

Annual Report

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ACT
Government

Education Directorate



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Education Directorate



The Education Directorate acknowledges the Ngunnawal people as the traditional owners and custodians of the Canberra region. The region is also an important meeting place and significant to other Aboriginal groups.

We also acknowledge and pay respect to the Wreck Bay peoples as traditional owners and custodians of the land on which the Jervis Bay school is located.

We respect the Aboriginal and Torres Strait Islander people, particularly our Aboriginal and Torres Strait Islander staff, and their continuing culture, and contribution they make to the Canberra region and the life of our city.

Contact for this report

General enquiries about this report should be directed to ETDAnnualReport@act.gov.au.

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Contents

Director-General’s Reflection	7
Part A – Transmittal Certificate	9
Part B – Organisational Overview and Performance	11
Organisational Overview.....	12
Performance Analysis	35
Future of Education	53
Set Up for Success – An Early Childhood Strategy	81
Education and Care Services National Law – ACT Regulatory Authority.....	89
Scrutiny	94
Risk Management.....	118
Internal Audit	120
Fraud Prevention	122
Freedom of Information.....	123
Community Engagement and Support	126
Aboriginal and Torres Strait Islander Reporting	131
Work Health and Safety	136
Human Resource Management	142
Ecologically Sustainable Development	155
Part C – Financial Management Reporting.....	162
Financial Statements.....	180
Capital Works	250
Asset Management.....	264
Government Contracting.....	269
Statement of Performance.....	271
Part D – Annual Report Requirements for Specific Reporting Entities	278
Annexures	280
Annexure A – ACT Teacher Quality Institute Annual Report 2021-22.....	281
Annexure B – Board of Senior Secondary Studies Annual Report 2021-22	338
Appendix 1 Compliance Statement	359
Appendix 2 List of Tables	361
Appendix 3 List of Figures	363
Appendix 4 - Abbreviations and Acronyms	364
Index	369

Director-General's Reflection



We are a growing public education system providing education to over 51,000 children and young people in Canberra. This year marked the opening of Throsby School as Canberra's 90th school in February 2022.

Our students, teachers and school leaders continue to inspire me every day. Hearing and learning about their incredible achievements and personal stories and experiences in our schools and early childhood settings shows the value and impact of education in our children and young people's lives and **life-long learning**.

In late 2021, increased COVID-19 transmissions in our community resulted in a period of lockdown. During this time, our schools remained

committed to delivering learning outcomes for all students as we shifted to remote learning. In 2022, we have seen our students and staff returning onsite in our schools and early childhood education and care centres (ECEC) as we manage the peak of the COVID-19 pandemic. I am so proud of the amazing work across all our schools and ECEC, placing our **students at the centre** of what we do and deliver as an organisation.

This year we continued to deliver on our strategic objectives centred on the principles of **equity, agency, access, and inclusion** as we progress through Phase Two of the implementation of the *Future of Education Strategy*. We remain committed to engaging and listening to children and young people, their families, and the broader community to inform how we can deliver high quality and inclusive education across all our schools. This has also meant strengthened partnerships with the tertiary sector to **support teaching excellence**.

We know that quality early childhood education gives children the best start in life. In the past year, we have continued to implement the first phase of the *Set up for Success: An Early Childhood Strategy*. This outlines the ACT Government's commitment to provide **universal access to quality early childhood education** for all three year-olds in the ACT.

Our Early Childhood Community Coordinators provide support to priority children and families to facilitate and nurture referral pathways into the three-year-old initiative. We continued to build on our partnerships with key directorates and expanded our connections with community organisations to ensure that this initiative was delivered equitably and to children that would most benefit.

Our schools are committed to creating **safe, supportive, and inclusive learning environments** for all students and this is supported by our continued implementation of the *Safe and Supportive Schools Policy* and the Positive Behaviour for Learning framework.

In 2022, we have elevated our approach to improve the safety and wellbeing of students and staff by establishing a new safety culture team to deliver a system-wide transformation in ACT public schools.

This year, the Minister's Student Congress provided an important opportunity for **student voice** during the pandemic. Students shared their perspectives and experiences on mental health, eSafety perspectives, staying healthy and well online, and transitions. The Congress provided valuable insights from our students on their learning experiences through the pandemic which has informed improvements on remote learning.

Our schools continue to **strengthen Cultural Integrity** to meet the needs and aspirations of all Aboriginal and Torres Strait Islander students and to support all students and staff to deepen their understanding of Aboriginal and Torres Strait Islander histories, cultures, languages, and knowledges.

This year, we have undertaken work to finalise the new Education Directorate *Strategic Plan 2022-25*, building on what we have achieved and learned over the last four years, ensuring that we continue to focus on **improving learning and wellbeing outcomes** for all children and young people. The new plan will be finalised by 2022 and I am excited to share the vision we have set out for our system in the next four years.

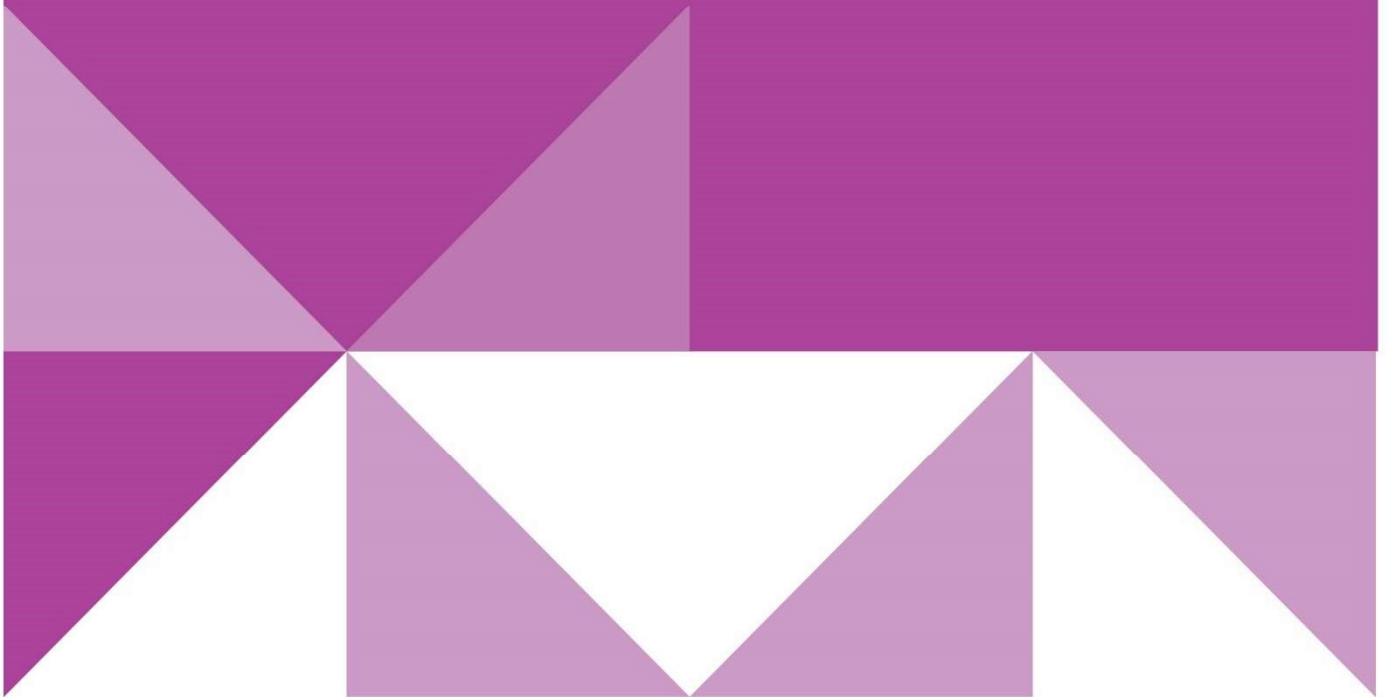
I am very proud of the continued dedication and outstanding efforts across the Directorate, both in our education settings (schools and early childhood) and the Education Support Office, working closely and collaboratively with our school communities. These efforts have been nothing short of extraordinary in response to this year's challenges.

Katy Haire

Director-General

A large, bold, white capital letter 'A' is centered on a solid purple background. The letter has a thick, sans-serif font style.

Part A
Transmittal Certificate





Ms Yvette Berry MLA
Minister for Early Childhood Development
Minister for Education and Youth Affairs
ACT Legislative Assembly
London Circuit
Canberra ACT 2601

Dear Minister

2021-22 Education Directorate Annual Report

This report has been prepared in accordance with section 6(1) of the *Annual Reports (Government Agencies) Act 2004* and in accordance with the requirements under the *Annual Reports (Government Agencies) Directions 2022*.

It has been prepared in conformity with other legislation applicable to the preparation of the Annual Report by the Education Directorate.

I certify that the information in the attached report, and information provided for whole of government reporting, is an honest and accurate account and that all material information on the operations of the Education Directorate has been included for the period 1 July 2021 to 30 June 2022.

I hereby certify that fraud prevention has been managed in accordance with the *Public Sector Management Standards 2006 (repealed)*, Part 2.3 (see section 113 of the *Public Sector Management Standards 2016*).

Section 13 of the *Annual Reports (Government Agencies) Act 2004* requires that you present the Annual Report to the Legislative Assembly within 15 weeks after the end of the reporting year.

The annual reports of the following public sector bodies are included as annexed reports:

- The ACT Board of Senior Secondary Studies; and
- The ACT Teacher Quality Institute.

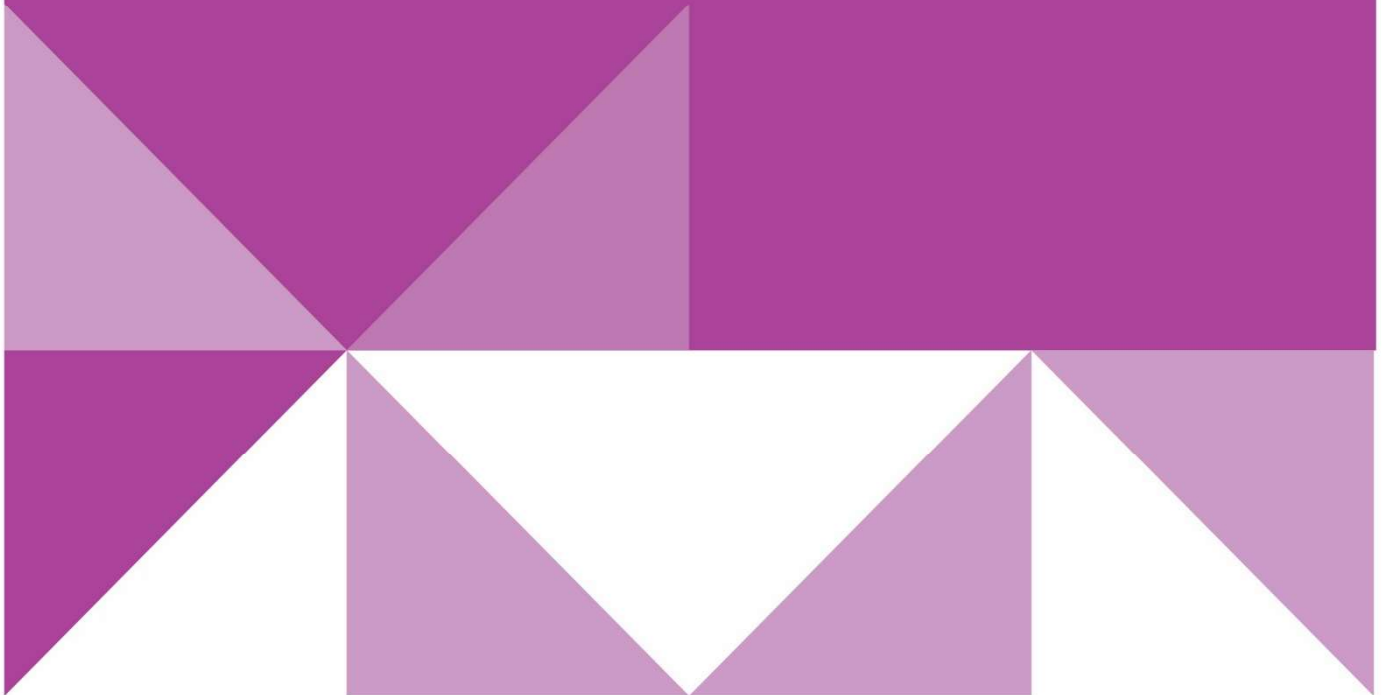
Yours sincerely

A handwritten signature in black ink that reads 'Katy Haire'.

Katy Haire
Director-General
Education Directorate
26 September 2022

B

Part B Organisational Overview and Performance



Organisational Overview

Our Vision, Mission, and Values

The Education Directorate is a leading learning organisation where people are valued and work together to develop and deliver educational services to empower each child and young person in the ACT to learn for life. We share a belief in the life-changing impact of education, and this drives our high-level commitment to children and young people who attend ACT schools.

The Directorate shares the ACT Public Service values of respect, integrity, collaboration, and innovation. These values shape behaviours and actions when supporting children and young people in schools.

Role, Functions and Services

The Directorate is dedicated to facilitating quality education services across the ACT through:

- the provision of government learning institutions in the form of public preschools, primary, secondary, colleges and specialist schools;
- access to quality teaching, specialised learning programs and wellbeing supports for individual student needs;
- enrolment and support of international students; and
- the regulation of non-government schools, home education and early childhood education and care services.

The Directorate supports the ACT Government and the Minister to meet their obligations under the following two portfolios:

Yvette Berry MLA

Minister for Education and Youth Affairs; and
Minister for Early Childhood Development.

As stewards of the ACT education system, the Directorate works actively with a range of partners and stakeholders including:

- the Australian Curriculum, Assessment and Reporting Authority;
- the ACT Board of Secondary Studies and the ACT Teacher Quality Institute;
- the ACT Principals Association;
- the Catholic Education Archdiocese of Canberra and Goulburn;
- the Association of Independent Schools of the ACT;
- the ACT Council of Parents & Citizens Association;
- the ACT Australian Education Union and the Community and Public Sector Union;
- the University of Canberra and the Australian National University; and
- the ACT Aboriginal and Torres Strait Islander Elected Body.

Organisational Structure

The Directorate's organisational structure and leadership underwent changes during the reporting period. The Directorate welcomed Ms Jane Simmons PSM into the Deputy Director-General role in late 2021. Ms Meghan Oldfield remained in the role of Executive Group Manager, Business Services at the beginning of the reporting period until Mr David Matthews returned to the position in late 2021.

With the departure of Ms Lynette Daly in late 2021, Ms Thao Le commenced as Chief Finance Officer until May 2022. The Directorate welcomed Mr Ian Turnbull into the role of Chief Finance Officer from 9 May 2022.

The Education Directorate established the Safe at School Taskforce in early 2022 with Ms Kate McMahon leading the team as Executive Group Manager. Ms Sam Seton commenced in the role of Executive Group Manager, Service Design and Delivery in early 2022 and was in the role for the remainder of the reporting period.

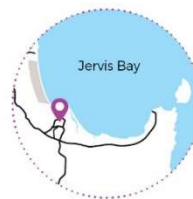
Organisation Chart



Figure 1: Organisation Chart

Where are our public schools?

Note:
Jervis Bay School is included in the North/Gungahlin Network.

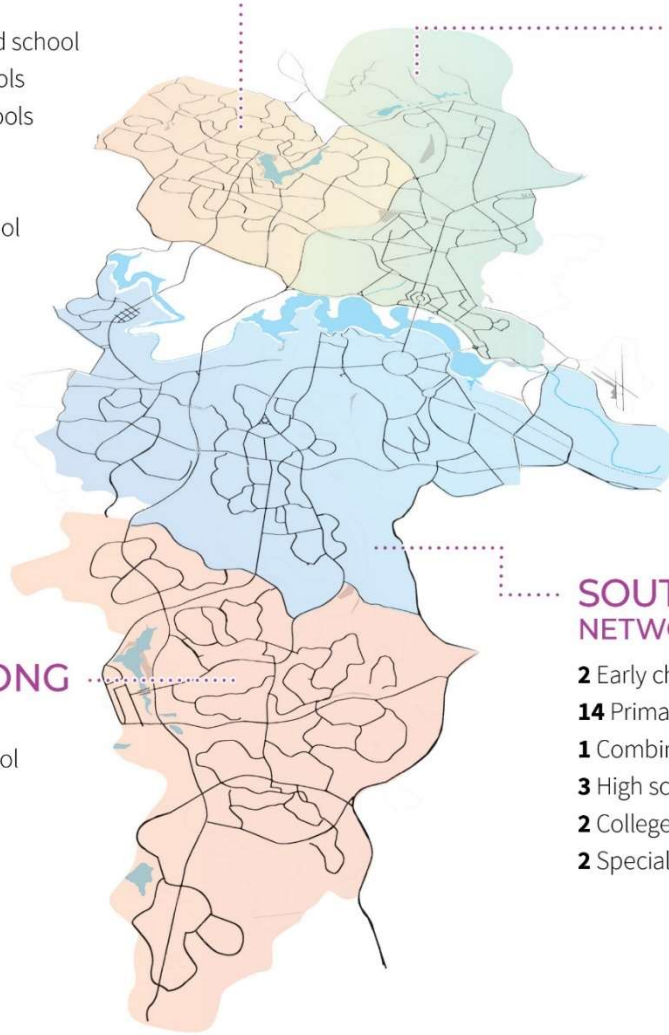


BELCONNEN NETWORK

- 1** Early childhood school
- 15** Primary schools
- 2** Combined schools
- 3** High schools
- 2** Colleges
- 1** Specialist school

NORTH/GUNGALIN NETWORK

- 1** Early childhood school
- 13** Primary schools
- 3** Combined schools
- 2** High schools
- 2** Colleges
- 1** Specialist school



TUGGERANONG NETWORK

- 1** Early childhood school
- 12** Primary schools
- 3** Combined schools
- 2** High schools
- 2** Colleges

SOUTH/WESTON NETWORK

- 2** Early childhood schools
- 14** Primary schools
- 1** Combined school
- 3** High schools
- 2** Colleges
- 2** Specialist schools

Figure 2: Our Schools

Fast Facts

Our Schools



90
PUBLIC
SCHOOLS

\$132 million
infrastructure
expenditure



**8,451 Education
staff** including
3,965 teachers

Our Students



MORE THAN
50,000
STUDENTS

 **4,225 preschool enrolments** for 2022

 **27,595 primary school enrolments** for 2022

 **12,612 high school enrolments** for 2022

 **6,656 college enrolments** for 2022



**2,939
students**
awarded a Year 10
Certificate in 2021



**2,921
students**
received an
ACT Senior Secondary
Certificate in 2021

Figure 3: Fast Facts

Our Environment and Planning

The Future of Education Strategy

The Education Directorate delivers the ACT Government's priorities through the *Future of Education – An ACT Education Strategy* and *Set up for Success: An Early Childhood Strategy* for the ACT.

Launched in 2018, the *Future of Education* Strategy sets out the ACT Government's ten-year vision for education and aims to ensure all ACT public schools are equitable, accessible, inclusive and enable student agency. The *Future of Education* Strategy has four foundations:

- **Students at the Centre** – each student treads their own educational pathway and should be empowered to make informed decisions about how their learning environment operates;
- **Empowered Learning Professionals** – education professionals are experts, highly skilled at working with students to guide them through their learning journey;
- **Strong Communities for Learning** – a strong education system requires a strong community, with schools acting as hub for education and support services; and
- **Systems Supporting Learning** – the systems that support learning must acknowledge the importance of early intervention and promote equity of opportunity and excellent outcomes for all learners.

The *Future of Education* Strategy continued to set the Directorate's direction over the past year. The Phase One implementation covered the first three years (2018-2020) and is now complete. *The Phase Two Implementation Plan* spans years three to five and commenced in late 2021, ahead of its formal release in March 2022.

The *Phase Two Implementation Plan* was informed by consultation with key stakeholders in 2021 and the findings of the Phase One evaluation. Phase Two renews the focus on the strategy's core principles of equity, agency, access and inclusion, together with strengthened attention to wellbeing, parent and community partnerships, and teaching excellence and workforce.

Highlights of the Phase One implementation can be found in the Summary of Performance section of the *Education Directorate 2020-21 Annual Report*.

Set up for Success: An Early Childhood Strategy for the ACT

Launched in August 2020, *Set Up for Success: An Early Childhood Strategy* for the ACT (*Set Up for Success*) is the ACT Government's ten year plan for early childhood education. Set out over three phases, it outlines the Government's commitment to providing quality early childhood education for all children, recognising that children's early years set the groundwork for their lifetime learning.

Set Up for Success is informed by overwhelming national and international evidence, as well as feedback from children, families, experts, and the early childhood sector, about the importance of quality early childhood education in giving children the best start in life.

Set Up for Success is underpinned by the *National Quality Framework* and the *Early Years Learning Framework: Belonging, Being, and Becoming*.

Set Up for Success has four foundations:

- **A fair start for every child** – ensuring access, equity and affordability of early childhood education;
- **Valuing educators, values children** – enhancing the workforce through education, qualification and skills development;
- **Every child has a story** – fostering seamless transitions and supporting children’s diverse needs; and
- **Working together for children** – connecting systems and services to maximise benefits to children.

These four foundations align with the foundations and principles of the *Future of Education Strategy* as shown in the image below:

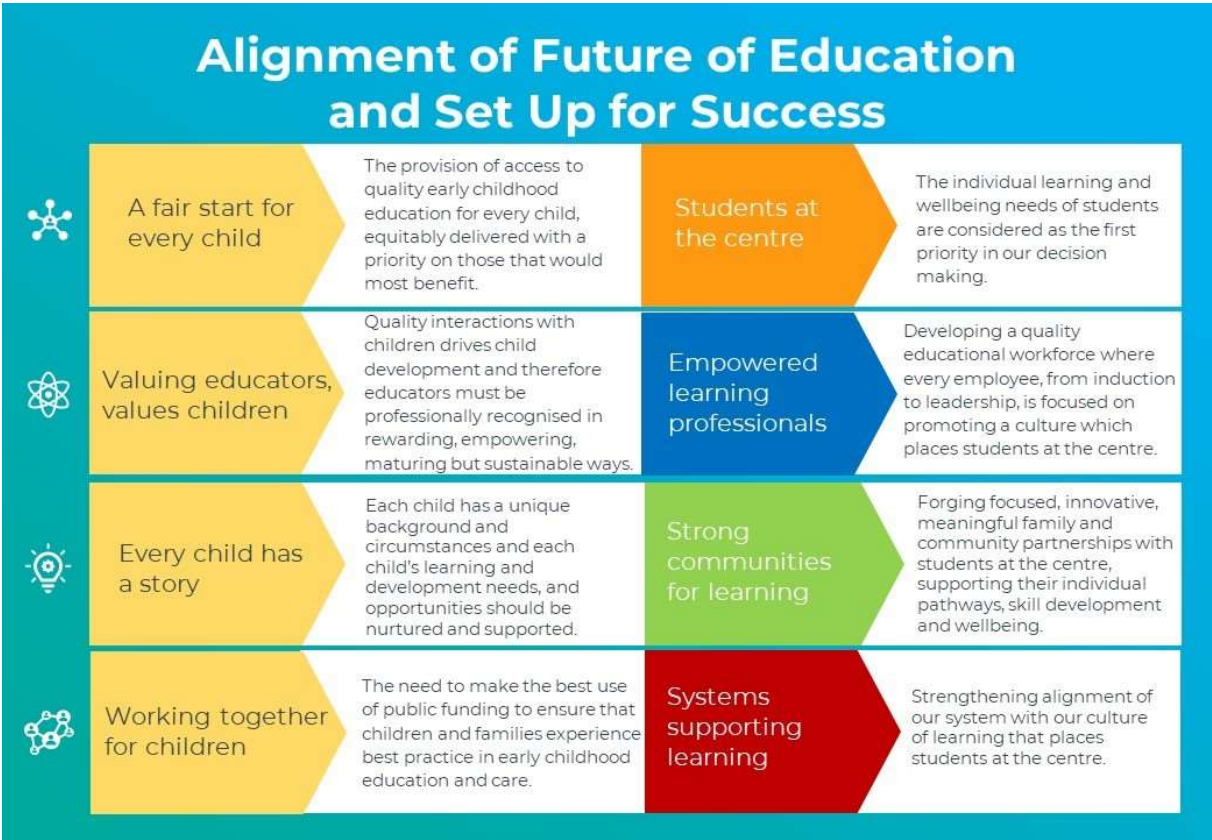


Figure 4: The Alignment of *Future of Education* and *Set up for Success* Strategies

The alignment of the *Future of Education* and *Set Up for Success* strategies recognises that genuine equity of opportunity is only delivered through consistent and sustained collaborative effort, working with key partners from the earliest years of a child’s educational journey.

The Strategic Plan 2022-25

The Directorate's priorities include a strengthened focus on improving learning and wellbeing outcomes for all children and young people.

A new *Strategic Plan 2022-2025* will be finalised in 2022 and has been informed by staff consultation throughout 2021 and Semester 1, 2022. The new *Strategic Plan* will detail how schools and the Education Support Office will work together to achieve the shared vision of the ten-year strategies to make a collective impact on learning outcomes for children and young people in the ACT, including through aligning planning, reporting and improvement cycles.

The new *Strategic Plan* will align with, and support delivery of, the four parallel foundations that underpin the *Future of Education* and *Set Up for Success* strategies:

- Students at the Centre / A fair start for every child;
- Empowered Learning Professionals / Valuing educators, values children;
- Strong communities for learning / Every child has a story; and
- Systems supporting learning / Working together for children.



Figure 5: *Strategic Plan 2022-2025* tile

Summary of Performance

The Education Directorate has celebrated many achievements and addressed significant local and global challenges during 2021-22.

Key highlights in school education for 2021-22 include:

- continuation of the work with young people with disability, their families, and the broader community on how ACT public schools deliver inclusive education, including community consultation held in March 2022;
- continued work on partnerships with the tertiary sector to support teaching excellence;
- ensuring the continuity of learning to students throughout the COVID-19 pandemic, including through the provision of remote learning during ACT lockdown;
- ensuring all year 7 to 12 students have access to a Chromebook and providing access to internet for those who require it;
- continuation of investment in school infrastructure; and the work on new and expanded schools, including the opening of Throsby School in 2022;
- continuing to actively take steps to address the national teacher shortage that is impacting both government and non-government schools nationwide by utilising ongoing recruitment campaigns, and establishing the Teacher Shortage Taskforce; and
- progressing our legislative reform agenda, including the passing of the *Education Amendment Bill 2022*, which revises the registration and registration review requirements for non-government schools, and clarifies the definitions of suspensions, transfers, expulsions, and exclusions, as well as reporting requirements for all schooling sectors.

Key highlights in early childhood development for 2021-22 include:

- partnering with education and care services to provide quality early childhood education for hundreds of three-year-old children experiencing vulnerability and disadvantage;
- establishing 16 Communities of Practice between education and care services and ACT public schools;
- delivering a suite of trauma informed training to support non-government educators; and
- co-designing a new framework and curriculum with Aboriginal and Torres Strait Islander communities for Koori Preschool.

Response to the COVID-19 Pandemic

Background

Throughout 2021-22, the Directorate continued to focus on the continuity of education to children and young people in the ACT, to ensure staff and students' safety and wellbeing, and to minimise the impacts of the COVID-19 pandemic on the ACT education system and early childhood and care sectors.

In 2021, schools and early education and care centres (ECECs) operated in accordance with the latest advice from the ACT Chief Health Officer and the Australian Health Protection Principal Committee (AHPPC). The Directorate continued to support schools to be responsive to any changes to operations, providing advice, guidance, and support for managing and responding to COVID-19 in schools and ECECs.

Prior to the ACT entering lockdown, the Directorate undertook scenario planning work to prepare to respond to a potential outbreak of COVID-19 in the ACT. The planning covered the response to moving into a snap lockdown; moving into and deploying remote learning; and managing an exposure site at a school or ECEC.

On 12 August 2021, a lockdown was announced in the ACT, and the Directorate moved to operationalise its plans to oversee operations during lockdown.

The spread of COVID-19 and the necessary response has had a substantial impact on the early education and care sector in the ACT. The physical, emotional, and financial impact upon in the sector was significant. As an essential service, the sector operated continuously throughout 2021 and 2022. Parents and carers (who were essential workers) of young children, relied considerably on the continuity and professionalism of the sector.

Response to the ACT 2021 lockdown

ACT public school students began remote teacher-led learning on 20 August 2021, following five pupil-free days. Most students in ACT public schools undertook remote learning from home. All ACT public schools remained open for children and young people if they needed to attend school, including vulnerable children.

Students were able to attend their usual school and accessed the same remote learning as their peers while at school. Teachers continued with their usual learning program and adapted this to help students to have the best possible learning experience online, ensuring that remote learning was as normal as possible for students.

The Directorate was well positioned to move to a remote learning model, given past investments in technology and ICT infrastructure. Students were given Chromebooks and other electronic devices to facilitate remote learning, and free internet dongles were provided to families who needed them to support student learning from home. Schools supported very young students through paper-based learning activities and workbooks.

The Directorate provided information for schools, students, and families through a dedicated webpage. Home learning resources by year level were also available on the Education Directorate's website for students and families who wished to undertake self-directed learning during the lockdown.

Teaching staff were supported with training opportunities and peer support to assist them in adapting to online and remote delivery of learning.

Out of school hours care and early childhood education and care services remained open during the lockdown for vulnerable children, children of parents who could not work from home, and children of parents who were required to work from home but could not reasonably provide care at the same time.

During lockdown, the Directorate managed a series of exposure sites, including at public schools, outside school hours care providers, early childhood education and care providers (including family day care services) and non-Government schools. Over the 11 weeks of lockdown in the ACT, the Directorate managed an average of four exposure sites per week.

ECEC services were significantly affected by exposure to COVID-19, with 33 early childhood education and care services directed to close between August and December 2021. A further 62 services closed for part, or all, of the lockdown; with many of these services consolidating their children to attend on one site.

To ensure the Directorate was able to provide an efficient and rapid response to any exposures that occurred in ACT public schools or in ECECs, an embedded Directorate Liaison Officer was placed in the Health Emergency Control Centre (HECC) to provide support to the ACT Health Directorate (ACT Health).

The Directorate also worked with ACT Health to establish public COVID-19 testing facilities at the Gold Creek School Senior Campus and Erindale College campus during lockdown.

During lockdown, Children's Education and Care Assurance (CECA) targeted staff and resources into four streams of action: sector support, child safety, capacity, and communication. CECA provided regular updates to ECEC services on any changes regarding ACT Health advice and mandated restrictions that impacted the sector. CECA worked to provide direct support and advice to assist services experiencing an exposure and/or temporary closure.

The Minister for Early Childhood Development and the Directorate engaged with early education and care stakeholders about any concerns or issues involving educators' safety and wellbeing, viability of services, and the impact that restrictions had on children, families, and educators.

CECA supported and monitored the ACT's COVID-19 vaccination mandates for the sector and advocated prioritisation of education and care workers for vaccinations and boosters.

Pathway out of Lockdown

During August 2021, the Directorate worked with ACT Health and education sector stakeholders to develop the *Pathway out of Lockdown: Health Guidelines for ACT Schools and Early Childhood Education and Care Services* (Health Guidelines), established under the Health Directions, and an associated risk management approach to enable onsite learning and teaching, while managing COVID-19 risks in schools.

On 27 September 2021, the ACT Government released the details of how all education settings would return to onsite learning for Term 4, 2021 including early education and care services and out of hours care services.

ACT schools and early childhood education and care services returned to onsite learning in a staged approach between October to November 2021. Year 12 students returned to onsite learning from 5 October 2021, to allow preparation for the Australian Scaling Test (AST) which sat on 12 to 13 October 2021. The ACT Scaling Test was successfully staged for Year 12 students over these dates, with thousands of students sitting the test with COVID-safe preparations. Year 11 students returned to onsite learning from 18 October 2021.

