in tabular form in Appendix O. The table outlines in particular the kinds of items supplied to schools and pre-schools by Parents and Citizens' Associations, and refers to the different subsidy arrangements applying.

Exhibit  
144/6  
Qs. 941  
to 962,  
and  
Committee  
File  
1971/3

Stores Vouchers

340. All stores accounting transactions are required to be vouched on approved report forms. To facilitate identification, the same unit description is used to describe identical items, and manufacturers' serial numbers and appropriate denominations of quantity are recorded on all related vouchers, documents and registers.

Exhibit  
144/6

Receipt of supplies in the A.C.T.

341. Wherever possible, delivery of supplies other than furniture and equipment is made to Departmental receiving stores. Upon receipt, the quantity, description and condition of items is checked by a storeman against a copy of the relevant purchase order. A stores Receiving Report - Despatch Note, is then raised to record initial receipt and provide:

Exhibit  
144/6  
Committee  
File  
1971/3

- (i) an acquittance from an authorised receiving officer;
- (ii) a take-up medium for posting to the Assets Register in the case of accountable stores; and
- (iii) a medium for the certifying officer to verify the receipt of supplies when processing the suppliers' claim for payment.

342. Where there is damage or discrepancies in supplies received, a stores Discrepancy Report is raised to initiate and record the remedial action taken. Where bulk consignments are split into several parts for delivery to separate destinations, carters' Delivery Dockets are raised to provide an acquittance for each segment of the consignment, and posting media, (where applicable), to the Assets Register.

Exhibit  
144/6  
Qs. 986  
to 997, and  
Committee  
File  
1971/3

Items delivered direct to schools

343. Direct delivery does not occur frequently and is confined to heavy equipment and items requiring installation by contractors (e.g. language teaching laboratories). In such cases, the Superintendent of Stores maintains close liaison with the receiving school, and the principal or his delegate is required to witness delivery or installation of items, to acquit the suppliers' Delivery Docket, and notify the Superintendent of Stores.

Exhibit  
144/6  
Qs. 966  
to 976,  
979 to 981,  
and  
Committee  
File  
1971/3

344. On receipt of advice that items have been delivered or installed, the Superintendent of Stores arranges for an authorised officer to verify that items were received in good condition and to raise the necessary Receiving Report - Despatch Note. Where delivery is made to schools which have not yet been occupied, or which are unmanned during holidays, either the Superintendent of Stores or an

Exhibit  
144/6  
Qs. 966  
to 976,  
979 to 981,  
and  
Committee  
File  
1971/3

officer of the A.C.T. Education Section is present to supervise and record receipt of supplies or equipment.

Furniture and equipment

345. With items of furniture and equipment, delivery is supervised by the principal or his delegate in the case of schools, or the responsible storeholder in the case of Departmental establishments.

Exhibit  
144/6  
Qs. 972,  
975 and  
979, and  
Committee  
File  
1971/3

346. In both instances the officer responsible for raising the relevant works requisition receives a copy of the acquitted Despatch Note or Delivery Docket to enable him to endorse details of delivery on the works requisition.

Exhibit  
144/6 and  
Committee  
File  
1971/3

Assets Register

347. An Assets Register is maintained which provides a properly sectionalised and continuous record of all accountable stores under the Department's control. The Register consists of serially numbered cards kept by the Assets Register clerk under the supervision of the Superintendent of Stores. Component cards give a brief description of an asset; its date of receipt or issue and the relevant voucher or file reference; the maker's serial number, if any; denomination of quantity and quantities of receipts, issues and balances; and the original value where available.

Exhibit  
144/6

348. Storemen and other persons responsible for the handling of stores do not have access to the Assets Register, and stocks of unused cards are available only to the Assets Register clerk and Superintendent of Stores. To prevent unauthorised extraction or substitution, the Assets Register clerk is required to record each new card in a control index. This index consists of a consecutively numbered series of cards which record the date a card was opened, (with the initials of the Assets Register clerk), an item description, and the date a card is closed, (with the initials of the Assets Register clerk). Cards on which a nil balance has remained continuously for 12 months are regarded as closed. In accordance with Treasury Direction 10/17, completed Assets

Exhibit  
144/6 and  
Qs. 1043  
to 1046



Register cards are retained for a minimum period of 3 years. At the end of this period, cards are destroyed - subject to the approval of the local Commonwealth Audit Inspector-in-charge.

349. In addition to the master control index, the Assets Register clerk maintains in numerical sequence a complete series of all stores vouchers affecting the Assets Register, including vouchers which have been spoilt or mutilated. This system is checked at weekly intervals and gap reports obtained in respect of missing vouchers. Similarly, the Assets Register clerk maintains a file of acquitted copies of Inventory Advices, Delivery Dockets and Despatch Notes, which are checked at quarterly intervals to ensure that he holds a record of all furniture and equipment for use in Departmental establishments and schools.

Exhibit  
144/6  
and  
Qs. 1038

350. The Committee was informed that the Assets Register clerk is required to forward copies of all Receiving Reports to the Accounts Sub-section without delay, and in no instance later than 5 working days after receipt of supplies. This time frame is the maximum period allowable for submission of receipts to the Accounts Sub-section and has been introduced to avoid undue delays in payment of accounts. We were assured that Receiving Reports may be submitted for payment action more promptly where this is practicable.

Exhibit  
144/6  
and Qs.  
1039 to  
1042

Articles in use

351. Stores holding officers are required to ensure that attractive portable items of equipment are recorded on personal issue cards or, where this arrangement is not practicable, are controlled by a tag exchange system. They must also ensure that items are branded as the property of the Commonwealth, and kept securely when not in use. In addition, they are responsible for maintaining adequate security measures to prevent personal borrowing of equipment, theft, and wrongful entry into storage premises after hours.

Exhibit  
144/6  
and Qs.  
1047 to  
1050,  
1055 and  
1056

352. When responsibility for custody of accountable stores is permanently transferred, hand-over/take-over certificates are prepared by the Assets Register clerk listing all items held to account. This

Exhibit  
144/6

certificate is then referred through the retiring store-holder to the officer assuming responsibility. The incoming store-holder, or his delegate, must then physically check the items coming into his charge, and either certify the accuracy of the hand-over certificate or note any discrepancies.

Loss of stores

353. Where loss or deficiency of stores occurs, the responsible store-holder is required to forward a report to the Superintendent of Stores, who registers the loss and initiates such investigation action as he deems necessary. In those cases where missing items cannot be retrieved, the matter is finalised by referral to an authority, competent to write off the loss or deficiency. The Departmental witness explained that under the provisions of the Audit Act the Treasurer had given delegations to the Minister, Permanent Head, and Director of Establishments and Finance to write off losses of stores.<sup>1</sup>

Exhibit  
144/6  
and Qs.  
1051 and  
1052

354. In a supplementary submission provided following questions asked at the public inquiry, the Department stated that stores to the value of \$173.93 were reported as lost during the financial year 1969-70. In most cases the cause of loss was presumed to be theft. We were also informed that although there had been one recorded instance of a store-holder failing to observe procedures relating to the control of stores in his care, there was no evidence to suggest that Departmental instructions were defective.

Qs. 1053  
and 1059  
to 1067,  
and  
Committee  
File  
1971/3

Damage

355. All cases of damage exceeding \$40, from any cause other than fair wear and tear, are required to be reported immediately to the Superintendent of Stores for recording and referral to competent authority. Initial damage reports are prepared by the stores holding officer at the appropriate school or section. Where

Exhibit  
144/6  
and Q.  
1068

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1. Audit Act 1901-1969, sections 70A and 70C (d).

damage renders stores unserviceable they are subjected to Board of Survey action, and there is a requirement that disciplinary action should be taken where this is called for. So far the Department has not initiated disciplinary action where stores have been rendered unserviceable. We were informed that such cases occur mainly in schools where disciplinary action is the responsibility of the principal.

356. In respect of Central Office furniture and equipment the Officer-in-Charge of Office Services Section is responsible for the preparation of the necessary report to the Superintendent of Stores in the event of discrepancy or damage. The Superintendent then;

Exhibit  
144/6  
and Qs.  
1069 and  
1070

- (i) determines whether compensating discrepancies exist at other locations where the Department holds similar stores;
- (ii) initiates remedial action to correct any weakness in control procedures;
- (iii) records loss or damage in the appropriate Registers; and
- (iv) arranges for discrepancies to be posted to the Assets Register.

#### Registration of losses

357. The Superintendent of Stores is responsible for the maintenance of a Register of losses and discrepancy of stores, excluding those deficiencies disclosed by stock-takes. This Register shows the date of loss or discrepancy, a description of the item and its original value, Departmental reference data and the decision of competent authority.

Exhibit  
144/6

#### Reports to the Auditor-General

358. Departmental instructions provide for the Superintendent of Stores to report to the Auditor-General's Office in accordance with Treasury Direction 33/5-7 where instances of loss or deficiencies of stores are known or suspected to be the result of theft, robbery or fraud.

Exhibit  
144/6

Surplus stores

359. Surplus stores are taken on charge and investigated by the Superintendent of Stores or Officer-in-Charge of Office Services Section as appropriate.

Exhibit  
144/6

Survey and disposal

360. Unserviceable, condemned or obsolete stores are segregated and retained at user schools or sections in a manner which will avoid unnecessary deterioration, pending arrangements between stores holding officers and the Superintendent of Stores for Board of Survey action to be taken. Where technical reports are required on the condition of equipment to be surveyed, this is arranged by the responsible stores holding officer and referred to the Superintendent of Stores. Where equipment at schools requires Board of Survey action, an officer from the A.C.T. Education Section obtains the necessary technical reports, and makes the necessary arrangements for the survey with the Superintendent of Stores.

Exhibit  
144/6  
and Qs.  
1057 and  
1058

Stock-takes

361. Stock-takes are conducted biennially in A.C.T. schools and the Canberra Technical College, and annually in other stores for which the Department is responsible. We were informed that the introduction of biennial stock-takes was approved by the Department of the Treasury in June 1964, after an investigation of the practice followed by the New South Wales Department of Education.

Exhibit  
144/6  
Qs. 1071  
to 1074

362. The Superintendent of Stores is responsible for the supervision and control of stock-taking staff and is required to ensure that stock-takes are conducted in accordance with approved procedures which are given in Appendix P. At the time of our inquiry 3 staff were employed by the Department on stock-takes in the A.C.T. - a Clerical Assistant Grade 4, and 2 Clerical Assistants Grade 3.

Exhibit  
144/6  
Qs. 1075  
to 1077

363. It was stated at the inquiry that since the Department assumed responsibility for A.C.T. schools it had undertaken 51 separate stock-takes. At the time school establishments were transferred from the Department of the Interior in July 1968, relevant Assets Registers were handed over and formed the basis for stock records developed subsequently by the Department of Education and Science.

Qs. 1078  
to 1084

364. The Audit Observer, Mr Bagless, informed members of Your Committee that procedures followed by the Department in connection with the loss, damage, survey and disposal of stores, were in accordance with requirements laid down by the Department of the Treasury. He also advised that stocktaking procedures were satisfactory, and that organisation arrangements requiring stock-takers to report to the Superintendent of Stores were appropriate in view of the functional separation between the two working levels.

Qs. 1070  
and 1089

Consumable stores

365. A store for consumable items, (procured in bulk and issued as required), is maintained within each receiving store. A continuous bin card record of these items showing receipts and issues is maintained by the responsible storeman. The Superintendent of Stores is required to check that the level of consumable stock holdings is reasonable having regard to the normal delay in replenishing stocks, and that items which are obsolete or surplus to requirements are not being accumulated.

Exhibit  
144/6

Loan and hire of equipment

366. In its submission to the Committee the Department stated that stores are not loaned except in special circumstances - and then only with the approval of a senior officer holding the necessary delegation from the Permanent Head of the Department. It was also stated that equipment is borrowed only where it is more economic to hire than to purchase. In all borrowing/lending transactions, the Superintendent of Stores is required to ensure that appropriate acknowledgements are obtained from borrowers or issued to lenders.

Exhibit  
144/6  
Q. 1090

367. Such acknowledgements give a full description of the related article and the terms and conditions of the transaction. They also specify whether or not the Commonwealth accepts insurance risk, and contain an agreed valuation and acknowledgement of receipt and return of stores. No risk is accepted by the Department in respect of loans or borrowings, unless transactions have been formally approved.

Exhibit  
144/6  
and Q.  
1099

368. In evidence the Department qualified the foregoing description of lending and borrowing procedures by stating that its involvement in such transactions had been confined to library

Qs. 1090  
to 1093  
and 1103

reference material for which no charges are made. While accepting this point, Your Committee noted that occasions could arise in the future where the Department would become involved in the hire or loan of stores. Accordingly, we sought clarification of the official attitude to transactions of this kind, with particular reference to the question of whether the Commonwealth accepted insurance risk in relation to loaned or borrowed property.

369. We were informed by the Treasury Observer, Mr Maunder, that procedures to be observed by departments in connection with the hire or loan of stores are defined in Treasury Directions 32/21 and 32/23. The basic requirements are:

Qs. 1094  
to 1098

- (i) the prior settlement of firm conditions for loan or hire, (including whether or not the Commonwealth accepts the insurance risk),
- (ii) determination of an agreed valuation for the relevant items, and
- (iii) (where applicable) the carriage of insurance risk in accordance with the provisions of Treasury Direction 7/1-2.

370. Within the framework prescribed by these Directions, the pattern of individual transactions is left for determination by the Chief Officer of a Department.

Qs. 1097,  
1100 and  
1101

371. Commonwealth policy in regard to insurance is that the Government acts as its own insurer to the greatest extent possible for all property under its control, and accepts insurable risks as early as possible in the production of property to be purchased by it. In accepting insurance risks, departments must ensure that there is a saving to the Commonwealth by avoiding the cost of premiums which would otherwise be payable, that the property is under effective Commonwealth control, and that there is a clear line of demarcation between property for which risk is accepted and property for which it is not. Departments may not accept insurable risks if the Commonwealth

Treasury  
Directions  
7/1-2

does not effect a saving in a contract price by acting as its own insurer, and are required to ensure that the Commonwealth is not placed in a position of relieving contractors' insurers of claims which are their responsibility.

372. The texts of Treasury Directions 32/21, 32/23 and 7/1-2 are reproduced in full as Appendix Q to this Report.

#### Repairs

373. Instructions provide for the Superintendent of Stores to record particulars of items issued to contractors for repair and for their return to the Department. Repairs Registers are kept at Receiving Stores and follow-up action is taken to ensure that all items are returned by contractors within a reasonable time. Covering acknowledgements are obtained for items issued for repair.

Exhibit  
144/6  
Qs. 1105  
and 1106

#### Central Office furniture and equipment

374. Requisition, receipt, distribution, safe custody, movement and disposal of items of furniture and equipment for and throughout the Department's Central Office, is the responsibility of the Officer-in-Charge, Office Services Section.

Exhibit  
144/6

375. This officer is also required promptly to investigate and report upon all surpluses and deficiencies (including those disclosed by stock-takes) and to dispose of condemned, unserviceable or obsolete items. The Superintendent of Stores arranges for annual stock-takes of all furniture and equipment and, concurrently, the preparation of room inventories. Furniture and equipment in use within the Central Office of the Department is recorded on the Assets Register by the Assets Register clerk.

Exhibit  
144/6

#### Furniture and equipment inventories in State Branch Offices

376. An Assets Register (furniture and equipment inventory) is maintained in each State Branch Office to provide a properly sectionalised and continuous record of all accountable items under its control. These Registers consist of a series of serially numbered cards or sheets which are maintained by the responsible stores officer.

Exhibit  
144/6

To prevent unauthorised extraction or substitution of cards/sheets, a control index is also maintained.

377. In addition, to provide an up-to-date record of the distribution of accountable stores throughout State Branch Offices, stores officers are required to maintain room/section inventories, and record details of internal transfers between rooms/sections.

Exhibit  
144/6

#### Part 2 - Store-keeping Rules

##### Fire precautions

378. Storemen in charge of receiving stores are responsible to ensure that premises are equipped with adequate fire-fighting equipment, and that stringent precautions are taken against fire. We were informed that the two Receiving Stores in Fyshwick are equipped with ordinary fire-fighting extinguishers, and the Canberra Technical College Receiving Stores with a special extinguisher system. As additional precautions against the possibility of fire, inflammable material is held apart from other stores, and all items are separated as far as possible, and so located that there is adequate access for inspection purposes.

Exhibit  
144/6  
Qs. 999  
and 1000

379. The Department stated at the inquiry that it expects storemen to exercise due care in their day-to-day activities, e.g. when using electric appliances. In cases where storemen are negligent or act in a way prejudicial to stores, disciplinary action may be taken against them under the relevant provisions of the Public Service Act.<sup>2</sup>

Qs. 1001  
to 1003

380. The Department recognises that ultimately it has the responsibility for fire prevention. It was stated in evidence that one function of the Superintendent of Stores is to induct storemen into their duties and make them aware of rules and procedures. However, there is no specific arrangement requiring storemen to read fire precaution instructions.

Qs. 1004  
to 1010

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2. Public Service Act 1922-1973, section 55.



381. From time to time the local fire authority inspects the Department's stores, but the Commonwealth Fire Board does not. The Departmental witness explained that the Commonwealth Fire Board has a broad responsibility for making determinations on fire safety, either at the time of construction of a new building, or at the time the Commonwealth enters into a lease. Thereafter, the Department regards its fire precaution arrangements as satisfactory if they meet the requirements of the local fire authority. Concerning inspections made by local fire authorities, we were told that these are not supplemented by written inspection reports.

Qs. 1011,  
1015 to  
1017 and  
1020 to  
1023

382. The Treasury Observer, Mr Maunder, advised the Committee that the Department of the Treasury required all Commonwealth employees and property to be adequately protected against fire, and all fire-fighting equipment to be regularly inspected and tested. It also required that requisitions for such services should be placed either with the Commonwealth Fire Board or the local fire authority. Where a local authority recommends improvements, the Treasury requires that the Fire Board be notified to enable it to take such action as it considers necessary.

Qs. 1024,  
1025 and  
1027

383. The Committee asked the Treasury Observer and the witness representing the Department whether written requests should be made to the local fire authority for services, and whether written reports should be provided after inspections had been carried out. Neither the witness nor the Observer saw a necessity for written requests or reports.

Qs. 1018,  
1019 and  
1024 to  
1032

384. The Department informed the Committee that it received and noted the circulars of the Commonwealth Fire Board. It also stated in a supplementary submission that for many years the Maintenance Section of the Canberra Fire Brigade had carried out a maintenance and inspection programme recommended by the Board.

Qs. 1012  
to 1014  
and  
Committee  
File  
1971/3

385. This programme includes twice-yearly inspections of hydrants and hoses, an annual pressure test of hoses, weekly tests of fire extinguishers, manual alarms, sprinkler systems, and specially prescribed tests for automatic alarms. In addition, the Board has recommended that permanent records be kept of all inspection and

Committee  
File  
1971/3

maintenance. The supplementary submission noted, however, that because of staffing limitations, hydrants and hoses were being inspected on an annual basis, rather than twice-yearly as recommended.

Other precautions

386. All stores have been palletised and grouped to minimise damage by water or leakage, and the Department arranges regular fumigation to prevent damage by vermin. Stocks are properly shelved, binned and sectionalised and older stores are issued first to avoid deterioration. We were told that, as the Department's stores are transit rather than holding establishments, deterioration was not a significant problem.

Exhibit  
144/6  
and Qs.  
1034 and  
1035

387. It was stated that there are regulations which provide for the safe custody of stores, (the proper securing of windows and doors and the keeping of valuable and attractive items under lock and key). Also, nightly inspections are made by a security service. Storage premises are required to be securely locked whenever storemen are not in attendance, and a Key Register is maintained under the control of the Supervisor of Stores and the Superintendent of Stores. The Superintendent is required to inspect receiving stores regularly to ensure that these rules are being observed.

Exhibit  
144/6  
and Qs.  
1036 and  
1037

Part 3 - Stores Accounting Procedures in the Northern Territory

Operating instructions

388. Stores accounting instructions similar to those applying in the A.C.T. have been issued for the Northern Territory. However, the Department emphasised in its submission that the procedures could not be properly implemented until the stores establishment approved for its Northern Territory Office was fully staffed.

Exhibit  
144/6  
and Qs.  
1112 and  
1113

Responsibilities of the Northern Territory Office

389. Stores for which the Department's Northern Territory Office is responsible include educational supplies obtained from the South Australian Education Department, school stationery, cleaning and other supplies, and school and office furniture. The Office

Exhibit  
144/6  
and Qs.  
1107 to  
1111

also approves requisitions from schools for other equipment, which is procured through the Stores Officer. In respect of equipment purchased by Committees and other approved organisations, the Commonwealth - under the Northern Territory Subsidy Scheme - pays a subsidy of 50 per cent.

390. It was explained that the practice of obtaining certain supplies from the S.A. Education Department developed out of the arrangements which existed when the S.A. authorities were responsible for the operation of the community schools system in the Northern Territory. The Public Stores Department in Adelaide supplies Northern Territory schools with science equipment, black-board furniture, library supplies, maps and printed stationery, and craft supplies. These items are issued direct to schools on the basis of pre-printed requisitions submitted by principals or teachers-in-charge and verified by the South Australian Education Department.

Exhibit  
144/6  
and Q. 1107

391. Your Committee sought details of the checks applied by the Stores Officer in the Northern Territory Office when procuring and supplying consumable items such as stationery and cleaning materials. We were told the Department has a reasonable knowledge of the quantities of such stores required for the operation of various types of schools. The Stores Officer is briefed accordingly, and also advised of the budget provisions applying to these items. Where requests from principals appear unreasonable, the Stores Officer is required to bring the matter to the attention of his supervisor in the Northern Territory Office.

Exhibit  
144/6  
and Q. 1108

392. The origin and basis of the Northern Territory Subsidy Scheme was an arrangement operated by the former Department of Territories when it was responsible for the operation of community schools in the Northern Territory. In evidence, the Department stated that it is involved in the scheme only to the extent of laying down broad limits, (including an indication of types of items), within which it will provide subsidy. Subsidies are paid only where the items purchased become the property of the Commonwealth.

Exhibit  
144/6  
and Qs.  
1109 to  
1111.

393. The sources of supply of stores and equipment in the Northern Territory - for schools and the Departmental Office - are summarised conveniently in tabular form in Appendix R.

Exhibit  
144/6 and  
Qs. 1107  
to 1111

Staffing ceilings

394. Since 1 July 1970, the Northern Territory Administration has progressively handed over to the Department of Education and Science, responsibility for maintenance and control of stores and assets in the Northern Territory. To accommodate this re-arrangement of functions, the Public Service Inspector in Darwin approved the following positions for the Department's Northern Territory Office, in December 1970:

Exhibit  
144/6

- 1 Assets Register clerk
- 1 Assistant Assets Register and Disposal clerk
- 1 Requisition clerk
- 1 Stores Assistant

395. We were informed that staffing ceilings imposed by the Government early in 1971 had prevented the filling of these positions. It was also stated that staffing of the approved stores positions was the only problem facing the Department in connection with the management of its stores and assets in the Northern Territory.

Exhibit  
144/6

396. In respect of staff ceilings, the Public Service Board Observer, Mr Vanthoff, explained that such restrictions do not relate to specific positions within an organisation, but to its overall establishment. Within approved ceilings it is left to a department itself to decide those positions which should be filled and those which should be left unstaffed. What is required from a department, in effect, is judgment on the priority it allots to its various functions. Mr Vanthoff assumed that in this particular case the Department of Education and Science had judged the function in question against other requirements in the Northern Territory Office and given it a lower priority. The Departmental witness did not disagree with this assessment.

Qs. 1112  
and 1113

Part 4 - Buildings in the A.C.T. and Northern Territory

397. The Department of the Interior is responsible for the maintenance of a Buildings Assets Register in respect of Departmental Offices, A.C.T. schools and pre-schools, the Canberra Technical College and the Canberra School of Music.<sup>3</sup> The Department of Education and Science arranges for repairs and maintenance to be carried out by the Department of Works.

Exhibit  
144/6

398. The Department's Northern Territory Office is responsible for the maintenance of a Buildings Assets Register in respect of community schools, pre-schools and adult education centres in the Northern Territory. The Office arranges for repairs and maintenance to be carried out by the Department of Works. The Department of Works is also responsible for fire protection in all Government buildings and establishments in the Northern Territory.

