

**Education Directorate**  
**Statement of Performance**  
**For the Year Ended 30 June 2017**

**Output Class 1: Public School Education**

**Description**

Public primary school education spans the years from preschool to year 6. It is available, on average, for eight years with a preschool age of four years and a kindergarten starting age of five years. A balanced curriculum allows the students to develop the qualities needed for lifelong learning. Public high school education covers the years 7 to 10. ACT public high schools offer a broad and comprehensive education across all key learning areas. Public secondary college education covers years 11 and 12, offering courses catering for a broad range of student needs and interests.

A range of educational settings are available in ACT public schools for students with a disability. These include special needs schools, special classes or units in mainstream schools and additional support in mainstream classes.

|   | <b>2016-17<br/>Target</b> | <b>2016-17<br/>Result</b> | <b>Percentage<br/>variance from<br/>the target</b> | <b>Explanation of<br/>material variance<br/>(±10% or higher)</b> |
|---|---------------------------|---------------------------|--|--|
| <b>Cost (\$'000)<sup>1</sup></b>                          |                           |                           |  |  |
| 1.1 Public Primary School Education                       | 359,248                   | 357,579                   | (0.5%)   |  |
| 1.2 Public High School Education                          | 180,155                   | 177,117                   | (1.7%)   |  |
| 1.3 Public Secondary College Education                    | 119,469                   | 115,667                   | (3.2%)   |  |
| 1.4 Disability Education in Public Schools                | 77,685                    | 74,679                    | (3.9%)   |  |
| <b>Total Output Class</b>                                 | <b>736,557</b>            | <b>725,042</b>            | <b>(1.6%)</b>                                      |  |
| <b>Controlled Recurrent Payments (\$'000)<sup>1</sup></b> |                           |                           |  |  |
| 1.1 Public Primary School Education                       | 304,934                   | 300,623                   | (1.4%)   |  |
| 1.2 Public High School Education                          | 156,828                   | 154,611                   | (1.4%)   |  |
| 1.3 Public Secondary College Education                    | 102,149                   | 100,705                   | (1.4%)   |  |
| 1.4 Disability Education in Public Schools                | 69,928                    | 68,939                    | (1.4%)   |  |
| <b>Total Output Class</b>                                 | <b>633,839</b>            | <b>624,878</b>            | <b>(1.4%)</b>                                      |  |

**Notes:**

1. Cost and Controlled Recurrent Payments measures were not examined by the ACT Audit Office in accordance with the *Financial Management (Statement of Performance Scrutiny) Guidelines 2017*.

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| Output Class 1: Public School Education  | 2016-17<br>Target | 2016-17<br>Result | Percentage<br>variance<br>from the<br>target | Explanation of<br>material<br>variance (±10%<br>or higher) |
|--|-------------------|-------------------|--|--|
| <b>Accountability Indicators<sup>a</sup></b>   |                   |                   |  |  |
| <b>Early childhood education</b>   |                   |                   |  |  |
| a. Number of enrolments in preschool in public schools   | 4,650             | 4,603             | (1.0%)                                       |  |
| b. Number of enrolments of Aboriginal and Torres Strait Islander students in preschool in public schools                             | 231               | 251               | 8.7%   |  |
| <b>School participation</b>  |                   |                   |  |  |
| a. Attendance rate of public school students in year 1 to year 10  | 91.5%             | 91.7%             | 0.2%   |  |
| <b>Education and care services</b>   |                   |                   |  |  |
| a. Assessment and ratings completed within legislated timeframes <sup>b</sup>  | 100%              | 98%               | (2.0%)                                       |  |
| b. Annual compliance audit is delivered in full <sup>c</sup>   | 100%              | 100%              | -  |  |
| <b>Disability education</b>  |                   |                   |  |  |
| a. Individual Learning Plans completed for students in special and mainstream schools who access special education services          | 100%              | 98%               | (2.0%)                                       |  |
| <b>Senior secondary education</b>  |                   |                   |  |  |
| a. Percentage of year 10 students who proceed to public secondary college education  | 85%               | 93%               | 9.4%   |  |
| b. Percentage of year 10 Aboriginal and Torres Strait Islander students who proceed to public secondary college education            | 80%               | 86%               | 7.5%   |  |
| c. Apparent retention of public school students from year 7 to year 12   | 100%              | 100%              | -  |  |
| d. Apparent retention of Aboriginal and Torres Strait Islander public school students from year 7 to year 12                         | 75%               | 99%               | 32.0%  | Note 1   |
| e. Percentage of year 12 students who receive a Tertiary Entrance Statement  | 50%               | 48%               | (4.0%)                                       |  |
| f. Percentage of year 12 Aboriginal and Torres Strait Islander students who receive a Tertiary Entrance Statement                    | 20%               | 23%               | 15.0%  | Note 2   |
| g. Percentage of year 12 students who receive a nationally recognised vocational qualification                                       | 60%               | 50%               | (17.0%)                                      | Note 3   |
| h. Percentage of year 12 Aboriginal and Torres Strait Islander students who receive a nationally recognised vocational qualification | 50%               | 49%               | (2.0%)                                       |  |
| <b>Regulatory and process reform initiative</b>  |                   |                   |  |  |
| a. Commenced implementation of red tape reduction initiatives <sup>d</sup>   | 30 June 2017      | 29 March 2017     | -  |  |
| <b>Average cost (\$) per student per annum in public:</b>  |                   |                   |  |  |
| a. Preschools  | 6,768             | 7,026             | 3.8%   |  |
| b. Primary schools   | 14,473            | 13,632            | (5.8%)                                       |  |
| c. High schools  | 18,764            | 17,799            | (5.1%)                                       |  |
| d. Secondary colleges  | 19,217            | 18,184            | (5.4%)                                       |  |
| e. Special schools   | 67,757            | 64,955            | (4.1%)                                       | Note 4   |
| f. Mainstream Schools' student with a disability   | 29,721            | 27,132            | (8.7%)                                       | Note 4   |