All other students returned to school according to the *Pathway out of Lockdown*, with children and young people in ECECs, preschool, kindergarten, and years 1, 2, 6, 9 and 10, returning on 25 October 2021. All remaining year levels returned to onsite learning from 1 November 2021.

The Health Guidelines remained in place for Term 4, 2021 and Term 1, 2022 with minor adjustments made to ensure the advice remained relevant and current in a changing environment.

COVID-safe plans and procedures were developed for each school, including limiting visitors to schools; mask wearing for all staff and students in years 7 to 12 when indoors and outside in close contact with others; physical distancing (including cohorting and increasing class distancing where possible); and increasing cleaning.

To support schools to prepare for return to onsite learning following the lockdown, the Directorate received funding as part of the ACT Government's COVID-19 Response Fund. To meet ongoing costs associated with the pandemic, funding of \$18.3 million was allocated for specific measures to assist in the return to onsite learning for Term 4, 2021, and Terms 1 and 2, 2022.

Managing COVID-19 in ACT Public Schools

To support the ongoing management and response to COVID-19, the Education Directorate COVID Management Team (CMT) was established in February 2022, to streamline the Directorate's ongoing response and strategic planning to manage COVID-19.

Following changes to the Health Directions in March 2022, the Directorate worked with ACT Health and internal and external stakeholders to develop the *ACT Public Schools COVID-19 Management Plan* (The Plan). The Plan came into effect in Week 3 Term 2, 2022. The Plan was guided by the *National Framework for Managing COVID-19 in Schools and ECECs* and was informed by latest advice from the Australian Health Protection Principal Committee

(AHPPC). The Plan provided a consistent framework for translating health guidelines across public school sites by managing the safety of staff, children, and young people.

The Plan also considered the Directorate's responsibilities as a public sector employer, and subsequent Work Health and Safety requirements to implement reasonable precautions to keep staff and others on school sites safe. The Plan continues to be regularly reviewed to ensure ongoing relevance with the evolving picture of COVID-19.

With guidance from ACT Health, many restrictions were eased across education settings from Week 3, Term 2 2022. This included, but was not limited to, an increase in permitted activities, welcoming parents and carers back on school sites, and removing cohorting requirements.

Additional Support to Schools and ECECs

The Directorate continued to provide additional supports to schools including free access to Rapid Antigen Tests (RATs) for both school based staff and students, increased school cleaning, targeted ventilation maintenance to enable adequate air flow in classrooms, shade sails and outdoor infrastructure to support outdoor learning spaces, Chromebooks for students during remote learning periods, and telehealth services for students.

Rapid Antigen Tests (RATs) and Personal Protective Equipment

Rapid Antigen Tests (RATs) were made available for students and staff in all education sectors and staff in early childhood settings from Term 1, 2022 to increase the ability to test and trace COVID-19. Tests were initially provided weekly to all students and school-based staff and early childhood and education and care staff, and subsequently provided as required or requested by families and staff. CECA has continued to provide support to ECECs and has facilitated the distribution of RATs to all early childhood education and care services' staff working directly with children.

The ACT Government also provided \$2.2 million to purchase additional masks and hand sanitiser for public schools, early childhood education and care services and for low fee paying non-government schools as part of the COVID-19 Response Fund.

Cleaning

The Directorate minimised the risk of transfer of COVID-19 during school hours by changing the way existing school cleaning services were delivered in accordance with health advice. This included up to an additional 140 full time equivalent staff that provided 1,064 hours of additional high frequency touch point cleaning each day in ACT public schools and establishing and training specialist teams, to provide deep cleaning in schools where it had been identified that active COVID-19 cases had presented.

Ventilation and Indoor Air Quality Plans

Individualised *Indoor Air Quality Plans* were developed for all public schools with the intention to provide adequate ventilation in all areas of schools that are accessed by students and staff. The plans identified potential areas where ventilation was limited, and remedial strategies implemented. Each plan detailed actions undertaken by the Directorate and provided tools and targeted actions for schools to undertake to improve air quality.

Indoor Air Quality Plans were published on all ACT public school websites and school communities were advised where they could access this information.

\$5.6 million was allocated to improve ventilation in ACT public schools. This included building works, CO₂ monitoring, increased maintenance for heating, ventilation, and air conditioning (HVAC) systems, and \$0.3 million for anticipated increase in electricity bills.

Ongoing works have continued to improve ventilation systems in schools, including meeting the challenges of cooler weather requiring the balance of fresh air and heating.

Works undertaken to improve ventilation and indoor air quality in learning spaces has included building works and the repair and upgrade of windows to enable improved ventilation, increasing fresh air supplied by HVAC systems, installation of sensors for CO₂ monitoring, upgrades of air conditioning units to incorporate outside air, and the provision of ultraviolet UV-C light units to inactivate viruses.

Outdoor infrastructure

The Directorate received \$3 million in funding during 2021-22 for a shade structure program to promote and support external (outdoor) learning spaces during the pandemic, and to enable and support safe onsite learning and teaching. This funding was expended to construct shade structures at 20 ACT public schools.

COVID-19 Resources

The Directorate has developed a range of resources for schools to access and to manage the ongoing risk of COVID-19 in education settings. These resources are regularly reviewed and updated based on the latest health advice, or in response to various risk factors; with various methods of communication used to ensure schools are kept up to date on the resources available to them.

Student Supports

Access to Chromebooks and Internet

The Digital Access and Equity Program provides Chromebook devices to all ACT public secondary students. In 2021, more than 3,300 new devices were provided to students entering high school. During remote learning periods, ACT public primary school students were provided with a device to continue their learning from home if they required one. Students were able to receive internet access support as required, with more than 1,000 families provided internet access support during the remote learning period in Term 3, 2021. As at 30 June 2022, the Directorate continues to provide internet access support to approximately 600 students.

Access to School Psychologists

During the remote learning periods in Terms 3 and 4 2021, all psychologist supports in ACT public schools moved to telehealth platforms to continue to support the wellbeing of students and their families as needed. Students were able to access support remotely, either through video or phone sessions and where possible, were able to access their regular school psychologist. School psychologists were able to help link families with other services, including community organisations, that were still operating during the lockdown period.

To support further service delivery during this time, a central telehealth service was established by the Directorate and continues into 2022. To support additional telehealth resourcing, funding was provided for two additional senior psychologists to provide online counselling and support for ACT public school students.

Workforce Supports

Throughout 2022, education settings have continued to experience workforce pressures that have impacted schools' ability to maintain onsite learning. These workforce pressures have been exacerbated by COVID-19, directly or indirectly, and have been amplified by other winter illness.

The ACT Government provided \$4.5 million for Term 3, 2021 and Terms 1 and 2, 2022 for additional relief teaching hours to support public schools to implement COVID-safe measures in ACT public schools, including covering staff absences and enabling staggered breaks.

The Directorate established a series of workload reduction strategies to alleviate pressure across the system. These included:

- two school staff planning days in Term 2, 2022 where families were asked to keep students at home if they could;
- changes to student academic reporting requirements;
- revision of timelines for teacher and school leader annual development plans;
- the central casual teacher relief pool;
- rollover of the *Enterprise Agreement Implementation Plans*; and
- the option to opt out of school review for the year.



Volunteers preparing to deliver devices to students to support remote learning

2022-23 Outlook

The Education Directorate's priorities for 2022-23 are identified through the *Future of Education* Phase Two plan and the *Set Up for Success* Phase One and Two implementation plans. The Directorate will implement the identified priorities of government as well as other key initiatives and whole of government strategies through a new strategic planning approach.

The approach focuses on how schools and the Education Support Office will work together to achieve priorities for Education and Early Childhood Development, through integrated planning cycles across schools and the Education Support Office, with the *ACT Wellbeing Framework* as an overarching focus. The next *Strategic Plan* will articulate how the Directorate will implement the *Future of Education* and *Set Up for Success* strategies. Consultation with relevant stakeholders is currently underway and the new Plan will be launched in the second half of 2022.

Future of Education Phase Two will further focus on inclusion, student agency, wellbeing, strengthening partnerships with school communities and learning gain. These priorities demonstrate the commitment of the ACT education system to taking an evidence-based approach to ensure educational excellence for every child and young person.

Implementation of Phase One of *Set Up for Success* occurred between 2020 and 2022.

Phase Two occurs over the next three to five years and will commence in 2023.

Whilst continuing the delivery of initiatives under Phase One, there will be a focus on working towards delivering initiatives under Phase Two. Each initiative connects with one of four foundations:

- A fair start for every child;
- Valuing educators, values children;
- Every child has a story; and
- Working together for children.

These four foundations reflect the fundamental priorities for early childhood education in the ACT over the next ten years. Implementation continues to be informed by ongoing evaluation and monitoring of achievements and impact.

The Directorate acknowledges that the challenges associated with the pandemic are far from over and has implemented initiatives to ensure that children and young people are able to receive a high quality and inclusive education where they are safe at school.

The COVID-19 pandemic has significantly impacted the Directorate's workforce, both in schools and in the Education Support Office. The health and wellbeing of staff has always been the top priority for the Directorate, and this continues to be a focus for 2022-23 in consultation with staff and unions.

Some of the priorities the Directorate will be focussing on in 2022-23 include:

- continuing to manage the impact of COVID-19 across the Directorate's workforce and to support schools to manage staffing absences;
- safety and wellbeing measures for on-campus learning, including the provision of Rapid Antigen Tests (RATs) to all ACT schools, and face masks and sanitiser in ACT public schools and early childhood education centres;
- continued communication and community messaging regarding ACT public schools and COVID-19;
- continuing work to strengthen inclusion in ACT schools and to develop an *Inclusive Education Strategy* for the ACT, recognising that inclusive education delivers better outcomes for all students;
- ensuring that ACT public schools remain safe and supportive workplaces for staff and students. Following the establishment of the Safe at School Taskforce in May 2022, the first tranche of work is to examine how the processes and practices that support safe systems are operating in ACT public schools;
- investing in professional learning to deliver cultural change across ACT public schools so that both schools and Directorate staff are well equipped to proactively support and to promote a safety culture and respond to serious incidents;
- continuing to provide 21st century learning environments by building new schools and delivering upgrades and expansions to existing schools, including commencing the construction of the new Taylor High School and continuing the construction of the East Gungahlin (Kenny) High School;
- continuing to improve ventilation in ACT public schools; and
- delivering transportable infrastructure to support student demand across the ACT.

Internal Accountability

Senior Executives

Director-General

The Director-General leads the Education Directorate and the network of ACT public schools to implement the *Education Act 2004*. The Director-General is responsible for promoting high quality education for ACT children and young people, overseeing the operation and governance of ACT public schools, and overseeing the registration of non-government schools and home education.

The Director-General also holds responsibility for the Directorate's strategic direction, including the *Future of Education* and *Set up for Success* Strategies and the implementation of whole of government strategies.

In addition, the Director-General has a role in the leadership of the ACT Public Service as a member of the ACT Public Service Strategic Board.

Deputy Director-General

The Deputy Director-General leads ACT public schools, deputises for the Director-General, and holds responsibility for the delivery of education services through student centred learning and teaching initiatives, digital strategy and direction, the Safe at Schools work program, and is the COVID Controller for the Education Directorate.

The Deputy Director-General holds accountability for school operations, teaching and learning practices and student outcomes, and the safety and wellbeing of students and staff at schools.

Support services are provided in the areas of curriculum delivery, early childhood education and pedagogy, digital strategy, health, student inclusion and wellbeing, vocational education and training (VET), pathways and transitions, Aboriginal and Torres Strait Islander education, international education, complex case management, and flexible education.

Deputy Director-General, System Policy and Reform

The Deputy Director-General, System Policy and Reform leads the Strategic Policy, Enrolments and Planning, Analytics and Evaluation, and Education and Care Regulation and Support functions of the Directorate.

The Deputy Director-General, System Policy and Reform has responsibility for strategic reforms, including inclusive education, schools and early childhood reforms, in addition to advising on national education reforms and associated bilateral agreements.

The role leads the coordination of the ACT's participation in national assessment programs and provides quality data and analytics to inform school and system improvement, in addition to strategic school capacity planning and enrolment policy and procedures.

The Deputy Director-General, System Policy and Reform is also responsible for a range of regulatory and registration functions including:

- the regulation of early childhood education and care sector through the ACT Regulatory Authority, the Children’s Education and Care Assurance Unit;
- the registration and regulation of non-government schools;
- Home education registration and support for children and families in home education; and
- the registration and compliance of all Territory schools for Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS), as required under Commonwealth law.

Executive Group Manager, Business Services

The Executive Group Manager, Business Services is responsible for leading the Infrastructure and Capital Works, Governance, Communications, Engagement and Government Support, People and Performance, the School Cleaning Service, and the Strategic Finance and Procurement functions of the Directorate.

Executive Group Manager, School Improvement

The Executive Group Manager, School Improvement strategically leads and coordinates the improvement agenda for ACT public schools as well as oversight of the day-to-day operations of schools. A range of improvement activities underpinned by excellence through equity and anchored in evidence, are led to ensure students are at the centre of school improvement. This includes school leadership development and recruitment, school improvement planning and review and oversight of the day-to-day operations of schools through the Directors of School Improvement.

The Executive Group Manager also influences the broader work of the Education Support Office in delivering an integrated approach to the delivery of services while also supporting schools to manage a range of operational processes including incident reporting.

Executive Group Manager, Service Design and Delivery

The Executive Group Manager, Service Design and Delivery has responsibility for policy development, and service design and integration ensuring the provision of high-quality education services to ACT public school students, schools, and the community.

The Executive Group Manager also has responsibility for student engagement and wellbeing, disability services and inclusion, including the provision of allied health services to support the wellbeing of students in all of our schools, the Directorate’s digital strategy which supports learning and teaching across our schools, VET support and opportunities, careers and transitions coordinated services, teaching and learning, and the provision of services to international students studying within public schools.

Executive Group Manager, Safe at School

The Executive Group Manager, Safe at School has been temporarily established to oversee a new taskforce to lead and manage a program of work to elevate the Directorate's commitment to the safety and wellbeing of our staff and students in schools

This position also has responsibility for leading and managing the Directorate's comprehensive response to ongoing legislative compliance with the *Work Health and Safety Act 2011* and to develop a strategic approach to workplace and staff safety at a system level over the next twelve months. The taskforce includes the Occupational Violence and Complex Case Management, Work Health and Safety, and Early Intervention and Wellbeing teams.

The Executive Group Manager is responsible for ensuring effective management of incidents in schools and delivering a sustainable approach to safety in schools.

Remuneration for Senior Executives

All executives employed by the Education Directorate were paid in accordance with the determinations of the ACT Remuneration Tribunal.

The ACT Remuneration Tribunal is an independent statutory tribunal with responsibility for setting the remuneration, allowances, and entitlements for public officials in the ACT including the ACT Government. Further information can be found at <https://www.remunerationtribunal.act.gov.au>.

Significant Committees of the Directorate

Governance Committees

Executive Governance Committee

The Executive Governance Committee (EGC) supports the Director-General as the responsible officer of the Education Directorate reporting to the Minister under Section 19 of the *Public Sector Management Act 1994*.

The EGC provides leadership, direction and guidance to the Directorate and provides oversight of the Directorate’s policy and strategy, governance, risk, and compliance frameworks. Supporting the EGC are several sub-committees. Several of the below committee’s meeting schedules were affected by the ongoing management of the COVID-19 pandemic.

Table 1: Executive Governance Committee Sub-Committees

Executive Governance Committee					
Work Health and Safety Sub-Committee	Security and Emergency Management Sub-Committee	Digital Strategy Sub-Committee	Education Evaluation Sub-Committee	Education Planning Sub-Committee	Finance Sub-Committee

Work Health and Safety Sub-Committee

The Work Health and Safety Sub-Committee (WHSSC) supports the Director-General in discharging Work Health and Safety responsibilities in accordance with the *Work Health and Safety Act 2011*.

The WHSSC maintains due diligence oversight of the Directorate’s Work Health and Safety management system. Safety performance, auditing and assurance activity, and conditions of the workplace are monitored for the purpose of preventing illness and injury and supporting wellbeing.

Security and Emergency Management Sub-Committee

The Security and Emergency Management Sub-Committee provides advice and guidance on the development and implementation of initiatives relating to security, emergency management, business continuity and related risk management and compliance matters across the Directorate.

Digital Strategy Sub-Committee

The Digital Strategy Sub-Committee (DSSC) provides advice on the development and implementation of digital and ICT strategies, programs, and policies. The DSSC makes recommendations to EGC about digital and ICT strategic directions, policies, and proposals for system wide ICT initiatives.

Education Evaluation Sub-Committee

The Education Evaluation Sub-Committee ensures the *ACT Government Evaluation Policy and Guidelines* are implemented across the Directorate, guides the development of evaluation plans and schedules and reports on progress against the *Directorate's Annual Evaluation Plan*.

Finance Sub-Committee

The Finance Sub-Committee is responsible for providing advice and support around financial management and compliance to EGC. Advice may include:

- branch and division forecasted positions post annual budget allocations and ongoing impacts on branch or division allocation;
- implementation of election commitments including budget initiatives, funded and unfunded outcomes and impacts on the Directorate's position;
- operational program changes or innovation ideas prior to implementation, as any potential underspends within branches/divisions may need to be redirected to support the Directorate financial pressures and these activities may not be agreed as a priority in 2021-22;
- policy consideration that may have financial impacts; and
- compliance related matters, where this would affect the financial operations of the Directorate.

Education Planning Sub-Committee

The Education Planning Sub-Committee is responsible for school infrastructure planning including:

- responding to enrolment growth through effectively administering ACT public schools with respect to capacity and enrolment demand;
- identifying and preparing for future school infrastructure requirements and developing new infrastructure proposals for the Minister and the Government's consideration;
- oversight of progress on projects of strategic significance and an escalation pathway for issues arising through to EGC; and
- delivering the Government's agreed infrastructure measures.

Consultative Committees

Directorate Consultative Committee

The Directorate Consultative Committee (DCC) provides consultation and communication processes between staff, senior managers, and unions regarding change management proposals in the workplace, and the sharing of information across the Directorate.

The membership of the DCC includes four to six Directorate and school-based staff representatives, one or two union representatives from the Community and Public Sector Union, United Workers Union and the Australian Education Union, and other specialists upon invitation.

Work Health and Safety Consultative Committee

The Work Health and Safety Consultative Committee provides advice on the ongoing development and implementation of the Education Directorate's work health and safety policies, procedures and safety priorities, considers health safety and wellbeing performance, considers specific injury prevention and injury management advice and initiatives, provides advice on high level strategic initiatives to address injury data trends, and reviews statistical data and identifies the Directorate's risk profile trends through reported hazards, incidents/accidents, injuries or diseases.

Engagement and Advisory Committees

Principals' Advisory Group

The Principals' Advisory Group is a consultation and communication group representing all ACT public school principals. The group considers key strategic, policy and operational matters and provides advice to the Director-General, Senior Executive, and schools.

ACT Minister's Student Congress

The ACT Minister's Student Congress (the Congress) is an opportunity for ACT public school students to come together to discuss issues which matter to them and affect their education. It is a conduit for student voices from ACT public schools to the Minister and supports students to explore issues of significance for them and their education.

The Congress is led by a student elected executive team with support from the Directorate. The team facilitates the Congress and is held twice a year to represent the wider student body with the Minister for Education and Youth Affairs.

The Congress provides students with opportunities in leadership, advocacy, networking, and organisational skills. The Congress Student Executive (representatives elected at Congress) meet twice a term to evaluate the previous Congress and use the information to plan the upcoming congress.

Aboriginal and Torres Strait Islander Education Advisory Group

The ACT Aboriginal and Torres Strait Islander Education Advisory Group (the Group) supports the Directorate by providing advice on policy formulation and program facilitation and implementation in ACT public schools and early childhood education settings. The Group contributes to national discussion relating to Aboriginal and Torres Strait Islander Education.

Disability Education Reference Group

The Disability Education Reference Group is a community consultative forum convened by the Director-General. The purpose of the reference group is to provide an opportunity for information sharing and for key community stakeholders to contribute to the formulation of policy and advice in relation to the education of students with a disability in ACT public schools.

Performance Analysis

Overview

Table 2: Performance Analysis Overview

Strategic Objective	Strategic Indicator	Comment on 2021-22 Performance	More Information
Strategic Objective 1 – To promote greater equity in learning outcomes in and across ACT public schools	Strategic Indicator 1(a) Reduction in the equity gap between the most advantaged and less advantaged students in reading	The goal is to reduce the equity gap in educational outcomes over time. The 2021 gap result was 49 NAPLAN points lower than the 2021 target of 51 points. The target was exceeded. Due to COVID-19, NAPLAN did not occur in 2020 so there is no comparative performance data for 2020.	Output Class 1 page 43. Strategic Objective 1(a), page 38.
	Strategic Indicator 1(b) Reduction in the equity gap between the most advantaged and less advantaged students in numeracy	The goal is to reduce the equity gap in educational outcomes over time. The 2021 gap result was 39 NAPLAN points lower than the 2021 target of 42 points. The target was exceeded. Due to COVID-19, NAPLAN did not occur in 2020 so there is no comparative performance data for 2020.	Output Class 1 page 43. Strategic Objective 1(b), page 39.
Strategic Objective 2 – To facilitate high quality teaching in ACT public schools and strengthen educational outcomes	Strategic Indicator 2(a) ACT public schools gain for Years 3 to 5 in reading	The scaling process used in NAPLAN tests causes variation in gain outcomes locally and nationally. ACT public schools have achieved similar gain relative to the national gain data. The Directorate achieved gain of 77 NAPLAN points between 2019 and 2021, lower than the target of 84 points.	Output Class 1 page 43. Strategic Objective 2(a) page 40.

<p>Strategic Indicator 2(b) – ACT public schools gain for Years 3 to 5 in numeracy</p>	<p>The scaling process used in NAPLAN tests causes variation in gain outcomes locally and nationally. ACT public schools have achieved similar gain relative to the national gain data.</p> <p>The Directorate achieved gain of 80 NAPLAN points between 2019 and 2021, lower than the target of 90 points.</p>	<p>Output Class 1 page 43. Strategic Objective 2(b) page 40.</p>
<p>Strategic Indicator 2(c) – ACT public schools gain for Years 7 to 9 in reading</p>	<p>The scaling process used in NAPLAN tests causes variation in gain outcomes locally and nationally. ACT public schools have achieved similar gain relative to the national gain data.</p> <p>The Directorate achieved gain of 32 NAPLAN points between 2019 and 2021, lower than the target of 40 points.</p>	<p>Output Class 1 page 43. Strategic Objective 2(c) page 40.</p>
<p>Strategic Indicator 2(d) – ACT public schools gain for Years 7 to 9 in numeracy</p>	<p>The scaling process used in NAPLAN tests causes variation in gain outcomes locally and nationally. ACT public schools have achieved similar gain relative to the national gain data.</p> <p>The Directorate achieved gain of 39 NAPLAN points between 2019 and 2021, similar to the target of 42 points.</p>	<p>Output Class 1 page 43. Strategic Objective 2(d) page 41.</p>

Strategic Objective 3
– To centre teaching
and learning around
students as
individuals

Strongly Identified with
their school by group,
ACT public schools

In 2021, school identification
levels returned to pre-covid
trend levels, after large
increases in 2020 due to the
ending of the first COVID-19
lockdown.

In 2021, the Directorate
reported 62% of students
strongly identified with their
school, compared with a
target of 61%. There was 88%
strong school identification for
staff compared with the target
of 90%; and 79% for parents
and carers, compared with the
target of 80%.

Output Class 1
page 43.
Strategic
Objective 3
page 42.



Students at Evatt Primary School

Strategic Objectives and Indicators

The Directorate’s three Strategic Objectives outlined in the 2021-22 Budget were guided by the development of the *Future of Education Strategy*.

Although this reporting period was wholly impacted by the ongoing pandemic, the Directorate retained ambitious targets. It is noted that in many cases where the target was not met, performance in 2021-22 exceeded that of the previous reporting period which provides evidence of improvement, despite the significant ongoing impact of the pandemic.

Strategic Objective 1 – To promote greater equity in learning outcomes in and across ACT public schools

The ACT public education system is underpinned by the right of all children to access high quality education. It is recognised that not all children are able to access the same educational advantages when starting their education. Some children receive at-home and early childhood education, others first access education at the start of preschool. Children may also experience adversity at different stages of their education journey. The difference in access may be the result of socio-economic factors, physical or mental health or disability, cultural backgrounds, or familial circumstance. The *Future of Education Strategy* recognises students as individuals and will emphasise the creation of learning environments with students at the centre.

This measure reaffirms the ACT Government’s commitment to equity in the public education system. This measure shows that difference, expressed as the difference in average NAPLAN points across all four NAPLAN year levels.

Table 3: Strategic Indicator 1(a) – Reduction in the equity gap between the most advantaged and less advantaged students in reading

	2017	2018	2019	2020 ²	2021 Target	2021 Actual
Equity Gap	45 ¹	57 ¹	52	N/A	51	49

Source: ACT Education Directorate, unpublished data

¹ 2018 is the baseline year for this new measure. This aligns with the ACT’s move to more precise assessment through NAPLAN online.

² Due to COVID-19 the NAPLAN testing did not occur. As a result, no performance data is available to report for 2020.

NAPLAN scores in reading representing the performance gap between less advantaged groups of students (those where highest level of parental education is less than university degree) and the most advantaged group of students (those with parents with a university qualification or above) for students in ACT public schools. As reducing the gap is the goal, lower numbers indicate improvement, and in this case the 2021 target was exceeded.

Table 4: Strategic Indicator 1(b) – Reduction in the equity gap between the most advantaged and less advantaged students in numeracy

	2017	2018	2019	2020 ²	2021 Target	2021 Actual
Equity Gap	37 ¹	45 ¹	44	N/A	42	39

Source: ACT Education Directorate, unpublished data

¹ 2018 is the baseline year for this new measure. This aligns with the ACT’s move to more precise assessment through NAPLAN online.

² Due to COVID-19 the NAPLAN testing did not occur. As a result, no performance data is available to report for 2020.

NAPLAN scores in numeracy representing the performance gap between less advantaged groups of students based on parental education (those where highest level of parental education is less than a university degree) and the most advantaged group of students (those with parents with a university qualification or above) for students in ACT public schools. As reducing the gap is the goal, lower numbers indicate improvement, and in this case the 2021 target was exceeded.

Strategic Objective 2 – To facilitate high quality teaching in ACT public schools and strengthen educational outcomes

The *Future of Education* sets the objective for the Directorate of ensuring students succeed through the delivery of high-quality learning that engages students and supports the development of learning for life. This will be achieved through collaborative learning and developing cohesive relationships between schools, communities and whole of government.

The Directorate is also strengthening the pedagogy to respond to diversity and build learner capabilities as well as content knowledge. Progress in student learning gain is an important measure of evaluating educational outcomes. Drawing on the concept of a year’s learning for a year’s teaching, these strategic indicators measure the growth in learning of students.

To measure the growth in student outcomes over time, the Directorate compares the NAPLAN mean reading scores of children in year 3 (or year 7) with the NAPLAN mean reading scores of the same children when they have reached year 5 (or year 9).

Students generally experience a higher gain in their early years of schooling as they develop a foundational understanding of new concepts in numeracy and literacy. This is reflected in the national NAPLAN scale which reflects double the gain between years 3 and 5 students compared with gain between years 7 and 9 students.

The variation in gain over time in the ACT reflects the national pattern. Each NAPLAN cycle, student scores are equated to a common scale. The scaling processes used in the NAPLAN tests create small, non-significant, measurement uncertainty (variation) in national means and in jurisdiction means over time, causing insignificant variation in the gain results. ACT public schools have achieved similar gain relative to the national gain data.

For this strategic indicator, while the targets were not met for the reasons outlined above, the results showed an improvement on the previous reporting period in three of four areas.

Table 5: Strategic Indicator 2(a) – ACT public schools gain for years 3 to 5 in reading

	2015-17 Actual	2016-18 Actual	2017-19 Actual	2018-20 ¹ Actual	2019-21 Target	2019-21 Actual
Year 3	441	440	446	N/A	442	441
Year 5	520	522	520	N/A	526	518
Gain	79	82	74	N/A	84	77

Source: ACT Education Directorate, unpublished data

¹ Due to COVID-19 disruption, the NAPLAN 2020 testing did not occur. As a result, no data is available to report for 2018-20 gain cycle.

Table 6: Strategic Indicator 2(b) – ACT public schools gain for years 3 to 5 in numeracy

	2015-17 Actual	2016-18 Actual	2017-19 Actual	2018-20 ¹ Actual	2019-21 Target	2019-21 Actual
Year 3	411	412	421	N/A	416	414
Year 5	497	497	499	N/A	506	494
Gain	86	85	78	N/A	90	80

Source: ACT Education Directorate, unpublished data

¹ Due to COVID-19 disruption, the NAPLAN 2020 testing did not occur. As a result, no data is available to report for 2018-20 gain cycle.

Table 7: Strategic Indicator 2(c) – ACT public schools gain for years 7 to 9 in reading

	2015-17 Actual	2016-18 Actual	2017-19 Actual	2018-20 ¹ Actual	2019-21 Target	2019-21 Actual
Year 7	566	558	563	N/A	560	555
Year 9	596	599	592	N/A	600	587
Gain	30	41	29	N/A	40	32

Source: ACT Education Directorate, unpublished data

¹ Due to COVID-19 disruption, the NAPLAN 2020 testing did not occur. As a result, no data is available to report for 2018-20 gain cycle

Table 8: Strategic Indicator 2(d) – ACT public schools gain for years 7 to 9 in numeracy

	2015-17 Actual	2016-18 Actual	2017-19 Actual	2018-20 ¹ Actual	2019-21 Target	2019-21 Actual
Year 7	551	556	561	N/A	556	561
Year 9	594	600	594	N/A	603	592
Gain	43	44	33	N/A	47	31

Source: ACT Education Directorate, unpublished data

¹ Due to COVID-19 disruption, the NAPLAN 2020 testing did not occur. As a result, no data is available to report for 2018-20 gain cycle.

Strategic Objective 3 – To centre teaching and learning around students as individuals

The *Future of Education* Strategy recognises the importance of developing students as individuals and creating a learning environment adapted to their needs. Children enter the education sector with a diverse range of strengths and needs, and the Directorate will respond and adapt the teaching approaches to increase student outcomes.

Student education outcomes are affected by the surrounding school environment. The level of students' school identification informs student attitudes to, and interaction with, the physical, emotional, and relational environment of the school.

The ACT Government recognises that quality peer relationships, and a sense of school belonging, positively impacts the outcomes of students and school staff. This strategic indicator draws information from students, staff, and parents. This indicator will show the change over time in the strength of identification with the schools of students, staff, and parents/carers.

Between 2019 and 2020, large increases in school identification resulted from the resolution of the first COVID-19 lockdown; students, staff and parents and carers valued and identified more strongly with their school communities after the experience of not being permitted to engage in the community for an extended time. In 2021, school identification levels returned to pre-COVID-19 trend levels. In this case one of the three targets was met, and the other two targets were not met by a small margin.

Table 9: Strategic Indicator 3 – Strongly identified with their school by group, ACT public schools

	2018 Actual %	2019 Actual %	2020 Actual %	2021 Target %	2021 Actual %
Student	60	60	66	61	62
Staff	91	89	92	90	88
Parent/Carer ¹	86	73	82	80	79

Source: ACT Education Directorate, unpublished data

¹ Due to changes in the calculation the assessments of school identification for parent/carer, 2018 and 2019 are not directly comparable.