Exhibit  
144/6  
and  
Committee  
File  
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Part 5 - General Procedures

399. During its examination of management practices relating to the control of stores and assets, the Committee was anxious to establish that storekeeping procedures applied in Departmental establishments were satisfactory from the Treasury and Audit viewpoints. We were also concerned to establish that the existing system provided for the prompt and accurate settlement of accounts.

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3. In its Minute of 10 April 1973 to the Committee's 127th Report, the Department of the Treasury advised that agreement had been reached between the Departments of Education and Science, the Interior and the Treasury, that all school buildings in the A.C.T. should be regarded as "special purpose buildings", and that responsibility for maintaining the relevant Assets Registers should rest with the Department of Education and Science. Amendments to Treasury Direction 32/53 to give effect to the new arrangements have been drafted. They will be issued as soon as the overall review of Section 32 of the Treasury Directions concerning stores accounting procedures has been completed.

400. Regarding the physical control of stores, Your Committee has noted opinions given in evidence by Observers from the Department of the Treasury and the Auditor-General's Office that present Departmental procedures are satisfactory. Concerning payment of accounts, we have also noted that instructions provide for the submission of all Receiving Reports to the Accounts Sub-section within a period of 5 working days after receipt of supplies to ensure prompt payment of outstanding accounts.

Exhibit  
144/6 and  
Qs. 1039  
to 1042,  
1045, 1056,  
1058, 1070,  
1071, 1089  
and 1104

401. In addition, the Department provided assurances that under existing arrangements such Receiving Reports were not completed until supplies had been received, and that accounts were not finalised unless there was documentation in a stores section to verify receipt of supplies in good order and condition.

Qs. 969,  
973 to  
975, 979  
and 980

## Chapter 8

### INTERNAL AUDIT

402. This section of the Report examines the aims, scope, organisation and development of the Department's internal audit programme. Relevant documentation is incorporated in the Appendices.

#### Programme Aims

403. The Department's internal audit programme has been designed to provide top management with four basic services:

Exhibit  
144/7  
and Q.1119

- (i) Verification of whether legislation applicable to, or administered by, the Department is being correctly applied.
- (ii) Evaluation of the adequacy and effectiveness of Departmental procedures and instructions and the extent to which they are being observed.
- (iii) Evaluation of the adequacy and application of internal checks and controls; and
- (iv) Corrective measures in respect of inadequacies or departures from approved policies, procedures, controls and established practices.

#### Programme Scope

404. The Department is responsible for provision of internal audit in respect of transactions relating to Commonwealth revenue, expenditure, stores, supply and personnel, within the following:

Exhibit  
144/7  
and  
Committee  
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- (i) Central Office, Regional Offices in all States and the A.C.T., and the Northern Territory Office.

(ii) Pre-schools, primary schools, high schools and special schools in the A.C.T. and Jervis Bay.

(iii) The Canberra Technical College, the Canberra Evening College and the Canberra School of Music.

(iv) Pre-schools, primary schools, high schools, area schools, rural schools, special schools and schools of the air, in the Northern Territory.

405. Proposed internal audit subject matter coverage is given in detail in Appendix S. In addition, a description of the nature of internal controls and checks maintained in respect of financial transactions and general accounting matters, separate from those to be performed by the internal audit organisation is given in Appendix T.

Exhibit  
144/7  
and Qs.  
1150 to  
1158

#### Organisation and Development

406. On 27 June 1969 the Public Service Board approved a position of Inspector, Internal Audit, whose main brief initially was to plan, develop and formulate the internal audit function and produce programmes appropriate to the Department's needs. The position became operative on 13 November 1969 and since that time audit programmes have been completed for the Central Administration and the Northern Territory Office. A programme has also been developed for Branch Offices in Sydney and Melbourne.

Exhibit  
144/7 and  
Qs.1117  
and 1118.

407. We were informed that because of limitations on travel expenditure, the Internal Audit Inspector had been able to visit New South Wales and Victoria only. However, it was explained that the programme developed for Sydney and Melbourne could be made available for other capital cities with very little amendment. The Department also indicated that when a composite internal audit programme had been developed for State Branch Offices, further staffing proposals would be submitted to the Public Service Board. Ultimately internal audit staff will be located within Central Office, each State Branch Office and the Northern Territory Office.

Exhibit  
144/7  
and Q.1117



408. To enable internal audit programmes for Central Office and the Northern Territory Office to be implemented, the following positions were approved in 1970 by the Public Service Board: Exhibit 144/7

<u>Central Office</u>	<u>Northern Territory Office</u>
1 Senior Internal Auditor, Grade 1	Internal Auditor, Grade 2
1 Internal Auditor, Grade 2	
1 Internal Auditor, Grade 1	
1 Clerk, Internal Audit	

409. At the time of our inquiry in August 1971, the position of Clerk (Internal Audit) approved for Central Office, and the position of Internal Auditor Grade 2, approved for the Northern Territory Office, had not been filled. It was explained that these vacancies could not be staffed because of limitations imposed by staff ceilings. Qs. 1114 to 1116

410. Your Committee noted with concern that staffing restrictions introduced within the Service in early 1971 were having this adverse effect on the Department's internal audit establishment. The Departmental witness was asked whether, in the event of stricter staffing controls in the future, the internal audit function might suffer accordingly. We were advised that if stricter restrictions were applied to staff numbers, it would not necessarily follow that the Audit Section would be marked down for a further reduction in size. Qs. 1160 and 1161

411. Commenting on steps taken by the Department to develop its internal audit organisation, the Audit Observer, Mr Ragless, said that the Auditor-General's Office was maintaining a continuing interest in the development of the Department's internal audit facilities. He added that his Office appreciated the problems facing the Department, and he was hopeful that as economy restrictions eased the internal audit function would develop satisfactorily. Q. 1155

Functional Independence

412. The Chief Internal Auditor is responsible to the Director, Establishments and Finance Branch, for the adequacy and effectiveness of internal audit and the provision of advice to management. He operates independently of other line control, and the Director, Establishments and Finance Branch, reports in turn to the Permanent Head. Subordinate internal audit staff are responsible solely to the Chief Internal Auditor and operate with complete independence of line management. Exhibit 144/7

413. We were informed that at the time the structure of the internal audit organisation was being planned, consideration was given to whether or not the Chief Internal Auditor might report directly to a more senior administrative level within the Department. As the position could report only to the Director of Establishments and Finance or the Secretary of the Department, it was decided finally that it would be more appropriate for the line of control to go to the former. Q. 1120

414. Given the Second Division structure of the Department and the inappropriateness of direct reporting to the Permanent Head, the Audit Observer, Mr Ragless, could see no alternative to the arrangement introduced by the Department. He added that, presumably, the Director would be sufficiently removed from details of day-to-day work for the arrangement to operate satisfactorily. The Public Service Board Observer, Mr Vanthoff, said that the question of lines of control had been a specific point of discussion between the Department and the Board when details of the internal audit organisation were being considered. He indicated also that these discussions had taken place within the terms of Public Service Board Circular 68/20 of 11 July 1968, which clearly recognised the need for an independent internal audit function built around appropriate lines of control. Qs. 1120, 1121 and 1159

Reporting Procedures

415. Internal audit controls which the Department was in the process of introducing at the time our inquiry was in progress, are based on a system of regular monthly reports from internal auditors in charge of each of the Department's Offices. These reports are scheduled for the tenth working day of each month to the Chief Internal Auditor and will contain:

Exhibit  
144/7

- (a) A statement of internal audit checks performed during the previous month, and comment in each case as to whether the situation disclosed was satisfactory or not;
- (b) Particular comments and recommendations arising from unsatisfactory situations, including:
  - (i) any explanations or comments by line management;
  - (ii) details of remedial action taken;
  - (iii) omissions by line management to take appropriate remedial action within a reasonable period of time; and
  - (iv) proposed follow-up action;
- (c) Details of any checks considered to be in arrears;
- (d) Particulars of internal audit staff absences; and
- (e) Comments on any other relevant matters.

416. Regarding individual checks carried out within the various Offices of the Department, audit staff will be required to prepare detailed reports except in the case of standard checks, (e.g. permanent advances, accountable forms), which will be covered by an internal audit questionnaire. Audit staff will also be required to conduct exit interviews at the completion of assignments to brief line management on matters arising from their

Exhibit  
144/7  
Q. 1122

investigations, and prepare written queries where necessary. They will also be required to discuss more important matters with higher levels of line management and the Chief Internal Auditor, and conduct special investigations where necessary.

417. It is envisaged that the Chief Internal Auditor will advise the Director, Establishments and Finance Branch, on matters arising out of monthly reports and also conduct periodic inspections of internal audit operations in each of the Department's Offices.

Exhibit  
144/7

Chapter 9  
CONCLUSIONS

418. In approaching this general inquiry, the Committee accepted as a basic premise that the correct expenditure of public funds requires a sound departmental organisation providing for the following:

- (a) adequate organisation and staffing
- (b) a clear definition of policy and procedural guidelines
- (c) effective internal control and development programmes covering all aspects of departmental operations.

419. Any assessment of the performance of the Department of Education and Science relative to these standards must recognise from the outset two important factors which have exercised a significant and continuing influence on Departmental management since the Department was formed in December 1966. The first factor to be noted is the phenomenal rate of growth in physical size and scope of functions which has occurred since December 1966. Secondly, and in stark contrast to this growth trend, there is the introduction of strict staff ceiling controls throughout the Commonwealth Public Service in February 1971, as part of a wider Government economy campaign. Either of these factors taken separately would pose substantial problems for effective personnel management and establishment control. Taken together they create a situation where sound administration of these areas, particularly in their developmental aspects, is extremely difficult to achieve.

Organisation and Staffing

420. The Committee recognises that the interaction of both the abovementioned factors has, in the case of the Department of Education and Science, inhibited the development of a stable and balanced establishment which is fundamental to proper control of the various activities for which it is responsible. Having said this, however, we feel that there are three aspects of Departmental management relating to establishment and staffing which are deserving of criticism.

421. We were informed by the Public Service Board Observer that staff ceilings did not relate to specific positions within an organisation but to its overall establishment. We were also informed that within approved ceilings it was left to the Department itself to decide those positions which should be filled and those which should be left unstaffed. In these circumstances, we believe that the Department's decision not to staff approved internal audit positions in its Central and Northern Territory Offices, and positions approved for the management and control of stores and assets in its Northern Territory Office, was incorrect. We are also of the opinion that if those positions have not already been staffed, immediate action should be taken to ensure that they are.

422. Concerning staff training, we were informed that when the Department was established in 1966, no position of Training Officer existed. We were also told that it was not until October 1968 that a proposal was submitted to the Board recommending a nucleus of a Departmental training organisation. The Committee believes that the absence of any provision for Departmental training represented a serious deficiency in the initial organisation concept, and that action should have been taken at a much earlier date to provide for an adequate Departmental training section. We are further of the view that the approved establishment of a Senior Training Officer at Class 6 level is inadequate to meet current training needs or to plan against future requirements given the stated expectation of continued and significant Departmental expansion.

423. Similarly, our investigation showed that it was not until June 1969 that approval was obtained for a position to develop the Department's internal audit function, and not until the following November that this position became operative. Given the essential nature of the service provided by internal audit for management, we consider that audit requirements should have been assessed and acted upon at the time the Department was formed in 1966.

#### Policy and Procedural Guidelines

424. Where the Department has responsibility for implementing legislation, clear policy guidelines have been developed. However,

there is still room for improvement in respect of the documentation and maintenance of Departmental procedural instructions and the introduction of regulations to ensure that these instructions are studied and followed.

425. Evidence submitted in connection with the maintenance and control of stores shows that while operating instructions for the A.C.T. have been developed in the form of a work manual, this very sensible approach had not been followed in the Northern Territory. We were also informed that there were no specific arrangements requiring stores personnel to read fire precaution instructions, and that existing procedures did not require the submission of written reports covering inspections of stores premises by local fire authorities.

426. During the course of our inquiry we asked whether written reports should be provided for study by client departments after fire inspections had been carried out. While neither the Department nor the Treasury Observer saw a need for such documentation, we consider that formalised reporting procedures are an essential feature of properly controlled inspection programmes and should be introduced in this instance without delay. We are also of the opinion that the study of Departmental fire precaution instructions should be made a compulsory job requirement in the case of stores staff, and that all store-keeping establishments should be covered by carefully documented and rehearsed fire drill procedures.

427. During its examination of Departmental management of stores assets, the Committee sought to establish that store-keeping methods were satisfactory from Treasury and Audit points of view. Despite the deficiencies in documentation to which we have referred, we are able to report that the Observers representing the Department of the Treasury and the Auditor-General's Office assured the Committee that existing Departmental procedures were satisfactory.

Control and Development Programmes

(1) Internal Audit

428. In its scope and organisation, the Department's internal audit system conforms with the guidelines specified in Public Service Board Circular 1968/20 of 11 July 1968 which announced the introduction of a new internal audit structure for the Commonwealth Service. We noted that in accordance with the new concept developed by the Board, the Department's audit programmes were designed, inter alia, to provide corrective measures in respect of 'inadequacies in, or departures from, approved policies, procedures, controls and established practices'.

429. Earlier, the Committee commented in its 127th Report, concerning the Department of Social Services, that internal control systems were ineffective unless they protected the resources of the Department from fraud, as well as waste and inefficiency. Following on from this conclusion, it is suggested that the aims of all Departmental audit programmes might be amplified to require corrective measures in respect of irregularities, and inadequacies in, or departures from, approved policies, procedures, controls and established practices.

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430. We were concerned to learn at the time of our inquiry that implementation of the Department's audit programmes was being impaired by management decisions to leave certain audit positions unstaffed, and to place restrictions on travel directly connected with the extension of audit systems to State Branch Offices. It is recognised that, within the context of recent economy measures, departments were required to scale down expenditure, and staffing and travel were two areas subjected to close scrutiny. Even so, it would seem to the Committee that an effective audit system is an indispensable adjunct to sensible economy measures. Accordingly, we believe that the Department ought to have accorded a higher priority to staffing audit positions and to the provision of funds needed to implement new audit programmes.



(ii) Departmental Training

431. The Committee was unable to examine Departmental training in any depth because this function was still in its developmental stages when we conducted our inquiry. It was noted when considering this matter that a review was in progress within the Department to establish training needs and organisation requirements. In view of the significant delays which have already occurred in establishing a viable training function, we would expect that this review will be concluded and acted upon as a matter of urgency.

(iii) Finance Management

432. In examining the financial administration of the Department in the context of the present inquiry, the Committee has been influenced by the fact that it has had cause to examine the Department of Education and Science in connection with the annual inquiries into expenditure from the Advance to the Treasurer and the Consolidated Revenue Fund in each year since the Department was established in 1966. Indeed it was largely this factor and the findings arising from these earlier inquiries, which led to the conclusion that a more generalised examination ought to be made of the administration of the Department.

433. In the circumstances, much of the evidence tendered to the Committee in connection with the financial administration of the Department related to matters which have already been considered and reported upon. In this Report we have not attempted to focus attention on those issues which have already been the subject of detailed investigation and comment.

434. After considering all the evidence submitted in relation to finance management in this and earlier inquiries, there are two matters upon which the Committee wishes to comment, on this occasion:

435. Formulation of Estimates In its examination of the Department's financial performance the Committee has noted that particularly in areas where estimates of expenditure have been formulated by or with the guidance

of State Government instrumentalities, substantial shortfalls have occurred in expenditure compared with the corresponding estimates. Notable examples of this are evident in the case of Commonwealth financial assistance for technical training; State Colleges of Advanced Education; Teachers Colleges and Pre-school Teachers' Colleges.

436. The Committee has encountered this problem on several occasions in recent years during its annual inquiries into expenditure from the Consolidated Revenue Fund and it is a matter for increasing concern that the problem appears to be affecting a widening range of Commonwealth estimates as Commonwealth and State financial relationships grow in complexity.

437. The Committee is aware of the reluctance of some States to adopt the use of Additional Estimates within their own budgetary structures and on this we would not presume to comment. However, we have noted for some time that it is normal practice for the States to submit each year, a single figure for each of their financial requirements to the Commonwealth department concerned for inclusion in the Commonwealth Budget. We believe that a useful purpose might be served if the State authorities were requested to formulate their initial requests for funds each year on the understanding that these requests would be subject to adjustment later in the financial year in the context of the Additional Estimates.

438. In this regard we note with satisfaction that, arising from similar observations made in our Ninety-sixth Report, and reported on by the Department of the Treasury in the subsequent Treasury Minute, the Department of Health has adopted a new procedure for preparing estimates under which the States will be given the opportunity to review in May the estimates submitted in February and to revise these again in the following January/February.

Parl.  
Papers  
31 of  
1968 and  
75 of  
1972

439. School Janitor Services - Northern Territory As reported earlier in connection with cleaning contracts for Northern Territory community schools, additional information was received by the Committee relating to the contract approved for the Nhulunbuy area school after the general departmental inquiry had concluded. This information, which relates to the number of tenders submitted to the Northern Territory Administration Tender Board, conflicts with evidence taken earlier at public hearings. The Department of the Treasury has been informed of these developments, and is now reviewing all aspects of the Nhulunbuy contract prior to re-submitting the matter for re-examination by the Committee.

440. Pending a final and definitive report from the Department of the Treasury it is not possible to comment at length on the manner in which the Nhulunbuy contract was handled. However, the information so far available suggests that evidence tendered to the Committee was incorrect. There is also evidence of carelessness both in respect of the preliminary costing of the contract, and the examination of contract documents prior to the final acceptance of a tender.

441. This matter will be the subject of further comment when the abovementioned report has been received from the Department of the Treasury.

#### General Observations

##### (1) Staff Recruitment

442. As our inquiry into the Department progressed, it became increasingly evident that inability to recruit and retain specialist staff was the most serious and persistent problem confronting management. From evidence tendered to the Committee, it was also apparent that centralised recruiting procedures introduced by the Public Service Board in 1969 were not fully understood by the Department nor entirely acceptable to it in their present form.

443. It is unlikely that this reaction is confined exclusively to the Department of Education and Science, and also possible that lack of understanding and acceptance generally has limited the

effectiveness of centralised recruiting. The Committee suggests therefore that the Board might examine its original proposals to see whether some modification is necessary, and check with other departments to ensure that approved procedures are fully understood and being applied as intended. We also feel that it would be prudent, when introducing complex and important procedural innovations of this kind, to place greater emphasis on prior consultations with departments, to ensure that new arrangements are fully understood before they come into effect.

(ii) Legislation

444. From the evidence tendered in respect of the new Scholarships Act 1969, it is clear that undue delays are still occurring in the preparation of subordinate legislation. We were told that the new statute, which had been designed to replace the Education Act of 1945-1966, was given the Royal assent on 9 May 1969. It continued to remain inoperative at the time of our inquiry in March 1972, because supporting regulations had not been drafted.

445. In its One Hundred and Third Report, the Seventh Committee recommended, inter alia, that the Public Service Board and other authorities should ensure the availability of adequate administrative machinery to permit the prompt drafting of regulations. The experience of the Department of Education and Science in connection with the Scholarships Act 1969 indicates that the improvements sought by our predecessors have not yet been provided.

Parl.  
Paper  
No. 216  
of 1968

446. We again invite the attention of the Public Service Board and other relevant authorities to the very considerable delays occurring in the preparation of subordinate legislation, and recommend that they re-examine the remedial measures outlined in paragraph 37 of the One Hundred and Third Report. In particular, we feel that

further consideration might profitably be given to the suggestion that competent lawyers outside the Commonwealth Service might be employed under contract to draft subsidiary legislation.

For and on behalf of the Committee,

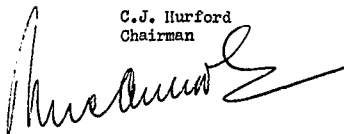


J.A. Agnew  
Secretary  
Joint Committee of Public Accounts  
Parliament House  
Canberra

29 May 1973.



C.J. Hurford  
Chairman



INDEX TO EXHIBITS

<u>Exhibit No.</u>	<u>Title</u>
1.	Historical Review
2.	Legislation
3.	Organisation and Functions
4.	Finances
5.	Staffing
6.	Maintenance and Control of Stores and Assets
7.	Internal Audit
8.	Advisory Committees' Membership
9.	Establishment of a system of schooling for Aborigines in the Northern Territory
10.	Departmental Responsibility for Aboriginal Education in the Northern Territory and in Australia generally
11.	Establishment of Commonwealth Teaching Service
12.	Size of classes in Australian Capital Territory and Northern Territory Schools
13.	Research Section: Assistance on design and conduct of Experiments to other Branches and Departments
14.	Teaching of English to Migrants
15.	Methods Investigations
16.	Comparative Table on Staffing and Establishment (1969-71)
17.	Finances 1970-71
18.	Treasurer's Advance Submission - 232/1/04 (1970-71)
19.	Treasurer's Advance Submission - 232/1/08 (1970-71)
20.	Shortfall in Expenditure on 232/2/01 (1969-70)
21.	National Standards Commission: Composition of Incidental and other Expenditure
22.	Recruitment at Senior Levels

EVOLUTION OF THE DEPARTMENT OF EDUCATION AND SCIENCE

Significant dates in the evolution of the Department of Education and Science are set out below:

- 1945 Establishment of the Commonwealth Office of Education,  
as part of the Department of Post-War Reconstruction
- 1950 Inclusion of the Office within the Prime Minister's Department
- 1959 Establishment of the Australian Universities Commission
- 1964 Appointment of Minister-in-Charge of Commonwealth Activities  
in Education and Science  
  
Creation of the Education Division of the Prime Minister's  
Department (The Division developed out of the  
Education Branch, which in turn developed out of a  
Section within the Department's Social Services Branch)
- 1966 Creation of the Department of, and appointment of the  
Minister for, Education and Science  
(The Department developed out of the Education Division  
of the Prime Minister's Department and the Office  
of Education)
- 1968 Permanent Head responsibilities assumed by the Chairman  
of the Australian Universities Commission for his  
own staff

CAPITAL GRANTS MADE AVAILABLE TO COLLEGES OF ADVANCED EDUCATION  
UNDER THE TECHNICAL TRAINING PROGRAMME

Listed below are Colleges of Advanced Education for which capital grants were made available under the Technical Training Programme:

Victoria -

Ballarat Institute of Advanced Education -	\$ 230,000
Bendigo Institute of Technology -	\$ 250,000
Caulfield Institute of Technology -	\$1,051,000
Footscray Institute of Technology -	\$1,955,000
Prehran College of Technology -	\$ 794,000
Preston Institute of Technology -	\$ 325,000
Royal Melbourne Institute of Technology -	\$ 797,000
Swinburne College of Technology -	\$ 636,000
Burnley Horticultural College -	\$ 216,000
Dookie Agricultural College -	\$ 123,000
Longerenong Agricultural College -	\$ 76,000

Queensland -

Queensland Institute of Technology, Brisbane -	\$ 705,300
Queensland Agricultural College -	\$1,750,000

South Australia -

South Australia Institute of Technology, (equipment only) -	\$ 450,000
Roseworthy Agricultural College -	\$1,025,700



SCHOOLS WHOSE APPLICATIONS FOR ASSISTANCE  
UNDER THE STATES GRANTS (INDEPENDENT SCHOOLS)  
ACT 1969 HAVE BEEN REJECTED

---

NEW SOUTH WALES

- | <u>(a) General</u>                 | <u>Reason for Rejection</u>        |
|------------------------------------|------------------------------------|
| 1. Coogee Boys Preparatory School  | Company registered for profit      |
| 2. William Thompson Masonic School | Pupils transferred to State School |
| 3. Japanese School in Sydney       | Not following State Curriculum     |
- 
- | <u>(b) Special Schools for Handicapped Children</u> |   |
|---|---|
| 1. Landra Rural Centre                              | Training in Farming only                |
| 2. Broderick School, Lakemba                        | Teachers all State Government employed. |

VICTORIA

- | <u>(a) General</u>                        | <u>Reason for Rejection</u>  |
|---|--|
| 1. St. Andrew's School, Newtown, Geelong  | Pre-school only  |
| 2. Little Ruyton Girls' School, Kew       | "  |
| 3. St. Andrew's School, Newtown, Geelong  | Profit-making authority  |
| 4. Scholastic Education Centre, Melbourne | "  |
| 5. Little St. Margaret's School, Malvern  | Ineligible in 1970 - profit-making. Eligible in 1971 - ownership varied. |
- 
- (b) Special Schools for Handicapped Children
- Applications by the following schools under the Act were rejected. The reason was that State Government Grants were equal to teachers' salaries:
- |   |  |
|---|--|
| 1. Oakleigh Day Training Centre, Oakleigh                                   | 2. Northcote/Preston Day Training Centre   |
| 3. Peter Harcourt Centre, Bendigo   | 4. Helping Hand Association for Mentally Retarded Children of Coburg and districts |
| 5. "Monkani" Day Training Centre, Croydon                                   | 6. Sunshine Day Training Centre, Sunshine  |
| 7. Wonthaggi and District Mentally Handicapped Children Welfare Association | 8. "Killara" Day Training Centre, Wangaratta                                       |
| 9. "Mowarra" Centre, Warragul   | 10. "Cooinda Hill" Traralgon   |
| 11. "Woorinyan" Centre, Frankston   | 12. "Alkira" Centre, Box Hill  |

(b) Special Schools for Handicapped Children (Cont'd)

- |   |   |
|---|---|
| 13. "Kyhndalyn" Centre, Maffra                            | 14. "David" House, Yarraville                           |
| 15. Yalundah Day Training Centre, Warrnambool             | 16. Swan Hill and District Centre, Swan Hill            |
| 17. Ivanhoe Day Training Centre, Ivanhoe                  | 18. Bayley House, Brighton                              |
| 19. McCallum House, Ballarat South                        | 20. "Nadrasca", Blackburn South                         |
| 21. Gawith House, Armadale                                | 22. Colac Day Training Centre, Colac                    |
| 23. Ballarat Childrens Home, Ballarat                     | 24. "Wallara", Dandenong                                |
| 25. "Kyeema", Portland                                    | 26. Richmond-Hawthorn Day Training Centre               |
| 27. Corilong Centre for the Mentally Handicapped, Geelong | 28. Tehen House Echuca Day Training Centre, Echuca      |
| 29. Shepparton Day Training Centre, Shepparton            | 30. Autistic Children's School, Springvale              |
| 31. Fern Tree Gully Day Training Centre, Fern Tree Gully  | 32. W.J. Christie Centre for Retarded Children, Mildura |
| 33. Neweyung-Bairnsdale Centre, Bairnsdale                | 34. Mulleraterong Centre, Hamilton                      |
| 35. McDonald House Oral School for Deaf Children, Bendigo |   |

In addition, the application by "Bayswater", Salvations Army Boys Home was rejected on grounds of no full time education.