**Notes to indicators:**

- a. The above Accountability Indicators were examined by the ACT Audit Office in accordance with the *Financial Management Act 1996*.
- b. Authorised Officers from Children's Education and Care Assurance conduct assessment and rating of services against the National Quality Standard. The process follows statutory provisions and national practice to the assessment and rating of the quality of education and care services across a variety of service settings. The process is a 20 week cycle with key activities including: notification of the cycle commencement; assessment visit; and the issue of a final report and rating notice. Evidence is collected at the assessment visit and a rating is assigned against 18 standards, the assessment report and rating notice is then issued. *Under the Education and Care Services*

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*National Law (ACT) Act 2011* the legislated timeframe between the assessment visit and the issue of the final report and rating notice is within 60 days.

- c. Over a year, the Regulatory Authority conducts scheduled audits of services on the basis of a risk rating or each service. The Regulatory Authority also prepares a schedule of audits for accountability against this indicator. Under the specifications of the indicator, this scheduled number is endorsed by the Directorate's Senior Executive Team. The indicator measures how many audits were completed against the number determined at the beginning of the financial year. In 2016-17 the scheduled number was 36 audits, which represents approximately 10 percent of approved services at the commencement of the financial year.
- d. Refining the School Data Tool (SDT) was chosen as the initiative for implementation at the start of the reporting period. A new version of the SDT was released on 29 March 2017. The new version included additional data sets and upgrades to the user interface.

**Variance explanations:**

- 1. The higher Aboriginal and Torres Strait Islander students' apparent retention rate reflects the Directorate's focus on providing additional support and encouragement to students to complete year 12, through initiatives such as the Student Aspirations Program, pathways planning, secondary and tertiary scholarships and by increasing cultural integrity in all ACT public schools.
- 2. More Aboriginal and Torres Strait Islander students in ACT public schools received a Tertiary Entrance Statement.
- 3. There was a reduction of 233 students (or 13.5%) undertaking a vocational qualification in 2016 from 2015 leading to a lower percentage of year 12 students receiving a nationally recognised vocational qualification.
- 4. The decrease is primarily related to the restructuring of administrative arrangements of Special Needs Transport services transferred from the Directorate to the Transport Canberra and City Services Directorate on 1 July 2016.

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**Output Class 2: Non-government Education**

**Output 2.1: Non-government Education**

**Description**

The Directorate contributes to the maintenance of standards in non-government schools and home education through compliance and registration, and the accreditation and certification of senior secondary courses through the Board of Senior Secondary Studies. The Directorate also undertakes the administration and payment of the Commonwealth and ACT Government grants.

|   | 2016-17<br>Target | 2016-17<br>Result | Percentage<br>variance from<br>the target | Explanation of<br>material variance<br>(±10% or higher) |
|---|-------------------|-------------------|---|---|
| <b>Cost (\$'000)<sup>1</sup></b>  | 3,808             | 3,840             | 0.8%                                      |   |
| <b>Controlled Recurrent Payments (\$'000)<sup>1</sup></b>   | 3,213             | 3,185             | (0.9%)                                    |   |
| <b>Accountability Indicators<sup>2</sup></b>  |                   |                   |   |   |
| a. All non-government schools operating in the ACT during the reporting period are registered                                   | 100%              | 100%              | -   |   |
| b. The provisional registration of home educated students is completed within ten school days of the receipt of the application | 100%              | 100%              | -   |   |
| c. Grants paid within the required period of receiving funds from the Commonwealth Government <sup>3</sup>                      | 100%              | 100%              | -   |   |

**Notes:**

1. Cost and Controlled Recurrent Payments measures were not examined by the ACT Audit Office in accordance with the *Financial Management (Statement of Performance Scrutiny) Guidelines 2017*.
2. Accountability Indicators were examined by the ACT Audit Office in accordance with the *Financial Management Act 1996*.
3. The required period referred to in this accountability indicator is seven business days.