Output Classes

Output Class 1: Public School Education

February 2022 Census

The February 2022 Census of ACT schools recorded 82,175 students enrolled in ACT public and non-government schools, an increase of 301 students (0.4%) since February 2021. From February 2018 to February 2022, enrolments increased by 5,033 students (6.5%). Public schools accounted for 62.2 per cent of the total student population.

There were 51,088 students enrolled in February 2022 in ACT public schools, representing a decrease of 65 students (-0.1%) since February 2021.

The most noticeable change in enrolment growth was in preschool, where enrolments across the ACT fell by 490 students (-8.0%) overall. The decrease in the enrolment growth rate occurred across the public and independent sectors. Reduced preschool enrolments in 2022 follow two years of near zero growth in the preschool enrolments across the ACT. Factors contributing to reduced preschool enrolment included:

- a reduction in the ACT estimated resident population for preschool aged children due to falling birth rates in recent years. For example, the estimated number of three-year-old children in the ACT in June 2021 was 300 fewer than the estimated number of three-year-old children in June 2020; and
- some parents choosing not to enrol their children in preschool in 2022, possibly because of fears related to the risk of contracting COVID-19, particularly given children under five years old were not yet eligible for a COVID-19 vaccination. In addition, some parents may have chosen to keep their preschool aged children at home while predominantly working from home. It will remain to be seen whether this continues over time and forms a trend.

At February 2022 census, there were 2,800 Aboriginal and Torres Strait Islander students enrolled in ACT schools, an increase of 72 students (2.6%) compared with 2021.

There were 2,157 Aboriginal and Torres Strait Islander students enrolled in ACT public schools, representing 77 per cent of all enrolments of Aboriginal and Torres Strait Islander children and young people in ACT schools.

Cross-border enrolments in ACT public schools

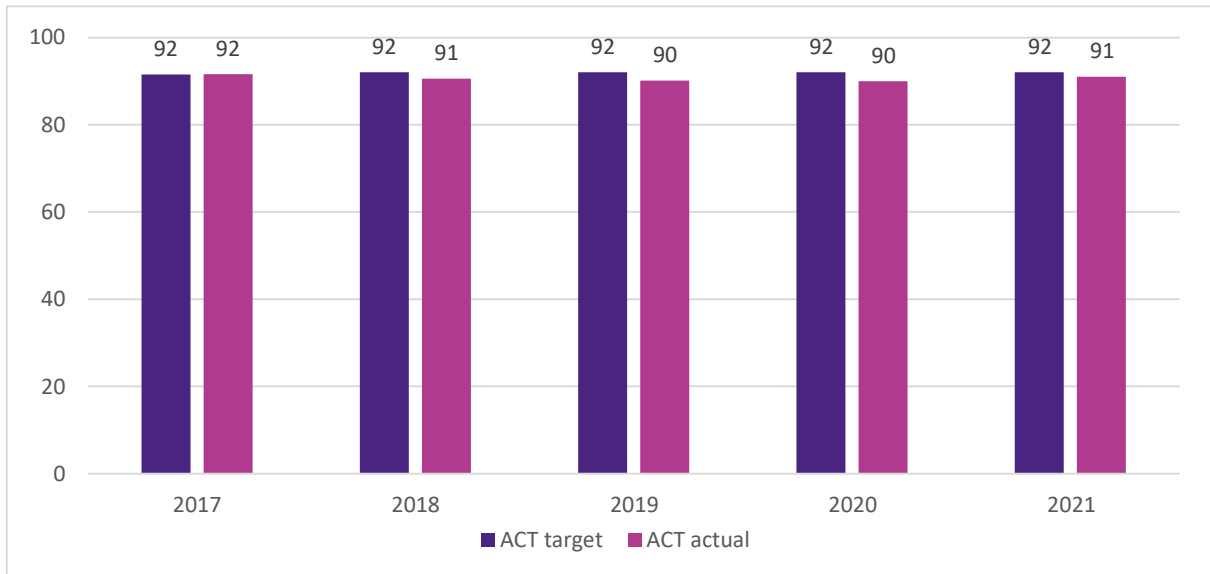
The number of cross-border enrolments in ACT public schools reduced from 1,507 in February 2021 to 1,393 in February 2022 (-7.6%). Since 2018, cross-border enrolments have decreased by 162 students. As a proportion of total ACT public school enrolments, this represents a decrease from 3.5 per cent in 2018 to 2.7 per cent in 2022.

Student Attendance

The student attendance rate is the number of actual full-time equivalent student days attended by full-time students in years 1 to 10, as a percentage of the total number of possible student days over the period.

The ACT public school student attendance rate in Semester 1, 2021 was similar to that in previous years. COVID-19 continued to affect the attendance of individual students, even though there was no territory-wide period of remote learning in Semester 1, 2021.

Figure 6: Attendance rate of public school students years 1 to 10, 2017 to 2021



Source: ACT Education Directorate, audited Accountability Indicators Output Class 1: Public School Education, School Participation

¹ACT Government school data for 2018 and 2019 were derived from a school administration system in the process of implementation. Care should be taken when comparing the data for years before 2018.

Student Retention

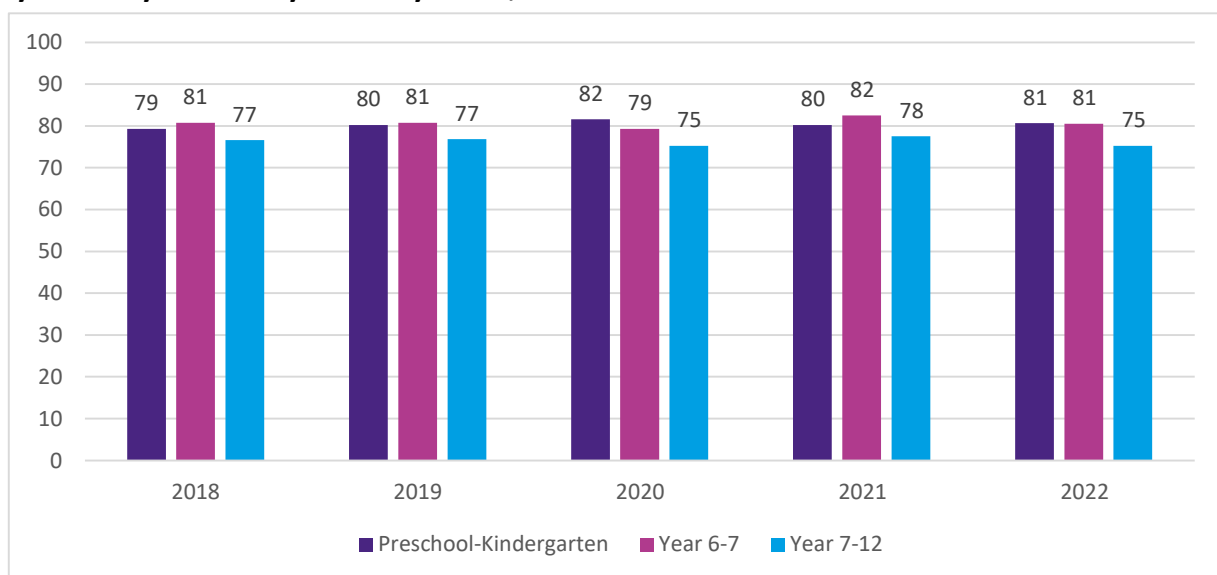
Real retention rates track the ongoing enrolment of the same students across school years. For example, the retention rate between year 7 and year 12 reflects the proportion of year 7 students still enrolled in the public education system in year 12.

Real retention rates in public schools between 2021 and 2022 were consistent with previous results. Student retention of preschool students to kindergarten increased slightly, while for year 6 to year 7, and year 7 to 12, retention decreased slightly.

Real retention is affected by several factors including, but not limited, to:

- migration out of the ACT;
- inter-sector (affiliation) transfer;
- children of diplomats and short-term international exchange students returning to their place of origin; and
- students who undertake year level acceleration or repetition.

Figure 7: Real retention rates in ACT public schools from preschool to kindergarten, year 6 to year 7 and year 7 to year 12, 2018 to 2022



Source: *Census of enrolments in ACT schools, 2018 to 2022*

Output 1.1 Public Primary School Education

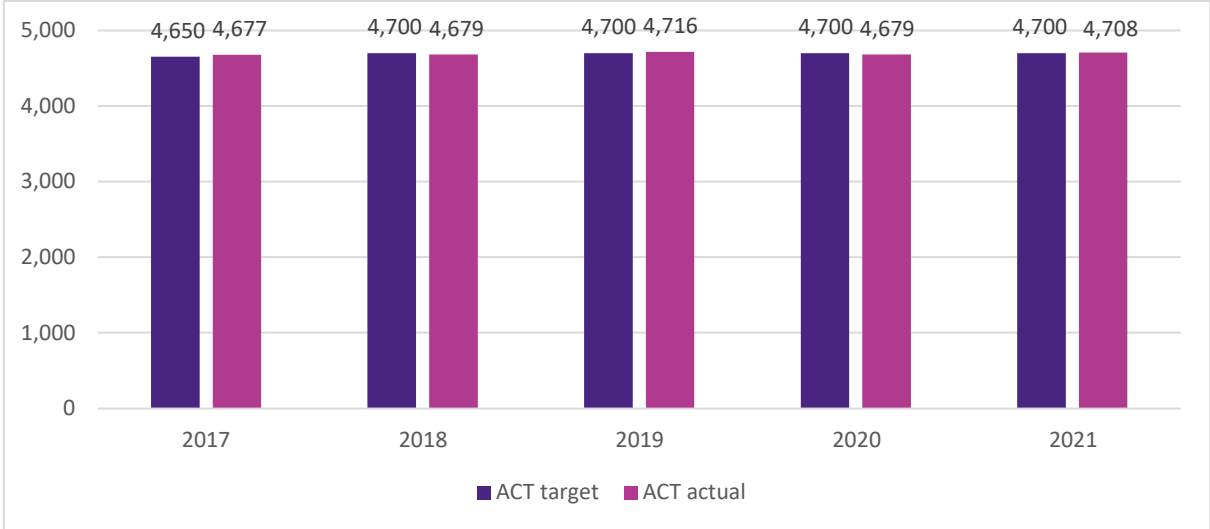
Public primary school education spans from preschool to year 6. Learning opportunities in the primary years are designed to allow each student success and achieve high quality learning outcomes.

Each school maximises opportunities for students to develop knowledge, understanding, skills and values through implementing curriculum, assessment and reporting using the ACT curriculum framework, the *Australian Curriculum*, and the *Early Years Learning Framework*. Schools partner with parents, carers, and the community to enhance student outcomes.

The Directorate is responsible for the regulation of early childhood education and care services. Assessment and monitoring of early childhood education and care services contributes to ensuring quality education and care is provided to children who access these services. Early childhood education and care services include ACT public preschools, independent preschools, family day care, long day care, and school age care programs.

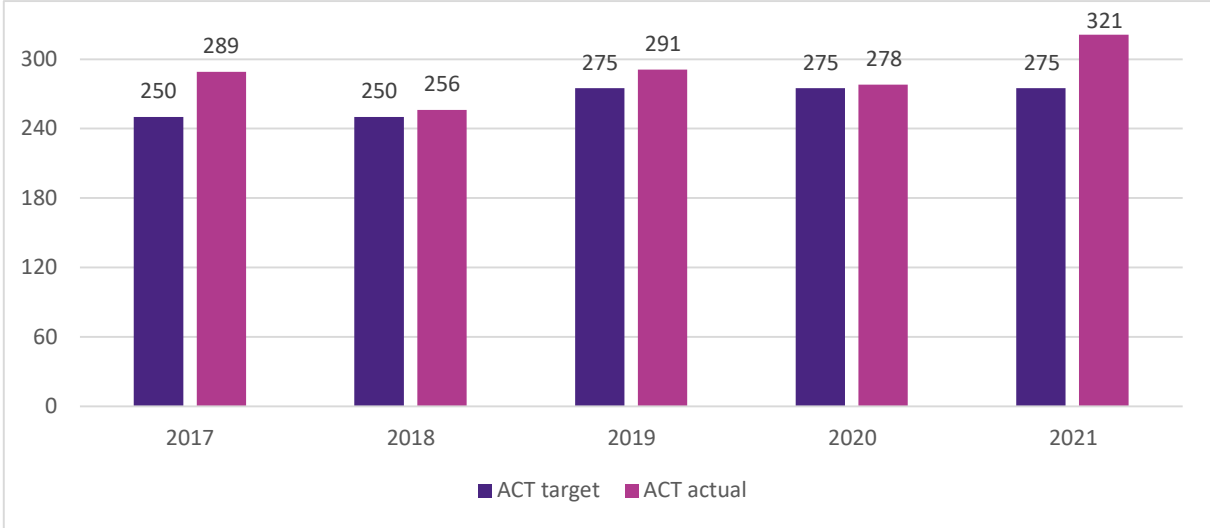
Preschool Enrolments

Figure 8: Number of enrolments in preschool in public schools, 2017 to 2021



Source: ACT Education Directorate, audited Accountability Indicators Output Class 1: Public School Education, Early Childhood Education (a)

Figure 9: Number of enrolments of Aboriginal and Torres Strait Islander children in preschool in public schools, 2017 to 2021



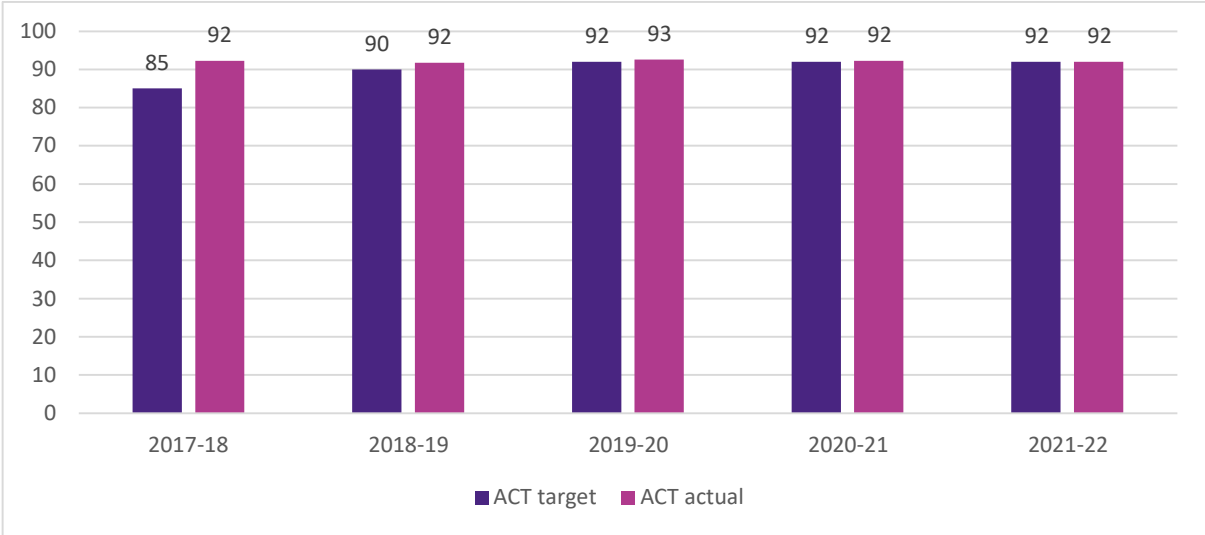
Source: ACT Education Directorate, audited Accountability Indicators Output Class 1: Public School Education, Early Childhood Education, (b)

Output 1.2 Public High School Education

Public high school education covers years 7 to 10. Each school organises its curriculum to maximise opportunities for students to develop the knowledge, understanding, skills and values articulated in the *Australian Curriculum*.

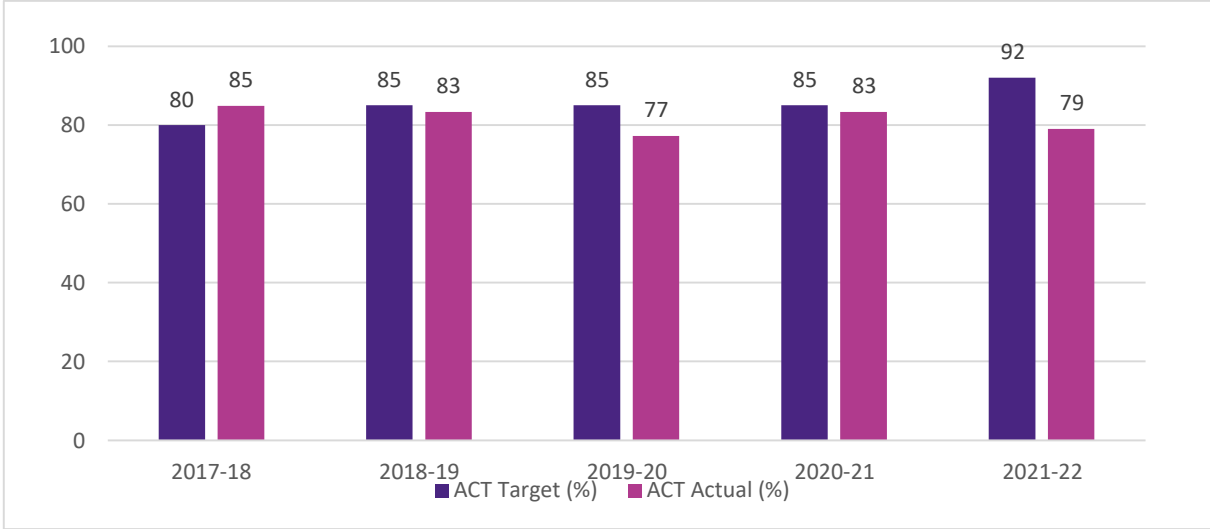
ACT public high schools offer a comprehensive education across all key learning areas. The focus is on providing challenging and engaging learning, building relationships based on mutual trust and respect and connecting students to the outside world. School programs develop students' critical thinking, problem solving, interpersonal and teamwork skills, to empower students to contribute positively to their community. Schools partner with parents, carers, and the community to enhance student outcomes.

Figure 10: Percentage of year 10 students who proceed to public secondary college education, 2017-18 to 2021-22



Source: ACT Education Directorate, audited Accountability Indicators Output Class 1: Public School Education, Senior Secondary Education (a)

Figure 11: Percentage of year 10 Aboriginal and Torres Strait Islander students who proceed to public secondary college education, 2017-18 to 2021-22



Source: ACT Education Directorate, audited Accountability Indicators Output Class 1: Public School Education, Senior Secondary Education, (b)

For the 2021-22 Budget, the indicator above was aligned with the all-student target to reflect the expectation of performance parity with non-Indigenous students.

Of the 119 Aboriginal and Torres Strait Islander students in year 10 in 2021, 94 proceeded to public secondary college education in 2022, a result of 79 per cent. The small number of students in the Aboriginal and Torres Strait Islander cohort results in large percentage variances from a change in circumstances for a very small number of students and therefore must be interpreted with this in mind.

Output 1.3 Public Secondary College Education

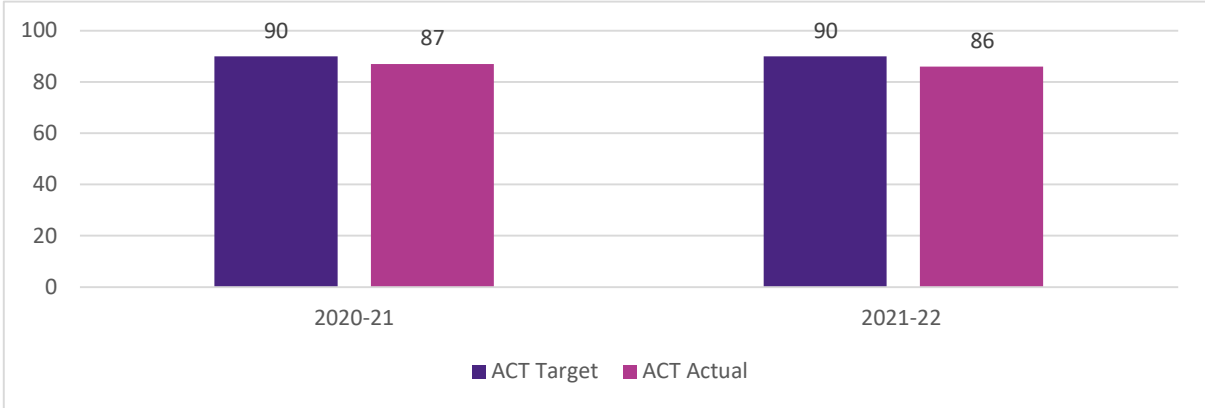
Public secondary college education covers years 11 and 12. ACT public secondary colleges offer courses that cater to broad range of student needs and interests.

Courses are accredited by the ACT Board of Senior Secondary Studies. Students can obtain an ACT Senior Secondary Certificate on successful completion of senior secondary studies. Students can also choose to obtain an ACT Tertiary Entrance Statement which includes an Australian Tertiary Admissions Rank. Students may also achieve recognised vocational competencies or qualifications.

Year 12 certification outcomes

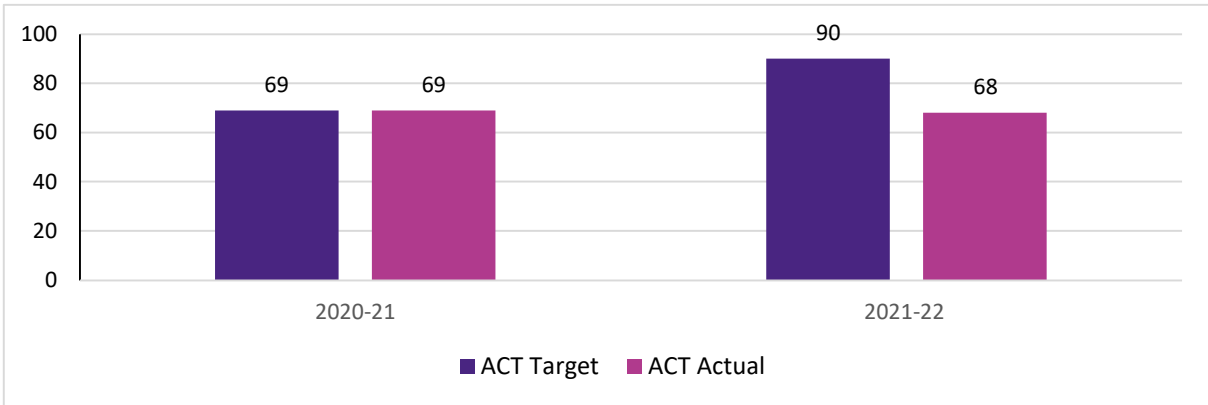
The Directorate commenced two new accountability indicators in the 2020-21 Budget to measure year 12 outcomes in the attainment of an ACT Senior Secondary Certificate. The following graphs include the 2021-22 results and target.

Figure 12: Percentage of year 12 students in public schools who received an ACT Senior Secondary Certificate



Source: ACT Education Directorate, audited Accountability Indicators Output Class 1: Public School Education, Senior Secondary Education (f)

Figure 13: Percentage of year 12 Aboriginal and Torres Strait Islander students in public schools who received an ACT Senior Secondary Certificate



Source: ACT Education Directorate, audited Accountability Indicators Output Class 1: Public School Education, Senior Secondary Education (g)

Output 1.4 Disability Education in ACT public schools

A range of programs are available in ACT public schools for students with a disability. These include Disability Education Programs (Small Group Programs) and Inclusion Support Programs, as well as access to specialist schools. Students accessing a disability program have an Individual Learning Plan (ILP). An ILP is developed in partnership between the school, the family, the student (where appropriate) and other professionals.

Parents and schools work together in developing and reviewing each student's ILP, which identifies educational goals and adjustments. Student progress against the ILP is reviewed annually or more frequently as required.

The Directorate provides personal care support in ACT public schools, as an in-kind contribution to the National Disability Insurance Scheme.



Student and Staff member from Malkara School

Output Class 2: Non-government Education

The Directorate contributes to the maintenance of standards in ACT 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 Commonwealth and ACT Government grants to registered ACT non-government schools.

Non-government school education

During the reporting period:

- the registrations of Canberra Girls Grammar School, Canberra Montessori School, Covenant Christian School, Marist College Canberra, St Anthony's Primary School, St Clare's College, St Clare of Assisi Primary School, St Francis of Assisi Primary School, St John Vianney Primary School, and St Matthew's Primary School were renewed for 2022 to 2026;
- the registration of Islamic School of Canberra was renewed for 2022 to 2024; and
- the registration of Taqwa School was renewed for 2022.

At the end of the reporting period, a total of 47 non-government schools were registered to operate in the ACT (29 Catholic systemic schools and 18 independent schools).

Home education

The selection of home education as an alternative to school education is a parental choice in the ACT and across Australia. A small number of ACT parents register their children for part-time home education in conjunction with the children also attending school.

Home education can be utilised for short or longer term periods depending on the circumstances and needs of the family and compliance with obligations.

At the February 2022 Census there were 413 ACT resident children and young people registered for home education.

The growth noted in recent years in home education registration numbers continued in 2021-22, did not decline after the COVID-19 restrictions were eased, or were no longer in place, that required the need for home and remote learning.

Home education registration numbers continue to be proportionally small when compared with the number of students enrolled in all ACT schools.

Table 10: Home education registrations as at annual February census

Year	2017	2018	2019	2020	2021	2022
Number of registered students	271	302	305	322	395	413
Annual % growth	8	11	1	5.5	22.7	4.6
As a % of total enrolled students in all schools	0.4	0.4	0.4	0.4	0.5	0.5

Source: ACT Education Directorate, Censuses of ACT schools, February 2017 – 2022

During the reporting period, there were 229 applications for new registrations for home education from ACT resident children and 100 per cent of applications were approved.

Fewer than one per cent of applicant parents were not notified of the outcome of the application within 28 days of the complete application being received. There were no home education registrations cancelled during the reporting period.

In addition to registering children and young people for home education, during the reporting period, authorised persons from the Directorate met (either face-to-face, video or teleconferencing, or through online instructional webinars) with the parents of over 350 registered children and young people.

These meetings provided:

- information to parents new to home education;
- support for parents in the tailoring of home education activities to the educational and social-emotional needs of individual children and young people; and
- assurance to the Director-General that parental compliance with the conditions of registration as outlined in the *Education Act 2004* and *Education Regulations 2005* were met.

Future of Education

The *Future of Education* Strategy sets out the ACT Government's long-term vision for education for ten years (from 2018 – 2028) and aims to ensure all ACT schools are equitable, accessible, inclusive and enable student agency.

The Strategy has four foundations:

Students at the Centre – each student treads their own educational pathway and should be empowered to make informed decisions about how their learning environment operates;

Empowered Learning Professionals – education professionals are experts, highly skilled at working with students to guide them through their learning journey;

Strong Communities for Learning – a strong education system requires a strong community, with schools acting as a hub for education and support services; and

Systems Supporting Learning – the systems that support learning must acknowledge the importance of early intervention and promote equity of opportunity and excellent outcomes for all learners.

The following section of the report describes key activities and achievements against the four foundations of the *Future of Education* Strategy.

Students at the Centre

Each student treads their own educational pathway and should be empowered to make informed decisions about how their learning environment operates.

Positive Behaviour for Learning

Positive Behaviour for Learning (PBL) is a multi-tiered framework that schools use to enable students, staff, families, and the school community to create a safe and supportive learning environment for all students.

Schools create clear expectations and rules that use positive language, for example using 'we move at a walking pace', instead of 'don't run'. These expectations are used in all areas across the school and for all people involved in the school community. Students and families are involved in deciding behavioural expectations at the school. Once the expectations are agreed, a system is designed to acknowledge students for following the expectations.

Each school community decides how they will implement acknowledgement systems. Some students may work towards extra break time, a principal's lunch, or a special event; depending on the school, the age of the students and what the school community has agreed together.

School communities also work together to decide on what happens when things do not go according to plan. PBL uses an educative approach so there is the opportunity for students to get back on track.

Schools implementing the PBL framework ensure all students are explicitly taught the expected behaviours and establish clear and consistent boundaries. Staff take a proactive and preventative approach to ensure all students receive the appropriate level of support to help them to be successful at school (Tier 1 Universal). Student incident data is evaluated so that students can receive additional support when needed (Tier 2 Selected), and a minority of students can access intensive support to enable them to engage successfully at school (Tier 3 Targeted).

An external evaluation process to recognise schools meeting PBL baseline implementation standards is conducted annually. In ACT schools this takes the form of the Tiered Fidelity Inventory (TFI) and Staff Assessment Survey (SAS). These tools evaluate the fidelity of the implementation of PBL essential features and provide an evidence base for the development of a school based PBL action plan.

In response to COVID-19 restrictions during 2021, the Directorate adapted to ensure schools were supported, and over the past twelve months this included:

- providing tailored PBL Tier 1 Universal Systems of Support training to four new schools;
- engaging 10 schools to undertake Tier 1 Classroom Systems training; and
- PBL teams in three schools trialling Tier 2 Small Group Intervention training modules 'Understanding Behaviour' and 'Check In - Check Out'.

Systems have been developed to support schools by creating:

- a Data Dashboard enabling all PBL schools to use incident data to make decisions based on behavioural trends with their school;
- an online version of the training program *Essential Features of Classroom Practices* which has been published on the intranet for teachers to improve skills in classroom management;
- a digital handbook to support schools through their implementation journey; and
- an adaptation of the University of Missouri's Positive Behaviour Interventions and Supports TFI and SAS evaluation tools for use in all ACT PBL schools.

Seventy-five per cent of ACT public schools have commenced PBL implementation, and the remaining schools will be supported to commence or resume implementation. During the reporting period, schools have been focussed on meeting the needs of their communities, whilst managing the impacts of COVID-19. This has slowed the capacity for remaining schools to prioritise PBL implementation.

Safe and Inclusive Schools Initiative

The Safe and Inclusive Schools Initiative (SAIS) continues to be a valuable resource to support schools to create and maintain safe and inclusive environments for all students including young people that are same sex attracted, intersex or gender diverse.



Sexual Health and Family Planning ACT delivers SAIS and supports the Directorate to realise its commitments under the *Capital of Equality Strategy*.

In August 2021, SAIS supported schools with grants for Wear It Purple Day to help schools run an event and celebrate the theme 'Start the conversation...and keep it going.'

Disability and Inclusive Education

ACT public schools offer a range of programs to support students with disability, including:

- the Inclusion Support Program, which resources reasonable adjustments for students to be educated in general education/mainstream classrooms with their same-aged peers;
- the Disability Education Programs (Small Group Programs), which have been known by various names at individual schools, such as Learning Support Units, and have smaller class size ratios; and
- access to specialist schools.

In practice, many students with disability move between small groups and inclusive classes throughout the school day. Students accessing a disability program have an Individual Learning Plan (ILP) developed in partnership between the school, family, student (where appropriate) and other professionals. Parents and schools work together in developing and reviewing each student's ILP, which identifies educational goals. In 2021-22, 97 per cent of students accessing disability programs had an ILP in place.

A range of professional learning opportunities were made available for educators to upskill in best practice in inclusive education in 2021-22, including:

- professional learning networks to provide information sharing and opportunities for educators at regular meetings. These included the Disability Education Coordination Officer Network, the Inclusive Educators and Learning Support Assistants Network, the Physically Included Network and the Small Group Program Training Community of Practice;
- online training courses on a wide range of contemporary topics including the Disability Standards for Education, Understanding and Supporting Behaviour, Autism Spectrum Disorder, Understanding Hearing Loss, Dyspraxia, and Speech Language and Communication Needs;

- face-to-face training for educators on a range of other topics including the Positive Behaviours for Learning framework, Team Teach Training, Trauma Informed Practices, and the Everyone Everyday Program; and
- allied health training modules and fact sheets on topics including What is Sensory Processing, and Augmentative and Alternative Communication.

Targeted support to schools was made available when required. This included access to school psychologists and allied health supports, including speech pathologists, occupational therapists, physiotherapists, and social workers.