QUEENSLAND

- | <u>(c) General</u>      | <u>Reason for Rejection</u> |
|-------------------------|-----------------------------|
| Pioneer School, Geeburg | Profit-making               |

(b) Special Schools for Handicapped Children

- |  |                                      |
|--|--------------------------------------|
| 1. Montrose Home for Crippled Children | Pre-school only                      |
| 2. Gympie Sub-normal Centre            | Part-time teachers and students only |
| 3. Innisfail Training Centre           | "                                    |
| 4. Yuruga Riverview                    | Part-time students only              |
| 5. Holy Cross Retreat, Wooloowin       | "                                    |

SOUTH AUSTRALIA

- | <u>(a) General</u>           | <u>Reason for Rejection</u>   |
|------------------------------|---|
| 1. Muirden College, Adelaide | Not approved initially because it was a profit-making organization. After re-organization it qualified in 1970 in respect of those students undertaking normal secondary courses. |
| 2. Pride Business College    | Ineligible because it offers commercial subjects only   |

SOUTH AUSTRALIA (Cont'd)

(b) Special Schools for Handicapped Children

- |                               |   |
|-------------------------------|---|
| 1. Spastics Centre, Woodville | State meets the full cost of teachers' salaries |
| 2. Townsend House, Brighton   | "   |

WESTERN AUSTRALIA

(a) General

Reason for Rejection

- |                                   |                     |
|-----------------------------------|---------------------|
| 1. Montessori School,<br>Wanneroo | Profit-making group |
|-----------------------------------|---------------------|

(b) Special Schools for Handicapped Children

- |  |   |                                      |
|--|---|--------------------------------------|
| 1. W.A. School for Deaf Children,<br>Mosman Park | ) | State Government providing schooling |
| 2. Inglewood Day Activity<br>School, Inglewood   | ) |                                      |
| 3. Rhoda Smith School,<br>White Gum Valley       | ) | Assessed as child-minding centres    |
| 4. Minbalup Day Activity<br>School, Collier      | ) |                                      |

(c) Special Schools for Aboriginal Children

- |   |                                       |
|---|---------------------------------------|
| 1. Wongutha Mission Training<br>Farm, Esperance | State Government providing schooling. |
|---|---------------------------------------|

June 1971

A.C.T. - Size of School Classes by Number, 1970\*

Government Schools

		Class size (pupils)							
		Fewer than 16	16-20	21-25	26-30	31-35	36-40	41-45	46-50
Number of Classes #	Primary	18	7	15	106	207	154	12	-
	Secondary	13	25	40	33	82	77	2	-

Non-Government Schools

		Class size (pupils)							
		Fewer than 16	16-20	21-25	26-30	31-35	36-40	41-45	46-50
Number of Classes #	Primary	1	15	27	40	52	33	13	2
	Secondary	6	9	24	38	16	28	1	-

\* Tables prepared from a Departmental publication 'Australian Capital Territory and Northern Territory: Education Statistics 1970', Table 4.2.

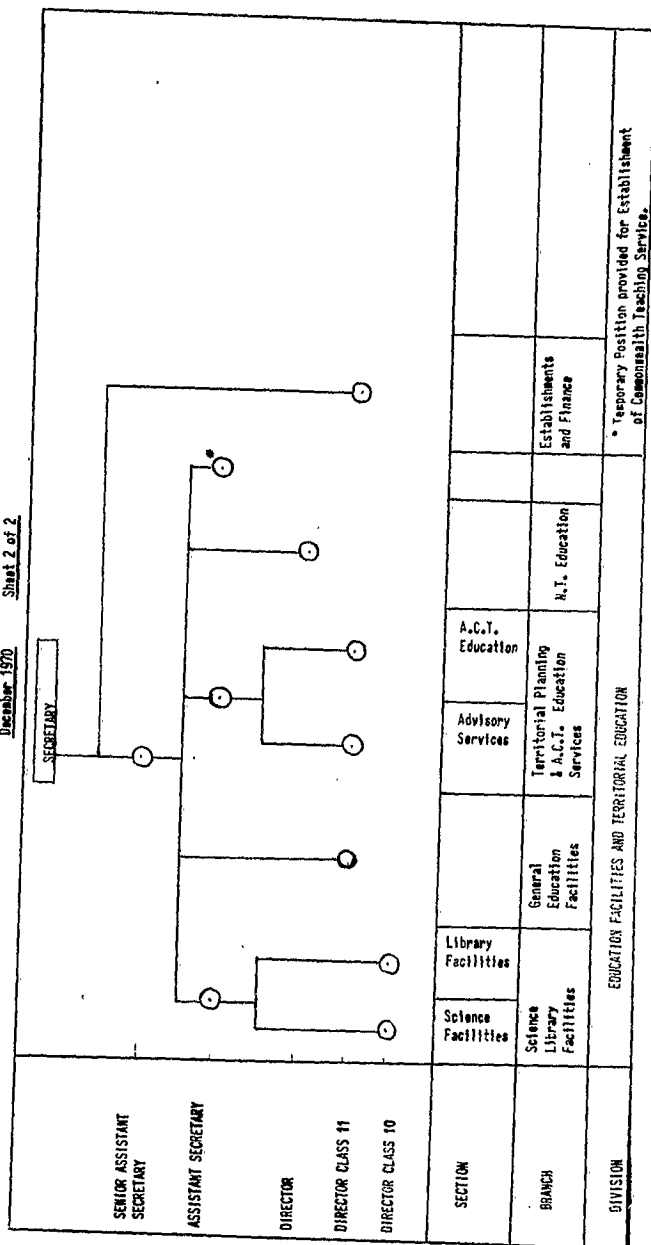
# Size of the English class is taken as the criterion for class sizes in secondary schools.



DEPARTMENT OF EDUCATION AND SCIENCE

CENTRAL OFFICE

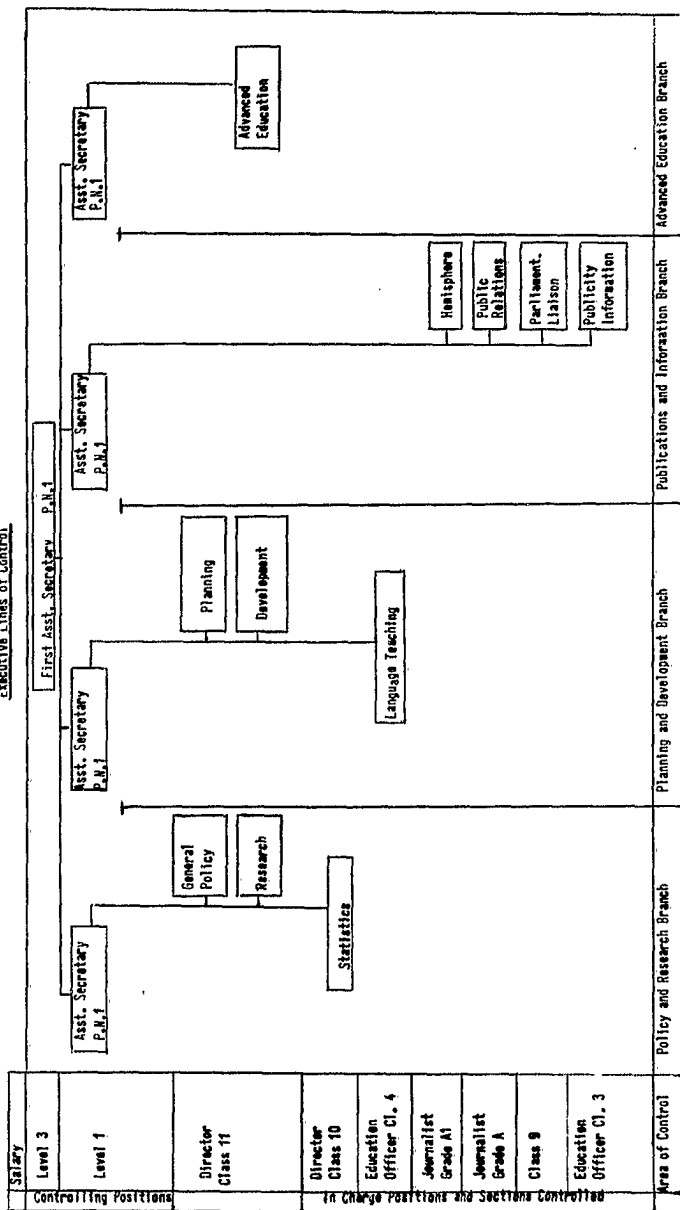
December 1970 Sheet 2 of 2



DEPARTMENT OF EDUCATION AND SCIENCE - CENTRAL OFFICE

Policy and Development Division

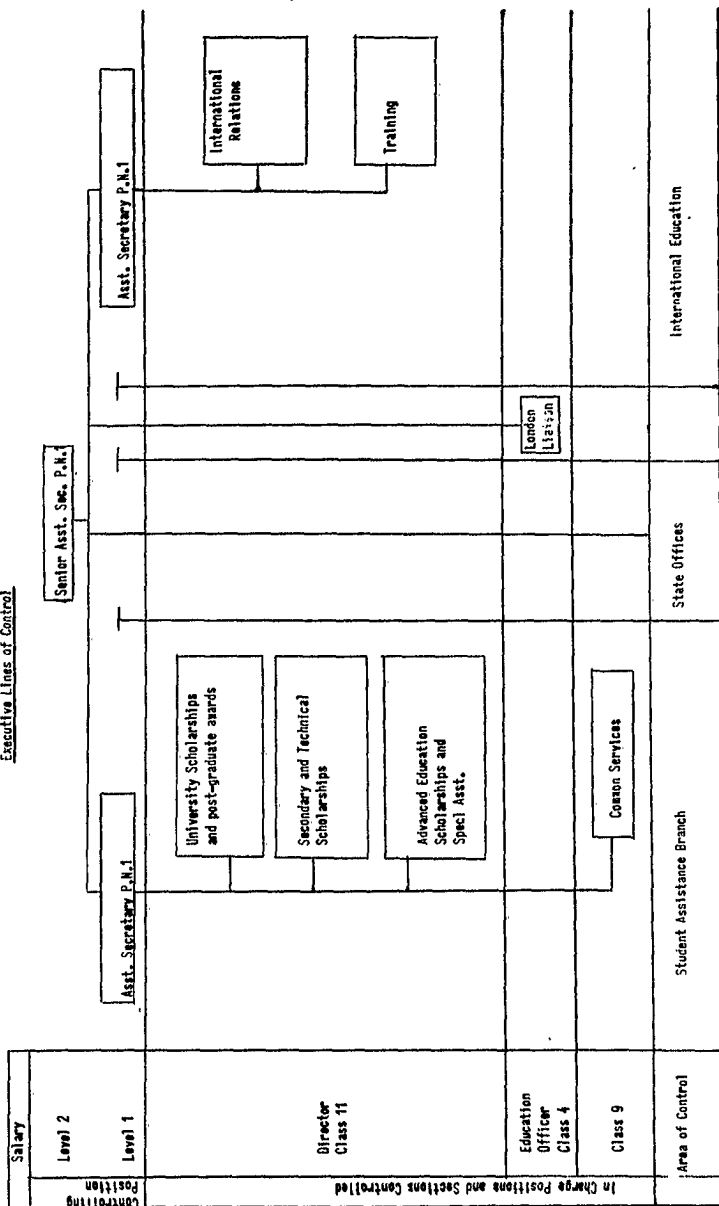
Executive Lines of Control



DEPARTMENT OF EDUCATION AND SCIENCE - CENTRAL OFFICE

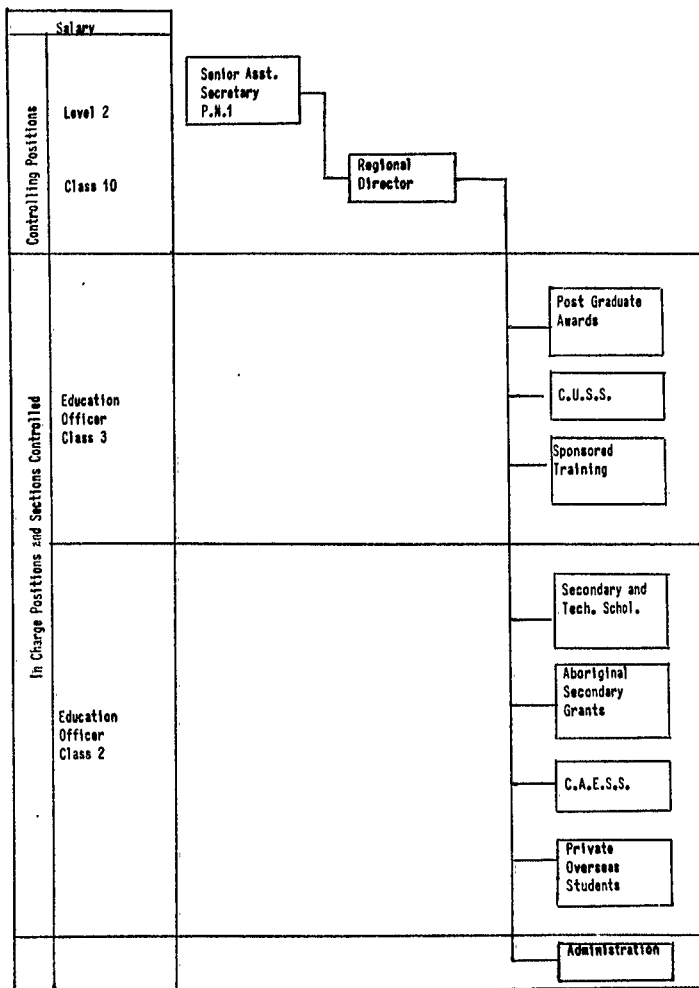
Student Assistance and International Education Division

Executive Lines of Control





DEPARTMENT OF EDUCATION AND SCIENCE  
New South Wales Branch Office  
Student Assistance and International Education  
Division - Lines of Control



DEPARTMENT OF EDUCATION AND SCIENCE

Victorian Branch Office

Student Assistance and International Education

Division - Lines of Control

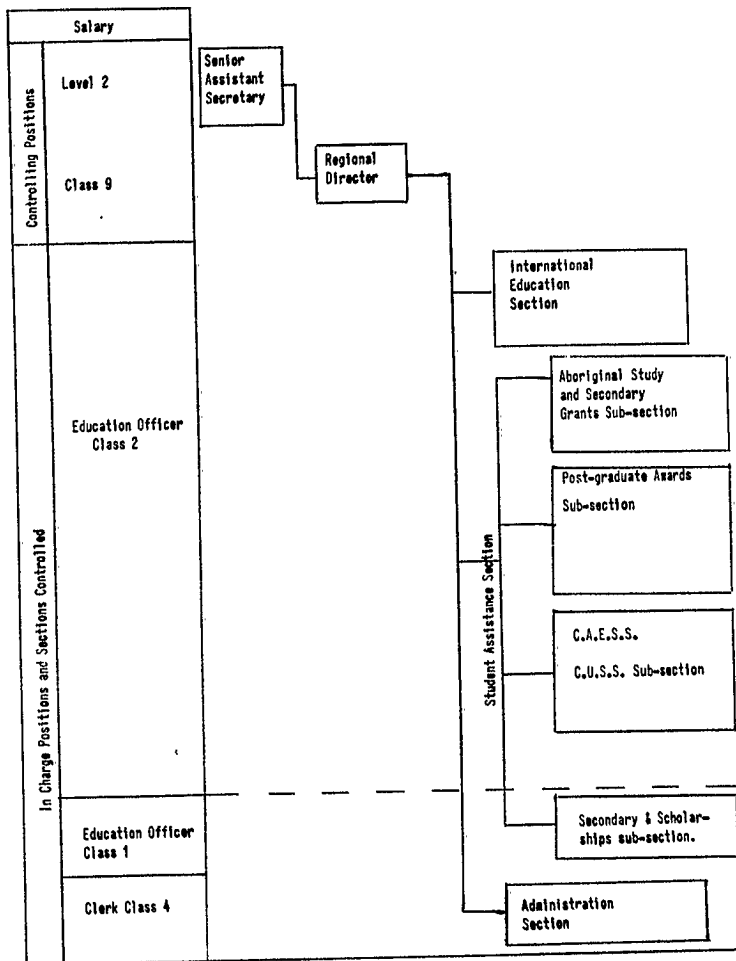
Controlling Positions	Salary	
	Level 2	Class 10
		<div>Senior Asst. Secretary P.M.1</div> <div>Regional Director P.M.1</div>
In Charge Positions and Sections Controlled	Education Officer Class 3	<div>Overseas Students</div> <div>C.U.S.S.</div> <div>C.A.E.S.S.</div> <div>Post-graduate Awards</div>
		<div>Secondary &amp; Technical Scholarships</div> <div>Minor Scholarships</div> <div>English Teaching</div>
	Class 6	<div>Administration and Finance</div>
	Education Officer Class 1	<div>Relief</div> <div>Research and Information</div>

DEPARTMENT OF EDUCATION AND SCIENCE

Queensland Branch Office

Student Assistance and International Education

Division - Lines of Control

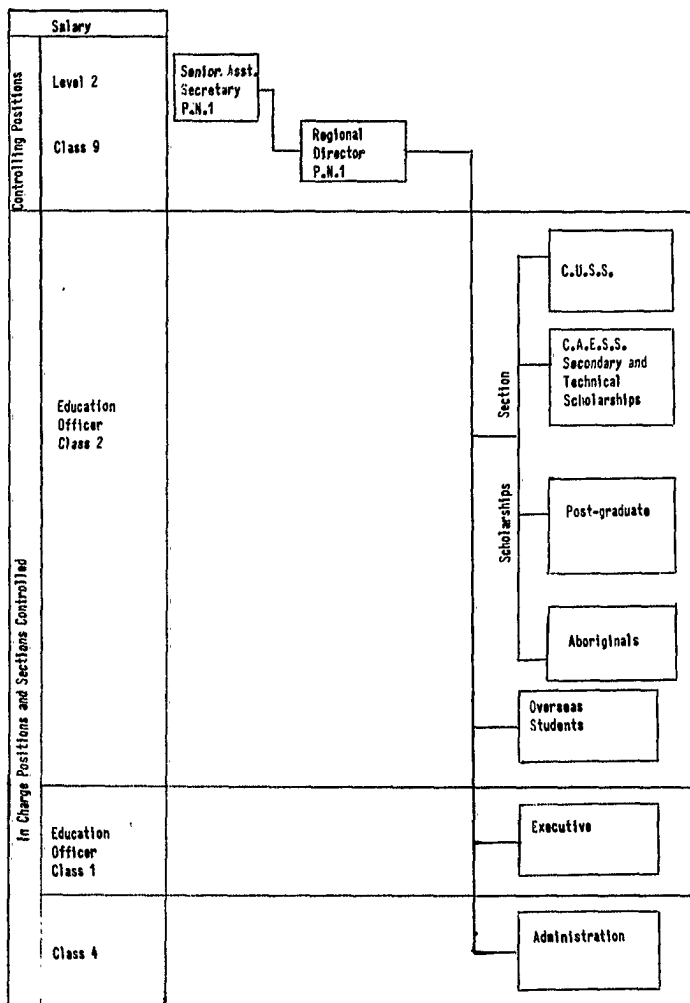


DEPARTMENT OF EDUCATION AND SCIENCE

South Australian Branch Office

Student Assistance and International Education

Division - Lines of Control

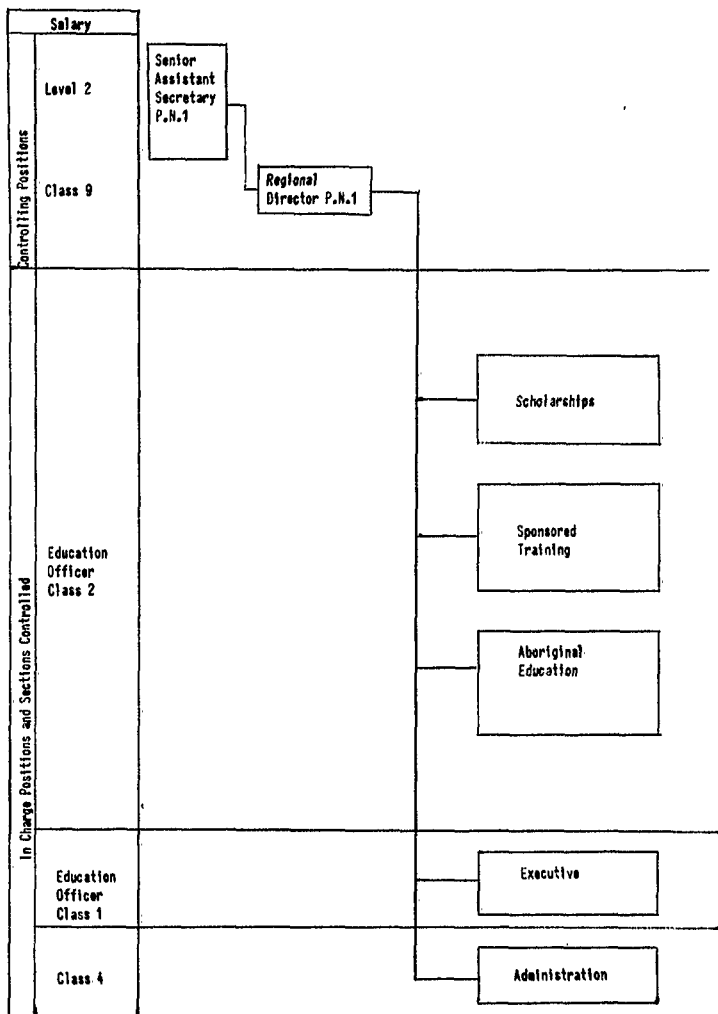


DEPARTMENT OF EDUCATION AND SCIENCE

Western Australian Branch Office

Student Assistance and International Education

Division - Lines of Control

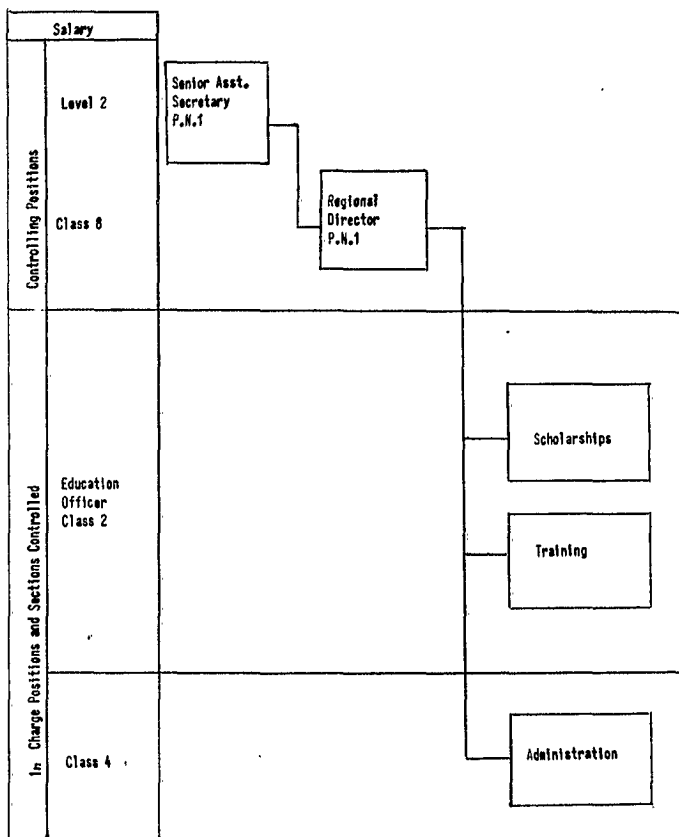


DEPARTMENT OF EDUCATION AND SCIENCE

Tasmanian Branch Office

Student Assistance and International Education

Division - Lines of Control

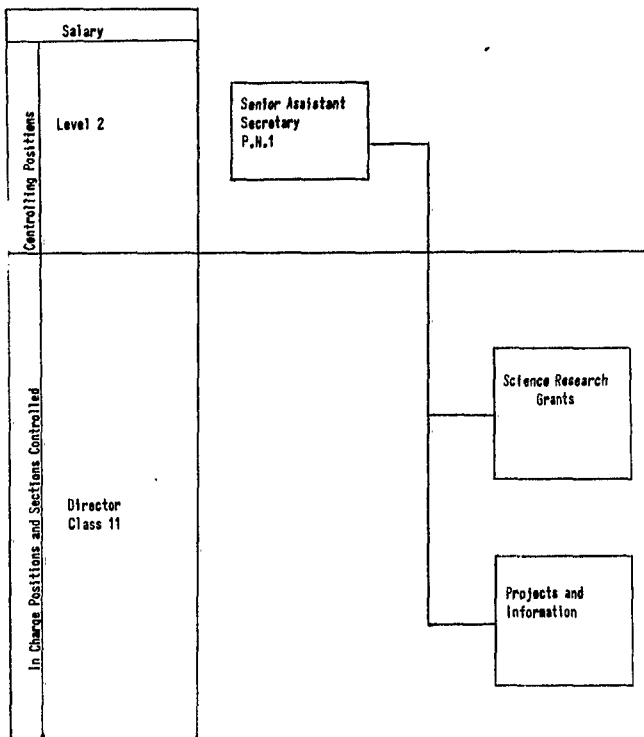


DEPARTMENT OF EDUCATION AND SCIENCE

Central Office

Science Division

Executive Lines of Control



DEPARTMENT OF EDUCATION AND SCIENCE - CENTRAL OFFICE

Education Facilities and Territorial Education Division

Executive Lines of Control

Salary									
Level 2	Controlling Positions	Senior Asst. Secretary P.N.1							
Level 1		Asst. Secretary P.N.4							
\$11,500		Director of Educ. N.Y. Community Schools							
Director Class 11	In Charge Positions and Sections Controlled	Asst. Secretary P.N.1							
		General Educ. Facilities Branch							
		Advisory Services Section A.C.T. Education Section							
Director Class 10	In Charge Positions and Sections Controlled	Asst. Secretary P.N.1							
		Science Facilities Section Library Facilities Section							
		Science and Library Facilities Branch							
Area of Control	In Charge Positions and Sections Controlled	Asst. Secretary P.N.1							
		Territorial Planning and A.C.T. Education Services Branch							
		Temporary Position provided for establishment of Civil Teaching Service							
	In Charge Positions and Sections Controlled	Asst. Secretary P.N.1							
		Northern Territory Education Branch							
		Director of Educ. N.Y. Community Schools							

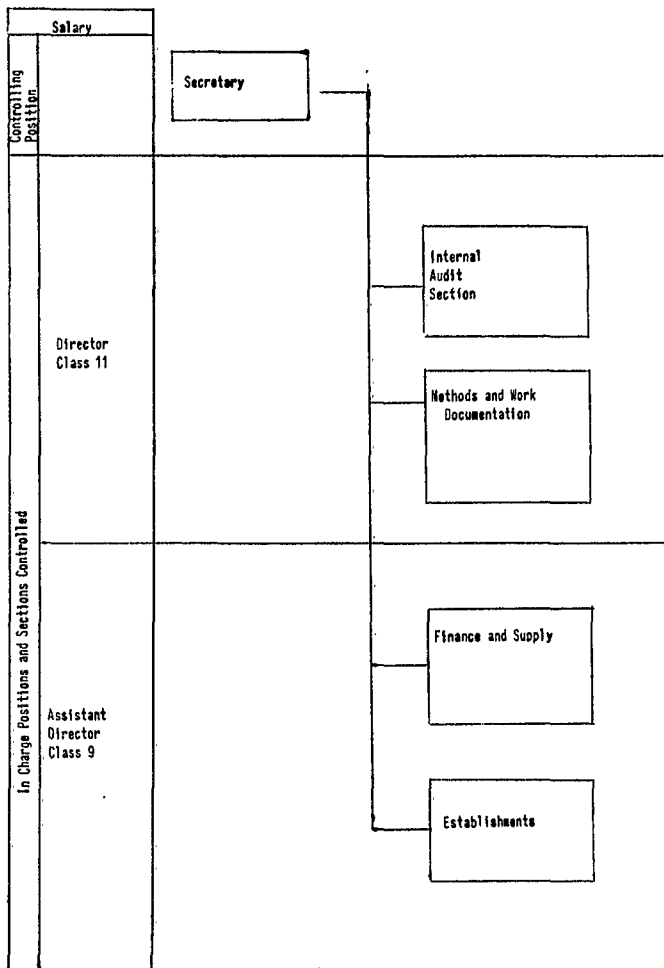


DEPARTMENT OF EDUCATION AND SCIENCE

Central Office

Establishments and Finance Branch

Executive Lines of Control



DEPARTMENT OF EDUCATION AND SCIENCE

ADVISORY COMMITTEES' MEMBERSHIP

AUSTRALIAN ADVISORY COMMITTEE ON RESEARCH AND DEVELOPMENT IN EDUCATION

Professor P.H. Partridge, Professor of Social Philosophy,  
Australian National University (Chairman)  
Mr. R.S. Coggins, Principal, Salisbury Teachers' College,  
South Australia  
Professor S.S. Dunn, Professor of Education, Monash University  
Professor A.G. Mitchell, Vice-Chancellor, Macquarie University  
Mr. D.M. Morrison, Senior Assistant Secretary, Department of  
Education and Science, Canberra  
Professor E.A. Russell, Professor of Economics, University of  
Adelaide  
Mr. D.J.A. Verco, Director-General of Education, New South Wales  
Mr. A.H. Webster, Director of Planning, Department of Education  
New South Wales  
Mr. W. Wood, Chairman, Advanced Education Board, Queensland  
Mr. L.W. Weickhardt, Deputy Chancellor, University of Melbourne  
  
Secretary - J.E.N. Sutherland

Functions

To initiate research in areas of importance in education; to  
recommend financial support for proposals submitted to it by  
other organisations and individuals; to recommend assistance  
for the training of educational research personnel; to direct  
attention to the application of research findings.

AUSTRALIAN CAPITAL TERRITORY APPRENTICESHIP BOARD

Mr. R.A. Smart, Department of Education and Science, Canberra  
(Chairman)  
Mr. E.P. Swinton, Department of Education and Science, Canberra  
(Deputy Chairman)  
Mr. W.J. Coyle, Industrial Officer, Department of Works, Canberra,  
representative of Commonwealth as an employer  
Mr. F.J. Gillingham, Executive Director of A.C.T. Employers  
Federation, representing private employers  
Mr. F.J. McCauley, representative of employees  
Mr. B. Marcus, representative of employees

Deputy Members

Mr. W.A. Andrews, representative of employees  
Mr. S. Jordan, representative of employees

Deputy Members (cont'd)

Mr. D.C. Mathews, Vice-President, A.C.T. Employers Federation,  
representing private employers  
Mr. A. Walklate, Inspector of Personnel, Australian Government  
Publishing Service, representative of Commonwealth as an  
employer

Secretary - R.A. Graf

Functions

To administer the Australian Capital Territory Apprenticeship  
Ordinance and Regulations 1936-1966.

AUSTRALIAN CAPITAL TERRITORY EDUCATION PLANNING COMMITTEE 1970

Mr. R.A. Foskett, Assistant Secretary, Territorial Planning  
and A.C.T. Education Services Branch, Department of Education  
and Science, Canberra (Chairman)  
Mr. B.C. Campbell, Advisory Services Section, Department of  
Education and Science, Canberra  
Mr. K.J. Curtis, Management Division, National Capital  
Development Commission  
Mr. N.R. Edwards, Director, Advisory Services Section, Department  
of Education and Science, Canberra  
Mr. J.E. Fairbrother, Staff Inspector of Schools, N.S.W.  
Department of Education  
Mr. J.H. Geldart, Advisory Services Section, Department of  
Education and Science, Canberra  
Father John P. Kelly, Director, Catholic Education Office,  
Canberra  
Mr. G.B. Moseley, Planning Division, National Capital Development  
Commission  
Mr. G.D.W. Pain, District Development Division, National Capital  
Development Commission  
Mr. R. Ward, Director, General Education Facilities Branch,  
Department of Education and Science, Canberra

Executive Officer - W. Daniels

AUSTRALIAN CAPITAL TERRITORY PRE-SCHOOL ADVISORY COMMITTEE

Mr. C.A. Webster, Director, A.C.T. Education, Department of  
Education and Science (Chairman)  
Dr. H. Berents, Department of Health  
Miss R. Blanchard, A.C.T. Infants' Mistresses Association  
Dr. E. Clement, Canberra Mothercraft Society  
Mrs. L. Connors, Canberra Pre-School Society  
Miss L. Deane, Pre-School Officer, Department of Education and  
Science  
Dr. B. Dixon, Department of Health  
Mrs. M. Francis, Canberra Pre-School Society  
Mrs. E. Hunter, A.C.T. Pre-School Teachers' Association  
Mrs. A. Murray, A.C.T. Pre-School Teachers' Association  
Mrs. H. Southwell, Canberra Pre-School Society  
Mr. H.D. Kelaher, Territorial Planning and A.C.T. Education  
Services Branch, Department of Education and Science, Canberra  
(Secretary)

AUSTRALIAN FAUNA AUTHORITIES' CONFERENCE

The members of the Conference are officers from the State and Territory fauna authorities and the C.S.I.R.O. Division of Wildlife Research. The authorities concerned normally are represented by their most senior officer directly involved with wildlife. The Chairman of the Conference is provided by the host State or Territory.

Secretary - Vacant

Functions

To provide a secretariat service to meetings of State and Commonwealth Ministers involved with wildlife conservation, the Australian Fauna Authorities' Conference and associated committees.

AUSTRALIAN NATIONAL ADVISORY COMMITTEE FOR UNESCO

Mr. D.M. Morrison, Senior Assistant Secretary, Department of Education and Science (Chairman)	Representing the Department of Education and Science
	<u>Representing the specialist Committee for:</u>
Professor J.J. Auchmuty, Vice-Chancellor, University of Newcastle	Letters
Professor F. Callaway, Department of Music, University of Western Australia	Music
Professor W.F. Connell, Department of Education, University of Sydney	Education
Mr. A.S. Cowan, General Manager, Federation of Australian Commercial Television Stations	Radio and Television
Dr. A. Fabinyi, Pergamon Press (Aust.) Pty. Ltd.	Press
Professor J.L. Still, Department of Biochemistry, University of Sydney	Natural Sciences
Professor O.A. Oeser, Head, Human Relations Unit, Western Mining Corporation	Social Sciences
Professor R. Quentin, Department of Drama, University of New South Wales	Drama and Theatre
Mr. G.F. Richardson, Principal Librarian, Library of New South Wales	Libraries and Related Fields
Professor A.K. Stout	Film
Dr. F.H. Talbot, Director, Australian Museum	Museums

AUSTRALIAN NATIONAL ADVISORY COMMITTEE FOR UNESCO (cont'd)

Mr. E.E. Westbrook, Director, Visual Arts  
National Gallery of Victoria  
A Representative of the Department  
of Foreign Affairs  
An Observer for the United Nations  
Association of Australia

Secretary - J.M. Parr

.. Functions

To advise the Commonwealth Government on Australia's participation in Unesco's international program and to plan Unesco activities in Australia.

AUSTRALIAN RESEARCH GRANTS COMMITTEE

Emeritus Professor W.M. O'Neil, Deputy Vice-Chancellor, University of Sydney (Chairman)  
Professor A.R. Billings, Department of Electrical Engineering, University of Western Australia  
Dr. N.K. Boardman, Division of Plant Industry, C.S.I.R.O.  
Professor G.W.K. Cavill, School of Chemistry, University of New South Wales  
Professor C.M. Donald, Department of Agronomy, University of Adelaide (on sabbatical)  
Professor H.R. Edwards, School of Economic and Financial Studies, Macquarie University (on sabbatical)  
Professor C.W. Emmens, Department of Veterinary Physiology, University of Sydney  
Professor M.F. Glaessner, Department of Geology and Mineralogy, University of Adelaide  
Professor E.S. Hills, Deputy Vice-Chancellor, University of Melbourne  
Professor J.R. Lawler, Department of French, University of Western Australia  
Professor A.K. McIntyre, Department of Physiology, Monash University  
Professor G.H. Russell, Department of English, Australian National University  
Professor R.O. Slatyer, Research School of Biological Sciences, Australian National University  
Professor R.N. Spann, Department of Government and Public Administration, University of Sydney  
Professor R.H. Stokes, Department of Physical and Inorganic Chemistry, University of New England  
Professor R. Street, Department of Physics, Monash University  
Professor C.N. Watson-Munro, Department of Physics, University of Sydney  
Professor R.L. Whitmore, Department of Mining and Metallurgical Engineering, University of Queensland

Consulting Members

Emeritus Professor G.M. Badger, Vice-Chancellor, University of Adelaide  
Professor D. Cochrane, Dean of Economics and Politics, Monash University

Consulting Members (cont'd)

Professor G.R.A. Ellis, Department of Physics, University of Tasmania  
Professor J.A. Passmore, Department of Philosophy, Australian National University  
Professor R.N. Robertson, Pres. A.A., Master, University House, Australian National University  
Professor J.W. Roderick, Dean of Engineering, University of Sydney  
Emeritus Professor V.M. Trikojus, Department of Biochemistry, University of Melbourne  
Professor E.J. Underwood, Department of Agriculture, University of Western Australia  
Professor R.J. Walsh, Department of Human Genetics, University of New South Wales

Secretary - K.E. Creech

Functions

To advise the Minister on the merit of applications for research grants from individuals and research teams and to suggest the allocation of funds to projects.

CANBERRA TECHNICAL COLLEGE ADVISORY COUNCIL

Mr. K.E. Grainger, (Chairman)

Ex Officio Members

Mr. P.L. Edwards, Principal, Canberra Technical College  
Mr. R.A. Foskett, Assistant Secretary, Territorial Planning and A.C.T. Education Services Branch  
Dr. S.S. Richardson, Principal, Canberra College of Advanced Education

Appointed Members of Canberra Organisations

Mr. W.T. Baines, A.C.T. Section, Motor Traders' Association of N.S.W.  
Mr. S.G. East, Secretary, Canberra Chamber of Commerce  
Mr. S. Jordan, Secretary, A.C.T. Branch of the Printing and Kindred Industries Union. Vice-President, A.C.T. Branch of the Trades and Labour Council  
Mr. B. Marcus, President, Canberra Sub-Branch of the Plumbers and Gas Fitters Employees Union. Chairman, Trades Advisory Committee  
Mr. L.V. O'Hara, Master Builders' Association of the A.C.T.  
Mr. R.G. Pysden, Councillor, A.C.T. and Districts Centre, N.S.W. Branch of the Chamber of Manufacturers  
Mr. J. Van Keulen, A.C.T. Employers Federation

Appointed Individual Members

Mr. E. Cavanagh  
Mr. S.R. Cornick  
Mrs. L.P. Crisp  
Mrs. H.R. Peasley

Executive Officer - G.I. Wall

COMMITTEE ON THE EDUCATION OF ABORIGINAL AND DISADVANTAGED CHILDREN  
IN NORTHERN TERRITORY COMMUNITY SCHOOLS

Mr. N.R. Edwards, Director, Advisory Services, Territorial Education Branch, Department of Education and Science, Canberra (Chairman)

Mr. L. Dodd, Director of Primary Education, South Australia (Mr. Dodd was succeeded in November by Mr. A.J. Whitelaw, Assistant Superintendent of Primary Education, South Australia)

Mr. J.D. Gallacher, Assistant Director (Education), Welfare Division, Northern Territory Administration, Department of the Interior

Mr. J.P.M. Long, Assistant Director (Research), Commonwealth Office of Aboriginal Affairs

Mr. J.B. Machin, Executive Officer, Welfare and Social Services Section, Department of the Interior

Mr. J.W. Mather, Director, Development Section, Department of Education and Science, Canberra

Secretary - R.P. Sadler

Functions

To examine and advise on the educational needs of Aboriginal and disadvantaged children in Northern Territory Community Schools.

COMMONWEALTH ADVISORY COMMITTEE ON ADVANCED EDUCATION

Sir Ian Wark, C.M.G., C.B.E., (Chairman)

Mr. J. Anderton, Manager (Development), Broken Hill Pty. Co. Ltd.

Mr. L.A. Braddock, Head, School of Accountancy, South Australian Institute of Technology

Mr. R.A. Brown, Director, Repco Ltd.

Mr. V.G. Burley, Vice-Chairman, Cadbury-Fry-Pascall, Australia Ltd.

Dr. S.W. Cohen, Deputy Vice-Chancellor, Macquarie University  
Professor Gordon Greenwood, Professor of History, University of Queensland

Mr. K.W. Steel, General Manager of Australian Mutual Provident Society, Sydney

Professor D.E. Tribe, Dean, Faculty of Agriculture, University of Melbourne

Mr. T.L. Williams, Technical Director, British Petroleum Company of Australia Ltd.

Secretary - Vacant

Functions

To furnish information and advice to the Minister with a view to promoting the balanced development in Australia of tertiary education outside the university system.

In particular to advise the Minister on matters in connection with grants for capital and recurrent purposes by the Commonwealth:

- (a) to Commonwealth institutions, other than universities, teaching at the advanced education level, and
- (b) to the States in relation to institutions, other than universities, teaching at the advanced education level.

COMMONWEALTH ADVISORY COMMITTEE ON STANDARDS FOR SCIENCE FACILITIES IN  
INDEPENDENT SECONDARY SCHOOLS

Mr. E.D. Gardiner, Senior Science Master, Melbourne Grammar School  
(Chairman)  
Rev. Brother P.F. Denny, St. Patrick's Christian Brothers' College,  
Mackay  
Dr. J.R. de Laeter, Head of Physics Department, Western Australian  
Institute of Technology  
Mr. T.W. Field, Senior Lecturer in Science, Armidale Teachers  
College  
Mr. E.M. McConchie, Assistant Secretary, Department of Education  
and Science, Canberra  
Professor R. Selby Smith, Dean, Faculty of Education, Monash  
University  
Mr. R.T. Smith, Second Master and Senior Science Master, Prince  
Alfred College, Kent Town (Mr. J.E. Smith is acting in Mr. R.T.  
Smith's place for the period 15/5/71 - 31/12/71)  
Professor W. Stephenson, Department of Zoology, University of  
Queensland  
Dr. Alice Whitley, Headmistress, Methodist Ladies' College, Burwood  
Executive Officer - J.C. Cobb (Acting)

Functions

To advise on the standards to be recognised by the Commonwealth in  
assisting in the construction and equipping of science teaching  
laboratories in independent secondary schools.

Upon reference from the Minister, to advise upon requests for  
assistance received from individual secondary schools; and

To serve as an expert body to which schools developing proposals  
for improving their science teaching could look for advice as to  
the best means of meeting their particular needs.

COMMONWEALTH SCHOLARSHIPS BOARD

Mr. D.M. Morrison, Senior Assistant Secretary, Department of Education  
and Science, Canberra (Chairman)  
Emeritus Professor W.H. Frederick, University of Melbourne  
Mr. N.H. Hicks, General Manager (For East) Cutler Hammer International  
Dr. H. Roberts, O.B.E., former Headmaster, Church of England Grammar  
School, Brisbane

Secretary - Mrs. P.A.V. Scott

Functions

To advise the Minister with respect to assistance for students in  
tertiary education and associated matters referred by the Minister  
to the Board.

Administration of schemes of assistance to students at universities  
and similar institutions, viz:

Commonwealth Advanced Education Scholarship Scheme.  
Commonwealth Postgraduate Awards.  
Commonwealth University Scholarship Scheme.  
Disabled Members and War Widows' Training Scheme.  
Korea and Malaya Training Scheme.



COMMONWEALTH SECONDARY SCHOOLS LIBRARIES COMMITTEE

Dr. T.R. McKenzie, former Headmaster, Knox Grammar School, Sydney  
(Chairman)  
Miss D.M. Goodman, Senior Lecturer in Librarianship, Canberra  
College of Advanced Education  
Sir Brian Hone, O.B.E., former Headmaster, Melbourne Church of  
England Grammar School  
Mr. P.W. Hughes, Head of the School of Teacher Education, Canberra  
College of Advanced Education  
Mr. C.A. Housden, former Officer-in-Charge, School Library Services,  
Victorian Education Department  
Mr. E.M. McConchie, Assistant Secretary, Department of Education  
and Science, Canberra  
Mr. L. McGrath, Supervisor, School Library Services, Western  
Australian Education Department  
Rev. Father E.J. Mulvihill, Director of Catholic Education, South  
Australia  
Mrs. M. Trask, Lecturer, School of Librarianship, University of  
New South Wales  
Brother J.E. Vance, Senior Language Master, Marist Brothers'  
College, Rosalie, Brisbane

Executive Officer - D.C. Robinson (Acting)

Functions

To advise the Minister on desirable standards to be recognised in  
assisting with construction and equipping of secondary school  
libraries.

To visit independent schools seeking Commonwealth assistance and  
advise on their library needs.

To assist independent schools in developing plans for buildings  
and in selecting materials and equipment.

DARWIN COMMUNITY COLLEGE PLANNING COMMITTEE

Mr. H.K. Coughlan, Senior Assistant Secretary, Department of Education  
and Science, Canberra (Chairman)  
Mr. M.H. Bone, Deputy Director-General of Education, South Australia  
Mr. J. Gallacher, Assistant Director (Education), Welfare Branch,  
Northern Territory Administration  
Mrs. Nancy Giese, M.B.E., President, Darwin High School Parents and  
Citizens Association  
Mr. E.C. Izod, President, Northern Territory Apprentices Promotion  
Committee  
Mr. J.P.M. Long, Assistant Director (Research), Office of Aboriginal  
Affairs  
Mr. W.J. Paterson, Director of Technical Education, Western  
Australia  
Mr. L.G. Redmond, I.S.O., Director, N.T. Branch, Department of Works  
Mr. R.C. Ward, Member of the N.T. Legislative Council  
Mr. K.C. Waters, Deputy Mayor of Darwin

Secretary - B. Peck

DARWIN COMMUNITY COLLEGE PLANNING COMMITTEE (cont'd)

Functions

To conduct a detailed examination of the present and probable future needs for courses to be offered by the Darwin Community College.

To recommend to the Minister for Education and Science the educational services which should be provided immediately by the Community College.

To recommend the general lines of educational development of the College during its first five years.

To recommend on the siting and initial building requirements of the College.

This planning committee will cease to exist next month and will be replaced by an interim council.