Minister's Student Congress

The Minister's Student Congress (the Congress) was delivered on 22 October 2021 with a theme of 'Staying Healthy, Safe and Connected'. The Congress provided an important opportunity for student voice during the pandemic and addressed four topics:

- Mental Health;
- eSafety Perspectives;
- Staying Healthy and Well Online – Continuing Connections; and
- Transitions.

These topics were selected based on student feedback from previous Congresses and input from the Student Executive.

This year's Congress was the first to be fully facilitated through an interactive online platform, with most students participating from home. Three, 90-minute workshops, one each for years 2 to 6, 7 to 10, and 11 to 12, were attended by 128 students from 43 ACT public schools, the Minister for Education and Youth Affairs, teachers, parent observers, and Directorate Senior Executives.

Students built on and shared their understanding of the topic areas and provided valuable insight into student perspectives and experiences of learning through the pandemic.

Students identified that:

- they have a good understanding of mental health and recognised that mental health relates to a person's overall wellbeing and needs to be cared for just like their physical health;
- they have a good knowledge of how to get help if they have concerns about their own or someone else's mental health;
- they were able to connect with peers, family, and friends through technology during remote learning to maintain social connections; and
- schools had learnt from the experience of remote learning in 2020 and listened to student feedback with improvements to remote learning being implemented in 2021.

Respectful Relationships, Sexuality and Consent Education roundtable

In July 2021, a roundtable event was held by the Directorate in collaboration with the University of Canberra to discuss respectful relationships, sexuality, and consent education in the ACT. The event drew together representatives from ACT public schools, Catholic and Independent schools, the Youth Advisory Council, Teacher Quality Institute, University of Canberra, ACT Policing, and parents.

The roundtable provided an opportunity for participants to share their expertise and highlighted a collective commitment to address this community-wide challenge.

In 2021-22, the Directorate recruited a team of gender equality coaches that will continue to build on this work and strengthen the provision of relationships, sexuality, and consent education in ACT schools.

Period Products Pilot

Period products are available in ACT public schools, usually from the front office or student wellbeing areas. In March 2021, a team of female students from Canberra High School (CHS) delivered a pitch at a Directorate sponsored International Women's Day event for the provision of free menstrual products using dispensing machines in staff and student bathrooms. The pitch was successful and resulted in a pilot program.

The pilot featured educational information provided to combat menstrual shame and reduce menstruation related absenteeism and associated education impacts, in addition to dispensing products in staff and student bathrooms.

In March 2022, staff and students at CHS were surveyed about their experience participating in the trial. Key findings included:

- 32.4 per cent of menstruating students reported missing one or more days of school due to not having access to period products. With the introduction of the dispensers, the number of students missing days of school decreased to 6.4 per cent in 2022;
- 86.7 per cent of students and 87.5 per cent of staff reported that the trial had improved access to period products at school; and
- 80 per cent of students and 98 per cent of staff agreed that access to free period products is a good initiative within ACT schools.

International Women's Day

The theme for International Women's Day in 2022 was 'Break the Bias'. This theme encouraged everyone to consider what biases exist in our communities, workplaces, and schools; along with how we can break these biases.

In response to COVID-19 restrictions, the Directorate shared information about the day through the Intranet, with activities and resources available to support all schools to acknowledge the day with their students. The activities were designed to prompt reflection and conversations to recognise how gender biases affect all children and young people in our schools and communities. The Minister for Education and Youth Affairs shared her reflections through a video message to schools on the critical role schools play in contributing to cultural and generational change.

Digital Access and Equity Program

The Digital Access and Equity Program (previously known as the Technology Enabled Learning program) provides Chromebook devices to all ACT public secondary students, ensuring equity of access to technology.

In 2021, more than 3,300 new devices were provided to students entering high school, bringing the total number of devices in use to almost 22,000. In addition, more than 3,000 devices were refreshed in 2021. Students also received support in accessing the internet for remote learning if they needed it, with more than 1,000 services provided during the remote learning period in Term 3, 2021.



Photo shows students at Wanniasa School and Minister for Education and Youth Affairs, Yvette Berry MLA

Career Pathways and Vocational Education and Training

ACT public schools provide a wide range of career education services and vocational education and training (VET) programs. All students from years 5 to 12 in ACT public schools can develop their own pathways plan through the ACT Pathways website. In 2021-22 there were 1,516 new users who registered for the Pathways website. A total of 3,452 users accessed the Pathways website during this time.

VET programs include nationally accredited courses delivered by one of the four ACT public school Registered Training Organisations (RTOs), the Canberra Institute of Technology (CIT), and private RTOs. Australian School-based Apprenticeships (ASbAs) are also available. At 30 June 2022, 481 ACT public school students were undertaking an ASbA across qualifications from 19 national training packages.

Head Start Program

Head Start is a three-year pilot launched in 2022 to support students undertaking an Australian School-based Apprenticeship (ASbA) while completing their senior secondary certificate.

The pilot involves up to 50 students from year 10 and 11 who are carefully matched to an employer and occupation, with tailored support provided by specialist staff including a social worker, career coach and industry coordinator. Staff work with students, families, employers, and schools to identify wrap-around services to assist students remain engaged, facilitate the best job match with employers, and work with employers to integrate school-based apprenticeships and traineeships into their workforce development model.

Each student has a personalised pathway plan developed by the Directorate.

Students are provided with eight days of pre-vocational training provided by CIT focused on literacy, numeracy, and employability skills.

Legal Services in Colleges

The Legal Services in Colleges program (the Program) provides legal supports in ACT public colleges to ensure students and their families have access to confidential legal advice and referrals to legal and other services as required.

The Program provides a Legal Liaison Officer (LLO) from Legal Aid ACT to each ACT public college for one day per fortnight. The LLO is located on premises at the college and is accessible to all students, staff, and families. The program promotes access to legal advice and information for students to assist with complex circumstances and provide specialist advice for young people and their families, including supporting those students and families impacted by domestic and family violence.

During the COVID-19 lockdown and while students were engaged in remote learning during Terms 3 and 4 2021, LLOs remained contactable, and the program was accessed by 219 students in the reporting period.

Instrumental Music Program

The Instrumental Music Program (IMP) provided a range of music and arts education in 61 schools during 2021-22. This included 104 primary school band classes, eight high school band classes, seven primary school ukulele classes and two primary school string classes. The program delivered instrumental music tuition to 2,515 students with Margaret Hendry and Franklin Schools joining the program in 2022.

The IMP also operated seven extension ensembles for students from ACT public schools chosen by audition for music extension. This included one percussion ensemble, two choirs, one jazz band and three concert bands for students in years 4 to 12.

IMP is responsible for additional arts programs across public schools for both students and teachers. This includes Arts Up Front, an annual professional day conference for arts educators that was held in May 2022 at Dickson College. The conference featured 14 practical workshops for 92 attendees and included professional and community artists and educators as workshop leaders.

Step into the Limelight 2021

Step into the Limelight is the major annual creative and performing arts showcase event for public schools and has been held in July each year since 2007.

In 2021, 58 schools participated in the Limelight art exhibition, with more than 300 artworks on display by more than 400 students. Limelight engaged with 4,000 community visitors over the exhibition season.

In 2022, the Limelight program was updated to include more accredited teacher professional learning opportunities.



Photo shows student from Canberra College with 'Dragged' artwork

Clinical Practice

Psychology Programs 2021-22

All ACT public schools have a school psychologist available to support students, families, and the broader school community. School psychologists form an important part of the mental health approach in the community by identifying and working with personal difficulties early in the life of the problem, responding to an immediate crisis, working with school staff to put in preventative strategies at the whole school level, and referring to other specialist agencies for more severe mental health issues.

In addition to psychologists in schools, a central early intervention team of psychologists complements service provision through implementation of group programs to secondary school students and their families. In 2021-22 programs offered included:

- Flexible Minds – a seven-week program for students to help strengthen their skills in managing their emotions and achieving their goals;
- ACT with HeART – a five-week program for students in an alternative education setting, to help increase their ability to live in line with their values;
- Overcoming Anxious School Refusal – an eight-week program for parents of students in years 6 to 12 to help increase their child's ability to cope with anxiety and decrease anxious school avoidance; and
- Boundaries Without Conflict parenting program – an eight-week program for parents of students in years 7 to 12 to help address their child's aggressive and challenging behaviours.

Telehealth Psychology Supports

During the period of remote learning in Terms 3 and 4, 2021, all psychologists for ACT public schools transitioned to engage in telehealth services to continue to address the wellbeing needs of students.

Telehealth provided families and students access to a school psychologist remotely, through a video or phone session. Where possible, students and families connected with their regular school psychologist for continuity of care. In addition, a central telehealth service was established to boost service delivery.

Families and students could use the online booking form or central telephone number to arrange support with their school psychologist, or a school psychologist delivering the central service. The service continued in 2022.

Telehealth Speech Pathology Supports

Allied Health Service Speech Language Pathologists work with school teams to support students with speech, language and communication needs to access and participate in learning.

During remote learning periods in 2021-22, the Speech Language Pathologists offered individual teletherapy to eligible students. Students engaged in online assessment, short-term intervention and follow-up support with a Speech Language Pathologist, Allied Health Assistant and/or school-based team member. Outcomes included student skill development,

additional tailored advice for schools, and capacity building for learning support assistants or teachers. Resources and material were established and will be available if the service is required to use this model again.

Flexible Education

Muliyān

The Muliyān off-campus flexible learning program supports public high school students who, at a point in time, require additional support. The aim of the program is to engage and positively connect students with their learning and wellbeing.

This program provides personalised education programs to students with a strong focus on transitions, ensuring students are supported to return to their local school or move into further education, training, or employment opportunities.

This flexible education model encourages students to co-construct personalised learning plans, which include both academic and wellbeing goals utilising trauma-informed practices. This model aids the promotion of inclusivity and identifies connections to a multidisciplinary team that is appropriate to student needs.

Waruga Yardhura: Aboriginal and Torres Strait Islander Youth Engagement Program

Waruga Yardhura, which translates to '*children strong*', was granted its name by the Winanggaay Ngunnawal Language Aboriginal Corporation.

The Waruga Yardhura team, comprising two youth workers and a school leader, provides case management service for up to 30 Aboriginal and Torres Strait Islander students in years 1 to 10 who have not been attending or engaging in school.

Waruga Yardhura is student-focused, working within an empowerment model, and is directed by student voice. The team works directly with students, families, school, and community to support strong case management, develop clear personalised learning and transition plans supporting engagement in education or an alternative pathway.

A Community Reference Group comprising Aboriginal and Torres Strait Islander community partners provides ongoing review and feedback quarterly focusing on the service delivery model.

Further details about initiatives designed to improve outcomes for Aboriginal and Torres Strait Islander students can be found in the Aboriginal and Torres Strait Islander Reporting section of this report.

Empowered learning professionals

Education professionals are experts, highly skilled at working with students to guide them through their learning journey.

Leadership Development

Phase One of the *Empowered Learning Professionals Leadership Plan* was completed at the end of 2021. The Plan supports the Directorate's highly-skilled teachers through access to professional learning, mentoring and coaching, and sharing of effective practice as they lead their students in their learning journey. It is founded in five Key Improvement Strategies as outlined below:

- Key Improvement Strategy One – strengthening the capability of school leaders to create the culture, structures and conditions for everyone to understand their impact on student outcomes;
- Key Improvement Strategy Two – deepening the pedagogical and curriculum expertise of all leaders at all levels;
- Key Improvement Strategy Three – developing management and leadership skills of principals and business managers including business and strategic acumen;
- Key Improvement Strategy Four – supporting and strengthening leadership wellbeing; and
- Key Improvement Strategy Five – developing the instructional leadership capabilities of leaders in the Education Support Office and creating a suite of school improvement resources.

Each year the Directorate has facilitated a leadership capability development series for leaders at all levels cascading from principals to deputy principals, to executive teachers. Key Improvement Strategy One formed the foundation for program delivery for 2021-22, with individual program delivery evaluation focusing on:

- New Principal Induction program;
- Principal Coach Mentor (PCM) program;
- 2021 Annual leadership symposium; and
- differentiated supports for schools to strengthen Professional Learning Communities (PLCs) and school structures, culture, and conditions to impact student learning outcomes.

The evaluation of Key Improvement Strategy Four at the end of Phase One, concluded that the impact of the pandemic on leader and teacher wellbeing meant that wellbeing needs to be prioritised in all leadership initiatives.

Key actions included:

- Employee Assistance Program (EAP) for school leaders as required;
- Post Incident Support Model with a specific EAP provider providing Principals and Deputies the personal support required over a period following critical incidents; and
- implementation and monitoring of initiatives in the ACT Principal's Association Principal Wellbeing Report.

Health and wellbeing actions are included in the cascading leadership forums, Early Career Principals' series, New Principals' Induction series and the Principal Coaching and Mentoring Program.

Pedagogy

Pedagogies describe the methods and practice of teaching in ACT public schools. By enabling pedagogical practice, the Directorate supports teachers to improve student learning outcomes through delivery of schools' strategic priorities. The online *Enabling Pedagogies* resource details six guiding principles aligned to the *ACT Pedagogical Framework* and has been updated to reflect new professional learning offered by the Directorate.

In 2021-22, the Directorate delivered Teacher Quality Institute accredited online professional learning modules on Feedback and Student-Centred Learning. These modules were completed by 175 teachers across 29 schools and three teams within the Education Support Office. Evaluations showed that participants gained useful knowledge and understanding and that the content was appropriate and valuable for their practice. Additional professional learning online modules are currently in development.

Seven schools completed professional learning on a range of high impact strategies, including high expectations, success criteria and learning intentions and feedback to support reading. Two sessions were delivered as part of the New Educators' Induction Program. The first session focused on learning environments and how they can impact student learning. A second session held during Term 1, 2022, focused on strategies for high expectations and how they can improve student engagement and motivation for learning.

A further six schools received support for a variety of pedagogical initiatives, including developing pedagogical frameworks aligned with strategic plans, self-assessment tools for staff to highlight their strengths and areas for development, and support for in-house professional learning.

Literacy, Numeracy and STEM

10 Essential Instructional Practices in Literacy

The 10 Essential Instructional Practices (EIPs) in literacy have been identified by extensive research conducted by Professor Nell Duke et al (*General Education Leadership Network, 2021*) and has become the Directorate's endorsed approach to literacy for P-6.

Engaging with consultant Ms Christine Topfer, the goal of the EIPs has been to improve literacy learning outcomes for all primary-aged students through building teacher pedagogical knowledge and leadership capacity to implement effective literacy instruction. Implementation of the initiative has been greatly enhanced by the recruitment of

Instructional Mentors who support leadership teams and lead coaching sessions in and across schools, resource development, and support the consultant working directly with leaders and teachers in schools.

During 2021-22, eight schools participated in a hybrid model of delivery focusing on supporting leadership to lead improvement in literacy. Leadership teams engaged in introductory sessions, in-school planning sessions, leadership engagement professional learning community (PLC) sessions, and learning walks and talks. Staff engaged in three professional learning sessions to build knowledge and understanding of the EIPs and how to implement this in their practice.

The Literacy Champions Initiative began in Term 1, 2022 to further embed the ongoing implementation of the EIPs. Eighty-one per cent of P to 6 schools have signed up to the initiative, nominating school-based 'champions' or coaches who have a strong vision, understanding and knowledge, and the disposition to lead the initiative in their schools. Forums have been held across Term 1 and 2, as well as personalised check-in meetings with 34 schools to support ongoing implementation and leadership of the EIPs.

In Term 1, 2022 the New Educator PL series was also delivered online with 54 new educators participating in the sessions.

To support leaders and teachers in their literacy capability development, the instructional mentors continued to build upon the resources available on the Directorate Intranet with a redesign in Term 2, 2022 to further refine and support accessibility.

Finding the Balance – Mathematics and Numeracy Strategy

The *Finding the Balance* mathematics and numeracy strategy for ACT public schools was piloted in 2021. The strategy is a Directorate initiative to support school improvement in relation to mathematics and numeracy.

As part of the 2021 pilot, 75 leaders from 18 ACT public schools participated in professional learning to improve their self-efficacy to lead mathematics and numeracy improvement and enact school-wide change processes. The pilot engaged the expertise of Professor Peter Sullivan, reSolve Maths by Inquiry, Mr Bruce Ferrington, the Academy of Future Skills and the Directorate's instructional mentors to co-develop and co-deliver sessions targeted to the needs of participating schools. The pilot was suspended in mid-August 2021 due to the COVID-19 pandemic.

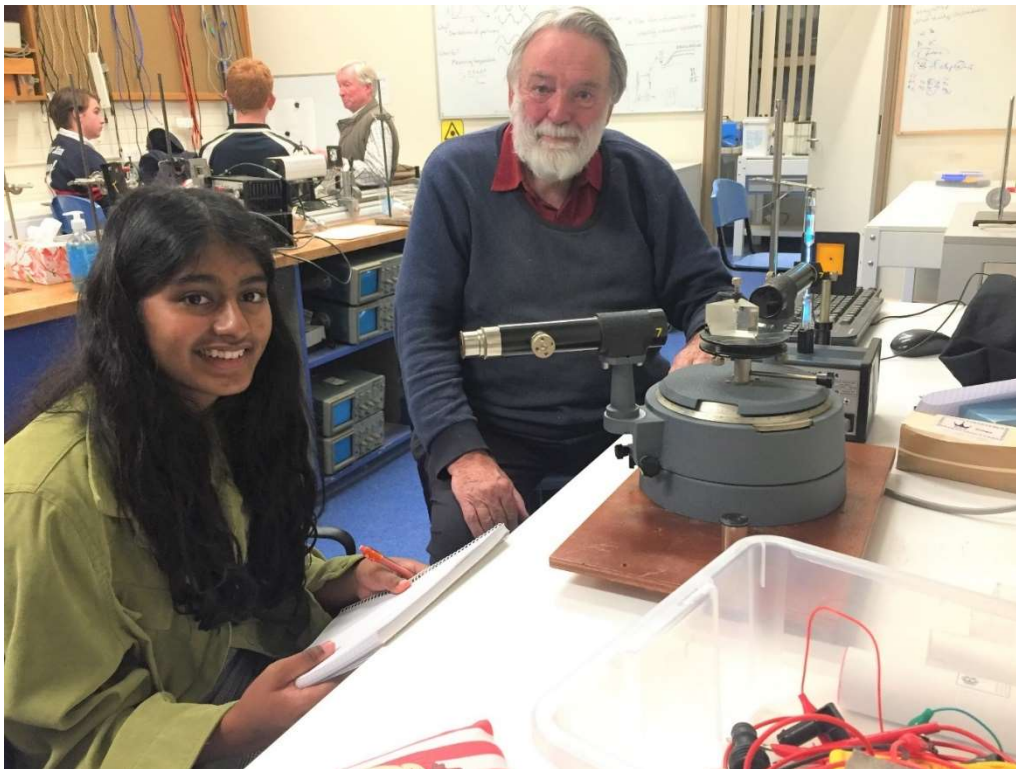
Whilst *Finding the Balance* was paused from Term 3, 2021 until Term 2, 2022, staff from the Education Support Office worked collaboratively with school leaders from Arawang and Farrer Primary Schools to co-design and deliver targeted whole school numeracy professional learning. An asynchronous professional learning video was developed to support North Ainslie Primary School's professional learning in the lead up to Term 1, 2022.

In 2022 *Finding the Balance* has evolved to offer greater flexibility for participating schools. A series of professional learning videos complements the existing intensive synchronous professional learning offerings for leaders. The professional learning is divided into two separate streams: Targeted Improvement in Mathematics, and Numeracy Across the Curriculum.

These resources draw on the knowledge of the following experts:

- Professor Merrilyn Goos, University of Sunshine Coast;
- Professor Peter Sullivan, Monash University;
- Dr Carly Sawatzki, Deakin University;
- Professor Catherine Attard, Western Sydney University;
- Dr Peter Howley, Australian National University;
- Ms Tierney Kennedy, Mathematics Consultant – founder of Kennedy Press; and
- Dr Kristen Tripet, ReSolve Maths by Inquiry.

The videos work to support school leaders to lead whole school mathematics and numeracy improvement. As part of *Finding the Balance*, the Directorate continues to build upon and refine the Mathematics and Numeracy intranet page to provide ready access to professional learning and resources for ACT teachers.



Adjunct Professor John Raynor from UC and Student at Canberra High School as part of the Science Mentors Program

Science, Technology, Engineering and Mathematics (STEM)

The Directorate’s Academy of Future Skills (the Academy) team expanded its reach during 2021-22, working across primary schools, high schools, colleges and in specialist settings. Academy staff worked in 56 schools, with 263 teachers, providing a range of on-demand STEM services including teacher coaching and mentoring, curriculum and assessment support, and borrowing of specialist equipment. The Academy also developed a wide range of digital STEM units for schools to access during remote learning.

The Academy facilitated six professional learning sessions for individual schools to build teacher capacity in digital technologies, mathematics, and science. Workshops and professional learning sessions were also delivered to University of Canberra pre-service teachers, and new educators as part of the Directorate's New Educator Program.

Industry partnerships continued to be a priority for the Academy, particularly in astronomy, cyber-security, and engineering. These engagements have led to collaborative projects that provided students with exposure to STEM professionals and opportunities to participate in engaging and authentic activities and events.

Principal Induction

Forty newly appointed, early career, or acting principals participated in the early career principal induction programs provided by the Education Directorate during 2021 and 2022. These included Early Career Principal Collaborate and Connect, Principal Coaching and Mentoring, New Principal Induction, and the Enterprise Skills program.

The 2021 Annual Leadership Survey demonstrated that early career principals rated these induction programs very highly with 93 per cent of early career principals rating the Collaborate and Connect sessions as effective, 87 per cent rated the Enterprise Skills sessions as effective, and 79 per cent rated the new principal induction processes and sessions as effective.

Principal Coach Mentors (PCM) Program

The Principal Coach Mentor (PCM) program commenced in Semester 2, 2021 with 13 coaches selected.

A co-designed professional development program was delivered for the coaches/mentors. Research and readings were provided, and three consultants were invited to plan and deliver modules including:

- Emeritus Professor Helen Timperley (University of Auckland);
- Dr Linda Bendikson (formerly New Zealand School Leadership Institute at the University of Auckland); and
- Dr Kylie Lipscombe (University of Wollongong).

During the reporting period, all first-year principals and acting principals appointed for a term or more, were supported with a coach/mentor. Nine experienced principals also received up to ten sessions of personalised coaching during Semester 2, 2021 and Semester 1, 2022.

Evaluation of the 2021-22 pilot PCM program demonstrated that 90 per cent of acting and newly appointed principals believed they had made positive shifts in their leadership practice due to coaching/mentoring.

Leadership Conference 'Leading for All'

The biennial leadership conference 'Leading for All: Every child and young person, every classroom, every day' was held on 2 and 3 June 2022 after being postponed twice due to COVID-19.

The theme of the conference was underpinned by the four principles of the *Future of Education* Strategy: equity, student agency, access, and inclusion. There were 277 delegates including guests, principals, deputy principals, and leaders from Education Support Office registered to attend.

The conference opened with a Welcome to Country from Ngambri/Ngunnawal man Mr Paul House. Presenters included local keynote speakers Dr David Spillman and Dr Benny Wilson, international and interstate presenters Dr Alma Harris, Professor Pasi Sahlberg, Dr Mary Jean Gallagher and Dr Kylie Lipscombe. Other speakers included disability advocate Nicole Stokes, and ACT Local Hero for 2022 Mr Luke Ferguson, as well as several ACT school leaders who presented in a TED-talk style.

Student voice featured as part of the conference through three videos created with students and young people in ACT schools. School leaders Ms Ann Caro, NSW Centre for Professional Learning; Ms Lila Mularczyk, former Director, Secondary Education NSW Department of Education and former Principal, Merrylands High School; and Mr John Goh, Principal, Merrylands East Public School; provided workshops and participated in a panel at the conference. All three school leaders featured as case studies in Dr Alma Harris' book *'System Recall'*. A copy of the book was provided to all delegates who registered for the conference.

Annual Leadership Survey

The 2021 Annual Leadership Survey was completed by 62 school-based principals. Results from the survey demonstrate that:

- 81 per cent of school leaders were confident in implementing effective Professional Learning Communities (PLCs);
- 73 per cent of school leaders agreed they had greater knowledge and understanding of using multiple sources of evidence to inform school improvement;
- 74 per cent of school leaders agreed they had greater knowledge and understanding of leading with an inquiry approach in their school;
- 66 per cent of school leaders agreed that they were more confident as instructional leaders than last year;
- 81 per cent of school leaders agreed they were more confident that their leadership team could implement effective PLCs; and
- 67 per cent of school leaders believed there was a stronger connection between colleagues in leadership roles.

Teacher Librarian Scholarships

A new program commenced in 2021 to provide scholarships for teachers to undertake a Master of Education (Teacher Librarianship). The Directorate offered eight teacher librarian scholarships in the reporting period. This brings the total of scholarships awarded as part of the Teacher Librarian Scholarships initiative to 14. There are currently 13 scholarship recipients completing their degrees, after one recipient from the 2021-22 program withdrew prior to commencement of their studies.

Affiliated Schools

Affiliated Schools Program

The University of Canberra (UC) Affiliated Schools Program is an exciting initiative under the *Future of Education* Strategy designed to improve student learning through professional learning for pre-service and current teachers, and support research in schools.

The Program is a partnership between the ACT Government and UC and is a shared commitment to putting students at the centre of their education journey, supported by a respected and professional teaching workforce with access to innovative research and professional development opportunities.

The Program incorporates school-based pre-service teacher education clinics, professional experience placements for pre-service teachers, UC-facilitated professional learning for teachers, school-based research projects to meet school and system needs, and scholarships for teachers and school and non-school based leaders.



Students and Educators at Kaleen Primary School as part of the Affiliated Schools Program

Annual Affiliated Schools Conference

As part of the Affiliated Schools Program, the Directorate and the University of Canberra (UC) hold an annual conference showcasing and sharing the expertise of educators in Affiliated Schools. The conference also highlights and celebrates the educational research conducted in partnership with the University of Canberra.

The conference was held on 22 October 2021 with the theme '21st Century Partnerships: The Impact of School and University Partnerships on the Future of Education'.

The conference involved school leaders and teachers from 26 UC Affiliated Schools, UC teaching and academic staff, Directorate staff and UC pre-service teachers. Ten Affiliated Schools, two Directorate staff, and seven UC research teams presented at the conference.

Five outstanding teachers were presented with a UC Mentor Teacher Award for their commitment and dedication to mentoring pre-service teachers. During the reporting period there were 107 teachers nominated for the award by UC pre-service teachers.

University of Canberra Master of Education Scholarships

Twenty-one teachers and school leaders graduated with a Master of Education from the University of Canberra (UC) through the Capital Region Scholarship program on 31 March 2022. This is the second cohort of scholarship recipients to graduate from the program.

There are a further 53 active scholarship recipients completing this course at June 2022. Through the Affiliated Schools partnership, ACT teachers and school leaders are offered the opportunity to undertake a Master of Education, jointly funded by the Directorate and UC.

The scholarship program focuses on improving student outcomes by providing educators with a deeper pedagogical understanding and the opportunity to analyse and conduct research relevant to the teaching profession.

The Master of Education program has been designed in collaboration with the Directorate to have a focus on key foundation areas of the ACT Government's *Future of Education Strategy*. Teachers and school leaders completing the course either conduct academic research or undertake Highly Accomplished and Lead Teacher (HALT) certification.

Strong communities for learning

A strong education system requires a strong community, with schools acting as a hub for education and support services.

A Community Conversation - Inclusive Education Survey

The Education Directorate continues work to strengthen inclusion with a recognition that inclusive education delivers better academic, social, and wellbeing outcomes for all students and contributes to a more equitable society.

Between October 2021 and April 2022, an independently facilitated community consultation was held, involving an online survey, individual and group discussions, and opportunities for individual submissions. The consultation is part of the ACT Government's commitment to review disability education, together with people with disability and carers, and to consider options for specialist education into the future. It builds on the extensive consultations already undertaken since 2015.

As part of the 'Community Conversation', parents and carers of school students with disability, students, young people, school staff and community members, were offered a range of different ways to contribute. The engagement aimed to offer accessible, safe, and inclusive ways for all adults, children, and younger aged group participants to contribute their experiences and ideas about education for children with disability in ACT public schools. The engagement included:

- 565 online surveys completed by parents, carers, school-based staff, and community;
- 46 online surveys completed by students and young people;
- 22 individual interviews held with parents, school staff, recent school leavers (online and in person);
- six group conversations with 18 parents (online);
- four group conversations with young people and students (online and in person);
- three school visits including discussions and interviews with staff and students;
- 307 postcards and drawings received from students; and
- six written submissions received from parents and association representatives.

The consultation gathered information that included perspectives on positive features and experiences in the current system, but also critical, constructive, useful advice and practical ideas to effect improvements.

The review is an opportunity to identify actions to ensure long term direction and system reform that embeds inclusive cultures and educational practice in the ACT public school system and the option for all students to access high quality education and care at their local school.

This consultation will contribute to informing an *Inclusive Education* Strategy and implementation plan for ACT public schools that will be drafted during 2022. The Strategy will be informed by the consultation and a review of evidence from Australian jurisdictions and overseas.

A Village for Every Child Project

A Village for Every Child (the Village) is a collaborative impact project that stems from the West Belconnen Local Service Network and is established as a key initiative for the Community Services Directorate (CSD) under the ACT Government's *Better Services Reforms*.

It focuses on improving collaboration and community engagement to ensure all children in Belconnen are physically healthy, socially, and emotionally strong and have the best start in life. The ACT Government recognises the important role early childhood has in the success of our children, young people, and community.

The project is funded by the ACT Government and is aligned with the *First 1000 Days, Set up for Success*, and the *Future of Education* strategies. As members on the Village Leadership Group, representatives from the Directorate, CSD, ACT Health, and other community and non-government agencies can work together with families, educators, communities, and service providers to identify and address issues facing children and young families. The project stands by its motto 'it takes a village to raise a child'. By working together, the community is stronger, more connected, and better placed to meet the needs of children and families.

The Village for Every Child has three working groups set up to inform policy and community development:

- Better Data – establishing collaborative ways of sharing data for improved outcomes;
- Transitions to School – focusing on improving transitions and connections between Early Childhood Education and Care services and schools; and
- Better Connections with Families – focusing on improving community connections for children and families who experience vulnerability.

The Village has progressed several community engagement activities in 2021–22, with support and involvement from ACT Government directorates.

Work Experience and Vocational Learning Options

Workplace Learning refers to both work experience and structured workplace learning through participation or observation of work under the supervision of an employer.

In 2021-22, there were 924 work experience placements registered in ACT high schools and colleges. An additional 62 structured workplace learning placements were also registered. A total of 218 employers provided these placements.

Vocational learning and vocational education and training in secondary school equips students with the skills they need to gain meaningful employment. It supports students in making choices about future school subjects and their transition to further education or employment post school.

Vocational Learning Options (VLOs) are career education programs delivered to ACT public secondary school students in years 9 to 12. In 2021-22, VLOs were delivered through 18 public secondary schools, nine colleges and specialist/flexible education schools to 205 students by Canberra Institute of Technology (CIT) and three private Registered Training Organisations (RTOs) across nine industry course areas. VLOs provide students with the opportunity to gain a Statement of Attainment through nationally accredited training.