GENERAL COMMITTEE ON THE SCHEME OF COMMONWEALTH CO-OPERATION IN EDUCATION

Mr. D.M. Morrison, Senior Assistant Secretary, Department of Education and Science, Canberra (Chairman)  
Professor J.J. Auchmuty, Vice-Chancellor, University of Newcastle  
Professor G.M. Badger, Vice-Chancellor, University of Adelaide  
Mr. A.W. Jones, Director-General of Education, South Australia  
Mr. A.E. Guymer, Director-General of Education, Queensland  
Secretary - R.S. Allison

Functions

To advise on Australian participation in the scheme of Commonwealth Co-operation in Education, including the Commonwealth Scholarship and Fellowship Plan.

JOINT POLICY COMMITTEE FOR THE ANGLO-AUSTRALIAN TELESCOPE

United Kingdom

Sir Richard Woolley, O.B.E., Astronomer Royal  
Professor F. Hoyle, Professor of Astronomy and Experimental Philosophy, Cambridge University  
Mr. J.F. Hosie, O.B.E., Science Research Council

Australia

Dr. E.G. Bowen, C.B.E., Chief, Division of Radiophysics, C.S.I.R.O.  
Professor O.J. Eggen, Director, Mount Stromlo Observatory  
Mr. K.N. Jones, C.B.E., First Assistant Secretary, Department of Education and Science

Secretary - (to be appointed)

Functions

To arrange for the manufacture, construction, operation and management of the 150-inch optical telescope to be built at the Australian National University's Observatory at Siding Spring Mountain, New South Wales.

NATIONAL COMMITTEE ON SOCIAL SCIENCE TEACHING

Professor W.F. Connell, Professor of Education, University of Sydney (Chairman)  
Mr. E.M. Barker, Deputy Director of Secondary Education, Department of Education, New South Wales  
Mr. R.T. Fitzgerald, Chief Research Officer, Australian Council for Educational Research  
Mr. T. Jacobs, High School Superintendent, Education Department, Tasmania  
Professor Jean Martin, Professor of Sociology, La Trobe University, and Chairman, Victorian Committee of the Social Sciences  
Professor K.J. Hancock, Professor of Economics, Flinders University of South Australia  
Mr. J.W. Mather, Director, Development Section, Department of Education and Science, Canberra  
Mr. P.J. McKeown, Headmaster, Canberra Grammar School  
Mr. D. Mossenson, Director of Secondary Education, Education Department, Western Australia  
... Professor R.S. Parker, Head, Department of Political Science, Research School of Social Sciences, Australian National University, Canberra  
Mr. G.F. Smith, Senior Master, Woodville High School, South Australia  
Mr. D.G. Tulloch, Social Studies Consultant, Education Department, South Australia  
Mr. L. Winkle, Inspector of Schools, Department of Education, Queensland

Secretary - F.R. Grotowski

Functions

To examine goals and suggest desirable content areas for inclusion in the new social science curricula to suit Australian conditions.

To exercise a co-ordinating influence on the exchange of information.  
To suggest ways in which the production and trial of new materials may be assisted.

NORTHERN TERRITORY APPRENTICES BOARD

Mr. J.R. Steinle, Director of Education (Northern Territory Community Schools) (Chairman)  
Mr. H. Byron, Department of Works, Darwin  
Mr. P. Carroll, North Australian Workers Union  
Mr. R. Cincaid, Apprenticeship Inspector, Northern Territory  
Mr. J.R. Coleman, Darwin Chamber of Commerce  
Mr. H. Cook, resident of Tennant Creek  
Mr. P. Gabel, Master Builders Association of the Northern Territory  
Mr. L.J. Kittle, resident of Alice Springs  
Mr. A.C. Kube, Amalgamated Engineering Union

Secretary - C. Prentice

Functions

- To administer the Northern Territory Apprentices Ordinance and Regulations 1948-1962.

QUEEN ELIZABETH II FELLOWSHIPS COMMITTEE

Emeritus Professor C.M. Badger, Vice-Chancellor, University of  
Adelaide (Chairman)  
Professor S.J. Angyal, School of Chemistry, University of New  
South Wales  
Professor D.G. Catcheside, Director, Research School of Biological  
Sciences, Australian National University  
Professor D.R. Curtis, Department of Physiology, The John Curtin  
School of Medical Research, Australian National University  
Dr. D. Metcalf, The Walter and Eliza Hall Institute of Medical  
Research, Royal Melbourne Hospital  
Dr. J.M. Rendel, Chief, Division of Animal Genetics, C.S.I.R.O.  
Professor Sir Ernest Titterton, Director, Research School of  
Physical Sciences, Australian National University  
Dr. A. Walsh, Division of Chemical Physics, C.S.I.R.O.

Secretary - K.E. Creech

Functions

To advise the Minister on the merit of applicants for Queen  
Elizabeth II Fellowships and the administration of the Fellowships  
Scheme.

QUEEN'S FELLOWSHIPS COMMITTEE

Professor R.N. Robertson, Pres. A.A., Master, University House,  
Australian National University (Chairman)  
Professor C. Burdon-Jones, School of Biological Sciences, James  
Cook University of North Queensland, Townsville  
Mr. R. Culver, Department of Civil Engineering, University of  
Adelaide  
Dr. M.F.C. Day, Executive, C.S.I.R.O.  
Professor Dorothy Hill, Department of Geology, University of  
Queensland  
Professor B.R. Morton, Department of Mathematics, Monash University  
Dr. C.H.B. Priestley, Chief, Division of Meteorological Physics,  
C.S.I.R.O.  
Professor J.M. Swan, Department of Chemistry, Monash University  
Professor R.J. Walsh, Department of Human Genetics, University  
of New South Wales

Secretary - K.E. Creech

Functions

To advise the Minister on the merit of applicants for Queen's  
Fellowships and the administration of the Fellowships Scheme.

7 March, 1972

Department of Education and Science

MEMBERSHIP OF AUSTRALIAN COUNCIL ON AWARDS IN ADVANCED EDUCATION

<u>New South Wales</u>	<u>Mr J.J. Pratt</u> , Chairman, New South Wales Advanced Education Board <u>Mr H.J. Brown</u> , Technical Director, Philips Industries and Chairman of the Engineering Course Assessment Committee established by the Advanced Education Board
<u>Victoria</u>	<u>Dr P.G. Law</u> , Vice-President, Victoria Institute of Colleges. <u>Mr P.P. Jackson</u> , Principal, Royal Melbourne Institute of Technology
<u>Queensland</u>	<u>Mr W. Wood</u> , Chairman, Queensland Board of Advanced Education. <u>Mr J.E.G. Martin</u> , Chairman and Chief Executive of the Southern Electric Authority of Queensland.
<u>South Australia</u>	<u>Mr L. Braddock</u> , Chairman, South Australian Board of Advanced Education. <u>Dr D.C. Paul</u> , Vice Principal, Salisbury Teachers College.
<u>Western Australia</u>	<u>Dr. H.S. Williams</u> , Principal, Western Australian Institute of Technology. <u>Professor T.A. Priest</u> , Professor of Education, University of Western Australia.
<u>Tasmania</u>	<u>Professor G.H. Newstead</u> , Associate Commissioner of the Hydro Electric Commission. <u>Mr R. Selby Smith</u> , Principal of the Tasmanian College of Advanced Education.
<u>A.C.T.</u>	<u>Professor H. Burton</u> , Chairman, A.C.T. Committee on Awards in Advanced Education. <u>Mr J. McCusker</u> , Assistant Secretary, Department of Education and Science

10 March, 1972.

Department of Education and Science

DEPARTMENTAL PUBLICATIONS 1971-1972

This bulletin consists of two lists of publications produced for general distribution by the Department of Education and Science. The first of these lists the publications available as at April 1971. The second gives details of the publications planned for production in 1971-72. As well as these, a number of current publications will be revised during this period.

CURRENT PUBLICATIONS

Admission Requirements of Australian Universities

63p.p. Booklet. April 1971\*

A summary of the admission requirements of all Australian universities.

Assistance for Australian Artists to Study Overseas

31 p.p. Bulletin. September 1968

A list of grants, prizes, scholarships and other schemes of assistance available to Australian artists wishing to study overseas.

Australian Education Directory

p.p. Bulletin. April 1971

A directory of educational institutions and organisations in Australia and the Territory of Papua and New Guinea.

Australian Scholarships for Overseas Students for Study in Australia

13 p.p. Bulletin. March 1970

A list of scholarships available to overseas students for study in Australia, prepared mainly for overseas distribution.

Commonwealth Expenditure on Education in the States

13 p.p. Bulletin. March 1970

Gives details of Commonwealth expenditure in the States specifically for education, allocated as far as possible by State, together with details of Commonwealth Scholarship schemes (numbers of awards, numbers in training etc.) on a State basis.

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\* Some of the publications listed in this bulletin as due to appear in April 1971 may be delayed until May 1971.

Directory of Courses

68p.p. Booklet. April 1971

An alphabetical list of courses chiefly at tertiary level available in Australia, with brief information about length, entry requirements and the qualifications awarded.

Education and the Gross National Product

4p.p. Pamphlet. April 1969

Copies of this pamphlet, originally produced as a supplement to 'Education News', are still available to those interested in the question of international comparisons of educational expenditure.

Education in Australia

49p.p. Booklet. November 1970

This booklet provides a brief but comprehensive survey of all aspects of education in Australia. It covers pre-school, primary, secondary, tertiary and adult education and other aspects such as educational research, handicapped children, scholarships schemes, migrant education and educational finance are also mentioned. The publication includes a number of photographs and statistical tables.

Education of Handicapped Children. The

14p.p. Bulletin. October 1968

A brief summary of facilities made available by the Commonwealth and State Governments and independent organisations for the education and training of mentally and physically handicapped children in Australia.

(It is proposed to produce an updated and more comprehensive version in booklet form later in 1971.)

Employment of Teachers from Abroad

17 p.p. Bulletin. August 1970

Information for non-Australians who wish to teach in Australian schools.

Facilities for Higher Education in Australia

21p.p. Bulletin. February 1971

A brief statement on the various types of tertiary education in Australia and notes on the practical aspects of studying in Australia for overseas students.

Fees at Non-Government Schools

49p.p. Booklet. October 1970

A guide to the fees charged in non-government schools in Australia.

Government Aid for Primary and Secondary Schooling

90p.p. approximately. Booklet. April 1971 ( possibly later)

An outline of the various forms of assistance provided by State and Commonwealth educational authorities to government and non-government primary and secondary schools, and students attending these, including books, equipment, subsidies, grants, scholarships and allowances.

Grades in Australian Schools

Leaflet April 1971

A table setting out primary and secondary grades and examinations in each of the Australian States, produced as a supplement to 'Education News'. Some additional copies are available.

Matriculation in Australia

4p.p. Bulletin March 1971

A summary in tabular form of the matriculation requirements of Australian universities.

Postgraduate Study at Australian Universities

130p.p. Booklet. September 1970

A guide to the fields of postgraduate study for which the Australian universities have special facilities.

Provision of Books and Materials by Commonwealth and State Education Authorities. The

50p.p. Bulletin December 1968

A summary of the books and materials made available by Commonwealth and State educational authorities to government and non-government primary and secondary schools.

(This bulletin is being replaced by the booklet 'Government Aid for Primary and Secondary Schooling'.)

Reports

Department of Education and Science Report for 1967-68

99p.p. Booklet. August 1969

This was the first report of the Department since its creation in 1966, and provides detailed information on the nature and purpose of the various schemes and programs in operation at that stage as well as reporting on the activities undertaken during the two-year period. It contains a large number of statistical tables.



Department of Education and Science Report for 1969

100 p.p. Booklet. August 1970

The report of the activities of the Department during the 1969 academic year includes photographs.

Department of Education and Science Report for 1970

100 p.p. approx. Booklet. April 1971

It is hoped that the report for the 1970 academic year will be available by the end of April or early in May.

Secondary Schooling in Australia

29 p.p. Booklet. February 1971

A brief description of the types of secondary schools and courses in each State, including details of the conditions for the award of certificates at various levels of secondary education, the subjects offered at the different examinations, and an outline of matriculation requirements. A section on non-government schools is included.

Some Commonwealth Activities in Education

43 p.p. Bulletin. August 1970

An outline of some of the more recent activities and responsibilities undertaken by the Department, together with statistics. (This bulletin was produced for the information of members of the Australian Parliament in their consideration of the Estimates for 1970-71. Additional copies are available, mainly for Departmental distribution. A new edition will be produced in August 1971.)

Structure and Functions of the Department of Education and Science, The

8 p.p. Pamphlet. January 1971

This lists the senior officers in the various Divisions and Branches of the Department and outlines the functions of each Branch. It also lists advisory committees and contains a diagram showing the organisational structure of the Department.

Teacher Education in Australia

108 p.p. Booklet. February 1971

An outline of teacher education courses given at State teachers colleges, non-government teachers colleges including Kindergarten teachers colleges, universities and colleges of advanced education.

Term Dates 1971

18 p.p. Bulletin December 1970

Details of the term and examination dates at the primary, secondary and tertiary level.

University and Residential College Fees,

48 p.p. Booklet April 1970

A summary of the fees payable for all bachelor's degree courses and for diploma courses at Australian universities in 1970. The 1971 edition is currently being prepared.

PERIODICALS

Education News

This two-monthly journal presents articles on Commonwealth and State activities in education and on trends in Australia and overseas. The notes and news section publishes the latest information about notable events and appointments in education, and each issue contains a useful summary of recent statistics.

PROPOSED NEW PUBLICATIONS 1971-72

Adult Education in Australia

This booklet will provide information on cultural and educational activities of a non-vocational type for adults, as provided by recognised adult education authorities in each State.

Directory of Courses Part II

This booklet will list in alphabetical order sub-tertiary courses available in Australia, with brief information about length, entry requirements and the qualifications awarded.

Education by Correspondence

Part I of this booklet will deal with services provided by government agencies in primary, secondary and technical education. Part II will be concerned with external tuition at Australian universities.

Education of Handicapped Children in Australia

This booklet will be a comprehensive survey of the facilities, types of courses and specialised instruction available in Australia for the education of handicapped children, and will replace the present bulletin of this title.

Educational Research in Australia

This booklet will be a review of research projects in universities, education departments etc. to indicate to research workers the nature of the major projects being undertaken.

Scholarships and Cadetships in Australia for Australian Students

This bulletin will list the major scholarships and cadetships available to Australian students for study in Australia at the tertiary level.

Department of Education and Science

DISTRIBUTION OF DEPARTMENTAL PUBLICATIONS (excluding AD HOC Specialist Reports)

Title	Departments and Institutions					Total No. of Copies
	Education Depts. Govt. Depts. Educational associations & organisations	State and Municipal Libraries	Universities CAES. Teach. Colls. Tech. Colleges	Schools Australian posts	Embassies in Australia & o'ceania posts	Individuals (teachers, lec- turers, students educational administrators) (a)
<b>Periodicals</b>						
Hemisphere (monthly)	970	260	360	2,000	260	17,400 (b)
Education News (bi-monthly)	100	100	200	800	260	6,800
Unesco News (quarterly)						2,100
Other Standard Publications (these are revised and reprinted every 1-2 years)						
D.E.S. Annual Report	280	260	360		260	2,500
Education in Australia	280	260	360		2,260	6,000
Secondary Schooling in Australia	280	260	360		260	3,000
Postgraduate Study at Australian Universities	280	260	360		260	3,000
Education of Handicapped Children	280	260	360		260	2,500
Directory of Courses	1,280	260	360	2,000	1,500	7,500
Admission Requirements at Australian Universities	280	260	360		260	5,000
Teacher Education in Australia	280	260	360		260	3,000

Title	Departments and Institutions					Total No. of Copies
	Education Depts. Govt. Depts. Educational associations & organisations	State and Municipal Libraries	Universities CAEs. Tech. Colls. Colleges	Schools	Embassies in Australia & Australian overseas posts	
Government Aid to Primary and Secondary Schools	280	260	360		260	2,000
Scholarships and Cadetships for Australian Students in Australia	280	260	360		260	3,000
C.C.E. Handbook for the Holder of an Australian Award	258				240	645 (c)
A.C.T. Education Directory	100		50	100		800
Canberra Technical College Handbook	100	100	100	100		7,000
A.R.C.C. Grants Approved			600			750 (d)
A.R.C.C. Triennial Report						5,000
English A New Language	2,023	5	48	16	10	3,000
Standards for Secondary School Libraries	500					4,000
The Design of Science Rooms				1,000		1,000
Book List for Secondary School Libraries				1,000		1,000
Cataloguing Manual for Secondary Schools				1,000		1,000
Initial Organisation of the School Library				1,000		1,000
Selection of Media Equipment				1,000		1,000
Bulletins (approx. 10 per year) (e)				1,000		220
These are produced internally and the number of copies produced is usually approx. 2,500 distributed as shown. Additional copies of particular bulletins are run off for the use of the Department of Foreign Affairs and Immigration.	280	260	360		260	2,500

Individuals

(teachers, lecturers, students educational administrators)

(a)

840

1,840

550

6,600

150

898

2,500

4,000

1,000

1,000

1,000

1,000

1,000

1,000

1,340

- (a) Members of Parliament receive publications on request.
- (b) Break-up not available. Hemisphere is distributed to all categories listed and also to all Colombo Plan students; it is distributed free-of-charge and on subscription. There are 1,500 subscribers in Australia.
- (c) 147 copies distributed to overseas nominating authorities.
- (d) Distributed to libraries, universities, A.R.C.C. assessors and all A.R.C.C. applicants.
- (e) Titles include: "Australian Education Directory", "Australian Scholarships for Overseas Students for Study in Australia", "Commonwealth Expenditure on Education in the States", "Employment of Teachers from Abroad", "Facilities for Higher Education", "Matriculation in Australia", "Term Dates", "Educational Conferences", "Fees at Non-Government Schools", "University and Residential College Fees" and "Some Commonwealth Activities in Education", which is produced annually for distribution to Members of the Australian Parliament as background information in their consideration of the Estimates.

In addition to the standard publications listed above, the Department from time to time produces a number of ad hoc publications.

These include reports of Advisory Committees, reports of Unesco seminars and publications resulting from research carried out within the Department. An example of the latter is the 1961 Study, an analysis of the progress of new bachelor degree entrants to Australian universities in 1961, which will be published in August 1971.

The distribution lists of ad hoc publications vary with the subject and purpose of the individual publication and are usually more specialised than those for standard publications. For example the Report of the Australian Unesco Seminar on Music in Tertiary Education was distributed to seminar participants, the music and education committees of Unesco, United Nations bodies concerned with music, university faculties of music and education, conservatoria of music, arts councils, major libraries and to interested individuals.

June 1971

COMMONWEALTH TEACHING SERVICE BILL 1972

SECOND READING SPEECH

BY THE HON. MALCOLM FRASER, M.P.,  
MINISTER FOR EDUCATION AND SCIENCE

(From the 'Parliamentary Debates', 23 February 1972)

MR MALCOLM FRASER - 'I move:

That the Bill be now read a second time.

I am pleased to introduce to the House a Bill to establish a Commonwealth Teaching Service. I feel sure honourable members will agree with me that this is an important piece of legislation. The establishment of the Commonwealth Teaching Service has become necessary because of the growth of education in the Commonwealth mainland Territories and hence the need for the Commonwealth Government to take a direct responsibility for the staffing of schools. At present, despite its wide involvement in education, the Commonwealth employs relatively few teachers. The largest groups of teachers in mainland Australia of direct concern to the Commonwealth are those employed in community schools in the Northern Territory and in government schools in the Australian Capital Territory. These teachers have traditionally been employees of South Australia and New South Wales and the costs in both cases are reimbursed by the Commonwealth. This arrangement has worked very well and the Commonwealth and its schools have gained from the association with the large and well qualified teaching services of those States.

Honourable members will recall that the Government's decision to establish a Commonwealth Teaching Service, which was announced in late 1970, was the result of the decision of the South Australian Government to withdraw its teachers over a period of 5 years from the Northern Territory. A first purpose of this Bill therefore will be to make immediate provision for Commonwealth staffing of the 2 school systems for the Northern Territory, that is, the community schools conducted by my Department, which have been staffed until recently by South Australia, and the special Aboriginal schools staffed by teachers employed by the Department of the Interior under the Commonwealth Public Service Act. At the same time the Government has looked ahead to the time when it must take direct responsibility for the staffing of government schools in the Australian Capital Territory. Indeed, at the suggestion of the New South Wales Minister for Education, discussions have already commenced between our 2 Departments on the implications of the existence of a Commonwealth Teaching Service on the staffing of Australian Capital Territory schools. The Bill makes provision for this contingency.

In summary, the Commonwealth Teaching Service is intended to include eventually all teachers employed in Commonwealth-operated schools in mainland Australia. The Bill is framed in such a way that the Commonwealth Teaching Service may include also teachers in other schools where, for one reason or another, this is appropriate. Thus the Bill will make it possible for a number of the highly qualified and experienced Australian teachers in Papua New Guinea to join the Commonwealth Teaching Service. In a few moments I will set out in greater detail how this Bill will

apply in relation to Papua New Guinea. To take another example, my Department employs under the Public Service Act pre-school teachers in both the Australian Capital Territory and the Northern Territory. We expect that many of these teachers will wish to avail themselves of the more flexible provisions and wider professional opportunities that we hope will flow from the creation of the Commonwealth Teaching Service. From time to time, in response to requests for assistance from developing countries, the Commonwealth sends teachers to those countries to carry out special tasks. In many cases the teacher concerned is a member of a State service who is seconded to the Commonwealth for a specific project and who returns to the State service. Cases will arise, however, in which there would be advantages if a teacher sent overseas by the Commonwealth could join the Commonwealth Teaching Service. The Bill makes provision for this.

Before turning to the details of the Bill I would like to comment on some of the general factors which have determined its form. Honourable members will notice that it is, to a large extent, an enabling Bill. The Bill establishes a Commonwealth Teaching Service under a Commonwealth Teaching Service Commissioner. It provides powers under which the Commissioner will have considerable flexibility to develop the Teaching Service so as to meet in the most effective way possible the needs of the Commonwealth and of the school systems that will draw on the Commonwealth Teaching Service for staff. It is concerned only to set out the principles and guidelines within which the staffing of these school systems can be developed. There has been no attempt to spell out in the Bill at this stage the precise details of how the Teaching Service will operate. Rather the Bill sets out the framework within which the Service may operate. Decisions as to how it operates will be framed in appropriate regulations under sections of the Bill and will be available for consideration by the Parliament. As the requirements of the school systems change and develop, so appropriate regulations will be drafted.

Unlike other government teaching services in Australia the Commonwealth Teaching Service will extend over more than one school system or education authority. There are 2 reasons for this. Firstly, at least in the foreseeable future, the school systems in the Northern Territory and even in the Australian Capital Territory will be relatively small. A teaching service confined to any one mainland Territory could be too small to be healthy. It could offer only limited opportunities for promotion or movement of teachers and hence would run a serious risk of becoming inbred. Secondly, we believe it is a good thing to facilitate movement of teachers between one school system and another. Such movement helps to stimulate fresh educational thinking. It is the Government's belief that educational decisions should be made as far as possible in the school system serving a particular community and that the school system should reflect any special elements of the community it serves.

This means that as the Commonwealth school systems in the Territories develop so differences could well arise between them. The Government would have no objection to this and could welcome it. I, personally, would be surprised if, over the years, significant and worthwhile differences did not develop between the system of community schools

ultimately adopted in the Northern Territory and the school system adopted in the Australian Capital Territory. The aim of the present legislation is to create a teaching service sufficiently flexible to enable it to staff soundly more than one school system without imposing on these systems an undue degree of uniformity.

The Bill establishes a teaching service outside the Public Service. After careful consideration the Government decided that the employment of teachers would be handled most effectively within their own service rather than within the Commonwealth Public Service. In coming to this view it had regard to the particular conditions under which teachers work. It sought flexibility with regard to the recruitment of staff and their movement from one school system to another. It seemed to us that mobility in the field of education rather than between Commonwealth career fields was a key consideration. Therefore the Commonwealth Teaching Service will be a statutory authority under a Commissioner directly responsible to the Minister and outside the Public Service. As a statutory authority, the Teaching Service will not be part of my Department. My Department is at present responsible for the operation of community schools in the Northern Territory and, as such, is an authority under clause 16 (2) of the Bill. It is our belief that there are advantages in the Teaching Service being separate from any authority responsible for the actual conduct of schools. It will be the task of the Commissioner to meet, as best as he is able, the needs of all authorities conducting Commonwealth schools.

I turn now to the Bill. Honourable members will note that only clauses 1 and 2 of the Bill will come into operation on the day on which the Act receives royal assent. The other clauses will be proclaimed as the necessary regulations are drafted and approved. It is hoped that the steps preliminary to proclaiming part II of the Bill can be taken quickly after the Bill has been passed so that a Commissioner of the Commonwealth Teaching Service can be appointed as soon as possible. Other parts of the Bill will come into operation as the Commissioner takes the necessary action. The definition of 'Commonwealth school' in clause 4 of part I of the Bill has been designed to provide the flexibility I referred to earlier. It enables membership of the Commonwealth Teaching Service not only by teachers in Commonwealth schools in the mainland Territories but also by certain teachers employed in Papua New Guinea.

The application of the Bill to such teachers in Papua New Guinea is provided for in clause 16. I should like to describe how the Government sees the Commonwealth Teaching Service operating in respect of Papua New Guinea. We believe that the Commonwealth Teaching Service can make a valuable contribution to education in Papua and New Guinea, both in the immediate future and beyond the time when Papua New Guinea is self governing and independent. It is clear that Papua New Guinea will want to draw on Australia for some time in order to maintain the pace of educational development and meet the needs for highly experienced and specialised staff.



In order to assist Papua New Guinea, the Commonwealth Teaching Service will include a complement of teachers who will be made available on secondment to the Papua New Guinea Teaching Service. The arrangement will allow their career status in the Commonwealth Teaching Service to be preserved while they are in Papua New Guinea. The Commonwealth Teaching Service will thus operate as a base to which the teachers can return for service elsewhere when they have completed their service in Papua New Guinea. We believe that the security of a base service will prove an attraction to teachers.

The arrangement is intended to help Papua New Guinea obtain key teaching personnel and to encourage such teachers to remain as long as they are needed. Membership of the Commonwealth Teaching Service will also be made available to certain of the teachers now serving in Papua New Guinea to encourage them to remain, so that their accumulated expertise is not lost to the country. The Commissioner will consult with my colleague the Minister for External Territories (Mr Peacock) in the first instance as to the terms, including those of service and conditions, under which members of the Commonwealth Teaching Service will work in Papua New Guinea. The Commonwealth Teaching Service will also provide teachers for the smaller external territories as existing commitments to teachers or arrangements with State Education Departments are concluded.

Part II of the Bill deals with the Commonwealth Teaching Service Commissioner. The Commissioner will be appointed by the Governor-General and will be responsible directly to the Minister for Education and Science. His appointment will be for up to 7 years and he will be eligible for re-appointment. Clauses 7 to 14 inclusive set out the conditions governing the Commissioner's appointment and are similar to those governing other Commonwealth statutory appointments. Clause 15 sets out the conditions, also similar to those in other Commonwealth instrumentalities, under which a person may be appointed to act in place of the Commissioner. Clause 16 of the Bill sets out the functions, duties and powers of the Commissioner. His task will be to make persons available for teaching duties in Commonwealth schools in such numbers, and having such qualifications, as will, in the opinion of the authority running those schools, ensure their efficient operation.

The numbers and types of teachers required in a particular school system will be determined by the Department or authority responsible for that school system. In making its determinations the authority will be subject, of course, to the normal procedures relating to the availability of funds and buildings under which it operates. It will be the task of the Commonwealth Teaching Service Commissioner to provide the teachers.

This division of function will require close consultation and joint planning between the Commissioner and the various education authorities and such consultation is provided for under clause 16 (5). Clause 16 (7) enables the education authority to transfer teachers within its school system under its normal procedures but the promotion of any teacher in the Commonwealth Teaching Service will be subject to the conditions set out in Division 3 of Part III of this Bill.

Clause 16 (2) sets out the Commissioner's responsibility with respect to schools in the Northern Territory; Clause 16 (3) enables the Commissioner to make teachers available to education authorities outside the Northern Territory both in other Commonwealth Territories and outside Australia. The extent to which the Commissioner would make teachers available in these places would depend on Commonwealth Government policy and its responsibilities for the provision of teachers in these places. The next sub-clause 16 (4) empowers the Commissioner to enter into reciprocal arrangements with the States. This sub-clause parallels a provision in the Commonwealth Public Service Act. We could see the possibility of a situation arising in which the special circumstances of an individual teacher should be met or special skills should be exchanged between a Commonwealth school system and a State school system. In such cases, it could be desirable for a Commonwealth employed teacher to spend some time in a State without losing the advantages of his membership of the Commonwealth Teaching Service. This clause is designed to achieve this. Clause 17 gives the Commissioner powers of delegation. We expect the Commissioner to delegate certain of his powers not only to members of his own staff but also to officers in the authorities running Commonwealth school systems with a consequential increase in flexibility and efficiency of administration.

Part III of the Bill is concerned with the establishment and operation of the Service itself. The general approach of this section is to take advantage of the experience over many years of the Commonwealth Public Service Board and other Commonwealth instrumentalities without imposing restrictions which are inappropriate for teachers. To this end several clauses set out the general framework only and provide for the Commissioner to make detailed arrangements by determination. The Government would expect that, in many instances, the Commissioner would consult with representatives of both teachers and education authorities before framing such determinations.

It will be noted that those clauses relating to terms and conditions of employment, in particular clauses 20 (4), 23 (4), 25 (2) and 26 (1), require that the Commissioner's determinations be subject to the approval of the Public Service Board. The role of the Public Service Board in respect of the Commonwealth Teaching Service will be confined to this matter of terms and conditions of employment. As such it parallels the responsibility of the Board in respect of other Commonwealth agencies; that is to protect the Commonwealth's interests by ensuring co-ordination of terms and conditions of service, including salaries, in all Commonwealth agencies.

Clauses 25 and 26 set out the powers of the Commissioner with respect to the creation, abolition and classification of positions in the Service. These powers will not have to be exercised in such a way as to impose uniformity of organisation on the school systems concerned. At the same time, the Commissioner's determinations must influence how education authorities organise their schools. The Government hopes the Commissioner will be able to make determinations on matters like promotion positions soon after he is appointed. It hopes also that

these determinations will reflect current and emerging ideas on school and staff organisation. To this end it made an agreement recently with the Australian Council for Educational Research under which Dr Radford, Director of the Council, and Professor Neal, Vice-President of the University of Alberta, will conduct an investigation into practices in school and staff organisation in Australia and in certain overseas countries. Their report, which we hope will be available by the end of July, will be of great help to the Commissioner of the Teaching Service.

The Government has decided to follow the practice in the Commonwealth Public Service and in other Commonwealth agencies by establishing efficiency as the first criterion in the selection of officers for promotion. Only in the event of equality of efficiency will seniority be taken into account. We recognise that efficiency is frequently more difficult to determine than seniority and to clarify the issue the Bill sets out, in clause 28 (2) and (3) the factors to be taken into account in determining efficiency. To further protect the interests of individual teachers provision is made in clauses 29 and 30 for the establishment of Promotion Appeals Boards. These will comprise a person elected by teachers and a person nominated by the Commissioner together with an independent chairman appointed by the Minister.

Clauses 31 and 32 relate to tenure of office and are generally similar to parallel provisions of the Public Service Act. A more specific provision than in the Public Service Act is included, however, to protect the interests of teachers who may lack a position at their classification. This may arise because of a marked change in the size of their school. It could also arise when a member of the Service returns from Papua New Guinea or overseas. Clause 32 (3) provides that such a teacher who lacks a position at his substantive classification shall have first option on a position becoming vacant at that classification. The special provisions relating to female officers who become pregnant in Division 5 of Part III of the Bill are similar to those applying elsewhere in Commonwealth employment. The provisions of Division 6 of Part III relating to dismissals and punishments are similar to those applying in the Commonwealth Public Service. A disciplinary appeal board will be established to protect the interest of a teacher who is punished in the ways set out in clause 36 (1). This disciplinary appeal board will comprise an officer elected by the teachers of the Service, an officer appointed by the Commissioner and an independent chairman appointed by the Minister.

The Government gave considerable thought to the mechanism by which claims for salaries and conditions of employment should be arbitrated when they cannot be resolved by consultation between the Commissioner and the teachers' organisation. The Australian Teachers' Federation was consulted on this issue. We have decided that the Commonwealth Teaching Service will come under the jurisdiction of the Commonwealth Conciliation and Arbitration Commission. Division 7 of Part III sets out the powers and functions of the Commission in respect of the Service. Members of the Commonwealth Teaching Service will have the protections and rights

available under the Compensation (Commonwealth Employees) Acts, the Commonwealth Employees' Furlough Act and the Superannuation Act. It is not intended that the Commonwealth Teaching Service will become responsible for an institution training teachers. The Commonwealth Government's preference has been that as far as possible teacher training institutions should be conducted by authorities different to those authorities who will subsequently employ the teachers so trained.

We recognise the circumstances which have led State Education Departments to establish teachers' colleges; at the time this was the most effective way in which facilities to train teachers in the numbers required could be provided. In recent years however, there has been a dramatic growth in the range of institutions preparing teachers. In this growth the Commonwealth has, I believe, played a valuable role. The universities have trained a great number of teachers. Honourable members will be aware of the development of teacher education institutions as a result of the States Grants (Teachers' Colleges) Act of 1967 and 1970. They will also be aware of the establishment of schools of teachers education in colleges of advanced education, including the Canberra College of Advanced Education. These developments in our view make it unnecessary and, indeed, undesirable for the Commonwealth Teaching Service to have its own teacher training institutions.

The Commissioner of the Commonwealth Teaching Service will have power under Part IV of the Bill to offer scholarships to persons wishing to train as teachers for subsequent service in Commonwealth schools. The precise conditions of these scholarships will be determined by the Commissioner under regulation. We would expect that, at least initially, he would take over the scheme of unbonded scholarships for teacher education introduced by the Commonwealth from the beginning of this year.

Part V of the Bill includes a provision that any Commonwealth public servant who is appointed as Commissioner or who joins the Teaching Service will retain his existing and accruing rights. It provides for the Commissioner to furnish an annual report, the first such report to relate to the period ending 31st December 1972. The Minister will lodge such a report before the Parliament within 15 sitting days of the receipt of the report. Clause 54 provides for the Governor-General to make regulations under this Act. As I said earlier, it will be necessary to make significant use of such regulations to establish and operate the Service. We believe it desirable that the Commissioner make use of advisory committees in the operation of the Commonwealth Teaching Service. To this end clause 54 (a) specifically provides for the appointment of such advisory committees.

This Bill is of great importance from the point of view of the administration of those school systems for which the Commonwealth is directly responsible. It will be of great importance also to the growing number of teachers in the schools of these systems. It has been Government policy since the need to establish the Commonwealth Teaching Service first became apparent that the legislation governing the Service should make possible an attractive career for its members and at the same time give the fullest possible protection to the interests of individual teachers.

In considering the establishment of a Commonwealth Teaching Service, we have taken into account the views of interested teachers organisations. My Department has met with the Australian Teachers Federation and at those meetings there have been representatives of the New South Wales Teachers Federation, the South Australian Institute of Teachers, and the Darwin Teachers Association. We have regarded the Australian Teachers Federation as playing a co-ordinating role in relation to the views of these organisations, and have had the benefit of their advice on a number of matters. I should like to express my appreciation of the Federation's help. I am pleased that we have been able to agree with the Federation that the appropriate arbitral tribunal for members of the Commonwealth Teaching Service would be the Conciliation and Arbitration Commission. We have also been able to accept suggestions of the Federation on certain clauses relating to discipline. The Australian Teachers Federation has made a number of other suggestions relating to the legislation to which it has not been possible to agree in full. I think it would be appropriate at this point to deal with those.

The administration of the Teaching Service is to be vested in a Commonwealth Teaching Service Commissioner. The Australian Teachers Federation believes that the Service should be administered by a commission of 3 members, one of whom would be elected by the teachers. We have given careful consideration to this proposal but at least for the present, we cannot agree to it. The Commonwealth Teaching Service initially will not be a large service and, in our view, does not warrant the appointment or more than one commissioner. Nor do we see any strong grounds for providing in this legislation for specific representation of particular interests in the administration of the service. This is because the function of the Commissioner is limited to providing qualified teachers for service in particular areas under appropriate terms and conditions. The demand for these teachers will emanate from education authorities, who will specify the kinds and levels of teachers required for their schools. In effect, therefore, the education authorities will determine, in the wider sense, the composition of the Teaching Service. It seems to us that the Federation's proposal is inappropriate to the Commonwealth situation in which the Teaching Service will be separate from the education authority administering any one school system.

The Australian Teachers Federation has also suggested that the Commonwealth Teaching Service Commissioner should be assisted by a recognised advisory council representing all sections of the community. I believe that there well could be some matters on which it would be desirable to establish advisory committees and, as I mentioned earlier, the Bill makes provision for this. However, I do not think that an advisory council of the type suggested by the Federation would be appropriate for the administration of this Teaching Service. It would be more appropriate for an education authority running a particular school system. Indeed I would hope that Commonwealth education authorities will make increasing use of such advisory councils.

In the Bill there is provision for the Commissioner to appoint persons to the Service following open advertisement. The Australian Teachers Federation believes that open advertisements, that is, advertisements inside and outside the Service, should be resorted to only when no member

of the Service is suitably qualified or experienced for the position. I think it reasonable to say that the Commissioner will be as concerned as I am that persons recruited to the Commonwealth Teaching Service should be encouraged to regard it as a career service. This notion, of course, would be invalidated if all promotion positions were advertised inside and outside the Service without regard to the claims of officers already in the Service. I expect that the practice of the Commissioner, like that of the Public Service Board, will be to agree to open advertisement only when he is satisfied that there are not good chances of finding a person with the required qualifications within the Service. Where a position is advertised inside and outside the Teaching Service it will be competent, of course, for officers to apply, and their claims will be given the fullest consideration. The Federation believes also that the Commissioner should be restricted specifically to employing qualified teachers. It is not possible in this Bill to specify whom the Commissioner should regard as qualified for employment. Here again it will be in the interest of all concerned that only those persons who meet predetermined standards should be appointed as members of the Service. It will be a major task of the Commissioner to determine such standards.

Another suggestion by the Australian Teachers Federation was that the Bill make specific provision for the establishment of a promotions committee. In the Federation's view such a committee would have teacher representation on it. While the Government would have no objection to such a committee playing a role in the nomination of an officer for promotion it would regard the establishment of such a committee as occurring more appropriately in the education authority which, in the large majority of cases, would be responsible for nominating an officer for promotion. As this is a matter for the education authority it is outside the scope of this Bill. However, the Bill safeguards the rights of members of the Service when promotions are made. Promotions are provisional, are subject to appeal, and appeals are heard by a board on which there is teacher representation. The Federation would also wish that, in making promotions, greater weight be given to seniority. The Bill reflects our view that priority should be given to relative efficiency and that it is only in the event of an equality of efficiency that seniority should be taken into consideration.

I feel sure honourable members will agree that this Bill is an important milestone in the development of the Commonwealth's responsibilities in education. The intention is to establish a permanent career service which will be flexible and attractive to teachers and which will ensure the necessary stability of the teaching force. In essential terms the Commonwealth Teaching Service will be a mechanism to provide continuity of service and security for teachers working in schools for which the Commonwealth has responsibility and to facilitate movement between Commonwealth operated school systems. It seeks to do this without inhibiting the development in Commonwealth Territories of school systems which will best meet the specific needs of those Territories.

The drafting of this Bill has taken some time and considerable effort. There are already some hundreds of Commonwealth-employed teachers in the Northern Territory and a significant number of Commonwealth employed pre-school teachers in both the Northern Territory and the

Australian Capital Territory. I know that many of these teachers have been waiting, with considerable interest, for the establishment of a Commonwealth Teaching Service within which they can make their career. To such teachers I extend my appreciation of their patience, and the enthusiasm with which they have carried out their duties while the Bill was being drafted. I trust that the Bill will provide the framework for a service in which they and other teachers will follow a satisfying career. I would also like to express appreciation of the work my Department has done in long and detailed negotiations in establishing a teaching service. I commend the Bill to the House.'

DEPARTMENTAL RESPONSIBILITY FOR ABORIGINAL EDUCATION  
IN THE NORTHERN TERRITORY AND IN AUSTRALIA GENERALLY

The following was provided to the Committee by the Department of Education and Science as a supplementary submission - Exhibit 143/10;

Three Ministers and their Departments are concerned with responsibilities for the education of Aborigines in the Northern Territory;

- (a) The Minister and the Department of Education and Science have the responsibility for community education - and consequently for the education of those Aborigines who attend community schools and pre-schools and other educational establishments. Community education is the general system of public education which is available to children in the Northern Territory whose background enables them to benefit from a normal curriculum. In fulfilling these responsibilities the Department maintains contact and co-operation with the Department of the Interior, with special attention to matters bearing on the responsibilities of the Administrator.
- (b) The Minister and the Department of the Interior are responsible for the education of Aborigines in special schools and pre-schools operated primarily for them on government settlements and pastoral properties. Many of these schools are conducted by Church Missions. The Department consults with the Department of Education and Science on some aspects of the education policies and practices of the Northern Territory Administration.
- (c) The Minister and Department of the Environment, Aborigines and the Arts (including the Council for Aboriginal Affairs) have the overall responsibility for policy in relation to Aborigines on an Australia-wide basis, including Aborigines in the Northern Territory. Such policies in respect of the education of Aborigines in the Northern Territory are developed in close consultation with the Departments responsible for administering schools in the Northern Territory. The Department of Education and Science acts as consultant to both the Department of the Interior and the Office of Aboriginal Affairs.

In regard to Australia-wide policies in Aboriginal education, the Department of Education and Science acts as consultant to the Office of Aboriginal Affairs. It administers agreed Commonwealth programs, such as the Aboriginal Study Grants Scheme and the Aboriginal Secondary Grants Scheme. It also joins in consideration of programs to be developed by education authorities in the States.

7 March, 1972



NEW-ENTRANT GRADUATE INDUCTION TRAINING IN CANBERRA

The following statement was provided, on request, by the Public Service Board. (The statement does not cover the special training offered to some graduates by the Departments of Foreign Affairs and Overseas Trade, or by the Public Service Board's administrative training programme.)

'Induction training for new-entrant graduate clerks is designed to provide essential background knowledge of the Service and Australian government, and to introduce those basic clerical and administrative skills necessary for effective performance on-the-job. The training is carried out within individual departments, by inter-departmental groups, and through central courses arranged by the Board. This view of training highlights the role of the supervisor in on-the-job training and the role of the departmental training unit, and is based on the belief that training is most effective when undertaken by those closest to the work situation.

Within departments, graduate clerks are given on-the-job training, combined, in some cases, with an internal rotation programme, which is designed to provide the graduates with a range of practical experience. In addition, short courses are usually provided throughout the first year of service in order to give the graduate further training in basic work skills, conditions of service, departmental functions and so on.

Where appropriate, departments co-operate to provide joint induction training to supplement that which they carry out individually. This scheme of departmental group training has enabled a sharing of training resources and expertise, in addition to making the graduates aware that their departments have important functional links with other departments.

Departments are grouped functionally for this purpose and, in 1972, included the Defence group (Defence, Air, Army, Navy and Supply); the Revenue group (Treasury, Customs and Excise, Shipping and Transport, the Taxation Office and the Bureau of Census and Statistics); the Social Welfare group (Housing, Health, Education and Science, Social Services, Repatriation and the Superannuation Board); and a general group (with two principal sub-groups : Immigration and Foreign Affairs; and Prime Minister and Cabinet, Interior and External Territories). Following the creation of several new departments and a reorganisation of the functions of several existing ones at the beginning of 1973, these groups are currently under review.

The Board's role in the field of new-entrant training as a whole is to advise, co-ordinate, supplement and experiment as well as to provide those training services which can most efficiently be provided as a centralised function. It also seeks a rationalisation of training resources and a co-ordinated system of training throughout the Service.

The Board's role in graduate clerk induction training is primarily that of a consultant to the departmental groups. However, it also conducts special central courses to supplement departmental induction programmes. The courses range from three to five days and deal with such topics as Australian government, Commonwealth financial administration and a general introduction to management for graduates. These central units have been developed to ensure that certain basic topics which, because of graduate numbers and a lack of resources and expertise, are difficult for departments themselves to cover, are discussed with new-entrant graduates. A total of 308 graduates attended central Board courses in 1972.

27 April 1973

ASSISTANCE TO INDEPENDENT SCHOOLS IN THE A.C.T., 1970-71

and Attachment I - Explanation of Some Aspects of the  
Capital Aid Scheme in the A.C.T. and  
the Northern Territory

and Attachment II- Per Capita Grants to Independent  
Schools in the A.C.T. and the Northern  
Territory, 1971

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At the public inquiry on 28 March 1972, the Committee asked for a reconciliation of expenditure under items 232/1/13 and 825/1/05 for 1970-71 as compared with 1969-70. The Committee sought explanation as to why there had been reduction in expenditure under the capital item at the same time as there had been substantial increase in expenditure under the running cost item, including an increase in expenditure on the interest reimbursement component.

Qs. 1408  
to 1410  
and 1424  
to 1427

Note: Item 232/1/13 covers Expenditure under Educational Services, including interest reimbursement under the capital aid scheme, per capita grants towards running expenses, and subsidies on text books and library purchases. (Table 22 refers)

Item 825/1/05 covers Expenditure under Capital Works and Services, including capital repayments under the capital aid scheme, cash grants for construction of secondary school science laboratories and libraries. (Table 31 refers)

The table below and Attachment I (which were provided by the Department) explain the position:

	1969-70 Actual <u>Expenditure</u>	1970-71 Actual <u>Expenditure</u>	Variation in <u>Actual Expenditure</u>
<u>Item 232/1/13</u>	\$	\$	\$
Interest			
reimbursement	380165	605129	+ 224964
Per Capita (a)	389079	616375	+ 227296
Subsidies	45896	31990	- 13906
	<u>815140</u>	<u>1253494</u>	<u>+ 438354</u>
<u>Item 825/1/05</u>			
Capital			
expenditure	425088	610781	+ 185693
Cash Grants (c)	211000	77500	- 133500
Sinking Fund (b)	205337	nil	- 205337
	<u>841425</u>	<u>688281</u>	<u>- 153144</u>

(a) The annual rates of per capita grants were increased -

	<u>from 1969 school year</u>	<u>to 1970 school year</u>
primary	\$ 20	\$ 55
forms 1 & 2	30	80
3 & 4	40	90
5 & 6	45	95

When the 1969-70 Estimates were prepared the increased rates for 1970 were known and it was assumed that payments would continue to be by three instalments requiring two payments within the financial year; it was decided subsequently to make two payments a year which required only one payment at the increased rate within 1969-70.

(b) The payment to the Sinking Fund represented a once-and-for-all contribution towards the repayment of capital and interest up to the band rate on amounts outstanding in respect of capital projects constructed between 1956 and November 1965. This was the method chosen to give effect to the Government's decision of 1968 referred to in Attachment I.

(c) Cash grants for science laboratories and libraries depend on the nature of school building projects.

The table shows that, with the isolation of the interest reimbursement and capital expenditure components from items 232/1/13 and 825/1/05 respectively, there was a significant increase in each of these related sub-items from 1969-70 to 1970-71.

ATTACHMENT I:

EXPLANATION OF SOME ASPECTS OF THE CAPITAL AID SCHEME IN THE A.C.T.  
AND THE NORTHERN TERRITORY

1. STATEMENT OF SCHEME:

On 3 November, 1965, the Government introduced the Capital Aid Scheme as a new measure of financial assistance for the construction of independent primary and secondary schools in the A.C.T. and the N.T. The assistance is available for projects approved to commence during the ten year period 3 November, 1965, to 2 November, 1975.

The assistance applies to the provision of new primary and secondary school buildings (and to extensions to existing school buildings), initial approved furniture and equipment including approved science teaching apparatus and library furniture and equipment for secondary schools.

Between 1956 and November 1965 the Government reimbursed, up to the long term bond rate, interest on loans raised by independent school authorities to meet capital expenditure on schools. In December 1968 the Government decided to subsume into the 1965 capital assistance program outstanding commitments in respect of those projects. It accepted the responsibility for repaying the currently outstanding balances of capital accounts together with interest subsidy up to the level of the long term bond rate over a 20 year period.