The Directorate continued to refine VET offerings in 2021-22 by working with providers and industry to ensure programs provided quality experiences for students and met workforce need, including:

- the Career Pathways program (Health Starter) is a collaboration between the Directorate, CIT, and ACT Health. This introductory course provides year 10 to 12 students with entry level skills in the health and community sector; and a study pathway to enrol in a range of Health Services programs at CIT including Nursing, Individual Support (Aged Care, Disability) and Allied Health Assistance (Occupational Therapy, Physiotherapy). There were 94 expressions of interest in the program and a total of 40 students commenced in the program in 2021-22;
- the Connect to Ability program commenced on 28 April 2022. The program employed eight Australian School Based Apprentices (ASbA) with diverse learning needs to work across the ACT Government. These students are enrolled in either Certificate II or III level qualifications with a training contract term of 18 months;
- the Career Taster program commenced on 28 April 2022. The program has employed ten Australian School Based Apprentices to work in ACT public schools. Students are enrolled in Certificate II in Skills for Work and Vocational Pathways with a training contract term of 18 months; and the Understanding Building and Construction Pathways Pilot program is a partnership with the ACT Office for Women and the National Association for Women in Construction. The pilot aims to enhance opportunities and remove barriers to young women choosing a career pathway in the construction industry. There are four schools in the pilot program – Harrison School, Alfred Deakin High School, Mount Stromlo High School, and Calwell High School. The year 7 and 8 pilot started at two schools – Harrison School and Calwell High School in March 2022. As of 30 June 2022, 164 students have accessed the program. The year 9 and 10 pilots will start in Term 4, 2022.

Safer Internet Day

Safer Internet Day is a global initiative that brings families, schools, organisations, and governments from 170 countries together to raise awareness about online safety. It was held on 8 February 2022 with the theme 'Play it Fair Online'.

ACT public schools were encouraged to become involved and promote the important message of keeping children and young people safe online. Resources from the Office of the eSafety Commissioner (OeSC) were shared with schools, with 800 connections made across the week from ACT public schools and the OeSC Safer Internet Day interactive classrooms.



eSafety Parent and Carer Workshops

During 2021 and 2022, the Directorate's eSafety officers engaged with ACT public schools to plan and deliver parent and carer eSafety workshops. These workshops built the confidence and capacity of parents and carers to support their children to live and learn safely in the digital world. Twelve workshops were delivered virtually in Semester 2, 2021, with a further nine webinars delivered in Semester 1, 2022.

eSafety Parent Information Session

As part of the Uplifting and Strengthening eSafety project, information webinars were delivered in March 2022 to year 7 parents and carers about online safety and supporting young people with digital citizenship.

These webinars addressed current eSafety issues impacting young people, how to support young people with digital technologies, and where to go when things go wrong online. The content was aimed at parents of students in year 7 who had recently received their Chromebooks.

The webinars were hosted online with the first session having 66 parent and carer participants; the second session hosted 117 participants. The webinars were well received with many requests for repeat sessions or sharing of the recording.

The webinars were the final element of the project supporting year 6 students to successfully transition to year 7 with the skills and knowledge to be safe, respectful, and positive digital citizens. Feedback and reflections from these sessions will inform the future implementation of this project.

School Volunteer Program ACT

The School Volunteer Program ACT recruits, trains and manages volunteer mentors to support ACT public school students with their education. Volunteer mentors work

collaboratively with school coordinators or classroom teachers to support students with literacy, numeracy, and a range of other subjects and activities. During 2021-22, the work of volunteers in schools was impacted by COVID-19 restrictions preventing visitors from entering schools. At December 2021, there were 127 volunteer mentors working across 47 ACT public schools.

A new Memorandum of Understanding between the Program and the Directorate will be negotiated in 2022, recognising the sustained and valuable partnership between the two organisations and the program’s role in supporting improved outcomes for ACT students.

Supporting Parent Engagement Grants

The Supporting Parent Engagement Grant Program strengthens parent engagement in ACT public schools. The \$800,000 program provides grants of up to \$20,000 to enhance family-school partnerships as well as strengthening the parents and citizens association’s governance and capability to effectively operate businesses, for example canteens and uniform shops.

During the 2021 calendar year (January to December), five grant rounds were completed, with 52 schools and P&Cs receiving a total of \$776,506 to enhance parent engagement and business acumen in ACT public schools.

During the 2021-22 reporting period, three grant rounds were completed. The total spend for the financial year was \$487,382. \$178,403 was provided for round three, \$96,418 for round four, and \$212,561 for round five.

To date, 12 grants have been acquitted and 40 grant projects are currently active (with five overdue for acquittal).



Evatt Primary School – The Nest Café

The opening of The Nest Café in Term 2, 2022 was a highlight for the Evatt Primary School community.

The Café provides a modern and welcoming environment where parents and families can connect and read. The space was designed in partnership with the Evatt P&C and partly funded through the ACT Government’s Supporting Schools Engagement Grant.

Further information about grants can be found in the Community Engagement and Support section of this report.

Systems supporting learning

The systems that support learning must acknowledge the importance of early intervention and promote equity of opportunity and excellent outcomes for all learners.

Education Amendment Bill 2022

One of the first actions under the *Future of Education* foundation ‘systems supporting learning’ was to review and amend the *Education Act 2004* (the Act) to strengthen equity, student agency, access, and inclusion. A phased approach is being applied to reviewing the Act.

The *Education Amendment Bill 2022* (the Bill) forms the third phase of amendments and was passed in the Legislative Assembly on 8 June 2022. The Bill continues the ACT Government’s work of ensuring all schools in the ACT are providing high quality education with the appropriate systems in place to ensure children and young people are safe and able to access education.

The amendments balance the rights of all staff and students to a safe and effective learning and work environment with the rights of children and young people to an education. The Directorate has learnt from various reports, such as the *Interim Report of the Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability*, that nationally there are reports of disproportionate use of suspensions and expulsions for students with disability. To address this, revisions have been made to sections in the Act that relate to suspensions, transfers, expulsions, and exclusions, to provide clarity about when and why these sections can be enacted.

The Bill also makes amendments to require the reporting of transfers, expulsions, exclusions, unenrolments, and contract terminations for all schooling sectors, both government and non-government, within five days of occurrence, through the Directorate’s Student Movement Register. Oversight and monitoring of the Student Movement Register will be the responsibility of the Education Directorate and is a critical expansion of the Directorate’s role to ensure all children and young people in the ACT are connected with education, and the protective factors that education brings.

The Bill revises the registration and review processes for non-government schools, with the introduction of *Non-government School Registration Standards* and the creation of a Registration Standards Advisory Board. These amendments mean that the community can continue to be confident in the high quality education provided by the non-government sector and know that oversight of the registration of these schools is supported by a strong set of registration standards and the advice of an advisory board comprised of members with appropriate experience and expertise. The amendments come into effect on 20 December 2022.

Priority Enrolment Areas

Priority Enrolment Areas (PEA) are designed to promote equity of access to educational opportunity for all students. In 2021-22, the Directorate continued to manage local school enrolment through PEAs providing families who live within their boundary certainty of entitlement to their local school for kindergarten to year 12.

PEAs are reviewed annually, with changes in 2021-22 made to accommodate new schools or changes in enrolment demand, including standardised enrolment criteria and increased transparency for families about enrolment options available to them.

During 2022, several changes to PEAs were established for 2022 enrolments in Gungahlin, the inner north and Molonglo, including establishing a new PEA for Throsby School. A new *One-Way PEA Shared Zone* was established in the inner north to support demand management at high utilisation primary schools, and to make use of available capacity at primary schools close by. These changes were communicated through the Directorate website to ensure community awareness of enrolment options.

In 2021-22, the Directorate maintained Category 'A' and 'B' schools to manage high demand; with Category A schools generally not able to accept students from outside their enrolment area, and Category B schools having some capacity to accept students from out of their enrolment area, subject to meeting specified criteria.

The NSW Pathway schools continued to provide NSW residents living in the surrounding region certainty about which ACT public schools could offer them enrolment.

Standardised preschool criteria and processes ensured that students were offered a preschool place as close to their home as possible while maximising available capacity at school sites. Several preschools were designated 'high demand preschools' with limited capacity to accept enrolments from students for whom it would not also be their PEA primary school and who did not otherwise meet the enrolment criteria.

Preschool enrolments are an ongoing area of reform with a view to progressively bringing them into alignment with kindergarten to year 12 arrangements.

Demographic Analysis and Enrolment Forecasting

In 2021-22, work continued with the Australian National University (ANU) School of Demography to undertake demographic analysis and enrolment forecasting to project future public school enrolment demand across the ACT, including in regions with high rates of population growth. Enrolment forecasting incorporates annual Education Census data as well as population projections data for the ACT region.

Forecast enrolments formed a key input into schools planning deliberations to ensure sufficient capacity across ACT public schools to continue to guarantee every resident enrolment at their local PEA school. Undertaking this work in collaboration with the ANU provides a high level of integrity in enrolment forecasting outcomes and supports the Directorate to anticipate and plan for future growth and make best use of capacity and undertake timely future demand planning.

New and Expanded Schools and Planning for Future School Capacity

Feasibility, masterplanning, and design works are underway across regions experiencing and anticipating enrolment and population growth in the ACT through \$12.5 million provided through the 2021-22 Budget for New and Expanded Schools.

This includes masterplanning, design and community engagement with North Ainslie and Majura Primary Schools, following a commitment from the Minister for Education and Youth Affairs in December 2021 to work with these schools towards expanded future capacity (subject to future decisions of Government).

Engagement with the Garran Primary School community is also underway in preparation for the modernisation and expansion of Garran Primary School.

Planning for Gungahlin

Work progressed towards new northside college capacity within Gungahlin including site options analysis, masterplanning, and feasibility work. Work also progressed towards the 200 place expansion of Gold Creek School as well as finalisation of the Franklin School expansion to provide additional primary and high school places in the region.

Demographic analysis and planning work continues for the Gungahlin region to anticipate future public education demand in the growing region.

Digital achievements

In 2021-22, the School Administration System was embedded across ACT public schools, with newly enhanced features including the implementation of student enrolment admission processing, multiple family messaging capability, Year 10 certificate and operational reporting and analysis capability.

Dashboards have been developed to monitor and target school COVID-19 related and wellbeing supports under the *Positive Behaviours for Learning* whole-school framework. Security reviews and updates continued to be strengthened to keep staff and student information protected online.

Device refreshment programs also began in 2021-22, including teacher devices and primary school devices. This has followed a long period of worldwide hardware shortages due to the COVID-19 pandemic.

School Improvement Reviews

The Directorate has a systematic approach to school improvement, working in partnership with school leaders and external experts to embed evidence-based decision making, and includes a five-year cycle of school improvement planning which is outlined in each school’s School Improvement Plan.

At the end of the five-year cycle, ACT public schools undergo an external review. Reviews are anchored in the National School Improvement Tool (NSIT) developed by the Australian Council of Educational Research (ACER) and are led by accredited ACER consultants to provide the public school system with objective analysis of school performance against the NSIT.

2021-22 School Review Activity

In 2021, all school reviews took place in the first half of the year. Between May and June 2022, eight schools underwent school review. Several schools scheduled for review requested to postpone their review due to COVID-19 and other school-based factors.

The ACER methodology for a school review includes the requirement that review teams interview all school leaders, over 85 percent of teachers and school support staff, and a broad range of students and parents of the school community.

Review Findings and Recommendations

After the ACER quality assurance and moderation processes were completed, each reviewed school received a final School Review Report. The report’s executive summary provides a set of affirmations, commendations, and recommendations.

Table 11: Summary of strengths

	NSIT Domain
Strengths	Domain 1: An explicit school improvement agenda
	Domain 3: A culture that promotes learning
	Domain 4: Targeted use of school resources
	Domain 5: An expert teaching team
	Domain 6: Systematic curriculum delivery
	Domain 8: Effective pedagogical practices
	Domain 9: School-community partnerships

Source: 2021 & 2022 School Review Reports

Table 12: Summary of areas for improvement

	NSIT Domain
Areas for further improvement	Domain 2: Analysis and discussion of data
	Domain 7: Differentiated teaching and learning

Source: 2021 & 2022 School Review Reports

The key recommendations for system improvement work emerging from the 2021-22 review process were:

- continue to support schools to set realistic, but challenging targets for improved student learning and wellbeing outcomes with accompanying timelines;
- professional learning for teachers and leaders in using multiple sources of evidence to inform school-wide decision making and the next steps in learning for students should continue to be prioritised;
- supporting schools to use appropriate software to enable more sophisticated data analysis and centralise school records of student achievement and progress should also remain a priority;
- support schools to draw on existing evidence-based strategies to encourage families as partners in student learning. Encourage schools to provide timely information to families about the progress in learning their child has made over time;
- continue to support schools to build staff expertise in designing and delivering a curriculum program that:
 - provides the right amount of challenge for each student
 - differentiates the learning to cater for student interests and individual needs
 - allows for the progressive development of students’ deep understanding of concepts, principles, and big ideas
 - supports the ongoing development of the general capabilities and cross-curriculum priorities;
- continue to support schools to develop and document professional learning plans which include:
 - formalised processes for mentoring and coaching
 - opportunities for observations of teaching practices
 - the provision of regular and timely peer and leadership feedback
 - professional discussion on agreed evidence-based teaching strategies including a particular emphasis on strategies for differentiation; and
- support schools to:
 - review current partnerships and ensure objectives relating to improved outcomes for students are clear
 - implement ongoing strategic planning and evaluation processes to measure partnership effectiveness and determine if the intended impact is being achieved.

Post-review supports to schools

At the conclusion of the review, individual school planning sessions were conducted by the Directorate to unpack the NSIT recommendations and to interrogate their students' performance data.

Schools reviewed in 2021 have drafted their next five-year improvement plans (2022-2026); and schools reviewed in 2022 are in the process of identifying their improvement priorities, targets, and strategies for their 2023-2027 improvement plans.



Students at Campbell Primary School

Set Up for Success – An Early Childhood Strategy

In 2020, *Set Up for Success: An Early Childhood Strategy for the ACT* (Set Up for Success) was launched. This ten-year plan is set out over three phases and outlines the ACT Government's commitment to providing quality early childhood education for all children, recognising that children's early years set the groundwork for their lifetime learning.

Set Up for Success has four foundations:

A fair start for every child – ensuring access, equity and affordability of early childhood education;

Valuing educators, values children – enhancing the workforce through education, qualification, and skills development;

Every child has a story – fostering seamless transitions and supporting children's diverse needs; and

Working together for children – connecting systems and services to maximise benefits to children.

The following section describes key actions and achievements under *Set up for Success*.

A fair start for every child

The provision of access to early childhood education for every child, equitably delivered with a priority on those that would most benefit.

Providing free quality early childhood education

The Directorate is implementing the first phase of the ACT Government's commitment to provide universal access to quality early childhood education for all three-year-olds in the ACT.

The first phase is providing up to 500 places to priority three-year-old children – those experiencing vulnerabilities or disadvantage – for two days per week, 48 weeks per year free, quality early childhood education and care (ECEC). Places are offered through 19 providers representing 60 ECEC services, with one additional provider joining the initiative in 2021-22.

In August and September 2021, placements were reduced to support ECEC services experiencing service closures and increased staffing demands due to the COVID-19 lockdown. During this time some families deferred starting their placement, but families referred into the initiative were supported with access to a partnered ECEC.

As at 30 June 2022, 503 children have been referred into the initiative since it commenced, with 412 children placed in an ECEC service.

As at this date, there were 223 children accessing early childhood education through the initiative. 115 children were supported to transition from the initiative into four-year-old preschool in 2022.

Providing long term access to early childhood education for children in the Children’s Services Program

The Education and Community Services Directorates have established processes for priority three-year-old children referred into the three year-old initiative, but who are already attending an early childhood education and care (ECEC) service through the Children’s Services Program (CSP). A long-term place for the child is secured through the three-year-old initiative. Where possible, this is secured at the ECEC service they are already attending through the CSP. Crucial to the arrangement is the partnership and communication between the directorates, facilitated by Placement Pathway Group.

Expanding Koori Preschool

The first phase of providing free quality early childhood education under the *Set up for Success* Strategy includes providing up to 100 places for Aboriginal and Torres Strait Islander three-year-olds in Koori Preschool.

Koori Preschool is a preschool program for Aboriginal and Torres Strait Islander children aged 0 to 5 (children under three-years-old attend with an adult) and provides culturally safe and relevant early learning, through rich, play-based experiences. Aboriginal and Torres Strait Islander perspectives are reflected across the program, which is aligned to the *Early Years Learning Framework*.

Table 13: Enrolments of Aboriginal and Torres Strait Islander children in the Koori Preschool Program, 2017-2021

	2017	2018	2019	2020	2021
3-year-old children	35	13	43	39	44
Children in year Before fulltime schooling (4- and 5-year-old)	52	72	45	51	53
Total enrolment	87	85	89	90	97

Source: August Census of enrolments in ACT schools, 2017 to 2021

Early Childhood Community Coordinators

Priority children and families are supported by two Early Childhood Community Coordinators, who facilitate and nurture referral pathways for priority children into the three-year-old initiative. The Early Childhood Community Coordinators work with referrers, services, and families to ensure referrals and placements are ongoing. They also provide early learning pedagogical support and transition guidance to educators in ECEC settings and schools. The Early Childhood Community Coordinators have actively supported 13 partnered ECEC services and two Out of School Hours Care services with a combination of whole staff workshops, observations, and individual child supports.

Placement Pathway Group

Placement Pathway Group (PPG) is chaired by the Education Directorate and includes practitioners from Community Services Directorate, Australian Early Development Census, Inclusive Education and Children's Education and Care Assurance. PPG considers referrals for priority three-year-olds and identifies a placement that best meets the needs of the family and the child. PPG considers potential placements that are close to where a family lives or works, or where older children already attend school. In the reporting period, the PPG met 21 times and considered 259 referrals.

Warm Referrals

The Education Directorate, Community Services Directorate, ACT Health, Canberra Health Services, and the Justice and Community Safety Directorate, as well as community organisations, continue to work closely together to identify priority three-year-old children.

Warm referrers (practitioners who are already connected with children and families) are integral to identifying priority three-year-old children. Warm referrers support families to access the initiative by assisting them to complete the referral form, which is then submitted to the Education Directorate Placement Pathway Group for consideration.

Warm referrers may continue to be involved in the placement process by acting as the main point of contact for the family, or by supporting the family to engage and build relationships with the ECEC service or supporting access to other wrap-around human services the family may benefit from.

In the reporting period, the Directorate held 37 tailored sessions with 291 warm referrers. Government and community organisations were represented, including but not limited to, Community Services Directorate, Canberra Health Services, Justice and Community Safety Directorate, Marymead, St Vincent de Paul Society and a range of ECEC services.

Recognising early childhood education in ACT law

The Directorate has commenced consultation with key stakeholders and the community on recognising early childhood education in ACT law. Consultation includes seeking feedback on how early childhood education should be recognised as part of the educational service offering for children.

Valuing educators, values children

Quality interactions with children drives child development and therefore educators must be professionally recognised in rewarding, empowering, maturing but sustainable ways.

Using Communities of Practice to help educators share expertise across schools and services

Sixteen Communities of Practice have been established to foster purposeful relationships between early childhood education and care services and schools. The Communities of Practice help children transition smoothly between these settings, improve sharing of expertise between educators, and increase opportunities for coaching and mentoring.

The Communities of Practice are supported by two Early Childhood Community Coordinators, and in 2021-22 focused on using the *Transitioning and Continuity Framework and Statement* for priority three-year-olds. Support focused on capturing the child's voice in the transitioning process in response to the need to support families and educators in a time of uncertainty due to COVID-19.

Eighty-eight transitioning and continuity statements were received for the 115 priority children who transitioned to preschool in 2022.

Supporting children affected by trauma

The Education Directorate partnered with Australian Childhood Foundation to develop a suite of resources for the early childhood education and care sector to support workforce capability in trauma responsive practice.

Trauma-informed training is designed to build understanding, strengthen existing practices, and create networks in early childhood education and care to enhance the learning, development, and wellbeing of all children. The package of supports includes:

- eleven online training modules on trauma informed theory and practice;
- twenty-five free webinars on specific topics related to trauma;
- five relational exchange blog articles on trauma responsive practice and strategies; and
- one champions network and up to six professional support networks for educators to collaborate on practice and develop collective expertise grounded in research.

Increasing coaching and mentoring opportunities

Increasing coaching and mentoring opportunities for the early childhood education and care workforce allows for the development of skills, knowledge, and experience through meaningful relationships with other early childhood professionals. The Directorate is developing strategies to increase coaching and mentoring opportunities within the sector.

The Directorate has also implemented four Preschool Pathways Partners who are working with educators in ACT public preschools and ECEC services partnered with the three year-old

initiative, to build their knowledge, confidence, and capacity to implement inclusive practices, enhance transitions, and provide continuity for children and families.

The Preschool Pathways Partners provide targeted coaching to educators in universal practices for inclusive education and transitions. Coaching support is triaged based on the circumstances of a setting and the level of support required.

Developing a cross-sector workforce strategy

Set up for Success recognises that a skilled workforce is essential to delivering high quality early childhood education that supports the best educational and developmental outcomes for children. Valuing educators and providing a framework to develop as skilled professionals is an important way to support ongoing child development and learning.

To support this, the Directorate consulted on the development of an *Early Childhood Education and Care Workforce Strategy (ECEC Workforce Strategy)* specific to the ACT context and aligned to *Shaping our Future* (the *National Children's Education and Care Workforce Strategy*) that supports the recruitment, retention, sustainability, and quality of the sector workforce across Australia.

In addition to the *ACT ECEC Workforce Strategy*, the consultation process included seeking input on the development of educator professional standards for voluntary adoption and increasing coaching and mentoring opportunities within the sector. The consultation period concluded in early June 2022 and the Directorate will review the input to support the development of this important work.

Developing educator professional standards

The Directorate is developing educator professional standards, initially for voluntary adoption, with the aim to promote professionalism of the workforce through recognition of professional practice. The professional standards will also help guide career development within the sector.

Early Childhood Education and Care Scholarships Program

The ACT Government continues to support increases in qualified staff for the education and care sector, with particular attention being given to the changes in qualification requirements for early childhood educators under the *National Quality Framework (NQF)*.

To support the sector's commitment to continuous improvement under the NQF, and against the *National Quality Standards (NQS)*, the ACT Government funds the Directorate for the Early Childhood Degree Scholarship Program.

The scholarship program provides for four scholarships per year, each to a maximum value of \$25,000 for the life of the scholarship. The scholarships support full-time study over four years or part-time study over eight years. An additional amount of up to \$4,000 per scholarship holder is available to support employers to backfill students while they undertake the practical components of their study, or for the student to attend a four-week placement with Children's Education and Care Assurance (CECA) as part of their final year of study. This funding assists providers and students by increasing capability and capacity in knowledge of compliance and governance frameworks expected by the NQF.

The program enables employers to partner with the Directorate to provide an equivalent contribution to a scholarship, thereby creating the option of two scholarships for the cost of one. This has been an appealing opportunity for providers, with several larger employers supporting multiple educators through scholarship program.

In June 2022, there were 23 scholarship holders studying towards a degree in early childhood education, with an additional eight scholarship holders in the process of commencement. Since the introduction of early childhood scholarships in 2014, 32 scholarship holders have successfully completed their early childhood degrees.



Students at Isabella Plains Early Childhood School

Every child has a story

Each child has a unique background and circumstances and each child's learning and development needs, and opportunities should be nurtured and supported.

Piloting an approach to effective transitions

At the start of the 2022 school year, 115 priority children were supported to transition into four-year-old preschool. They were supported through a pilot using a *Transitioning and Continuity Framework and Statement*.

Educators from early childhood education and care services (ECEC) and schools were supported to share children and families' stories and other key information, facilitating positive transitions. The findings of the pilot will be used in the development of an ACT-wide approach to effective transitions for children.

Preschools Pathways Program

The Preschool Pathways Program was launched in 2021 and aims to build the capacity of parents to be active partners in their children's education. The program acknowledges parents and carers as their child's first teacher and includes resources for them to support a smooth transition to preschool, recognising that success looks different for every child.

Four Preschool Pathways Partners have been established to work with educators in ACT public preschools and ECEC services partnered to deliver the three-year-old initiative, to provide tailored coaching that builds educators' knowledge, confidence, and capacity to implement inclusive practices and enhance transitions for children.

Working together for children

The need to make the best use of public funding to ensure that children and families experience best practice in early childhood education and care.

Early Years Engagement Officers - to connect Aboriginal and Torres Strait Islander families

The Government has established two Early Years Engagement Officers in the Community Services Directorate to build strong and trusted relationships with the ACT's Aboriginal and Torres Strait Islander communities.

The Early Years Engagement Officers are an important resource in connecting with families, engaging them in the three-year-old initiative and Koori Preschool and supporting transitions between these settings and Child and Family Centres. The connections the Early Years Engagement Officers build support stronger educational outcomes for Aboriginal and Torres Strait Islander children in the ACT.

Koori Pre Co-Design program

The Koori Pre Co-design program is a key deliverable of the ACT Government's *Set Up for Success* and continued in 2021-22. Findings from the wide-ranging engagement with children, families, staff, community members and representatives from peak bodies were brought together in the *Koori Pre Cultural Safety Framework*, *Koori Pre Curriculum* and *About Koori Pre* children's book.

These foundational resources work together to support Koori Preschools to meet the aspirations and expectations of Aboriginal and Torres Strait Islander communities and deliver high quality, high expectation and holistic preschool that is grounded in Aboriginal and Torres Strait Islander cultures, knowledges, and values, and recognises that children and their families are proud, strong, and deadly.



Photo shows students at Ngunnawal Koori Pre program

Education and Care Services National Law – ACT Regulatory Authority

In 2012, all States and Territories and the Commonwealth implemented the *National Quality Framework* (NQF) for the education and care sector. The NQF incorporates education and care from long day care, family day care, preschools, and outside school hours care. Its primary function is to create a framework of education and care for children from 0 to 5 years old who are not enrolled in school, and primary school aged children (5 to 12 years old) who attend out of school hours care.

The NQF for the education and care sector includes the *Education and Care Services National Law* (the National Law) and regulations, and a consistent approach to the regulation and quality assessment of the education and care sector. The Director-General is the ACT's Regulatory Authority. The functions of the Regulatory Authority are delegated to Children's Education and Care Assurance (CECA).

As of 30 June 2022, the ACT had 372 education and care services approved under the National Law. The National Law places obligations on CECA to undertake investigations, compliance monitoring, enforcement actions, and assessment and rating against the *National Quality Standard* (NQS). The capacity of the sector is approximately 29,710 full time places for children.

Additionally, at 30 June 2022, the ACT had 12 education and care services approved under Chapter 20 of the *Children and Young People Act*. These services are licensed for a period of three years and are required to comply with obligations of the *ACT Childcare Services Standards*.

The ACT Regulatory Authority is comprised of the following teams:

- Quality Assurance;
- Audit and Risk management, and
- Investigations.

Quality Assurance

The key objective of quality assurance is to assist providers and services in their journey of continuous improvement in delivering quality early childhood education and care to children, acknowledging that this is fundamental to obtaining the maximum benefits from early learning for every child.

CECA undertake the assessment and rating of services in accordance with the *National Law*. This process provides several benefits:

- educators with increased skills and qualifications;
- better support for children's learning and development; and
- a national register to help parents and carers assess the quality of education and care services in their local area.

Under the *National Law*, services are assessed and rated against the NQS. Following an assessment, an overall rating is given.

At 30 June 2022, of the 372 approved services, 332 had a quality rating, representing approximately 90 per cent of services.

During 2021-22, 30 services were assessed and rated, with approximately 78 per cent of ACT services being rated as 'meeting' or above. This is consistent with figures from 2020 and 2021. The percentage of services with a 'working towards' rating has continued to decline, to 23 per cent from 25 per cent in 2020, 30 per cent in 2018, and 47 per cent in 2017.

The positioning of education and care services in the ACT that had been assessed against the four rating levels were as follows:

- 150 (45%) services had achieved an 'exceeding' rating;
- 108 (32%) services had achieved a 'meeting' rating;
- 73 (22%) services had a 'working towards' rating; and
- 1 (0.6%) service had a 'significant improvement required' rating.

In addition to the above assessments, two services (0.6 per cent), continue to be awarded an 'excellent' rating by the Australian Children's Education and Care Quality Authority (ACECQA). This level of achievement is sought by education and care services and has additional requirements beyond the other rating levels.

Audit and Risk Management

CECA undertake compliance audits and risk assessment audits of education and care services. Compliance audits help to ensure that education and care services are meeting their minimum requirements as set out by the *National Law* and *Regulations*.

Announced and unannounced compliance audits are conducted throughout the year. The team also carries out short notice audits in response to reported incidents or complaints. These types of audits are called 'risk audits' or if appropriate, 'emergency response audits.' Risk audits and emergency response audits are conducted to identify and resolve any specific and immediate risks to children.

The team monitors the risk rating of each service in the ACT. In 2019, the team started using a new nationally consistent risk profiling system through National Quality Agenda IT System to assess the risk rating of each approved service. This is used to inform the long-term scheduling of audits and quality assessment and ratings. Each service is provided with a risk rating score and overall risk rating, which informs the frequency of visits required to the service to ensure that the health, safety, and wellbeing of children is sufficiently met.

During the 2021-22 reporting period, CECA carried out 90 compliance audits compared to 143 compliance audits in 2020-21. Eight risk audits (where incidents required a rapid response) were conducted in 2021-22, compared to 12 risk audits in the previous financial year.

Compliance audits were suspended on 13 August 2021 due to the COVID-19 pandemic; however partial remote audits were undertaken from 6 December 2021 through to 7 January 2022. Compliance audits did not recommence until 18 April 2022.

A new audit schedule was developed to target higher risk services. Compliance audits with higher risk services were conducted as a priority.

Investigations

CECA's Investigation Team assesses information received via multiple channels, to determine whether there may have been a contravention of the *National Law*, or other risk, or potential risk, to the safety, health, and wellbeing of children.

In 2021-22, CECA assessed 2,959 notifications of incidents or complaints at services, just over half of these were COVID-19 related. This was an almost 200 per cent increase in 2020-21, due to COVID-19 notifications within the education and care sector. Of the 2,959 notifications, 36 matters were referred to investigation. Other matters were managed appropriately by the providers, or offences were substantiated, and compliance action taken without the need for investigation, or there were no suspected offences.

At the end of June 2022, approximately 20 investigations were in progress. Thirty one investigations were closed during the year, of which 15 were carried over from 2020-21.

Major areas of investigation during 2021-22 were allegations of harm to children, non-compliant staffing arrangements, inadequate supervision and missing or unaccounted for children.

Compliance Actions

CECA had taken 282 compliance actions at 30 June 2022. Compliance actions ranged from administrative letters, conditions on provider or service approvals, enforceable undertakings, emergency action notices, compliance directions, compliance notices, suspensions or cancellations of provider or service approvals, and prohibition of individuals.

In the reporting period, 172 of the 282 compliance actions related to the management of COVID-19 risk across education and care services, through to the protection of children. Emergency Action Notices and Administrative Letters were issued to services directing them to close or partially close as was required by Commonwealth childcare funding arrangements at the time.

Educate and Inform Functions

CECA have a statutory obligation to educate and inform the education and care sector of its obligations under the NQF. CECA continue to expand communications and engagement opportunities beyond provider and service management level to increase reach to educators who work directly with children using a variety of communication channels.

During the reporting period, CECA's overall engagement with the sector included tailored and targeted messaging to educate, inform, and engage the education and care sector. The COVID-19 pandemic resulted in significant pause to CECA's planned communication and engagement priorities. This re-prioritisation was necessary to support the ACT Government's management of the pandemic across the education and care sector. This included increased ability to distribute critical and time sensitive information during the COVID-19 pandemic.

Waivers for Early Childhood Educators

Under the *National Law*, education and care services can apply to the Regulatory Authority for a waiver when unable to comply with certain regulations.

CECA monitor and support the education and care sector through the applications of waivers. The ACT, like other jurisdictions, is currently experiencing a workforce shortage of educators in the early childhood and school age sectors. As of 30 June 2022, CECA has approved 35 applications for waivers for an Early Childhood Teacher, and 28 waivers for staff members who are less than 50 per cent completed Diploma of Early Childhood Education and Care qualification.