2. EXTENT OF COMMONWEALTH ASSISTANCE:

Subject to the conditions specified the Commonwealth undertakes to provide financial assistance to School Authorities as set out below in 2.1, 2.2 and 2.3.

2.1 CAPITAL REPAYMENT:

Repayments of capital will be made by equal annual instalments over twenty years of the loans raised by school authorities for the construction of approved school building projects up to the limit as approved by the Minister. The Commonwealth contribution will not continue beyond twenty years.

The amount of Capital Aid for an approved school building project, including direct cash grants for science and library facilities at secondary schools, will be determined by the Minister in accordance with the provisions of this document.

2.2 INTEREST PAYMENT:

Commonwealth interest payments are calculated on the balance remaining after Commonwealth repayments on capital have been deducted from the amount of the original loan.

Interest payments will be made at a rate up to but not exceeding the long-term bond rate current when the amount of Capital Aid for a project is finally approved. The Commonwealth contribution will therefore diminish each year and will not continue beyond twenty years.

The total amount of interest paid by the Commonwealth will not exceed the total amount of interest paid by the school authority on the loan approved for the project.

2.3. CASH GRANTS:

Direct cash grants for library and science facilities at secondary schools are made on condition that they have been recommended by the appropriate Commonwealth Standards Committee; that the facilities are built to those standards; and that the necessary approvals required under this Document are obtained prior to commencement.

3. LOANS GUARANTEE ACT:

To facilitate borrowing of funds by non-government school authorities to finance their school construction program the Government enacted the Independent Schools (Loans Guarantee) Act in 1969. The Act empowers the Treasurer to give a guarantee on behalf of the Commonwealth to lending institutions for the repayment of principal and payment of interest for loans raised for approved school building projects.

Department of Education and Science,  
CANBERRA

10 April 1972

# ATTACHMENT II:

## COMMONWEALTH PER CAPITA GRANTS - PAYMENTS TO INDEPENDENT SCHOOLS IN THE AUSTRALIAN CAPITAL TERRITORY FOR THE 1971 CALENDAR YEAR

School	Amount Paid in Respect of -					
	Primary Pupils			Secondary Pupils		
	No.	Amount Paid	No.	Amount Paid	No.	Amount Paid
Catholic Girls' High School, Braddon	-	\$	592	\$	592	\$
Catholic Girls' High School, Griffith	410	-	628	51,150	592	51,150
Darmanian Sacred Heart College, Dickson	365	22,550	799	54,055	628	54,055
Mariast Brothers College, Pearce	132	20,075	141	69,320	1,209	91,870
St Edmund's Christian Brothers College, Griffith	682	7,260	636	11,280	506	31,355
Holy Rosary Primary School, Watson	474	37,510	-	55,370	768	62,630
Holy Trinity Primary School, Curtin	144	26,070	-	-	682	37,510
Our Lady of Mercy Primary School, Braddon	337	7,920	-	-	474	26,070
Sacred Heart Primary School, Pearce	230	18,535	-	-	144	7,920
St Bede's Primary School, Red Hill	301	12,650	-	-	337	18,535
St Benedict's Primary School, Narrabundah	364	16,555	-	-	230	12,650
St Brigid's Primary School, Dickson	122	20,020	-	-	301	16,555
St Christopher's Primary School, Manuka	144	6,710	-	-	364	20,020
St John Vianney Primary School, Waramanga	169	7,920	-	-	122	6,710
St Joseph's Primary School, O'Connor	248	9,295	-	-	144	7,920
St Michael's Primary School, Lynneham	423	13,640	-	-	169	9,295
Se Peter and Paul's Primary School, Hughes	250	23,265	-	-	248	13,640
St Peter Chanel's Primary School, Yarralumla	205	13,750	-	-	423	23,265
St Thomas More's Primary School, Campbell	439	11,275	-	-	250	13,750
St Vincent de Paul's Primary School, Aranda	215	24,145	-	-	205	11,275
Canberra Church of England Girls' Grammar School, Deakin	305	11,825	487	42,715	439	24,145
Canberra Grammar School, Red Hill	16	16,775	620	54,210	702	54,540
Koomarri Training Centre, O'Connor	-	770	-	-	925	70,965
					16	770
Totals for the Australian Capital Territory	5,975	328,515	3,903	338,140	9,878	666,655

COMMONWEALTH PER CAPITA GRANTS - PAYMENTS TO INDEPENDENT SCHOOLS IN THE NORTHERN TERRITORY FOR THE 1971 CALENDAR YEAR

School	Amount Paid in Respect of -					
	Primary Pupils		Secondary Pupils		Total	
	No.	Amount Paid	No.	Amount Paid	No.	Amount Paid
		\$		\$		\$
St John's College, Darwin	96	5,280	118	9,740	214	15,020
St Mary's School, Darwin	469	25,795	95	7,810	564	33,605
Our Lady of the Sacred Heart Primary School, Alice Springs	338	18,590	-	-	338	18,590
St Margaret Mary's Primary School, Darwin	58	3,190	-	-	58	3,190
St Paul's Primary School, Nightcliff	246	13,530	-	-	246	13,530
Totals for the Northern Territory	1,207	66,385	213	17,550	1,420	83,935



SOURCES OF SUPPLY - STORES AND EQUIPMENT IN THE AUSTRALIAN CAPITAL TERRITORY

Establishment	Item	Supplier	Requisitioning Authority	Footnote
A.C.T. Schools	• furniture and equipment (equipment refers to furniture-type equipment such as filing cabinets, shelving etc.)	Dept. of Works	Dept. of Ed. & Sci.	
	• stationery, classroom requisites & general teaching materials, including equipment	N.S.W. Dept. of Education	School principals	(a)
	• stationery, classroom requisites & general teaching materials, including equipment, & other approved items, procured by the Dept. through the Superintendent of Stores	C.S.S. & T.B., * N.S.W. Govt. Stores & various other suppliers	Dept. of Ed. & Sci.	
	• equipment	Parents & Citizens' Associations	School principals	(b)
	• library books	"	"	(c)

Establishment	Item	Supplier	Requisitioning Authority	Footnote
A.C.T. Pre-Schools	• furniture & furniture-type equipment	Department of Works	Dept. of Ed. & Sci.	(d)
	• stores, procured by the Dept. through the Superintendent of Stores	C.S.S. & T.B. N.S.W. Govt. Stores & various other suppliers	"	
	• initial supplies of medical items, craft materials & stationery	N.S.W. Govt Stores & various other suppliers	"	(e)
Canberra Technical College	• furniture & furniture-type equipment	Dept. of Works	Dept. of Ed & Sci.	
	• stores, procured by the Dept. through the Superintendent of Stores	C.S.S. & T.B., N.S.W. Govt. Stores & various other suppliers	"	
	• publications, students' exercises & course materials	N.S.W. Dept. of Technical Education	"	(f)

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Establishment	Item	Supplier	Requisitioning Authority	Footnote
Canberra School of Music	furniture & furniture-type equipment	Dept. of Works	Dept. of Ed. & Sci.	
	stores, procured by the Dept. through the Superintendent of Stores	C.S.S. & T.B. & various unnamed suppliers	"	
Departmental Offices	furniture & furniture-type equipment	Dept of Works	Dept. of Ed. & Sci.	
	stores, procured by the Dept. through the Superintendent of Stores	C.S.S. & T.B. & various other suppliers	"	

• C.S.S. & T.B. Commonwealth Stores Supply and Tender Board.

- (a) The cost of these materials is covered by a 5 per cent overhead component of quarterly instalments paid to the New South Wales Department of Education in respect of education services rendered in the A.C.I. The basis of this financial arrangement is a series of letters, exchanged firstly in 1924-3 and then in 1950, between the Prime Minister and the Premier of New South Wales. The Department of Education and Science understands that the New South Wales Department of Education regards the 5 per cent charge as adequate.
- (b) The equipment is donated. The Committee was informed that the Department subsidises by 25 per cent the Associations' or schools' purchase of physical education equipment. With respect to the donation of any approved equipment, the Department of the Treasury has accepted the view that donated items become the property of the school, i.e. the Commonwealth. Hence the Commonwealth carries the insurance. The

- (b) Cont'd.
- insurance cover was decided upon after Parents and Citizens' and other Associations made representations to the Department for the replacement of donated items in the event of their loss. In July 1968 the Department of the Treasury recommended that the Department of Education and Science advise the Association that, except in special circumstances, the Commonwealth would recognise claims for recovery to the extent of the estimated value of an asset before its loss, but not to the asset's replacement value. The accepted rate of depreciation is 10 per cent per year. Outside this policy, the Department accepts responsibility for the maintenance of donated items. The Committee notes the policy in the various Australian States relating to insurance of items similarly donated: in Queensland, South Australia and, subject to certain conditions, Tasmania, items are covered to the extent of their replacement value.
- (c) Grants of books are made to the value of \$3,000 in the case of primary schools; \$5,000 for secondary schools; and \$2,000 for senior reference libraries for fifth and sixth form levels. The Committee was informed that the Department subsidises by 50 per cent the Parents and Citizens Associations' purchase of books. The New South Wales Department of Education pays similar subsidies in respect of its schools in New South Wales, but in the A.C.T. the Department of Education and Science pays subsidies also to non-government schools.
- (d) The Department provides the fixed equipment within the buildings, movable shelves, staff furniture, a piano (subject to \$100 cash contribution from the Parents and Citizens' Association towards the cost) and the fixed playground equipment. The Committee was informed that, in general, the Parents and Citizens' Associations provide, maintain and replace movable equipment. This arrangement was reached by negotiation, in the late 1940's, by the originators of the pre-school movement in Canberra, the parent associations and interested community organisations, after recognition by all parties that pre-school education in Commonwealth Territories was a joint concern of Government and community. The arrangement is still willingly accepted by the Associations.
- (e) Replenishment of these supplies is the responsibility of the Parents and Citizens' Association.
- (f) The New South Wales Department of Technical Education submits periodic accounts for these materials to the Department.

APPROVED PROCEDURES FOR STOCK-TAKING

The following is an extract (paras. 78-82) from the Department's submission "Maintenance and Control of Stores and Assets" (Exhibit 143/6):

"78. Rules of Procedure The Superintendent of Stores is responsible for the supervision and control of the Department's stocktaking staff in the A.C.T. and is to ensure that the stocktakes are conducted in accordance with the following rules of procedure:-

- (a) a precise cut off is to be arranged by the Senior Stocktaker and the Assets Register Clerk to ensure that receipts and transfers of items occurring during the stocktake can be properly adjusted during the reconciliation of ledger balance and stock found figures;
- (b) at the cut off time the Assets Register Clerk is to:-
  - (i) evidence the cut off by ruling a red line under the balance shown on each ledger card in the section of the register affected by the stocktake;
  - (ii) prepare stock sheets (in triplicate) showing the ledger card number and full item description including maker's serial number (if applicable) but no ledger balance;
  - (iii) check the ledger card numbers on the stock sheets against the particular account control index to confirm that no ledger cards are missing and that all items have been recorded on the stock sheets; and
  - (iv) forward the stock sheets to the Senior Stocktaker.
- (c) Count Procedure - The Senior Stocktaker is to:-
  - (i) arrange for the stores holding officer (wherever possible) to be in attendance to watch his own interests and to assist the stocktakers in locating and identifying the stores; (Note: the actual counting remains the responsibility of the stocktakers);
  - (ii) ensure that the count is carried out systematically from the items to the triplicate copy of the stock sheets so that any surplus items for which there is no ledger card will not be overlooked;
  - (iii) sight a current acquittance in respect of items allegedly undergoing repair at contractors' establishments;
  - (iv) as far as possible prevent the opportunity for deficiencies to be concealed by transfer of stores from other locations within the area of the stocktake;
  - (v) see that the stocktakers record on all copies of the stock sheets the full item description and serial numbers of any item of stock found which did not appear on the stock sheets;

- (vi) ensure that the stocktakers record on the triplicate of the stock sheets the quantities of all stock found; and
  - (vii) sign the triplicate copy of the stock sheets and also obtain the signature of the stores holding officer thereon as evidence of the count.
- (d) Reconciliation of Ledger Balances and Stock Found.

On completion of the count the Senior Stocktaker is to return the stock sheets to the Assets Register Clerk who is to insert the ledger balances thereon. The Senior Stocktaker is then to:-

- (i) extend the discrepancies on the triplicate copy of the stock sheets and co-jointly with the Assets Register Clerk verify the ledger balances of the discrepant items and make any necessary adjustments due to receipt or transfer of equipment subsequent to cut off;
- (ii) conduct a re-count of the discrepant items and record any adjustments on the triplicate copy of the stock sheets;
- (iii) after confirming the discrepancies arrange for the stocktakers to transcribe the stock found figures and discrepancies from the triplicate to the original and duplicate copies of the stock sheets;
- (iv) sign the original and duplicate copies of the stock sheets and obtain the signature of the stores holding officer thereon; and
- (v) hand the duplicate copy of the stock sheets to the stores holding officer for retention as his current inventory.

Note: Any alteration made to the stock sheets are to be initialled by the stocktakers responsible.

(e) Preparation of Statement of Excesses and Deficiencies.

The Senior Stocktaker is to prepare in duplicate from the original copy of the stock sheets a Statement of Excesses and Deficiencies. The original values of the discrepant items are to be obtained from the Assets Register and inserted on the statement co-jointly by the Senior Stocktaker and the Assets Register Clerk. Where not available from the Assets Register, the original cost is to be assessed from a reliable source and the source of such assessment shown on the statement. When this action is completed the responsible officers performing the checks prescribed by Treasury Direction 32/8 shall furnish a certificate on the statement as follows:-

- (i) the ledger balances as shown on the stock sheets have been checked with and are in accordance with the balances in the stock ledgers;

- (ii) the stock on hand as shown on the stock sheets has been checked with and is in accordance with the quantities actually held as checked by the stocktaking officers;
- (iii) the calculations, extensions and costings shown on the statement of excesses and deficiencies are correct; and
- (iv) the discrepancies shown in quantity and value have been checked and are correct.

79. Investigations and Reporting of Discrepancies The Superintendent of Stores is to forward a copy of the Statement of Excesses and Deficiencies to the stores holding officer or school principal and obtain a written explanation for the discrepancies including (as applicable) the information required vide paragraph 67. He is then to report the discrepancies to competent authority in accordance with paragraphs 72 to 75. In the case of stocktakings of Central Office furniture and equipment the report to competent authority is to be prepared by the Officer-in-Charge Office Services Section.

80. Posting of Discrepancies to Assets Register The Assets Register Clerk is to post the discrepancies disclosed by the stocktake to the Assets Register from the Statement of Excesses and Deficiencies attached to the report to competent authority. He is to endorse the statement to indicate that the posting has been effected.

81. Register of Stocktakings The Superintendent of Stores is responsible for maintenance of a register showing:-

- (a) account title;
- (b) date of preparation of stock sheets;
- (c) date of commencement of count;
- (d) date of completion of count;
- (e) date of re-count;
- (f) aggregate original value of surpluses and deficiencies (if any);
- (g) Departmental file reference;
- (h) date posted to Assets Register;
- (i) date report furnished to Auditor-General's Office (if necessary); and
- (j) decision of competent authority.

82. Filing of Stocktake Papers All papers relating to each stocktake (viz., stock sheets, Central Office furniture and equipment inventories, statements of excesses and deficiencies, explanations of discrepancies, reports to the Auditor-General's Office and reports to competent authority;) are to be placed on a file maintained in respect of each account title."

TREASURY DIRECTIONS 32/21, 32/23 AND 7/1-2

Directions 32/21 and 32/23: Stores on Hire or Loan

Generally, Commonwealth stores (as defined in Direction 32/1) should not be lent or hired out by any Department. Where, however, it is necessary to lend or hire stores the departmental procedure should provide for:-

- (a) authority to approve loans or hirings to be restricted to senior officers holding the necessary delegation from the Chief Officer;
- (b) loans to be of a short-term duration. In deciding whether a loan or hiring should be made, consideration should be given to the question whether it would be more advantageous for the Department to transfer or dispose of the items to the borrower or hirer Department at the outset, in which case the usual procedure for transfer or disposal of stores shall be followed;
- (c) the settlement of firm conditions for the loan or hire. In determining these, consideration should be given to the question of insurance of equipment by the hirer or the borrower, the lodgment of a deposit, the basis of assessing rates and charges, the method of payment of charges, and responsibility for any modifications made to the equipment;
- (d) the owner Department to obtain an acknowledgment from the borrower which:-
  - (i) in cases other than Commonwealth Departments, shall set out the terms of the loan, including provision for suitable indemnity in the event of loss or damage or in claims against the Commonwealth arising or likely to arise as a result of the stores on loan;
  - (ii) in all cases will provide for a full description of the stores on loan, the expected period of the loan, an agreement to meet out-of-pocket expenses, cost of transport, handling etc. arising out of the loan, and any other conditions determined by the Department in accordance with (c) above;
- (e) documents to be forwarded to the Chief Accounting Officer to enable action to be taken as required by Direction 19/17. ....

The procedure for the hiring or borrowing of stores, including works of art, by the Commonwealth, other than from another Commonwealth Department, shall include:-

- (a) approval of competent authority to the transaction;
- (b) a clear statement in writing of the conditions attaching to the hire or loan including whether or not the Commonwealth accepts the insurance risk;



- (c) an agreed valuation to be placed on the stores;
- (d) acknowledgment of receipt and return of the stores; and
- (e) a register of the transactions to show:-
  - (i) date hired or borrowed;
  - (ii) name of owner;
  - (iii) full description of the stores;
  - (iv) hiring charges;
  - (v) due date of termination of hire or return of the stores;
  - (vi) date returned.

The provisions of Directions 7/1 and 7/2 shall be followed in relation to the insurance risk on these stores.

Direction 7/1-2: Insurance of Stores Owned, Hired or Borrowed by the Commonwealth

Commonwealth policy in regard to insurance is that the Government carries its own risks, i.e., to the greatest extent possible the Commonwealth acts as its own insurer for all property under its control and accepts insurable risks as early as possible in the production of property to be purchased by it.

In accepting insurable risks on behalf of the Commonwealth, departments shall ensure that:-

- (a) there is a saving to the Commonwealth by accepting the risks and avoiding the cost of premiums which would otherwise be payable directly or indirectly from Commonwealth funds;
- (b) the property is under effective Commonwealth control and all safeguards are exercised against occurrence of risks for which the Commonwealth is acting as insurer;
- (c) there is a clear line of demarcation between property for which the Commonwealth accepts the risks and property for which it does not, i.e. should a loss occur, there would be no doubt about the identification of the property after the loss as having been property on which the Commonwealth had specifically accepted insurable risks;
- (d) if the Commonwealth does not effect a saving in a contract price by acting as its own insurer, a contractor shall not be relieved of responsibility for Commonwealth-owned property or property being manufactured for the Commonwealth; and
- (e) the Commonwealth is not placed in the position of relieving the contractor's insurers of claims through destroyed property owned by the contractor being represented as Commonwealth property.

SOURCES OF SUPPLY - STORES AND EQUIPMENT IN THE NORTHERN TERRITORY

Establishment	Item	Supplier	Requisitioning Authority	Footnote
N.T. Schools	educational supplies	S.A. Dept. of Education	School principal or teacher-in-charge	
N.T. Schools	stationery, cleaning and other supplies	Stores Officer, N.T. Office	School principal or teacher-in-charge	
N.T. Schools	furniture	Dept. of Works	Dept. of Ed. & Sci. (N.T. Office)	
Community (Govt.) Schools	miscellaneous supplies	School Committees, Parents & Citizens' Associations and School Welfare Clubs	-	(a)
N.T. Office	furniture	Dept. of Works	Dept. of Ed. & Sci. (N.T. Office)	

(a) The miscellaneous supplies include teaching aids, sports and physical education equipment, library books, musical and dramatic instruments or equipment, canteen equipment, furniture for meeting rooms or rest rooms, framed prints and flower pots.

PROPOSED INTERNAL AUDIT SUBJECT MATTER COVERAGE  
DEPARTMENT OF EDUCATION AND SCIENCE CENTRAL ADMINISTRATION

FINANCE, SUPPLY AND PERSONNEL

Collection and disposal of public moneys;  
Expenditure vouchers (22,000 estimated for 1970-71);  
Overseas expenditure accounts;  
Permanent advances;  
Temporary advances;  
Telephone facilities;  
Sundry debtors' ledger;  
Trust Fund Other Trust Moneys;  
Appropriation Ledger;  
Accountable Forms;  
U.N.E.S.C.O. Gift Coupons;  
Leave and other personnel records and entitlements;  
Salaries of Commonwealth Officers and Employees;  
Industrial Employees' wages;  
Motor transport;  
Central Office library; and  
Stores and stores accounting, including stocktaking.

CANBERRA TECHNICAL COLLEGE

Reimbursement of New South Wales Department of Technical Education;  
Payment of part-time teachers;  
Commonwealth Officers employed at the College;  
Collection of public moneys;  
Permanent advances;  
Library;  
Stores; and  
Transport.

CANBERRA SCHOOL OF MUSIC

Payment of teachers;  
Salaries of Commonwealth Officers employed at the School;  
Collection of public moneys;  
Permanent advances;  
Music library;  
Stores; and  
Transport.

#### AUSTRALIAN CAPITAL TERRITORY AND JERVIS BAY TERRITORY SCHOOLS

Reimbursement of New South Wales Department of Education;  
Stores;  
School janitors;  
Use of ACT school buildings by church authorities, community organisations and youth groups;  
Text book subsidy scheme;  
School libraries;  
Physical education equipment subsidy;  
Free milk scheme for school children; and  
Transport of school children to and from schools.

#### AUSTRALIAN CAPITAL TERRITORY AND JERVIS BAY TERRITORY PRE-SCHOOLS

Pre-school staff;  
Buildings and stores;  
Financial administration of Parents' Association; and  
Mobile and Wreck Bay Centres.

#### INDEPENDENT SCHOOLS

Commonwealth Assistance in meeting capital cost of construction of independent primary and secondary schools in the A.C.T. and Northern Territory;  
Cash grants under the Science Facilities Scheme and the Secondary Schools Libraries Program to independent schools in the A.C.T. and the Northern Territory;  
Commonwealth per capita grants to independent schools in the A.C.T.;  
Libraries Grants;  
Text book subsidy scheme;  
Free milk scheme for school children; and  
Transport of school children to and from independent schools in the A.C.T.

#### CANBERRA EVENING COLLEGE

Collection of fees; and  
Accounting for stores.

#### HEMISPHERE

Accounting arrangements.

#### VACATION PLAY CENTRES

Operating arrangements.

#### OTHER

Anglo-Australian Telescope;  
Grants-in-aid;

Research grants;  
Queen Elizabeth II Fellowship Scheme;  
Commonwealth Educational Co-operation scheme;  
Financial Assistance for State Colleges of Advanced Education;  
Financial Assistance to the States for Technical Training;  
Financial Assistance to the States for Science Laboratories;  
Financial Assistance to the States for independent schools;  
Financial Assistance to the States for Teachers' Colleges;  
Financial Assistance to the States for Pre-school Teachers Colleges;  
and  
Financial Assistance to the States for Independent Schools.

PROPOSED INTERNAL AUDIT SUBJECT MATTER COVERAGE REGIONAL OFFICES  
SYDNEY, MELBOURNE, BRISBANE, ADELAIDE, PERTH, HOBART AND CANBERRA

Finance, Supply and Personnel

Collection and disposal of public moneys;  
Expenditure vouchers;  
Permanent advances;  
Temporary advances;  
Telephone facilities;  
Sundry Debtors' Ledger;  
Appropriation Ledger;  
Accountable forms;  
Leave and other personnel records and entitlements; } Excluding  
Salaries of Commonwealth Officers and Employees; } Canberra  
Motor transport; and  
Furniture inventories.

Student Assistance

Commonwealth Post Graduate Awards;  
Commonwealth University Scholarships;  
Commonwealth Advanced Education Scholarships;  
Commonwealth Secondary Scholarships; and  
Commonwealth Technical Scholarships.

Sponsored Training

Colombo Plan, SEATO, S.C.A.A.P. and ASPTAP;  
Commonwealth Educational Co-operation Scheme; and  
Queen Elizabeth II Fellowship Scheme.

PROPOSED INTERNAL AUDIT SUBJECT MATTER COVERAGE  
NORTHERN TERRITORY OFFICE

Finance, Supply and Personnel

Collection and disposal of public moneys;  
Expenditure vouchers;  
Permanent advances;  
Temporary advances;  
Telephone facilities;  
Sundry debtors' ledger;  
Appropriation ledger;  
Accountable forms;  
Leave and other personnel records and entitlements;  
Industrial employees' wages;  
Salaries of Commonwealth Officers and Employees;  
Motor transport;  
Library;  
Stores and stores accounting including stocktaking;  
Buildings Assets Register; and  
Milk for school children.

Schools

Pre-Schools

Adult Education Centres

Student Assistance

Commonwealth University Scholarships;  
Commonwealth Advanced Education Scholarships;  
Commonwealth Secondary Scholarships;  
Commonwealth Technical Scholarships;  
Pre-school Teacher Scholarships;  
Tertiary air fares;  
Queensland University Surcharge;  
Northern Territory Tertiary Scholarships;  
Aboriginal Study Grants;  
Boarding and Travelling Allowances - Primary and Secondary Students;  
Secondary School Book Allowances;  
Conveyance Allowance - Primary and Secondary Students; and  
Correspondence Supervision Allowance for children under twelve years  
of age undertaking correspondence lessons.

1 February, 1971.

DEPARTMENT OF EDUCATION AND SCIENCE  
INTERNAL CONTROLS AND CHECKS

Introduction

1. Set out hereunder is a description of the nature of internal controls and checks maintained in respect of financial transactions and general accounting matters separate from the checks to be performed by the Internal Audit Organisation. This information is sectionalised under the following side headings :-

<u>Side Heading</u>	<u>Paragraph Nos.</u>
Introduction	1
Appropriation/Warrant	2-5
Expenditure Incurred by Central Office	6-18
Expenditure Incurred by Northern Territory and State Offices	19-20
Revenue	21-26
Salaries	27-32
Industrial Employee's Wages	33-36
Leave Records (P.S.B.55)	37-39
Leave Records - Industrial Employees	40-42
Assets	43
Stores	44-49

Appropriation/Warrant

2. The Authorizing Officer (Finance Sub-Section), Central Office, allocates Warrant Authority to :-

- (a) the Authorizing Officer (Accounts Sub-Section), Central Office; and
- (b) the Authorizing Officer at the Commonwealth Sub-Treasury at Darwin, Brisbane, Sydney, Melbourne, Hobart, Adelaide and Perth.

3. The Commonwealth Sub-Treasury at each location prepares the Appropriation/Revenue Ledger by computer process. Each State Office, the Northern Territory Office and the Central Office receives the undermentioned computerized statements from the Sub-Treasury :-



- (a) Daily Work Sheets. These show details of :-
  - (i) Appropriation/Warrant/Trust Fund Credit;
  - (ii) Transactions;
  - (iii) Balance of Warrant/Appropriation;
  - (iv) Outstanding Requisitions; and
  - (v) Balance of uncommitted funds.
- (b) Monthly Statement. This print out shows :-
  - (i) Appropriation and Warrant available at the commencement of the month;
  - (ii) Details of expenditure during the month and progressive expenditure to date;
  - (iii) Unexpended balance of Appropriation and Warrant on hand at the end of the month;
  - (iv) Amount of outstanding commitments;
  - (v) Balance of uncommitted funds;
  - (vi) Receipts brought to account during the month and the progressive total of receipts to date.

The Daily Work Sheets and Monthly Statement comprise the actual Appropriation Ledger and Register of Liabilities.

4. The Central Office receives a Central Treasury Ledger Print Out which is a consolidated monthly statement of total appropriations together with progressive totals of all expenditure processed by the Sub-Treasuries on behalf of the Department. The overall financial control throughout the Department is exercised by the Finance Sub-Section at the Central Office.

5. Responsibilities of Authorizing Officers. In addition to their statutory duties of furnishing funds availability certificates on Requisitions (Forms 11) and authorising payment of accounts on Forms 18 and 22A, the Authorizing Officers are responsible for the following duties regarding the Appropriation/Revenue Ledger computer system :-

- (a) authorising input of transactions into the computer system;
- (b) authorising re-input of error corrections;
- (c) resolving whether or not expenditure vouchers shall be paid when an apparent unsatisfactory funds situation arises;
- (d) notifying the Sub-Treasury when it is necessary to make changes in the accounts under their control;
- (e) verifying by reference to control totals and batch header numbers that the authorised input has been correctly processed; and

- (f) ensuring that outstanding commitments are reviewed at the commencement of each financial year and promptly re-voted.

Expenditure Incurred by Central Office

6. Purchase Orders and Requisitions. A combined Purchase Order/Requisition is raised by the Superintendent of Stores for all supplies and services other than :-

- (a) supplies or services arranged by the Superintendent of Stores through Department of Supply for which that Department issues Contract Acceptance Purchase Orders (C.A.P.O.) on authority of Procurement Demands submitted by the Superintendent of Stores;
- (b) recurring expenditure such as telephone services, electricity, water and sewerage and transport services;
- (c) free milk for school children;
- (d) travel and freight for which warrants are issued; and
- (e) school and technical college stores (and freight thereon) supplied direct to A.C.T. schools and the Canberra Technical College by the New South Wales Departments of Education and Technical Education.

The Superintendent of Stores is the only purchasing medium throughout the Department. Before the expenditure is incurred the combined Purchase Order/Requisitions and Procurement Demands are submitted to the Authorising Officer for certification that funds are available and then approved by an officer holding the appropriate delegation under Treasury Regulation 49(C). Where Purchase Order/Requisitions or Procurement Demands are not raised the expenditure is covered by duly authorised and approved bulk requisitions.

7. Accounts for Payment. Accounts for stores, services, fares, freights, grants, subsidies, scholarships, allowances, fees, etc., are processed on Treasury Forms 12' supported (as applicable) by Receiving Reports or Certificates in lieu thereof, certificates of rendition of service or correctness of account, suppliers' invoices, delivery dockets, travel or freight warrants, Treasury Forms 16, properly acquitted vouchers, etc. Other accounts are processed on the following Treasury Forms :-

- 12A - Travelling Allowance;
- 17 - Refund accounts; and
- 18 - Paymasters Cash Book for Periodical and Other Payments.

8. Receipt of Claims. All suppliers' claims, invoices, statements and credit notes are required to be stamped with the date and time of receipt by the Registry. In addition all suppliers' claims, invoices, etc., and claims raised within the Department must be stamped with the date and time of receipt at the Accounts Sub-Section.

9. Claims Subject to Discount. These are required to be stamped with the words "Discount Involved" at the time of registration and are to be processed as expeditiously as possible in order to obtain the rebate.

10. Registration of Claims. Immediately on receipt, each claim is required to be stamped with the registration number and the undermentioned particulars are to be recorded in the Departmental Register of Accounts :-

- (a) registration number;
- (b) date;
- (c) name of claimant; and
- (d) amount of claim.

The claims are then to be checked against the Sundry Creditors Cards to ensure that the amounts have not been previously paid. If the accounts have not been paid, the following details are to be entered on the relevant creditors' cards :-

- (i) date;
- (ii) registration number;
- (iii) invoice number or other claimant's reference;
- (iv) order number; and
- (v) brief particulars of supplies or service.

11. Examination of Accounts. 'Departmental Instructions for Processing of Local Expenditure Vouchers' prescribe the procedural arrangements for examination of claims. To record performance of the internal check of claims a 'Claims Processing Certificate' is stamped on each claim. The certificate is initialled by the Examiners to denote :-

- (a) account not previously paid;
- (b) stores/services received;
- (c) calculations, additions and rates of charge correct;
- (d) account covered by proper authority;
- (e) claim details entered on requisition or C.A.P.O.;
- (f) Advances Register noted; and
- (g) examination completed.

12. Person Incurring Expense. When the claims have been checked by the Examiners they are passed to the Person Incurring

Expense for certification that the account is correct in regard the rates of charge and faithful performance of the services charged. (The Person Incurring Expense is the person authorised in terms of Treasury Regulation 49C who approved the expenditure or the person appointed by the Minister under Section 34(5) of the Audit Act.)

13. Certification of Accounts. After the claims have been signed by the Person Incurring Expense the Certifying Officer is required to satisfy himself that the requirements of the Audit Act, Treasury Regulations and Treasury Directions have been complied with and certify the claims correct within the meaning of Section 34 of the Audit Act.

14. Consecutive Numbering. When the claims have been certified the Registrar of Accounts is to :-

- (a) insert from the Register of Consecutive Numbers, the consecutive number into the space provided on each Form 12, 12A, 17 and 18;
- (b) enter the consecutive number in the Departmental Register of Accounts against the relevant registration number and also enter or amend the amount of payment therein (if necessary);
- (c) record the following particulars on the relevant creditors' cards :-
  - (i) the consecutive number;
  - (ii) amount of payment; and
  - (iii) date of payment.

15. Forms 22A (A.D.P.). Claims for payment are scheduled on Forms 22A (A.D.P.) and the expenditure as per these Forms and Forms 18 is posted to the Manual Canberra Ledger maintained in the Accounts Sub-Section. The Manual Canberra Ledger is reconciled with the computerized Monthly Statement.

16. Authorization of Payment. The Authorizing Officer is required to :-

- (a) check that each account has been certified by the Certifying Officer;
- (b) ensure that the adding machine strip-lists glued to the back of the original Forms 18 and 22A have been checked and initialled by a competent checking officer;
- (c) check that the totals shown on the machine strip lists agree with the total amounts shown on the Forms 18 and 22A and place initials next to the total value shown on the Forms 22A and under the last entry on each Form 18 as evidence that the

checks have been performed and as protection against subsequent unauthorised entries;

- (d) ascertain that payment of the accounts, in addition to any accounts already authorised for payment will not exceed the amount of the appropriation or result in over expenditure of the amount of the relevant warrant authorities;
- (e) when satisfied that the accounts are in order, authorise the payment of the accounts by signing in full the Authorizing Officer's certificate on the Forms 18 and 22A; and
- (f) forward daily to the Paymaster, Commonwealth Sub-Treasury four copies of each Form 18 and three copies of each Form 22A (with claims attached) for payment.

17. Statement of Unpaid Claims. The 'Departmental Instructions for the Processing of Expenditure Accounts' provide that before the tenth working day of each month the Senior Examiner is to prepare and submit through the Accountant to the Assistant Director Finance and Supply Section a monthly statement of unpaid claims (including an age analysis).

18. Check and Filing of Paid Accounts. The Authorising Officer is required to examine the paid accounts on return from the Sub-Treasury to see that :-

- (a) he has authorised the payments and that the Forms 18 and 22A have not been altered subsequent to authorisation;
- (b) the accounts have been endorsed, stamped or perforated to indicate that they have been paid; and
- (c) the Forms 18 bear cheque numbers.

The particulars on the Form 22 (Paymaster's Cash Book) are also required to be checked against the related paid accounts and Forms 22A (pink copies).

Expenditure Incurred by the Northern Territory and State Offices

19. Requisitions. These are :-

- (a) submitted to the Authorising Officer, Commonwealth Sub-Treasury for certification that funds are available;

- (b) returned to the Office for approval by the officer holding a delegation in terms of Treasury Regulation 49C; and
- (c) re-submitted to the Authorising Commonwealth Sub-Treasury.

20. Processing of Claims. The Accounts Clerk examines the claims and annotates particulars of the claims on the Office copy of the relevant requisitions. He then passes the claims to the Person Incurring Expense. After signature by the Person Incurring Expense the claims are forwarded to the Sub-Treasury. The Sub-Treasury registers, examines, certifies, authorises and pays the claims and subsequently files the paid claims. In the State Offices, student's allowances are computerised in a similar manner to Salaries of Commonwealth officers and paid through the Sub-Treasuries. The relevant input forms are prepared, checked and certified in the State Offices and forwarded to the Sub-Treasuries for processing.

#### Revenue

21. The Department's central administration is responsible for the collection of public moneys at the Central Office, the Canberra Technical College, the Canberra School of Music and the Canberra Evening College.

22. Collectors and Agent Collectors have been appointed pursuant to Treasury Regulations 7(1) and 7(3) by the Treasurer. Collections made by the agent collectors are uplifted by a mobile agent collector and paid to the Collector of Public Moneys in the Central Office daily. The mobile collector checks the collections against the cash register readings or duplicate receipts (as applicable) at the time of uplift.

23. The Collector of Public Moneys at the Central Office maintains a Cash Book in which she enters the daily particulars of all collections and the disposal thereof. The Collector prepares a Collector's Statement (Treasury Form 1) and pays the collections to the Receiver of Public Moneys Commonwealth Sub-Treasury. The entries on the Collector's Statement and in the Collector's Cash Book are checked against the duplicate receipts by a person other than the Collector. Periodically, the Accountant verifies that the receipts issued to the collector by the Receiver of Public Moneys are attached to the Office copy of the Treasury Forms 1. Also, he checks that the revenue as per the Canberra Ledger corresponds with the amounts shown in the Collector's Cash Book.

24. In conformity with Treasury Regulation 98, the Authorising Officer checks twice per month the counter cash advance and unbanked collections on hand. Other officers have

been appointed by the Chief Accounting Officer to perform these checks at the Canberra Technical College and the School of Music.

25. Other controls being applied in connection with the receipt of public moneys include :-

- (a) proper control over the issue and use of Official Receipt Books;
- (b) maintenance of a Remittance Book (in accordance with Treasury Direction 13/9) for recording of the receipt of cash values through the post;
- (c) cheques, money orders and postal notes crossed and marked "Not Negotiable - Credit Commonwealth Government Accounts" immediately on receipt;
- (d) provision of an armed escort when public moneys to the value of \$500 or more are conveyed through a public place;
- (e) counter advances and unbanked collections on hand adequately secured in a locked safe;
- (f) stringent control over keys to safes and cash registers; and
- (g) preparation of handover/takeover certificates on temporary or permanent change of Collectors of Agent Collectors.

26. The foregoing internal controls concerning the collection and safeguarding of public moneys are also employed in the Northern Territory and State Offices.

#### Salaries

27. The salaries of Commonwealth Officers and Employees throughout the whole Department are processed on the Sub-Treasury computer system from input advices prepared by the Department's Personnel Sub-Sections. Extra Duty allowances and continuous allowances under Public Service Regulations 75 and 97 are also paid through this system. The computer is programmed to convert annual rates of salary to fortnightly amounts and calculate adjustments from given rates and periods of time. It is also programmed to calculate income tax deductions. The system operates on variation, i.e., when no variations are received for processing, basic amounts of salary are paid and basic deductions are automatically made.

28. The pay advices raised by the Department comprise :-

Form 28G(N) - Pay Commencement Advice;

Form 28C(V) - Pay Variation Advice;  
Form 28C(E) - Extra Duty/Penalty Rate Schedule;  
Form 28(ADP) - Pay Variation Advice Certificate; and  
Form 14(28C) - Prepayment of Salaries and Allowances.

These forms are required to be prepared by one person and checked by a second person prior to being "Certified Correct" by the officer authorised under Treasury Regulation 56AA by the Chief Officer to sign Pay Variation Advices.

NOTE :- The column totals of number of transactions, amounts and periods on the forms are an important control feature for computer check and provide a safeguard against unauthorised alterations.

29. Apart from producing salaries sheets, pay advice slips and coinage lists, the computer prepares the following :-

- (a) Daily Transaction Summary. This lists in sequence of payee identity number details of each entry processed and the monetary result of pay variation calculations. A copy of the summary is forwarded to the Department and is filed in the Personnel Sub-Section for reference purposes.
- (b) Variation Forms Summary. A copy of this summary is forwarded to the Department together with the Transaction Summary. The summary records the serial number of each pay variation advice form processed and the column totals of those forms as checked by the computer. An officer nominated by the Chief Officer is required to verify the totals as per the Variation Forms Summary with the column totals shown on the file copies of the relevant Pay Variation Advices. The check is to be carried out on the day of receipt of the summary form and any discrepancy is to be advised promptly to the Certifying Officer at the Sub-Treasury. The officer performing the check is to endorse each summary form "Totals Verified" and initial and date the endorsement.

30. Computer Edit Checks. The input check verifies such items as those columns which should or should not be left blank for particular transaction codes; the accuracy of totals of "money" and "periods of time" columns; and that amounts do not exceed predetermined annual/fortnightly limits, etc. However, the computer is unable to detect errors such as quoting the wrong payee's identity number; showing an incorrect sign against an amount in the current adjustment column; and quoting



an incorrect basic amount of salary which does not exceed the predetermined limit. Minor errors such as addition of column totals or incorrect transposition of digits of a payee's identity number are adjusted by the Sub-Treasury, subject to oral agreement from the "Officer Authorised to Sign", who should note the Departmental copy accordingly. Advice of adjusted or rejected entries is furnished to the Department per medium of a serially numbered Amended/Rejected Transaction Advice. The Department is required to file Amended/Rejected Transaction Advices sequentially and establish the receipt of an unbroken numerical series. Suitable notation of the Departmental action taken in response to Rejection Advices should be endorsed on the file copy of the original Pay Variation Advices.

31. Staff Section Copies of Pay Advice Slips. The Sub-Treasury forwards these to the Personnel Sub-Section prior to pay day. In accordance with Treasury Direction 20/29 and Treasury Instructions on the A.D.P. Salaries System an officer from the Staff Section is to :-

- (a) check the amount totals of the Pay Advice Slips against the corresponding totals shown on the final transaction summary for the pay period; and
- (b) reconcile the total number of payees with the total number of payees for the previous pay period.

The checking officer is required to initial the relevant totals on the Pay Advice Slips as evidence that the check has been carried out and the totals agreed.

32. Payment Procedure. The Department's salaries payment arrangements have been approved by the Treasury in terms of Treasury Regulation 107(5). These prescribe :-

- (a) duties of the Paying, Witnessing and Escort Officers;
- (b) method of receipt of the cash advance and the enveloping of cash; and
- (c) payment procedure and method of acquittance of the cash advance.

The Paying and Witnessing Officers are over twenty one years of age and are persons not associated with the preparation of the Pay Variation Advices.

Industrial Employees' Wages

33. Each employee is required to sign an attendance register at his location of employment. Wages are calculated from the employee's weekly time dockets which are certified correct by the supervising officer or foreman.

34. Preparation of Wages Sheets, etc. The Wages Clerk :-

- (a) converts the time worked into hours and calculates other adjustments such as payments in lieu of recreation leave on termination, etc.;
- (b) inserts the hourly rate as per the various industrial awards;
- (c) calculates the gross amount and income tax payable and enters these amounts on the employee's earnings record card;
- (d) records on the employee's earnings record card (after taking into consideration all authorised deductions) the net pay and progressive totals of taxable wages and tax deductions to date; and
- (e) prepares :-
  - (i) a Form 15 (Salaries Sheet) and Form 14 (Salaries and Allowances Schedule) recording all wages to be paid in cash;
  - (ii) a Form 18 (Paymaster's Cash Book for Periodical and Other Payments) and supporting statements of variations, in respect of all deduction from wages other than tax;
  - (iii) a Form 12 (Claim for Payment) to pay by cheque the wages due to persons whose employment has been terminated;
  - (iv) a reconciliation showing totals of gross pay, taxation, other deductions and net pay together with particulars of the variation between the number of employees for the current period and the number of employees for the previous period;
  - (v) a Form 12 to pay to the Taxation Department the deductions made from employee's wages;
  - (vi) a Form 12 in favour of the "Reserve Bank of Australia for credit M.S.S. Payroll Account" to provide a cash advance from which the Paying Officer pays the wages; and

- (vii) a pay advice slip and a pay envelope for each employee.

35. All entries, rates, calculations, additions, deductions and transcriptions on the various pay records and documents are required to be independently checked by a second clerk. The Wages Clerk then advises M.S.S. of the denominations and amount of cash required and forwards Forms 12, 14, 15, and 18, pay advice slips, pay envelopes and duplicate copies of time dockets to the Certifying Officer at the Accounts Sub-Section. The Certifying Officer arranges for the Forms 14 to be checked against the Forms 15 and for such other prior payment examination to be carried out as he considers necessary to establish that legitimate and correct entitlements are being paid.

36. Payment Procedure. M.S.S. provide an armed escort, a driver and a vehicle and convey the Paying Officer to where the employees are employed. The Paying Officer establishes the identity of each employee, obtains the signature of the employee on the Form 14 and hands the enveloped wages to the employee. Wages of employees absent on leave, etc., may be paid to an authorized agent on production of a properly completed Form 19 (Order to Pay Agent). The Paying Officer is over twenty one years of age and is not associated with the preparation of the wage records. The acquitted wages documents are examined by the Certifying Officer.

Leave Records (P.S.B. 55)

37. A leave record showing details of recreation, sick and miscellaneous leave credits and leave taken is maintained in respect of each Commonwealth officer and employee. Leave applications are submitted to cover absences. In the case of leave with pay, the period of absence is debited against the appropriate leave credits. The Salaries Clerk is required to raise Forms 28C(V) to dock the person's salary where leave without pay is taken.

38. Officers of Class 8 level and below and employees are required to sign an attendance register at their location of employment. Heads of Branches are responsible for ensuring that each attendance register is properly maintained and supervised and that leave applications are submitted in respect of all periods of absence other than on official duty. The officer responsible for the maintenance of the attendance register is required to forward a daily staff return to the Staff Clerk.

39. Each leave application is duly signed by the applicant; recommended by the Head of Section; checked by the leave Clerk; approved by the Chief Officer or his delegate and posted to the leave record. The posting to the leave record is independently checked by a second clerk. A medical certificate is required to be attached to the leave application where sick leave to the extent of more than four days in any twelve months is taken.

#### Leave Records - Industrial Employees

40. The recreation, sick and compassionate leave entitlements of industrial employees are prescribed in the industrial awards under which the employees are employed.

41. In accordance with Departmental practice, leave applications are required to be signed by the applicant; recommended by the headmaster or officer in charge and approved by the Industrial Officer.

42. The attendance and leave records of industrial employees are maintained and checked in a similar manner to those of Commonwealth officers and employees.

#### Assets

53. In accordance with Treasury Direction 32, paragraph 53 the Department of Interior is responsible for maintenance of the records in respect of the land and buildings in use by the Department of Education and Science (including Government Schools and Pre-Schools in the A.C.T.). The Department of Education and Science requires janitors to be in attendance when the schools are in use and to ensure that the buildings are locked when not in use. Similarly, all other buildings are required to be locked when not in use.

#### Stores

44. Stores for which the Department is responsible include :-

- (a) furniture and equipment received from the Department of Works against requisitions issued on that Department;
- (b) stores procured by the Department through the Superintendent of Stores;
- (c) school and technical college stores supplied direct by the New South Wales Departments of Education and Technical Education; and
- (d) equipment donated by Parents and Citizens' Associations to Government Schools.

These stores are dispersed throughout the Department's Offices and Receiving Stores and in Government Schools, Pre-schools, the Canberra Technical College and the Canberra School of Music.

45. All stores accounting transactions are required to be vouched on the following approved report forms, as applicable :-

- (a) Stores Receiving Report;
- (b) Stores Discrepancy Report;
- (c) Stores Transfer Report;
- (d) Local Receiving Report;
- (e) Carters' Delivery Docket;
- (f) Consumable Stores Issue Note; and
- (g) Board of Survey or Inspecting Officer's Report.

46. An Equipment Assets Register is maintained to provide a properly sectionalised and continuous record of all accountable stores controlled by the Department.

47. A continuous bin card record of consumable stores is maintained within each Store.

48. As approved by the Treasury, the Department conducts stocktakes at A.C.T. schools and the Canberra Technical College once every two years. Other stores for which the Department is responsible are conducted once annually.

49. Responsibilities of Stores Holding Officers. Each stores holding officer in the user schools/sections is required to retain a copy of the stock sheets in respect of the last stocktake together with copies of stores vouchers raised since the stocktake. He is to ensure that :-

- (a) on permanent change of school principals or officers in charge of sections holding stores, a handover/takeover certificate is prepared;
- (b) attractive portable items are recorded on a personal issues record; (where this is impracticable for items such as tools, etc., some other form of control expedient, e.g., shadow boards or a tag exchange system is to be implemented);
- (c) valuable and attractive items are locked away when not in use and that the security control means for such items is adequate;
- (d) sufficient security measures exist to prevent speculation during school or office hours and wrongful entry after hours;

- (e) stores are not borrowed for private purposes;
- (f) wherever practicable items are branded to indicate that they are the property of the Commonwealth; and
- (g) unserviceable items are segregated from serviceable items and that when the occasion warrants board of survey action is arranged by the stores holding officer through the Superintendent of Stores.

1st February 1971