Talking Quality Publication

In collaboration with the ACT education and care sector, CECA publish *Talking Quality*, to highlight stories of success, challenges and professional learning opportunities that support the guiding principles of the NQF.

Talking Quality's aim is to engage stakeholders with the guiding principles of the NQF and connect these with goals for continuous improvement in the provision of quality education and care for children. Recent editions include information to support children, educator wellbeing, policy review, helpful strategies and inspiring stories from the education and care community in the context of COVID-19. All *Talking Quality* editions are available on the Directorate's website.

National Quality Framework Review Decision Regulatory Impact Statement

In 2021-22, CECA continued to work with the Australian Government, states, and territories and ACECQA on the *2019 National Quality Framework (NQF) Review*. Feedback was reviewed and considered through a national secretariat following consultations with stakeholders, providers, nominated supervisors, educators, and families in 2020-21.

Education Ministers were provided with key recommendations through the Decision Regulatory Impact Statement (DRIS) which was endorsed and publicly released on 8 June 2022.

National Workforce Strategy Shaping Our Future

On 14 October 2021, *Shaping Our Future: Children's Education and Care National Workforce Strategy*, a ten-year plan (2022–2031) was published by ACECQA. This plan was developed through extensive work including a co-design process with the education and care sector led by ACECQA and engagement with an intergovernmental working group. The national strategy strongly aligns with *Set up for Success*. The *Our Future Implementation and Evaluation Plan* is scheduled to be considered by Education Ministers in 2022.

Approved Learning Framework Review

In 2021, Education Ministers commissioned an update of the two nationally approved learning frameworks. *Belonging, Being and Becoming: The Early Years Learning Framework for Australia* (EYLF) and *My Time, Our Place: Framework for School Age Care in Australia* have proven to be integral in the success of the *National Quality Framework*.

The updates to the learning frameworks are to ensure they continue to reflect contemporary developments in practice and knowledge, while supporting all educators to promote the wellbeing, learning and development of each child.

In April 2021, the project engaged a Literature Review and consulted through surveys and stakeholder feedback on a Discussion Paper. The feedback highlighted the strengths of the current approved learning frameworks and identified areas for improvement.

During the first half of 2022, practitioners from 16 services, including one from the ACT, piloted updates to the approved learning frameworks. It is anticipated that findings and feedback from the pilot will inform the recommendations for consideration by Education Ministers in the second half of 2022.



Students at Franklin School

Scrutiny

Auditor-General reports

Table 14: ACT Auditor-General's Report 2016-17 Financial Audits Financial Results and Audit Findings Report No. 11/2017

A copy of the report can be found [here](#).

Recommendation	Action	Status
<p>The Audit Office issued an unqualified audit report on the Directorate's 2016-17 financial statements.</p> <p>The Audit Office reported two previously unresolved audit findings:</p> <ul style="list-style-type: none">• salary reports distributed to schools and business units did not always have evidence of review. This control weakness increases the risk of erroneous or fraudulent salary payments not being promptly detected and corrected; and• the Directorate's school administration system (Maze) does not have the capability to generate audit logs showing the activities of users accessing the system and its data. The Directorate also does not have a documented policy for the review of audit logs.	<p>Salary reports – the Directorate is continuing to reinforce compliance in this area; and</p> <p>Audit logs – the Directorate will address this as part of its replacement of the school administration system.</p>	<p>In progress</p>

Table 15: ACT Auditor-General's Report 2016-17 Financial Audits Computer Information Systems Report No. 4/2018

A copy of the report can be found [here](#).

Recommendation	Action	Status
<p>12. Monitoring of Audit Logs</p> <ul style="list-style-type: none">• The Education Directorate should:<ul style="list-style-type: none">– incorporate procedures for the review of audit logs in the new Schools Administration System; and– perform periodic reviews of audit logs in accordance with these procedures.	<p>The Directorate will address this as part of the planned replacement of Maze with the new School Administration System.</p>	<p>In progress</p>

Table 16: ACT Auditor-General's Report Physical Security Report No. 6/2018

A copy of the report can be found [here](#).

Recommendation	Action	Status
<p>6. The Education Directorate should, on completion of its Threat and Security Risk Assessment and Security Plan, increase awareness of physical security risk for school-based staff and implement a long-term rolling program of site specific security risk assessments.</p> <p>Government Response - Agreed and action commenced</p>	<p>A range of physical security measures are continuing to be implemented across ACT public schools. The measures are designed to harden the existing physical security controls already in place.</p> <p>Security risk assessments will continue to be undertaken as part of a rolling program. In addition, the Directorate is collaborating with the Justice and Community Safety Directorate to implement a suite of security guidance materials for staff.</p>	<p>In progress</p>

Table 17: ACT Auditor-General’s Report Five ACT Public Schools’ Engagement with Aboriginal and Torres Strait Islander Students, Families and Community Report No. 7/2018

A copy of the report can be found [here](#).

Recommendation	Action	Status
<p>7. The Education Directorate should finalise and implement the next Aboriginal and Torres Strait Islander employment and support action plan and, in so doing, give particular emphasis to increasing the number of, and support provided for, Aboriginal and Torres Strait Islander teachers and school leaders.</p> <p>Government Response – Agreed</p>	<p>The Directorate’s Aboriginal and Torres Strait Islander Staff Network were engaged to develop a comprehensive Aboriginal and Torres Strait Islander Employment Action Plan (the Plan). The Plan was considered by the EGC in early 2020 with further work to be completed to prioritise actions over three years. Due to the impacts of the response to COVID-19, this work was postponed. The Directorate is currently developing its next Reconciliation Action Plan (RAP), which is to be considered by Executive Management in July 2021. It was determined that the timing of the finalisation and implementation of the Plan should align to the launch of the Directorate’s RAP to ensure that the two action plans are complementary in nature and ensure a cohesive strategic approach.</p>	<p>In progress</p>

Table 18: ACT Auditor-General’s Report 2017-18 Financial Audits - Financial Results and Audit Findings Report No. 12/2018

A copy of the report can be found [here](#).

Recommendation	Action	Status
<ul style="list-style-type: none"> The Audit Office issued an unqualified audit report on the Directorate’s 2017-18 financial statements and an unqualified report of factual findings on its 2017-18 statement of performance. The Audit Office reported that the Directorate did not resolve the two previously reported audit findings relating to: 	<p>Salary reports – the Directorate is continuing to reinforce compliance in this area; and</p> <p>Audit logs – the Directorate will address this as part of its replacement of the school administration system.</p>	<p>In progress</p>

- the review of salary reports which has been reported since 2013-14. Salary reports distributed to schools and business units did not always have evidence of review. When these reports are not evidenced as being reviewed there is a higher risk that incorrect or fraudulent salary payments will not be promptly detected and addressed; and
- the Directorate’s school administration system (Maze), as it does not have the capability to generate audit logs showing the activities of users accessing the system and its data. The Directorate also does not have a documented policy for the review of audit logs. This increases the risk that erroneous or fraudulent changes to the system or data will not be promptly detected and rectified. This audit finding was first reported in 2011-12.

No new audit findings were identified in 2017-18.

Table 19: ACT Auditor-General’s Report 2017-18 Financial Audits - Computer Information Systems Report No. 4/2019

A copy of the report can be found [here](#).

Recommendation	Action	Status
<p>10. Monitoring of Audit Logs</p> <ul style="list-style-type: none"> • The Education Directorate with respect to MAZE should: <ul style="list-style-type: none"> – incorporate procedures for the review of audit logs in the new Schools Administration System; and – perform periodic reviews of audit logs in accordance with these procedures 	<p>The Directorate will address this as part of the planned replacement of Maze with the new School Administration System which is expected to be operational in late 2021.</p>	<p>In progress</p>

Table 20: ACT Auditor-General’s Report Maintenance of ACT Government School Infrastructure Report No. 11/2019

A copy of the report can be found [here](#).

Recommendation	Action	Status
<p>1. The Education Directorate should revise Module 7 of the School Management Manual to clearly identify responsibilities for repairs and maintenance activities between the Infrastructure and Capital Works Branch and schools, and in doing so ensure that there is consistency and clarity in language in both Module 7 and the building condition assessments reports.</p> <p>Government Response – Agreed</p>	<p>The revision of Module 7 is expected to be completed by the end of Quarter 4, 2022.</p>	<p>In progress</p>
<p>2. The Education Directorate should complete the development of property quality standards and incorporate them into the asset management system. Property quality standards should then be used to assess the performance of assets and identify if the assets are being appropriately used, maintained and are fit for purpose.</p> <p>Government Response – Agreed</p>	<p>Draft Property Quality Standards have been developed and consultation is underway within the Directorate to finalise. The Standards are expected to be completed by Quarter 3, 2022.</p>	<p>In progress</p>
<p>3. The Education Directorate should develop operational asset management plans for its school infrastructure assets. The plans should contain information to inform long term strategic asset planning for the Education Directorate and should address matters such as responsibility for the asset, arrangements for monitoring asset performance, operational training and estimated operating costs.</p> <p>Government Response – Agreed in principle</p>	<p>The Directorate has finalised a set of Asset Management Objectives and has developed drafts of the Strategic Asset Management Framework, Strategic Management Plan and Operational Asset management Plans. Consultation is now underway within the Directorate to finalise. The suite of documents is expected to be finalised during Quarter 3, 2022.</p>	<p>In progress</p>

4. The Education Directorate should prepare and execute comprehensive annual maintenance plans for school infrastructure assets, which outline the specific tasks which are to be undertaken during the year as well as the estimated resources and cost of maintenance activities. The annual maintenance plans should align with, and support, operational asset management plans to be developed as part of Recommendation 3.

Government Response – Agreed

Network Support Officers are working with schools to review the school-based maintenance plans, identify new actions through site inspections and document maintenance actions and expected costs for the year ahead.

In progress

5. The Education Directorate should:

- a) recommence its rolling program of building condition assessments; and
- b) populate its asset management information system, SPM Assets, with the results of the building condition assessments in order to facilitate and inform asset maintenance planning.

Government Response – Agreed

a) Network Support Officers are working with schools to review the school-based maintenance plans, identify new actions through site inspections and document maintenance actions and expected costs for the year ahead.

b) An SPM Assets Data Manager position has been created with responsibility for property assessment data integrity, quality and management of the outputs from item a) above.

In progress

6. The Education Directorate should develop baseline data for the cost of activities undertaken under the Service Level Agreement. Expectations should be developed for the benefits that the Service Level Agreement aims to provide and the expectations should be periodically reviewed to inform the performance of the Service Level Agreement.

Government Response – Agreed

Performance under the *Service Level Agreement* was reviewed at regular intervals throughout 2020 and into 2021. A number of learnings are being incorporated into an update of the agreement being developed to better align the agreement with the updated Strategic Asset Management Plan. The revised Service Level Agreement will reflect the new operating environment, specifically incorporating the provision of capital works and enhanced service delivery reporting. Progress has been delayed due to organisational changes within the ACT Property Group. It is expected the changes will be developed and agreed on during the remainder of 2022.

In progress

7. The Education Directorate should state the purpose and scope of the Specific Works Program and prepare guidelines and funding criteria. Record keeping should be improved with all funding decisions comprehensively recorded.

Government Response – Agreed

The usefulness of the Specific Works program has been reviewed. The process for allocating projects within this program was amended when the School Operational Allocation (SOA) was finalised in 2016. Since the introduction of the SOA, the specific works program transitioned to projects that were an ICW responsibility (i.e. external painting and electrical switchboard upgrades) rather than school requests.

No longer required

8. The Education Directorate should review:

a) the methods used to record repair and maintenance activities, and the expenditure on repairs and maintenance, with a view to achieving consistent and consolidated reporting; and

b) the operation of the School Operational Allocation, to determine why schools exceeded their maintenance component allocations in 2017 and 2018.

Government Response – Agreed

a) Comprehensive expenditure information is available for Directorate managed works.

b) 2017/2018 expenditure issue investigated and resolved by the School Operational Allocation review.

In progress

Table 21: ACT Auditor-General’s Report 2018-19 Financial Audits - Financial Results and Audit Findings Report No. 10/2019

A copy of the report can be found [here](#).

Recommendation	Action	Status
<p>The Audit Office issued an unmodified auditor’s report on the Directorate’s 2018-19 financial statements and an unmodified limited assurance report on its 2018-19 statement of performance.</p> <p>The Audit Office reported that the Directorate did not resolve the two previously reported audit findings relating to:</p> <ul style="list-style-type: none"> • the review of salary reports which has been reported since 2013-14. Salary reports distributed to schools and business units did not always have evidence of review. When these reports are not evidenced as being reviewed there is a higher risk that incorrect or fraudulent salary payments will not be promptly detected and addressed; and • the Directorate’s school administration system (Maze), as it does not have the capability to generate audit logs showing the activities of users accessing the system and its data. The Directorate also does not have a documented policy for the review of audit logs. This increases the risk that erroneous or fraudulent changes to the system or data will not be promptly detected and rectified. This audit finding was first reported in 2011-12. 	<p>Salary reports – the Directorate is continuing to reinforce compliance in this area; and</p> <p>Audit logs – the Directorate will address this as part of its replacement of the school administration system.</p>	<p>In progress</p>
<hr/> <p>No new audit findings were identified in 2018-19.</p> <hr/>		

Table 22: ACT Auditor-General’s Report 2018-19 Financial Audits - Computer Information Systems Report No. 2/2020

A copy of the report can be found [here](#).

Recommendation	Action	Status
<p>Monitoring of Audit Logs</p> <p>Since 2011-12, the Audit Office has reported to the Education Directorate that Maze (the school administration system used by ACT public schools to process and record the revenue and expenses of schools) does not have the capability to generate audit logs on user access to the system and changes made to its data and therefore audit logs cannot be reviewed. This weakness continued to exist in 2018-19. This increases the risk that erroneous or fraudulent changes to the school administration system and data will not be promptly detected and rectified.</p>	<p>The Directorate will address this as part of the planned replacement of Maze with the new School Administration System.</p>	<p>In progress</p>

Table 23: ACT Auditor-General’s Report 2019-20 Financial Audits - Financial Results and Audit Findings Report No. 10/2020

A copy of the report can be found [here](#).

Recommendation	Action	Status
<p>The Audit Office issued an unmodified auditor’s report on the Directorate’s 2019-20 financial statements and an unmodified limited assurance report on its 2019-20 statement of performance.</p> <p>The Directorate partially resolved an audit finding relating to the review of salary reports and did not resolve an audit finding relating to the review of audit logs for its school</p>	<p>Salary reports – the Directorate is continuing to reinforce compliance in this area;</p> <p>Audit logs – the Directorate will address this as part of its replacement of the school administration system;</p> <p>Bank signatories – the Directorate will address this audit finding; and</p> <p>Statement of Performance result – The shift to remote learning as part of the ACT Government’s response to the COVID-19 pandemic occurred at the time this annual Individual Learning Plans (ILPs)</p>	<p>In progress</p>

administration system. Two new audit findings were identified:

- Bank signatories who can make payments using cheques or electronic funds transfer from the Directorate's bank accounts are sometimes not current ACT Government employees. Whilst payments require authorisation of two bank signatories, this increases the risk of fraudulent payments being made from the Directorate's bank accounts; and
- A result was not measured in accordance with the *Financial Management Act 1996* in the statement of performance for the accountability indicator: 'Disability Education - Individual Learning Plans completed for students in special and mainstream schools who access special education service'.

Audit would usually be conducted and at a time where the Directorate was supporting schools to prioritise a focus on the immediate learning and wellbeing needs of students. This impacted the timeframes for the conduct of the ILPs Audit. The return to face-to-face learning has now provided an opportunity for a continuation of the ILP audit process. An ILP audit will be undertaken in 2021 and results will be provided in the next reporting period.

ACT Auditor-General's Report Teaching Quality Report No. 6/2021 – A progress update will be provided following tabling of the government response.

ACT Auditor-General's Report Procurement Exemptions and Value for Money Report No. 7/2021 – A progress update will be provided following tabling of the government response.

Legislative Assembly Committee reports

Table 24: Standardised Testing in ACT Schools – Standing Committee on Education, Employment and Youth Affairs – March 2019 – Report 5

A copy of the Government response can be found [here](#).

Recommendation	Action	Status
<p>2. The Committee recommends that the Minister for Education and Early Childhood Development explore, through Education Council, whether the Index of Community Socio-Educational Advantage (ICSEA) values are being calculated in a way that accurately reflects disadvantage, especially in smaller jurisdictions.</p> <p>Government response – Agreed in principle</p>	<p>The project exploring the operation of the socio-educational advantage model has been completed. The Centre for International Research on Education Systems (Victoria University) provided a report in October 2021. This report will be considered by the Schools Policy Group and AESOC prior to submission to Education Ministers Meeting.</p>	Completed
<p>12. The Committee recommends that the Education Directorate investigate ways it can better utilise standardised testing data to improve academic outcomes.</p> <p>Government response – Agreed</p>	<p>A project has been established to ingest relevant data into the Data Lake and to improve the data interface for schools. This will provide capacity to analyse data at multiple levels and is anticipated to be completed in 2023.</p>	In progress
<p>14. The Committee recommends that the ACT Education Directorate work more closely with ACARA on further development and delivery of online NAPLAN testing with a view to delivering results to schools and parents faster than current practice.</p> <p>Government response - Agreed</p>	<p>All schools in the ACT now compete NAPLAN online. From 2023, NAPLAN will be conducted in March, with results returned to jurisdictions within weeks of the final testing day.</p>	Completed
<p>16. The Committee recommends that further consideration be given to how NAPLAN results are made available and</p>	<p>ACARA conducted a review of My School and made changes to how the Index of Socio-Educational Advantage (ICSEA) data is used and</p>	Completed

whether publication on the My School website is an appropriate repository of such information.

Government response - Agreed

also emphasised the reporting of student progress rather than point-in-time results.

The project exploring the operation of the socio-educational advantage model has been completed. The Centre for International Research on Education Systems (Victoria University) provided a report in October 2021. This report will be considered by the Schools Policy Group and AESOC prior to submission to Education Ministers Meeting.

18. The Committee recommends that the Minister for Education and Early Childhood Development explore with Education Council whether a sampling approach is more appropriate than a full student cohort NAPLAN testing.

Government response - Agreed

In 2021, Education Ministers supported continuation of NAPLAN as a full cohort assessment

Completed

Table 25: Management and Minimisation of Bullying and Violence in ACT Schools – Standing Committee on Education, Employment and Youth Affairs – September 2019 – Report 6

A copy of the Government response can be found [here](#).

Recommendation	Action	Status
<p>1. The Committee recommends that the ACT Government partner with community agencies to provide independent support and guidance to students and their families when preparing for a formal restorative conference following incidents of bullying or violence.</p> <p>Government response - Agreed</p>	<p>The Directorate will continue to strengthen the use of restorative practices in ACT schools as a means of supporting positive school culture based on positive relationships, safety, and wellbeing.</p> <p>The Directorate continues to work with other agencies in increasing staff capability and confidence when using restorative practices in response to incidents requiring this form of resolution.</p>	<p>In progress</p>
<p>7. The Committee recommends that the ACT Government investigate the increased use of support workers to provide</p>	<p>The Directorate utilises support workers to provide structured play options at breaks for students with complex needs and challenging</p>	<p>In progress</p>

structured play options at breaks for students with complex needs and challenging behaviours. Government response – Agreed	behaviours. The Directorate continues to support school staff through providing professional development opportunities and supporting teachers and school leaders.	
18. The Committee recommends that the ACT Government introduce a parent self-reporting portal for incidents relating to bullying, violence and occupational violence. Government response – Agreed in principle	The Parent Portal will include a link to information on how to provide feedback and complaint when launched.	In progress
19. The Committee recommends that the ACT Government introduce a student self-reporting portal for incidents relating to bullying, violence and occupational violence. Government response – Agreed in principle	Work is underway to develop appropriate guidance for students.	In progress

Table 26: Report on Annual and Financial Reports 2018-2019 – Standing Committee on Education, Employment and Youth Affairs – March 2020 – Report 8

A copy of the Government response can be found [here](#).

Recommendation	Action	Status
7. The Committee recommends that the Education Directorate work to ensure that schools have access to youth workers, social workers and chaplains, as well as psychologists, if requested by students or staff. Government response – Agreed in principle	In 2021, the Government committed to increase the number of social and youth workers in ACT public schools over the next four years. The Directorate employed a senior project officer in 2022 to determine the service delivery model including the supervision and training requirements for the additional social and youth workers. The first tranche of new staff is expected to commence at the start of the 2023 school year. The Directorate was funded for 81.6 FTE psychologists and 40.2 FTE allied health professionals including occupational therapists, physiotherapists, speech and language pathologists and social	In progress

workers in 2022. These professionals worked collaboratively with students, families, and school staff to identify and implement strategies to address learning and wellbeing needs and build staff capacity.

School Youth Health Nurses also support health and wellbeing for students in ACT public high schools.

The Directorate will continue to work with ACT Health, the Community Services Directorate, and the Office for Mental Health to deliver and promote services and resources to students, families, and staff in ACT schools.

11. The Committee recommends that the ACT Government continues to provide flexible and secure employment options for workers.

Government response – Agreed in principle

On 27 September 2021, the Chief Minister, Treasury and Economic Development Directorate released an updated ACTPS Secure Workforce Conversion policy to incorporate the casual conversion requirements outlined in the Fair Work Act 2009. From the data provided to the Directorate in February 2022, 2,992 employees were recognised as needing to be assessed by the Directorate to determine if they were suitable for a recommendation for conversion. As a result of the high volume of employees to be assessed, the Directorate has commenced a staged implementation of the revised policy, with the new conversion procedures being implemented from June 2022.

In progress

Table 27: Standing Committee on Education, Employment and Youth Affairs – Report on Inquiry into Youth Mental Health in the ACT. August 2020 – Report 9

A copy of the Government response can be found [here](#).

Recommendation	Action	Status
<p>3. The Committee recommends that the ACT Government recruit more youth workers in schools. Government response – Agreed in principle</p>	<p>In 2021, the Government committed to increase the number of social and youth workers in ACT public schools over the next four years. The Directorate employed a senior project officer in 2022 to determine the service delivery model including the supervision and training requirements for the additional social and youth workers. The first tranche of new staff is expected to commence at the start of the 2023 school year.</p>	<p>In progress</p>
<p>5. The Committee recommends the ACT Government improve privacy for students accessing counselling services at schools. Government response – Agreed</p>	<p>The Directorate respects student privacy and staff are guided by the <i>ACT Education Privacy Policy, Sensitive Information Handling Policy and Access to Student Records Policy</i>. School psychologists are part of their school team and contribute to the life of the school. The Directorate continues to work with schools when planning new or upgrading existing school spaces including student wellbeing and psychology offices to ensure they are fit for purpose and improve accessibility. The Directorate will continue to encourage greater visibility of school psychologists, school youth health nurses, and allied health professionals in schools to normalise help seeking behaviour.</p>	<p>In progress</p>
<p>63. The Committee recommends that the ACT Government integrate wellbeing into the curriculum through evidence-based mental health programs and e-mental health, including cognitive behavioural therapy, that help students cope with</p>	<p>The ACT Government promotes wellbeing through evidence-based programs that align with the <i>Australian Curriculum</i>. These programs specifically target social and emotional learning (SEL), resilience, mental health literacy and bullying prevention and work with the <i>Positive Behaviour for Learning (PBL) Framework</i>. The Directorate's</p>	<p>In progress</p>

stress and boost self-esteem, increasing mental health literacy and preventing bullying.

Government response – Agreed

Safe and Supportive Schools Policy (SSSP) requires all ACT public schools to explicitly teach SEL. In 2021, the Directorate undertook a review of SEL programs to identify a selection of comprehensive, evidence-based SEL programs for ACT public schools. Schools select and implement programs appropriate to the needs of their students and school community.

The SSSP requires schools to identify at least two Safe and Supportive School Contact Officers (SASSCOs). Trained SASSCOs contribute to developing capacity to prevent bullying and provide support and respond to students who may be experiencing or involved in bullying, discrimination and/ or racial or sexual harassment. In 2022, a new online SASSCO professional learning package was launched, augmented by a resource portal and support from the Directorate.

The ACT Government promotes eSafety for all students, including e-mental health. The Directorate developed six eSafety Transition Modules which were delivered to students as they transitioned from Year 6 into Year 7. The Modules incorporated lessons on the impact of technology on health and well-being, student self-care, cyberbullying and identifying support resources.

School psychologists form an important part of the mental health approach in the community. They identify and work with personal difficulties early in the life of the problem, respond to an immediate crisis, work with school staff to put in preventative strategies at the whole school level, and refer to other specialist agencies for more severe mental health issues. In addition to psychologists in schools, a central early intervention team of psychologists complements service provision through implementation of group programs to secondary school students and their families.

66. The Committee recommends that the ACT Government roll-out the mental health promotion program which is found to be most effective for 8-12 year olds as a matter of urgency, including to non-government schools.
Government response – Agreed in principle

ACT Health and the Office of Mental Health and Wellbeing required a shift in focus in response to COVID-19, therefore the review of services and programs for this age range was paused. The Directorate will continue to support this initiative with our government partners. The Directorate guides schools to the Be You Mental Health Education led by Beyond Blue, which lists endorsed social emotional learning programs for all ages groups. In 2021 the Directorate commenced offering Overcoming Anxious School Refusal parenting programs to parents of Year 6 students.

In progress

Table 28: Report on Annual and Financial Reports 2017-18 – Standing Committee on Education, Employment and Youth Affairs – March 2019 – Report 4

A copy of the Government response can be found [here](#).

Recommendation	Action	Status
<p>22. The Committee recommends that the Education Directorate enact the four recommendations made in the Caple Report, including:</p> <p>Key recommendation 1. Provide better targeted training and support for staff in schools who work with students with complex needs.</p> <p>Key recommendation 2. Utilise a Workplace Health and Safety compliant risk assessment process and a case work approach for students and families with the most complex needs.</p> <p>Key Recommendation 3. Review the options for a more suitable centrally controlled incident reporting tool for</p>	<p>To further support staff and students, the Directorate has implemented a new team to develop a strategic approach to workplace and staff safety at a system level. Over the next twelve months, the team will manage the Directorate’s comprehensive response to ongoing legislative compliance with the <i>Work Health and Safety Act 2011</i>.</p> <p>The Directorate continues to implement a mandatory work health and safety training package; role specific work health and safety training; and strengthening site specific work health and safety training based on the site’s specific work health and safety risk assessments and identified mitigations.</p> <p>The Directorate’s <i>Occupational Violence Management Plan</i> articulates a risk management approach to supporting safety in</p>	<p>Completed</p>

occupational violence to improve the quality and amount of data captured as

well as to improve the useability and access to the data.

Key Recommendation 4. Develop closer working relationships with Universities to ensure pre-educators and early educators are provided placements and support to teach students with complex needs.

Government response – Agreed

schools and managing risk. Using this approach, the Directorate has implemented a case management response for those students with the most complex needs.

The Directorate has also developed a centralised process for analysing data related to workplace health and safety incidents, complex needs and behaviours, and occupational violence risk.

The Directorate continues to work closely with the University of Canberra to deliver the *Future of Education* Strategy and Affiliated Schools Program (the Program). The Program is designed to strengthen pre-service and in-service, including early career, teacher capability and further enrich the learning culture of the Directorate. The components of the program are to host professional experience placements and school-based teacher education clinics; university delivered professional learning; scholarships for masters-level study; school-based coordinators in full program affiliated schools; and research programs. There are specific elements of inclusion and equity throughout the program and pre-service teachers are benefitting from the ability to work with students, including those with complex needs, early in their education.

Table 29: 2020-21 ACT Budget and the Appropriation Bill 2020-2021 – Standing Committee on Education and Community Inclusion – April 2021 – Report 1

A copy of the Government response can be found [here](#).

Recommendation	Action	Status
<p>5. The Committee recommends that the ACT Government expedite the feasibility study for further college capacity in north Canberra, and if required, construction of further college facilities in Canberra’s north.</p> <p>Government response – Agreed</p>	<p>Work is underway to confirm the most appropriate response to deliver additional college capacity for residents of the Gungahlin region.</p> <p>This includes detailed analysis of long-term enrolment projections to confirm the size of the additional capacity requirement as well as planning work including site selection and indicative master planning for new infrastructure.</p>	In progress

Table 30: Standing Committee Reports on 2019-20 Annual Reports

A copy of the Government response can be found [here](#).

Recommendation	Action	Status
<p>12. The Committee recommends that the ACT Government ensure that all future procurement processes adequately consider previous work of companies tendering for work</p> <p>Government response – Agreed</p>	<p>The Directorate has initiated several actions to improve procurement practices, including incorporation of the procurement values into procurement processes and templates. A procurement training program is being rolled out during 2022-23 across the Directorate. Executive staff participated in a Probity in Procurement Masterclass in June 2022, ensuring there is a clear and consistent approach through the procurement lifecycle. Procurement masterclasses and training sessions for school-based staff and office-based staff will be incorporated into upcoming development and training schedules.</p>	In progress

The Directorate is working closely with the Whole of Government Procurement Reform Program.

Table 31: Standing Committee Reports on Appropriation Bill 2021-2022 and Appropriation (Office of the Legislative Assembly) Bill 2021-2022

A copy of the Government response can be found [here](#).

Recommendation	Action	Status
<p>5. The Committee recommends that the ACT Government:</p> <p>a) implement measures to improve access for young disabled people in ACT Government schools.</p> <p>b) ensure that the disability education review process is accountable and transparent to disability stakeholders.</p> <p>c) respond to community concern about the use of specialist schools and specialist streaming and the desire to have students with disability fully included in mainstream schools.</p> <p>Government response – Agreed</p>	<p>a) ACT public schools are committed to meeting the needs of students with disability. In partnership with the student, parents, carers and other professionals, schools make reasonable adjustments for students with disability at the time of their enrolment and during the course of their education. This supports students to access and participate in the school curriculum, programs, and activities on the same basis as their peers. In 2022, a range of professional learning opportunities were offered to educators with a focus on inclusive education and inclusion coaches providing support to schools.</p> <p>b) Between October 2021 and April 2022, an independently facilitated community consultation was undertaken that included an online survey, individual and group discussions, and opportunities for individual submissions. Regular consultation updates have been provided to the ACT Disability Education Reference Group, a key stakeholder in this process who have been engaged since the commencement of the review.</p> <p>c) Students with disability can access different settings in ACT public schools including being educated in general education classrooms with their same-aged peers, in small group settings, and in specialist</p>	<p>In progress</p>

settings. All students with disability are welcome and encouraged to attend their local mainstream school in a general education classroom with their same-aged peers through the Inclusion Support Program.

In 2022, work continued to establish Disability Education Programs (small group programs) in all primary schools, high schools, and colleges so that all students with disability can attend their local school. In 2022, the online enrolment form was also updated, to ensure students with disability can enrol online on the same basis as their peers.

9. The Committee recommends that the ACT Government take measures to remove siloing between education and community services and its impacts on family and adolescent support.

Government response – Agreed

The Directorate actively fosters and develops relationships with non-government organisations to ensure appropriate supports are available to children and young people in ACT schools. Schools make individual decisions about the programs and services used to meet the needs of their school community.

Complete

10. The Committee recommends that the ACT Government:

a) engages with the community sector to provide chrome books and data access to vulnerable families and young people.

b) undertake an evaluation of online learning during lockdown, including an assessment of the social and economic impacts on young people and their families.

Government response – Agreed in principle

Devices are provided annually to new secondary students (mostly year 7 students but includes all new secondary students Y7-Y12) and renewed devices for secondary students after using a device for three years. ACT public primary schools are provided Chromebooks under the Primary Shared 1 Chromebook to 3 students program.

These devices are loaned to Y3 – Y6 Primary school students during remote learning periods. These devices are also renewed. As part of this program the Directorate provides schools internet services for students that don't have access to the internet, these programs are ongoing.

Planning is underway for the evaluation of remote learning

In progress

14. The Committee recommends that the ACT Government provide a comprehensive breakdown of the \$99 million funding for school maintenance and infrastructure upgrades.
Government response – Agreed

Public School Infrastructure Renewal Program (PSIRP) was allocated \$26,044m in 2021-22 however, due to COVID-19, the delivery of multiple projects was dramatically impacted, with a total budget expenditure of just \$10,710m. High priority projects for the day 1, Term 1, 2022 inclusion program were prioritised, including the \$3m additional funding allocated in October 2021 to provide new external shade structures promoting external learning as part of the COVID-19 air quality plan and election commitment projects. COVID-19 restrictions prevented PSIRP staff attending schools, engaging architects and contractors who were also affected by lockdown restrictions. Material and labour shortages also prolonged project deliverables. The 2022-23 financial year will see the completion of deferred projects from the 2021-22 program and with an improvement in material and labour shortages, the four-year program will be re-established, focusing on fast tracking major roof replacements, environmental sustainability initiatives, inclusion works and infrastructure upgrades.

Completed

16. The Committee recommends that the ACT Education Directorate provides quarterly updates to the Assembly on the work of the Teacher Shortage Taskforce.
Government response – Agreed in principle

The Directorate and Australian Education Union (AEU) are working closely to prepare a report, anticipated to be finalised by late August 2022.

In progress

18. The Committee recommends that the ACT Government provide quarterly updates to the Assembly on:
a) teacher employment casual to permanency conversion.
b) progress towards the goal of establishing 400 new full-time teaching positions during the current term of government.
Government response – Agreed in principle

a) To date, there have been 205 teachers that have been converted from casual contracts to permanent employment through the Directorate's internal rating process in 2022.

In addition to the Directorate's internal ratings process, in June 2022, the Directorate commenced the assessment of eligible temporary and casual teachers with greater than five years employment in the ACTPS for conversion in line with the *Secure*

In progress

Workforce Conversion Policy. The outcomes of this assessment, and associated offers of conversion to permanency, will be finalised in August 2022. The Directorate will be assessing all remaining eligible temporary and casual staff with greater than 12 months employment in the ACTPS in the second half of 2022.

b) The Directorate continues to perform ongoing recruitment for classroom teachers and support staff to meet the commitment of 400 additional staff in the ACT public school system during the current term of government. Between June 2020 and June 2022, the number of full-time equivalent teaching and support staff employed in the Education Directorate has increased from 6397.9 to 6792.0, representing an increase of 394.1 full-time equivalent staff.

19. The Committee recommends that the ACT Government:

- a) increase the number of registered teachers in ACT government schools.
- b) provide the full number of FTE registered teachers required to fully staff ACT government schools.
- c) provide to the Committee the number of job vacancies for school teachers across the entire government school system.
- d) ensure that teacher exit interviews are conducted and a full report delivered analysing the reasons staff leave teaching.

Government response – Agreed in principle

a) The FTE of classroom teachers employed within the Education Directorate has increased from 3,277.4 in June 2020 to 3,409.7 in June 2022, representing an increase of 132.3 or 4 per cent. This compares favourably to a 1.6 per cent increase in ACT public school enrolments between February 2020 and February 2022, as per the Census of ACT Schools.

b) Recommendation 19(b) will be addressed in a response to a Legislative Assembly resolution on 1 June 2023 and a report will be tabled at the first hearing of the Assembly in 2023.

c) As at 13 July 2022, there were a total of 79 teacher vacancies, which comprised of:

- 20 permanent vacancies; and
- 59 temporary vacancies

d) The Education Directorate Exit Survey was launched in August 2021, with separating staff also invited to voluntarily attend an exit interview upon request.

In progress

20. The Committee recommends that the ACT Government explore options to increase investment in training and recruiting more A&TSI teachers and explore infrastructure needs.

Government response – Agreed in principle

As an action committed to under the *Workforce Strategy 2021-2023*, the Directorate continues to develop the *Aboriginal and Torres Strait Islander Employment Action Plan 2022-2026* (the Employment Action Plan), which will outline the specific actions that the Directorate will pursue to attract and retain Aboriginal and Torres Strait Islander employees. The *Employment Action Plan* is in the final stages of drafting and will be circulated to staff for consultation in August 2022 before an anticipated launch in late 2022.

In progress

22. The Committee recommends that the ACT Education Directorate aim to accredit all ACT schools under the Moneysmart program by the end of the 2022-2023 financial year.

Government response – Agreed in principle

The implementation process for the Moneysmart Schools Program was delayed due to COVID-19 and staffing shortages impacting schools' capacity to implement the Program. From September 2021, the Program was placed on hold and has remained on hold during Term 1, 2022. The Directorate continues to support schools and develop resources for remote and school learning of financial capability. Three schools already involved in the pilot have continued their work with financial capability and are on track for accreditation through the Program in 2022.

In progress

Risk Management

The Education Directorate faces a broad range of potential strategic and operational risks, and is committed to effective and efficient identification, treatment, and monitoring of risks at all levels. A yearly rolling review of the Directorate's six Strategic Risks began in March 2021, continuing in 2022.

In addition to analysing the efficacy of controls, the Executive Governance Committee sought to raise awareness of risk management principles, with a focus on responsibilities and accountability for identifying and managing strategic risks related to our organisational outcomes and impacts and emerging risks. The Strategic Risk Register review is guided by the *Whole of Government Risk Management Policy 2019*, and the *International Standard for Risk Management ASO 31000*.

In 2021-22, following the release of the *ACT Government Risk Management Policy 2019*, the Directorate continued to develop the *Risk Management Framework*. The *Risk Management Framework* articulates the risk management process for schools and business areas and functions in the pursuit of promoting a positive risk culture, encouraging, and supporting staff to actively engage with risk to help achieve the Directorate's strategic objectives.

Working with the ACT Insurance Authority, consultation and collaboration across the Directorate continues as part of the ongoing process to develop a consistent methodology, promoting better practices, and continuous improvement.

Risks are identified and managed through the Directorate's internal governance control structure, which includes:

- *Risk Management Framework* consistent with the *Whole of Government Risk Management Policy 2019*, and the *International Standard for Risk Management ASO 31000*;
- *Risk Appetite and Tolerance Statement*;
- *Fraud and Corruption, Prevention and Response Plan 2021-22*;
- Strategic Risk Register;
- the annual internal audit program;
- school compliance reporting;
- implementing and monitoring the processes for managing occupational violence and associated risk assessments;
- detailed policies and controls, such as the *Director-General's Financial Instructions* and the *School Management Manual*; and
- detailed financial operating procedures and practices.

The Executive Governance Committee and the Audit Committee receive regular risk management reports, providing an overview of strategic risks, allocating responsibilities, and reviewing the corresponding mitigation strategies. These committees also assist with the allocation of resources and set timeframes to ensure appropriate mitigation and monitoring strategies are implemented.

Monitoring and reporting on risk management occurs through:

- regular monitoring of outcomes by the Directorate's Senior Executive;
- Audit Committee oversight;
- frequent reporting to the Executive Governance Committee;
- regular reporting to the Audit Committee; and
- implementing internal and external audit recommendations.

The risk management focus for 2021-22 was building staff awareness of risk and embedding risk management through practical application. This occurred through:

- professional learning sessions with teachers having specific focuses such as school activities;
- guided support to schools and business units in identifying risks to support decision making; and
- targeted ongoing consultation with key stakeholders.

Internal Audit

During 2021-22 the *Audit Committee Charter* and *Internal Audit Charter* were reviewed by the Audit Committee and approved by the Director-General. These charters reflect ACT Government requirements and the Institute of Internal Auditors better practice guidance.

The Audit Committee's membership during 2021-22 comprised three external independent members (including the Chair) and an internal non-member adviser/observer (the Deputy Director-General). As determined by the *Audit Committee Charter*, the Director-General appoints all members of the Committee and approves associated remuneration for external members.

The Audit Committee's responsibilities are to:

- oversee the internal audit function and ensure its effectiveness in accordance with ACT Legislation and Government policies and standards;
- periodically review the *Internal Audit Charter* to ensure appropriate authority, access and reporting arrangements are in place;
- ensure internal audit or other review function activity is planned, coordinated and documented;
- review internal audit reports and provide advice to the Director-General on significant issues identified and actions to be taken; and
- monitor management's responses to findings and the extent to which recommendations are implemented.

The Audit Committee met five times during 2021-22. The Committee membership and attendance are displayed in the following table.

Table 32: Audit committee membership and meetings in 2021-22

Name of Member	Position	Meetings eligible to attend	Meetings attended
Ms Maria Storti	Independent Member and Chair	5	5
Ms Sue Chapman	Independent Member	5	4
Mr Greg Field	Independent Member	5	5
Mr David Matthews	Non-Member adviser/observer (A/g Deputy Director-General)	1	1
Ms Meghan Oldfield	Non-Member adviser/observer A/g Executive Group Manager Business Services (in lieu of a/g Deputy Director-General)	1	1
Ms Jane Simmons	Non-Member adviser/observer (Deputy Director-General)	3	3

Source: Chief Internal Auditor, Audit and Assurance

Five internal audits/reviews were tabled at the Audit Committee in 2021-22:

- complaints processes;
- primary school review;
- records management review;
- cleaning services review; and
- procurement health check.

The Directorate engages external auditors to conduct or support some audits, which are sourced from the ACT Government panel of external audit service providers.

Fraud Prevention

The Directorate's fraud and corruption prevention strategies address the requirements of the *ACT Public Service (ACTPS) Integrity Policy* and incorporate the *Fraud Control Framework* and the *Fraud and Corruption, Prevention and Response Plan*. The *Director-General's Financial Instructions (Integrity and Reporting)* and the *School Management Manual (Fraud Control and Auditing)* describe the fraud and corruption control processes for undertaking risk assessments, delivering education and awareness programs, and recording/reporting fraud.

The *Fraud and Corruption, Prevention and Response Plan* covers the period 2021 to 2022. Risks identified in the Plan and mitigation strategies are reported to the Director-General and the Audit Committee. This ensures that the potential for fraud or corruption is mitigated with appropriate controls.

The Executive Branch Manager, Governance is the Directorate's Senior Executive Responsible for Business Integrity Risk (SERBIR). The SERBIR reports to the Director-General on matters of fraud and integrity and reports to the Audit Committee.

The Directorate, in conjunction with the Australian Education Union, developed the *Code of Conduct for Teachers, School Leaders and Principals* and the *Code of Conduct for School Based Staff*. New employees are inducted into these Codes of Conduct, and a mandatory online training module, consistent with the new Codes, is available as part of the Directorate's online learning package.

The general obligations of public service employees (obligations) apply to all ACTPS staff and are outlined in the *ACTPS Code of Conduct*, Section 9 of the *Public Sector Management Act 1994 (PSM Act)* and the *Public Sector Management Standards 2016 (PSM Standards)*.

Any person appointed to the Directorate is required to acknowledge that they have read and will comply with the provisions of Section 9 of the *PSM Act*, Section 153(1) of the *Crimes Act 1900 (ACT)* and Section 244 of the *PSM Act*. They are also required to acknowledge the potential consequences of breaching these requirements. Nothing in this acknowledgement is taken to discourage the disclosure of conduct that is 'disclosable conduct' as defined in the *Public Interest Disclosure Act 2012*. The *PSM Act*, the *PSM Standards*, the *ACTPS Code of Ethics* and the Codes of Conduct are all available on the Directorate's website and intranet.

Over the reporting period, the Directorate has actively engaged with the Integrity Commission to promote fraud and corruption prevention. This has included building the understanding of the Directorate Executive team of their reporting obligations under the *Integrity Commission Act 2018* and the importance of embedding integrity in their work roles.

During the reporting period, one new case of possible fraud was notified to the SERBIR as part of a referral to the Integrity Commission by the Professional Standards Unit in the Chief Minister Treasury and Economic Development Directorate. An internal investigation was undertaken to provide the Integrity Commission with additional information to support this referral. A second case which was referred to the Integrity Commission by the Directorate in 2020-21 remains open.

Freedom of Information

Requests under ACT legislation

Freedom of Information reporting as required by the *Freedom of Information Act 2016* (FOI Act), which commenced on 1 January 2018, is provided as follows:

Table 33: Open Access Information – Section 96 (3) (a) (i), (ii) and (iii)

Open Access Information	No
Number of decisions to publish Open Access information	10
Number of decisions not to publish Open Access information	0
Number of decisions not to publish a description of Open Access information withheld	0

Source: ACT Education Directorate

Table 34: FOI Applications received and decision type – Section 96 (3) (a) (iv), (vii), (viii) and (ix)

FOI Applications received and decision type	No
Number of access applications received	74
Number of applications where access to all information requested was given	10 ¹
Number of applications where access to only some of the information requested was given (partial release)	42 ²
Number of applications where access to the information was refused	5

Source: ACT Education Directorate

¹ Includes 1 decision carried over from 2020-21 reporting period

² Includes 3 decisions carried over from 2020-21 reporting period

There were four applications on hand on 1 July 2021, and 13 undecided applications on 30 June 2022.

The number of decisions made in accordance with Section 35 of the *FOI Act* during 2020-21 was 60. In addition, four applications were withdrawn, one application was transferred in full to another directorate and one application did not meet the requirements of a valid application set out at Section 30 of the *FOI Act*.

Two of the applications received by the Directorate during 2020-21 were for records held by the ACT Teacher Quality Institute and the Board of Senior Secondary Studies.

In addition, 195 requests for access to personal information were processed by the Directorate under the *Information Privacy Act 2014* and the *Access Student Records Policy* available on the Directorate's website. This enables requests for routine records, such as

academic reports and student attendance information, to be handled outside of the formal FOI process, providing a faster response to the applicant.

Table 35: FOI processing timeframe – Section 96 (3) (v) and (vi); Section 96 (3) (d)

FOI processing time	No
Total applications decided within the time to decide under section 40	45 ¹
Applications not decided within the time to decide under section 40	17 ¹
Number of days taken to decide over the time to decide in section 40 for each application	32, 6, 7, 35, 9, 19, 15, 5, 3, 81, 15, 30, 7, 3, 10, 10, 4

Source: ACT Education Directorate

¹Includes 2 decisions carried over from 2020-21 reporting period

Table 36: Amendment to personal information – Section 96 (a) (x) and Section 96 (3) (e)

Request type	No
Number of requests made to amend personal information, and the decisions made (e.g. amended, refused, notation added to record, other)	0

Source: ACT Education Directorate

Table 37: Reviews – Section 96 (3) (b); Section 96 (3) (c)

Request type	No
Number of applications made to ombudsman under Section 74 and the results of the application (e.g. affirmed, varied, set aside and substituted, withdrawn, other)	2 ¹
Number of applications made to ACAT under Section 84 and the results of the application (e.g. affirmed, varied, set aside and substituted, withdrawn, other)	0

Source: ACT Education Directorate

¹1 decision set aside and substituted, 1 decision pending

Table 38: Fees – Section 96 (3) (f)

Fees collected	No
Total charges and application fees collected from access applications	0

Source: ACT Education Directorate

Requests under Commonwealth legislation

The Directorate also processes Freedom of Information requests under the *Freedom of Information Act 1982 (Cth)* in accordance with the *Education and Care Services National Law (ACT) Act 2011* and associated regulations. This applies to requests for records held by the ACT Regulatory Authority, Children's Education and Care Assurance, relating to the regulation of preschools, family day care, long day care, and out of school hours care.

During 2021-22:

- three applications were received;
- one application was carried over from 2020-21; and
- one application was undecided at 30 June 2022.

The outcomes for the three applications processed during the year were the full release of information (1), partial release of information (1), and application withdrawn (1).

Further information is available in the *National Education and Care Services Freedom of Information and Privacy Commissioners and Ombudsman Annual Report* available at <https://necopic.edu.au/>.

Lodging an FOI request

Information about how to make an access application under Freedom of Information legislation is available on the Directorate's website at https://www.education.act.gov.au/about-us/freedom_of_information.

The Education Directorate's Disclosure Log provides information about the access applications that have been processed, including a copy of the decision and documents released to the applicant. The Disclosure Log does not include information about any access applications seeking personal information and does not disclose the applicant's personal information. The Disclosure Log is available at https://www.education.act.gov.au/about-us/freedom_of_information.

Community Engagement and Support

Community Engagement Activities

During 2021-22, the Directorate held a range of engagement activities across ACT public schools and their local communities. The Directorate's aim is to engage in a meaningful, accountable, and responsive way to support the effective delivery of government projects. During the reporting period, our engagements included:

- communication through email and written correspondence;
- face-to-face engagement with stakeholders, school leaders and the broader community;
- online information sessions, drop-in sessions, school naming events, project announcement events; and
- social media posts, Education Directorate website and school website updates and news stories, newsletters, flyers, surveys and YourSay engagements.

COVID-19 communications and engagement

Supporting school communities and the early childhood sector through the COVID-19 pandemic continued to be a key focus for engagement for the Directorate. A range of communications were released through school and Directorate websites and social media platforms, in addition to school newsletters and emails.

The Directorate invited feedback directly from parents, staff, and students about the return to school post-lockdown and engaged with key stakeholders to support a safe return to learning.

Shaping the Future of Inclusive Education

Between November 2021 and March 2022, students with disability (both current and former), carers, families, advocates, school staff and the broader community were invited to join the 'Community Conversation' survey to help shape how the Directorate can strengthen inclusive education in ACT public schools.

This survey was part of broader consultation that will inform planning for an *Inclusive Education* Strategy for the ACT.

Engaging the community on infrastructure projects

The Directorate is committed to providing great schools that ensure every young person can access a quality education in facilities that are accessible, safe, inclusive, and sustainable. In delivering these projects, the Directorate works closely with the school leadership team, school community, stakeholders, and the wider community.

During the reporting period, the Directorate provided information to keep the community well informed on infrastructure projects, as well as inviting engagement and participation.

School and Directorate websites and social media platforms, as well as school newsletters and emails, were used to provide updates to school communities and the wider Canberra community about school infrastructure projects happening in their communities.

Canberra's Newest Public School

The Directorate consulted with the Canberra community to choose the name, logo and uniform for Canberra's newest public school, Throsby School.

The community engagement program ran between 7 October to 15 October 2021 using the ACT Government's YourSay online voting function, resident drop-in sessions, emails, and social media engagements.

The engagement process saw 5,811 views via the YourSay site, with 2,652 unique visitors. Overall, 502 responses were received, 498 people voted on the name and uniform options. Feedback from the community was considered and decided the official name: 'Throsby School'; the uniform; and the Eucalyptus leaf logo.



Principal Annamaria Zuffo and new student and family at opening of Throsby School 2022

Modernisation of Garran Primary School

In the reporting period, planning and design work commenced for the modernisation of Garran Primary School. On 21 March 2022, further funding was announced for the construction phase of the project.

For the early project stages, community communications occurred via website, newsletters, P&C meetings, and social media. The local community and stakeholders were invited to learn more about the pre-Development Application and the Territory Plan Variation (TPV) to accommodate the school's redevelopment.

Public engagement occurred via an online information site and was advertised through the school newsletter and website, local media, letterbox drop and with key stakeholders. The engagement invited community feedback on the proposed TPV process. Three written submissions were received; 23 individuals from a stakeholder group took part in the consultation, and a broader community engagement drop-in session held in April 2022 saw 30 community members attend.

The Directorate will continue to provide community engagement opportunities as the project develops with a masterplan for the modernisation of Garran Primary School expected to be publicly available soon.

Expansions at Franklin School, Campbell Primary School, Gold Creek School and Amaroo School

The Directorate continued to engage and inform the Franklin, Campbell, Gold Creek, and Amaroo school communities throughout their expansion projects. Regular updates were provided through the school websites, school and community newsletters, community meetings, letterbox drops, social media posts and *Our Canberra* articles.

The Directorate created videos highlighting student voices and capturing the newly furnished learning spaces for the community.

New public high schools in the suburbs of Taylor and Kenny

The Directorate engaged with the Gungahlin community to provide the opportunity to learn more about the masterplan design for new high schools in Taylor and Kenny. This included letterbox drops, social media posts, direct presentations to community stakeholders and online information sessions.

School capacity in Canberra's Inner North

The Directorate commenced early engagement with Majura and North Ainslie Primary Schools regarding school capacity in Canberra's inner north. Once feasibility studies have been undertaken, planning and ongoing work will continue to be informed by regular engagement with residents and the Majura and North Ainslie school communities.

School fences and ovals

The Directorate has liaised with several school leadership teams, school boards, P&Cs, school communities proposing new perimeter fencing.

The Directorate facilitated drop-in sessions, letterbox drops, face-to-face feedback opportunities, presentations at community council meetings and email correspondence with community.

Community Support Initiatives: Grants and Sponsorship

Table 39: 2021-22 Grants

Recipient	Project purpose/Summary	Term of grant	Amount
ACT Children's Week	Run by the ACT Children's Week Committee, this initiative provides seeding grants of up to \$200 to organisations to celebrate and promote ACT Children's Week. It also invites schools to nominate individuals and groups for awards acknowledging local Canberrans who have made a difference to children and young people. The Directorate provides the Committee with a grant to contribute to the annual cost of this initiative.	Annual grant	\$10,000
History Teachers Association	The National History Challenge prize encourages students to engage in research and inquiry-based learning to discover history of the world through an examination of an event or person in terms of a theme. The prize winner, the best entry in the ACT receives a medal, prize money and attends the national ceremony each November.	2020-2022	\$500
Belconnen Arts Centre	A sponsorship was provided for 'NAIDOC in the North' events.	Annual sponsorship	\$2,273
Australian Children's Television Foundation	Education support to schools. Access to Australian Children's Television Foundation film and video resources, lesson plans, classroom materials, online resources, and professional learning for all sectors in the ACT.	Ongoing – renewed annually	\$17,592
Mura Awards recipients	An initiative that recognises the achievements of Aboriginal and Torres Strait Islander students, that supports the <i>Future of Education</i> and Cultural Integrity in ACT public schools.	Ongoing award program; award periods covers 2022 school year.	\$24,800
Secondary Scholarship Program recipients	The Directorate provides scholarships to Aboriginal and Torres Strait Islander students who are interested in pursuing a career in post-year 12 study and/or pursuing a vocational pathway.	Ongoing scholarship program; scholarship period covers the 2022 school year.	\$52,000

Tertiary Scholarship Program recipients	The Directorate provides scholarships to Aboriginal and Torres Strait Islander recipients undertaking an approved teaching or health degree.	Ongoing scholarship program; scholarship period covers the 2021 school year.	\$68,000
ANU Extension Program	The Directorate provides a grant to the ANU Extension Program to support students across the full range of extension subjects. The Australian Government is the primary source of funding for the ANU Extension Program through the Commonwealth Grants Scheme.	Three-year Deed of Grant 22/12/2020 – 31/12/2022	\$109,091
The ACT Council of Parents and Citizens Associations Inc	The Directorate provides an annual grant to facilitate consultation with parents and citizens with an interest in public school. The Association uses the financial assistance to: <ul style="list-style-type: none"> • support affiliate Associations; • promote parent participation in ACT Government schools; • advise the Government on views, expectations, and concerns of parent; and • support participation on relevant committees and working parties. 	Five-year Deed of Grant paid annually 1/7/2019 – 30/6/2024	\$225,780
Supporting Parental Engagement Grants	The Supporting Parent Engagement Grant Program provides individual grants of up to \$20,000 to enhance family-school partnerships as well as strengthen P&C association governance and capability to effectively operate businesses	Successful grants will be paid out until funds are exhausted. Grant payment began in 2020-2021	\$487,382
Early Childhood Degree Scholarship Program recipients	The Directorate provide scholarships to recipients undertaking an Early Childhood Teaching Degree.	Ongoing scholarship program; scholarship period covers four years (full time)/ eight years (part time) study	\$72,132

Source: ACT Education unpublished data

Aboriginal and Torres Strait Islander Reporting

The Directorate continues to strengthen its Cultural Integrity to meet the needs and aspirations of all Aboriginal and Torres Strait Islander students and to support all students and staff to deepen their understanding of Aboriginal and Torres Strait Islander histories, cultures, languages, and knowledges.

Professional learning

Over the reporting period, teachers in ACT public schools were provided with a range of professional learning opportunities to further their knowledge and understanding of Aboriginal and Torres Strait Islander histories, cultures, languages, and knowledges as detailed below.

In January 2022, approximately 200 new educators engaged in a refined, high quality induction that included presentations on Cultural Integrity in schools, an introduction to Engoori, embedding Aboriginal and Torres Strait Islander perspectives in teaching and learning, and the difference between a Welcome to Country and an Acknowledgement of Country.

Cultural Competency training

Cultural Competency online training through the Centre for Cultural Competence involves the completion of ten online modules supplemented by three workshops. In 2022, this professional learning continued to be offered to school based staff, Education Support Office staff, P&C members, and school board members. In the reporting period, a total of 92 participants including 83 teachers and support staff, five P&C members and seven Education Support Office staff participated in the cultural competency training.

The feedback provided by participants on the online training was overwhelmingly positive and a strong endorsement of maintaining the programs current format and extending the offer to participate to more staff within the Directorate.

On Country Walks

'On Country Walks' hosted by Mr Adam Shipp are a popular professional learning offering. These sessions enable participants to engage with community members to share knowledge of Country and to learn about, and from, the Country on which we live, learn, and work.

A total of 103 people attended six 'On Country Walks' during the reporting period. These were undertaken at: Umbagog Park, Pine Island, Black Mountain, Mulligans Flat, and the Botanic Gardens.

Ngunnawal Language Workshops

Ngunnawal Language Workshops are two-hour workshops led by Ngunnawal man Mr Cheyne Halloran and Linguist Dr Louise Baird. The workshops provide an overview of the Ngunnawal language revitalisation process, and the impact of colonisation on language retention. Participants learn how to give an Acknowledgement of Country in Ngunnawal language, including the protocols involved.

During 2021-22, ten workshops were held with a total of 62 participants. These workshops were delivered to college students, school-based and Education Support Office staff, with Ngunnawal language appearing in Acknowledgements across different settings.

8 Ways of Learning with Sally Lawrence

Two online workshops devised collaboratively between Dr Tyson Yunkaporta and other Aboriginal educational leaders from Western NSW, formed the underpinning pedagogy that was used through which to teach western concepts and/or topics. The first workshop, '8 Ways of Learning', was attended by 16 people across 15 different schools. Workshop two, '8 Ways of Learning with a focus on Maths' was attended by 18 people across 14 different schools.

Rediscovering Country Workshops – Country as Educator, Country as Inspiration

The Rediscovering Country series, developed in place of an annual symposium, was presented over two days at the Yarramundi Cultural Centre. The focus on Country aligned with the 2021 NAIDOC theme of 'Heal Country'. It aimed to highlight Aboriginal and Torres Strait Islander knowledge and understanding of Country.

'Country as Educator' focused on environment, sustainability, and land management while 'Country as Inspiration' focused on the arts, visual arts, music, and dance.

Forty people participated in the workshops across both days, with the workshop being cut short due to impending COVID-19 lockdown.

Engoori

Engoori training is a strength-based approach focussing on addressing complex challenges and transforming organisational and school culture. In the reporting period, several schools organised their own Engoori training, recognising its usefulness for school leadership. The Directorate continues to provide Engoori training to schools and Education Support Office staff.

Book Clubs

Book clubs facilitated by the Directorate assist educators to embed the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority into their teaching and learning programs. Fourteen book clubs were conducted in the reporting period, with ten of them moving to an online format due to COVID-19 restrictions. Feedback about the online book clubs has been positive, resulting in a hybrid model of online and face-to-face to be offered for future book clubs.

Gregg Driese 'Common Wealth' – Author talks

Author talks are developed concurrently with book clubs, supporting teachers to engage with authors in an informal discussion of their texts. The author talks, from Mr Gregg Dreise, covered the highly successful book 'Common Wealth'. The format included whole school student workshops as well as delivering professional learning to 13 teachers in one school.

Grant Sarra workshops – ‘To understand our present, we must understand our past.’

These workshops provide participants with a holistic overview of Aboriginal culture and history and the impacts of colonisation and dispossession. Two workshops were held with 25 participants from various ACT government directorates on the first day, and 23 participants on the second. These workshops were offered to Senior Executive in all directorates as part of the ACT Government’s commitments under the *ACT Aboriginal and Torres Strait Islander Agreement 2019-2028*.

Professional Learning

Professional Learning for Indigenous Education Officers, Cultural Integrity Coordinators and other Aboriginal and Torres Strait Islander staff has been developed and delivered to support their work in schools, with a particular focus on strengthening their understanding of the *Australian Curriculum* and relevant resources to support teachers, teacher librarians and schools. Three workshops have been delivered in April, May, and June 2022 with 26, 20 and 25 people attending respectively.

Student Aspirations Program

Tertiary scholarships of up to \$20,000 are made available annually for Aboriginal and Torres Strait Islander students undertaking degree programs in health or education at an ACT university. In 2022, four scholarships were awarded: two to teaching students, and two to students studying an approved health course.

Secondary Scholarships of up to \$4,000 are made available annually to Aboriginal and Torres Strait Islander secondary students to support Year 12 completions and pathways to further education and training. Nine students were awarded secondary scholarships in the reporting period.

The Mura Awards is an annual program, providing bursaries of \$400 each to Aboriginal and Torres Strait Islander students in key transition years who demonstrate high engagement with learning, leadership within their school community, or improved achievement. Sixty-two Mura Awards were awarded over the reporting period.

Over the reporting period, the Directorate took action to implement changes arising from the Student Aspirations Program review conducted in the 2020-21 reporting period. Full implementation of the changes is expected to be completed by 2025.

Supporting Aboriginal and Torres Strait Islander Students

Indigenous Engagement Officers and Cultural Integrity Coordinators

Aboriginal and Torres Strait Islander Education Officers (IEOs) assist schools to develop and implement programs and resources for embedding Aboriginal and Torres Strait Islander perspectives in student learning. Three new positions were created over the 2021-22 reporting period, bringing the total to 16 IEOs at 30 June 2022.

Cultural Integrity Coordinators (CICs) lead and mentor the development of Cultural Integrity awareness and practice for IEOs and school-based staff. They also collaborate with school staff and communities in the development and implementation of programs, activities and

resources aimed at embedding Aboriginal and Torres Strait Islander perspectives in student learning. There are currently four CICs employed by the Directorate.

IEOs and CICs also plan significant dates and events with their Cultural Integrity teams including Reconciliation Week, National Sorry Day, Mabo Day, and NAIDOC.

The Directorate's IEOs and CICs continue to support teachers and schools to build Cultural Integrity. Some best practice examples include:

- Amaroo School – an IEO worked with the school's girls' leadership group to create activities that centred around famous and influential Aboriginal and Torres Strait Islander women;
- Melrose High School held an International Women's Day virtual assembly which showcased the achievements of Aboriginal and Torres Strait Islander women throughout history. This resource was then distributed to faculties to facilitate discussion;
- Calwell High School established a Cultural Integrity room, stocked with authentic resources and artefacts. The purpose is to encourage the embedding of Aboriginal and Torres Strait Islander cultures within all areas of learning and across all year levels; and
- Harrison School – Year 3 and 4 teachers worked collaboratively with the IEO to weave Aboriginal and Torres Strait Islander perspectives through maths, extending to experiences such as mapping Country through landmarks, temperature changes through seasons, addition and subtraction using kinship systems and natural objects.

Aboriginal and Torres Strait Islander Year 12 Outcomes

The *National Agreement on Closing the Gap* requires the ACT Government to report against the following indicator relating to Aboriginal and Torres Strait Islander Year 12 completion: 'By 2031, increase the proportion of Aboriginal and Torres Strait Islander people (age 20 to 24) attaining Year 12 or equivalent qualification to 96 per cent'.

As the indicator relates to 20 to 24 year olds, this information is only available through Australian Bureau of Statistics Census data. Annualised data is available for students receiving a Senior Secondary Certificate in the year that they graduate. There was a marked increase between 2017 (60 per cent) and 2018 (69 per cent), with results from 2019-2021 fluctuating between 66 per cent to 69 per cent. Small cohort numbers contribute to this variability.

ASbA National Aboriginal and Torres Strait Islander Health Academy Program

The National Aboriginal and Torres Strait Islander Health Academy Program is an Australian School-based Apprenticeship that provides Year 11 Aboriginal and Torres Strait Islander students with the opportunity to pursue a Certificate II in Allied Health Assistance while working towards a Year 12 Certificate. At 30 June 2022, a total of 12 students had commenced in the program.

CMTEDD Aboriginal and Torres Strait Islander, Employment Pathways Program

The Chief Minister, Treasury and Economic Development Directorate (CMTEDD) Aboriginal and Torres Strait Islander Employment Pathways Program (EPP) commenced in October 2021. The program employed 14 students to work across various divisions of CMTEDD to complete a range of Certificate II and III pathway qualifications, with the opportunity to gain ongoing employment with the ACT Government upon completion of Year 12.

ACT Aboriginal and Torres Strait Islander Agreement 2019-2028

The Directorate continues to meet all its reporting obligations under the *ACT Aboriginal and Torres Strait Islander Agreement 2019-2028* (the Agreement).

In previous reporting periods, proposed combinations, and removal of action items under the Phase One Audit and Acquittal, and subsequently the Phase One (Extended) Action Plan, reduced the outstanding number of key reportable actions to be reported upon from 58 to 51.

The Directorate provided an in-depth update to the ACT Aboriginal and Torres Strait Islander Elected Body in May 2022 detailing progress against ‘completed’, ‘ongoing’, ‘in progress’ and ‘on hold’ actions; where ‘complete’ is defined as “the action output has been achieved and is not ongoing” and ‘ongoing’ is defined as “outcome embedded in Directorate business as a systemic change”.

As at June 2022, of the 51 actions, 15 are listed as ‘in progress’, and two listed as ‘in progress/on hold’ and ‘on hold’. This is an increase relative to the 2020-21 reporting period, where several actions had been reconsidered as requiring further work.

The Directorate is finalising actions for relevant focus areas under Phase Two of the Agreement, scheduled to begin in July 2022.

Work Health and Safety

The Education Directorate is committed to ensuring a healthy and safe working environment for all staff and students. Health, safety, and wellbeing practices are embedded in all activities to support the formation of a maturing workplace safety culture. Work, health, and safety (WHS) is managed in accordance with the statutory provisions of the *Work Health and Safety Act 2011*.

Supporting worker mental health and wellbeing is critical to the success of the Directorate and achieving exemplary education outcomes. The Directorate continues to deliver several initiatives to support workers' health, safety and wellbeing including reviewing and strengthening collaboration processes and training and other guidance materials including:

- increased wellbeing services in response to incidents aligned a triage model and expanding proactive wellbeing offerings;
- continuing to implement and embed Positive Behaviours for Learning (PBL) in ACT public schools;
- continuing collaboration across the Directorate in response to staff wellbeing and school supports;
- delivering Protective Actions Training;
- delivering targeted Team Teach training to support responses to eliminate occupational violence;
- ensuring Occupational Violence and Restrictive Practice Training is presented during new starter induction sessions;
- monitoring and analysing data to inform and improve practice and the response to preventing and reducing occupational violence incidences;
- strengthening a positive reporting culture across all schools; and
- developing and refining data analysis tools that provide the Directorate's Senior Executive with current incident information, the support provided to staff and students as well as identifying the business areas involved.

COVID-19 continued to present challenges throughout 2021-22 and the Directorate responded to those challenges by enacting public health advice, identifying WHS hazards, assessing resultant risks, and implementing suitable controls to ensure the health, safety and wellbeing of Directorate staff, students, and communities as far as reasonably practicable.

Schools and early childhood education and care services were provided with practical tools, strategies, and directions to support flexibility in service delivery while maintaining COVID safety. A COVID Safety Assurance Plan was developed for each school site as the Directorate's key document to record the identification of risks and assess the effectiveness of control measures.

Most significant risk and actions to address

Based on reported incidents, the most significant risk to health and safety of workers in ACT public schools continues to be occupational violence in the form of verbal or physical aggression by students or parents. In the 2021-22 reporting period, there were 5,628 distinct work incident reports submitted via the Riskman reporting system in relation to occupational violence. This is in comparison to 7,315 reports in the previous reporting period¹.

At the end of the 2021-22 reporting period, 70 per cent of Directorate employees had completed the mandatory Occupational Violence online training module designed to assist staff to understand what constitutes occupational violence, the importance of reporting incidents, and strategies to manage the risk of occupational violence.

The Directorate has invested significant resourcing into the full implementation of the *Occupational Violence Management Plan* which encompasses a range of strategies to manage aggressive and other unacceptable behaviours of parents and students. Wellbeing supports and resources are provided to staff that enable safe and sustainable resumption or continuation of duties.

The Directorate has a dedicated Occupational Violence and Complex Case Management Team that brings together Allied Health and behavioural expertise and Work Health and Safety practitioners to support schools in identifying and implementing controls that can be utilised to eliminate or minimise risk to the health and safety of staff.

Resourcing and consultation arrangements

Table 40: Dedicated work health and safety resources

Position	Number of resources
Senior Director, Work, Health, Safety and Early Intervention and Wellbeing (Senior Officer Grade A)	1
Director (Senior Officer Grade B)	1
Assistant Director, Work Health and Safety (Senior Officer Grade C)	1
Assistant Director, Early Intervention and Wellbeing (Senior Officer Grade C)	1
Assistant Director, Injury Management (Senior Officer Grade C)	2
Wellbeing Officer (Administrative Service Officer Class 6)	2
Safety Adviser (Administrative Service Officer Class 6)	2

Source: Shared Services/Education Directorate

¹ This may differ from statistics provided from CMTEED once coding processes have been finalised.

One hundred Health and Safety Representatives, and 60 Deputy Health and Safety Representatives hold positions across the Directorate. The Executive Governance Committee WHS Sub-Committee provides governance and oversight of WHS performance and activity.

Audit activity

Table 41: Type and number of work health and safety audits undertaken during 2020-21

Type of audit	Number of audits	Further information
Whole of Government Audit Program	2	Tier 2 Audit – Systems and governance pertaining to work health and safety consultation arrangements Tier 2 Audit – Systems and governance pertaining to Plant and Equipment Inspection and Maintenance
Internal audit of COVID-19 Work Health and Safety Assurance Program	7	<ul style="list-style-type: none"> • Erindale College; • Melrose High School; • Kingsford Smith School; • Turner School; • Narrabundah Early Childhood School; • Cranleigh School; and • Education Support Office – People and Performance branch.

Source: ACT Education Directorate, People and Performance branch

Incident reporting and notices under the Work Health and Safety Act 2011

During 2021-22 there were 7,106² incident reports lodged across the Education Directorate using the RiskMan Work Incident Reporting System. In accordance with Part 3 Section 38 of the *Work Health and Safety Act 2011*, 33 events/incidents were notified to WorkSafe ACT.

During the reporting period, WorkSafe ACT issued two Prohibition Notice and nine Improvement Notices to the Directorate under the *Work Health and Safety Act 2011*.

The schools affected by Prohibition Notices were Dickson College (one notice) and Calwell High School (one notice).

The schools affected by Improvement Notices were Muliyan Off-Campus Flexible Learning Program (one notice), Calwell High School (six notices), and Kingsford Smith School (one notice). One notice was also issued on the Education Support Office.

The Directorate worked with each school and WorkSafe ACT to address the issues identified in the notices and close them within the timeframes agreed with WorkSafe ACT.

²This figure (n=7,106) represents all Riskman incident reports including the ones relating to occupational violence, reported above (n=5,628).

Establishment of the Safe at School Taskforce

To ensure that ACT public schools remain safe and supportive workplaces for all staff and students, and to focus on improving the safety culture across the Directorate, the new Safe at Schools Taskforce was established in May 2022.

The Taskforce was established to deliver a system-wide transformation to improve the safety and wellbeing of the workforce and students in ACT public schools.

A 12 month Executive Group Manager position was established to lead and manage a program of work. The position reports to the Deputy Director-General.

The Taskforce will focus on:

- establishing and implementing a safety-first culture across the education system and to support change management in schools and the Education Support Office;
- developing the implementation, measurement, and assurance mechanisms to embed policy and cultural change;
- the coordination of whole of Directorate response to issues identified by WorkSafe and industrial representatives regarding workplace safety;
- conducting safety focussed reviews on a range of schools to provide insight into improvements that could be achieved; and
- managing a series of safety-related projects.

With the establishment of the Safe at Schools Taskforce, the Directorate aligned workplace and staff safety functions previously located in the People and Performance and Complex Case Management Branches, to the newly created Taskforce. Bringing these resources together under one Executive Lead will create greater consistency, ensure further effective management of incidents in schools, and strengthen prevention strategies while maintaining appropriate responses and supports.

Performance against the Australian Work Health and Safety Strategy 2012-22 targets

Table 42: Target 1 – reduce the incidence rate of claims resulting in one or more weeks off work by at least 30 per cent

Financial year	# new 5 day claims	Rate per 1,000 employees	Directorate Target	ACTPS # new 5 day claims	Rate per 1,000 employees	ACTPS Target
2012-13	60	12.53	10.69	274	13.42	12.08
2013-14	44	9.28	10.36	257	12.20	11.70
2014-15	31	6.17	10.03	228	10.49	11.33
2015-16	34	6.63	9.70	205	9.36	10.96
2016-17	50	9.45	9.37	243	10.91	10.58
2017-18	45	8.24	9.04	202	8.93	10.21
2018-19	54	9.45	8.71	201	8.50	9.84
2019-20	63	10.36	8.38	231	9.32	9.46
2020-21	101	15.90	8.05	325	12.46	9.09
2021-22	59	8.91	7.72	255	9.37	8.72

Source: *Workplace Safety and Industrial Relations, CMTEDD*

The Directorate is committed to strengthening the systems in place to prevent injury and implement early interventions to support workers when illness or injury occurs.

The following key initiatives have been prioritised this year to support this objective:

- identification, assessment, and management of psychosocial risks,
- early targeted support with a triage approach for workers, and
- strengthen implementation of medical redeployment to support workers with suitable employment in the broader ACTPS in accordance with the *ACTPS Medical Redeployment Policy*.

The following programs are currently in place to support staff and schools:

- embedding the Early Intervention and Wellbeing team to triage risks and incident reports and support injured workers,
- utilising the Employee Assistance Program to stand up critical incident response,
- increase in utilisation of early intervention strategies, and
- improving workforce capability and model of support in schools.

Table 43: Target 2 – reduce the incidence rate of claims for musculoskeletal disorders (MSD) resulting in one or more weeks off work by at least 30 per cent

Financial year	# new 5 day claims	Rate per 1,000 employees	Directorate Target	ACTPS # new 5 day claims	Rate per 1,000 employees	ACTPS Target
2012-13	33	6.89	5.81	183	8.96	8.29
2013-14	26	5.49	5.63	174	8.31	8.03
2014-15	12	2.39	5.45	144	6.63	7.78
2015-16	20	3.9	5.29	146	6.67	7.52
2016-17	26	5.06	5.09	150	6.73	7.26
2017-18	19	3.48	4.91	128	5.66	7.01
2018-19	17	2.98	4.73	102	4.31	6.75
2019-20	29	4.77	4.55	126	5.09	6.49
2020-21	49	7.71	4.37	194	7.44	6.24
2021-22	21	3.17	4.19	118	4.33	5.98

Source: Workplace Safety and Industrial Relations, CMTEDD

The Directorate focuses on early intervention strategies to successfully decrease musculoskeletal rates of claims with a particular emphasis on early intervention physiotherapy. Early Intervention Physiotherapy provides injured workers with access to up to six sessions of physiotherapy to support rapid recovery. Engagement with the program limits the impact of injury on an employee’s work and personal life and reduces the lodgement of workers compensation claims for minor injuries.

Human Resource Management

Education Directorate Workforce Strategy 2021-2023

The Directorate continues to implement the *Education Directorate Workforce Strategy 2021-2023 (Workforce Strategy)* to ensure that the Directorate has the right workforce, with the right capabilities, in the right capacity, at the right time to deliver learning outcomes for children and young people in the ACT.

The *Workforce Strategy* is underpinned by six focus areas that shape and drive actions across a three-year period:

- strategic recruitment of teachers and education professionals to meet current and emerging needs;
- evidence-driven and integrated workforce planning to enable our service delivery model;
- a highly capable, skilled, and future-focused workforce;
- leadership excellence and development at all levels;
- workforce safety and wellbeing; and
- a diverse and inclusive workforce to reflect the communities we serve.

In September 2021, the Executive Governance Committee Workforce Sub-Committee (EGC WSC) was established to:

- oversee the implementation of the *Workforce Strategy*, and
- respond to identified strategic workforce risks, including critical industrial matters.

The EGC WSC meets each month and has overseen the delivery of several achievements for the Directorate, including:

- national teacher recruitment campaigns to meet the current and emerging needs of teachers and education professionals, including continuing to work closely with local universities to strengthen a career pipeline for graduate teachers;
- the commencement of the Schools Workforce Planning and Profile Project to identify current and future workforce requirements and support evidence-based workforce planning in schools;
- supporting the implementation of the ACT Government's new Learning Management System (HRIMS Learning) to improve the Directorate's ability to monitor and provide evidence-based reporting of professional learning and mandatory training attendance;
- the ongoing development of the Directorate's *Reconciliation Action Plan* and the *Aboriginal and Torres Strait Islander Employment Action Plan 2022-2026*, which will outline the Directorate's commitments to strengthening reconciliation and increasing pathways to employment and career development for Aboriginal and Torres Strait Islander peoples;
- the implementation of the *Access and Inclusion (Disability) Employment Action Plan 2019-2023* to ensure a dynamic and inclusive workplace where employee diversity is celebrated and people with disability are valued employees; and

- the implementation of the *ACTPS Secure Workforce Conversion Policy* to support the ACT Government's commitment to providing secure, ongoing employment in the ACT Public Service.

Workforce Profile

The workforce figures in this section represent Directorate employees who received a payment on the last payday of 2021-22. Employees who separated from the ACT Public Service prior to 22 June 2022 and received a payment have been included. The figures exclude employees not paid by the ACT Public Service (ACTPS) and employees on leave without pay.

On 22 June 2022, the Directorate's paid workforce was 8,451 employees, which represented an increase of 274 since June 2021. This equated to 6,792.0 full-time equivalent (FTE) staff, with ACT public schools representing approximately 85 per cent (5,749.7) of the Directorate's total FTE.

The Directorate has a diverse workforce and has maintained its levels of employment of Aboriginal and Torres Strait Islander peoples and people with disability, while increasing levels of employment for staff from culturally and linguistically diverse backgrounds.

The proportion of employees who identify as Aboriginal or Torres Strait Islander remained at 1.8 per cent (153 people). The proportion of people with disability remained at 2.4 per cent (201 people). The proportion of culturally and linguistically diverse employees increased to 15.2 per cent, from 15.0 per cent in June 2021. The Directorate will continue to strengthen its inclusive employment strategies in line with the Directorate's *Workforce Strategy*.

The Directorate had a high female employment rate of 74.3 per cent. Female employees make up 76.0 per cent of teachers, and 73.4 per cent of school leaders.

The highest proportion of employees (27.2 per cent) were in the age group 35 to 44 years. The average age of the Directorate's workforce is 42.2 years, with teachers at an average 42.2 years of age, and school leaders at an average 46.2 years of age.

The average length of service for Directorate employees was 8.4 years. School leaders (16.9 years) and teachers (8.9 years) have an average length of service above the Directorate average.

The Directorate's workforce separation rate increased to 5.9 per cent from 4.8 per cent in 2020-21. This represents a return to a more typical separation rate after experiencing a period of reduced separation that may have reflected employment uncertainty during the COVID-19 pandemic. An equivalent annualised separation rate was last observed in February 2020. The separation rates of teachers (5.7 per cent) and school leaders (4.4 per cent) remain below the overall Directorate separation rate.

For privacy reasons, the ACTPS has elected not to publish detailed information on non-binary employees. All of the 'total' rows include staff who identify as neither male nor female.

Table 44: FTE and headcount by gender

	Female	Male	Non-binary	Total
FTE by Gender	4,997.7	1,790.3	4.0	6792.0
Headcount by Gender	6,275	2,172	4	8,451
% of Workforce	74.3%	25.7%		100%

**Source: Shared Services*

Table 45: Headcount by classification and gender

Classification Group	Female	Male	Non-binary ¹	Total
Administrative Officers	2,026	497		2,523
Executive Officers	11	10		21
General Service Officers & Equivalent	229	352		581
Health Assistants	4	0		4
Health Professional Officers	67	9		76
Information Technology Officers	5	27		32
Professional Officers	99	18		117
School Leaders	597	216		813
Senior Officers	223	92		315
Teachers	3,014	951		3,965
TOTAL	6,275	2,172	4	8,451

Source: Shared Services

¹Breakdown by classification groups not provided due to privacy reasons.

Table 46: FTE by classification and gender

Classification Group	Female	Male	Non-binary ¹	Total
Administrative Officers	1,372.0	313.0		1,685.0
Executive Officers	11.0	10.0		21.0
General Service Officers & Equivalent	139.2	249.5		388.6
Health Assistants	4.0	0.0		4.0
Health Professional Officers	55.7	7.6		63.3
Information Technology Officers	4.6	24.1		28.7
Professional Officers	79.2	17.4		96.6
School Leaders	579.1	214.3		793.3
Senior Officers	210.3	89.8		300.1
Teachers	2,543.0	864.7		3,407.7
TOTAL	4,997.7	1,790.3	4.0	6,792.0

Source: Shared Services

¹Breakdown by classification groups not provided due to privacy reasons.

Table 47: Headcount by employment category and gender

Employment Category	Female	Male	Non-binary ¹	Total
Casual	770	303		1,073
Permanent Full-time	2,755	1,104		3,859
Permanent Part-time	1,729	242		1,971
Temporary Full-time	257	152		409
Temporary Part-time	764	371		1,135
TOTAL	6,275	2,172	4	8,451

Source: Shared Services

¹Breakdown by employment category not provided due to privacy reasons.

Table 48: FTE and headcount by division/branch

Branch/Division	FTE	Headcount
Business Services	497.8	667
Deputy-Director General's Office	5.0	5
Director-General's Office	3.0	4
School Improvement	5,422.0	6,184
Service Design and Delivery	397.9	451
System Policy and Reform ³	104.9	109
Casual Staff	361.4	1031
Total	6,792.0	8,451

Source: Shared Services

Table 49: Headcount by age group and gender

Age Group	Female	Male	Non-binary ¹	Total
Under 25	499	293		792
25-34	1,353	543		1,896
35-44	1,739	555		2,294
45-54	1,555	428		1,983
55 and over	1,129	353		1,482
Total	6,275	2,172	4	8,451

Source: Shared Services

¹Breakdown by age group not provided due to privacy reasons.

³ This figure includes staff in the Board of Senior Secondary Studies

Table 50: Average years of service by gender

Gender	Female	Male	Non-binary ¹	Total
Average years of service	8.8	7.4	-	8.4

Source: Shared Services

¹Not for publication due to privacy reasons.

Table 51: Headcount by diversity group

Diversity Group ¹	Headcount	% of Total Staff
Aboriginal and/or Torres Strait Islander	153	1.8
Culturally & Linguistically Diverse	1,283	15.2
People with a disability	201	2.4

Source: Shared Services

¹Employees may identify with more than one of the diversity groups.

Table 52: Recruitment and separation rates

Classification Group	Recruitment Rate %	Separation Rate %
Total	8.5	5.9

Source: Shared Services

Directorate Enterprise Agreements

ACT Public Sector Enterprise Agreements are the primary source of employment conditions for ACT government employees. The Directorate has six Enterprise Agreements covering a range of employee classifications:

- *ACT Public Sector Education Directorate (Teaching Staff) Enterprise Agreement 2018-2022;*
- *ACT Public Sector Administrative and Related Classification Enterprise Agreement 2021-2022;*
- *ACT Public Sector Infrastructure Services Enterprise Agreement 2021-2022;*
- *ACT Public Sector Health Professional Enterprise Agreement 2021-2022;*
- *ACT Public Sector Technical and Other Professional Enterprise Agreement 2021-2022;* and
- *ACT Public Sector Support Services Enterprise Agreement 2021-2022.*

In 2021-22 all implementation activities for the *Teaching Staff Enterprise Agreement* had been completed. The Enterprise Agreements for staff other than teachers that expired in 2021 were rolled over into interim Agreements until 2022.

On 21 February 2022, notification of the commencement of bargaining occurred for all new Enterprise Agreements that are due to expire by October 2022.

Schools Workforce Profile and Planning Project

In July 2021, the Schools Workforce Profile and Planning Project commenced as an action arising from the *Workforce Strategy* to support the Directorate in delivering an evidence-driven and integrated approach to workforce planning to enable its service delivery model. The project is governed by the EGC WSC.

The project is being undertaken in close partnership with school leadership teams to identify immediate and long-term workforce priorities and to co-design individual school workforce plans to respond to these priorities. In 2021-22, the project team met with school leadership teams from 21 schools and co-designed workforce reports for each school. This included identifying current and future workforce requirements, and enacting plans for developing a workforce with the right capabilities and capacity to deliver high quality learning for children and young people in the ACT.

Induction

The Directorate has enhanced its suite of induction programs to ensure that all staff are aware of their obligations as ACT Public Service employees and provide an overview of the strategic direction of the Directorate and how they can support delivery of the Directorate's strategic objectives. The Directorate's induction programs have an explicit focus on work, health, safety and wellbeing, as well as occupational violence. There are several induction programs offered:

- All Staff Induction;
- New Educator Induction;
- Work Health and Safety induction for all new and acting school leaders; and
- Work Health and Safety induction for all new and acting principals.

New Educator Induction

All new educators participate in a five-day induction program prior to the commencement of each school year. In 2022, the New Educator Induction Program was held from 18 to 24 January with a total of 203 new educators attending. To minimise the risk of transmission of COVID-19, the 2022 New Educator Induction Program was held virtually with a combination of pre-recorded videos and live interactive sessions. All live sessions were recorded to allow new educators the ability to return to sessions to view again later.

The Induction Program covered the following topics, with most of the sessions being delivered by subject matter experts from across the Directorate:

- mandatory training;
- rights and responsibilities;
- equity, inclusion, safety, and wellbeing;
- learning and teaching;

- Cultural Integrity; and
- networking and meet your union.

Mandatory Training

The Directorate requires all staff to complete online foundation modules every two years. The modules are designed to support staff in understanding their obligations and ensuring that they are compliant in their day-to-day duties and to ensure the Directorate fosters a safe environment for both staff and students. The following modules are available on HRIMS Learning:

- Work Health and Safety Refresher;
- Occupational Violence in the Workplace;
- Reportable Conduct;
- Codes of Conduct;
- Disability Standards for Education; and
- Keeping Children and Young People Safe.

Domestic and Family Violence Training

The ACT Government recognises that the impacts of domestic and family violence are a factor in our workplaces. Research and consultation by the Office of the Coordinator-General for Safety shows that most people affected by domestic and family violence are more likely to disclose to someone they trust. This may include a work colleague or a manager.

As an employer, the Directorate is committed to the safety and wellbeing of staff. The Domestic and Family Violence Training package is an ACT Government commitment to help educate staff about the impacts of domestic violence, provides guidance in how to respond and direct colleagues to professional support if needed.

Joint Selection Committee Compliance Training

The Joint Selection Committee Compliance training is designed to support staff in recruiting the right people with the right skills. This training is mandatory for staff to complete if they will be participating or leading the recruitment of any school-based staff member as agreed between the Directorate and the Australian Education Union.

The training provides participants with information on the different roles and responsibilities of those involved in recruitment, the open recruitment process, and teacher transfer rounds. The training has been designed in line with the *ACTPS Recruitment Guidelines* and incorporates Directorate specific policies and procedures.

Entry Level Programs

Entry level programs support new starters, graduates, and inclusion participants with the opportunity to work within the Directorate and gain practical skills while supporting the outcomes of the Directorate. Entry level programs support talent attraction and engagement strategies.

This year's program provided participants with the ability to choose from a variety of speciality presentations that were held simultaneously so that new educators could choose the session most relevant to them. This provided educators with an array of learning opportunities aligned to their interests, skills, and teaching stream.

ACTPS Graduate Program

The Directorate participates in the ACTPS Graduate Program annually. The Graduate Program provides participants with a comprehensive learning and development program alongside on-the-job training. The program provides them with exposure to senior leaders and regular training designed to help them to build the skills that they need for a successful career, within the Directorate and across the ACT Government. In 2021, the Directorate supported three graduates to complete the ACTPS Graduate Program and employed four new graduates in the 2022 program. Graduates in the Directorate are placed within teams in the Education Support Office.

Learning Support Assistant Scholarship Program

The Directorate supported a cohort of 24 Learning Support Assistants (LSAs) to undertake a Certificate IV in Education Support. Commencing in Term 1, 2022 they are due to complete this qualification in early 2023. The Certificate IV has a focus on building capability to work with students with complex needs and challenging behaviours. The opportunity to undertake this qualification through a funding scholarship was offered to all LSAs employed by the Directorate, including casual and temporary employees.

Teacher Scholarships Program

The Directorate's Teacher Scholarships Program provides teachers and school leaders with financial support to undertake further study, training and/or research to build teacher capability leading to improved student outcomes. There were 39 Teacher Scholarships awarded in 2021-22, comprising 18 scholarships to study a Master of Education through the Affiliated Schools Program, 13 scholarships awarded in identified system priority areas and eight scholarships to undertake a Master of Education (Teacher Librarianship).

Senior Leadership Programs

The Directorate continues to support senior leadership development, providing staff with access to:

- ACTPS Senior Executive Speaker Series;
- Executive Learning Groups;
- nomination/participation in the Australia and New Zealand School of Government Executive Program; and
- participation in whole of government talent initiatives and pilot development programs.

Three Education Directorate Senior Executive participated in the ACTPS Senior Executive Induction program, which was launched in 2022 and aims to ensure those who are new to executive positions in the ACT Government have the information and connections they need to transition quickly into their new roles.

One Senior Executive from the Directorate commenced the ACTPS SES Leadership Beyond Crisis Program, which was launched in 2022. The program aims to create a space for senior executives across the ACTPS to come together to consider, experiment and practice skills which respond to the question: 'What do we collectively need to do, learn, and unlearn in order to lead the ACTPS to thrive, not just survive?'

Recognition and Reward for Highly Accomplished and Lead Teachers

In 2015, the reward and recognition process for teachers who achieve certification at the national *Australian Standards of Highly Accomplished and Lead Teacher* (HALT) career stages was established. The *Teaching Staff Enterprise Agreement* recognises and financially rewards certified teachers with an additional salary increment or equivalent allowance for one year.

In March 2022, the Teacher Quality Institute, approved the adoption of the HALT Certification 2.0 Modular Model as the approach for teachers to apply for, and be assessed for, national recognition as a Highly Accomplished or Lead Teacher in the ACT. This has resulted in an increase in teachers from the Directorate applying.

During the reporting period there were seven Directorate employees who achieved either Highly Accomplished or Lead certification.

Refer to the ACT Teacher Quality Institute annexed report for further details associated with the Certification as a Highly Accomplished or Lead teacher.

Study Assistance Program

The *ACTPS Study Assistance Policy* assists staff undertaking an approved course of study in line with the operational needs of the work area with linkages to the goals in the *Strategic Plan*. Study assistance can be in the form of paid or unpaid leave to undertake study, and/or financial assistance for course costs.

In 2021-22, 33 staff were provided support through the Study Assistance Program. From this cohort, five staff were approved for more than one semester, 31 were approved for paid study leave and 13 for financial assistance. Staff have undertaken a broad range of studies including human resources and business administration, public policy, and advanced study in education.

Vocational Employment Programs

The Directorate undertakes a range of inclusion employment initiatives to recruit and retain staff to better reflect the diversity within the community. There are two ACTPS Vocational Employment Programs (VEPs), the Aboriginal and Torres Strait Islander VEP and the Inclusion VEP for People with Disability. The VEPs are whole of government, 12-month entry level employment programs offering a career within the Directorate following successful completion of the program.

The VEPs include a formal training component (certificate level qualification or a targeted training program), on the job training and workplace experience. The programs offer flexibility to accommodate a range of entry classifications, reasonable adjustments, part-

time or reduced working hours or a qualification that may take longer than 12 months to achieve., the Directorate had two participants successfully complete the VEP program and receive permanent appointment in 2021.

Reward and Recognition

The Education Directorate values and recognises the achievements of our employees. The ACT Public Education Awards recognise and celebrate outstanding achievements in public education in the ACT, covering 11 award categories.

Table 53: 2021 ACT Public Education Award Recipients

Award	Recipient
Volunteer of the Year	Dr Brad Tucker, Academy of Future Skills
Outstanding Partnership of the Year	Evatt Primary School and Cyclabilities
Allied Health Professional of the Year	Cathy Hurman, the Belconnen Network Student Engagement Team, based at Cranleigh School
Education Support Office Employee of the Year	Rebecca Smith, Student Engagement
Education Support Person of the Year (joint winners)	Julie White, Namadgi School Michelle Cartwright, Monash School
New Educator of the Year Award (joint winners)	Caitlin Sillar, Telopea Park School Elouyze Nucifora-Ryan, Gold Creek School
Early Childhood Teacher of the Year	Joanne Stratton, Evelyn Scott School
Primary Teacher of the Year of the Year	Kathryn Simone, Curtin Primary School
Secondary Teacher of the Year Award	Rourke O'Sullivan, University of Canberra High School Kaleen
School Leader of the Year	Debbie Martens, Theodore Primary School
Education Support Office School Leader of the Year	Linda Francis, Learning and Teaching Policy and Service Design

- CONGRATULATIONS -
Winners are grinner!



Education Directorate ACT Public Education Awards Recipients

Diversity and Inclusion

The Education Directorate is committed to a diverse workforce that reflects the community and pursues respectful and inclusive workplace behaviours. The foundations for the *Future of Education* Strategy asserts the commitment to fostering and promoting an inclusive workplace and learning environment where every student and staff member can see their themselves thriving and succeeding. This is further supported by Focus Area 6 of the *Workforce Strategy*, to build ‘a diverse and inclusive workforce to reflect the community we serve’. The Directorate has been pursuing priority actions under this Focus Area, including:

- supporting the Reconciliation Working Group as they work towards the development of a Directorate *Reconciliation Action Plan*;
- delivering on initiatives within the *Access and Inclusion (Disability) Employment Action Plan 2019-2023*; and
- finalising the development of the *Aboriginal and Torres Strait Islander Employment Action Plan*.

The Directorate continues to implement a range of initiatives that provide a supportive workplace culture that recognises, celebrates and support workforce diversity including:

- recognition of dates of significance;
- coordination of the Respect, Equity and Diversity Contact Officers Network;
- promoting staff networks and engaging with them on initiatives to improve inclusive practices;
- delivery of training to increase workforce capability, including Unconscious Bias, Cultural Appreciation, and Let's Talk Disability; and
- forming networks with other diversity and inclusion practitioners and staff networks across the ACTPS.

In addition, the Directorate launched a monthly *Diversity and Inclusion Newsletter* in 2022 to highlight days of significance, inclusion topics and share upcoming training opportunities.

Ecologically Sustainable Development

The Education Directorate is committed to providing optimal learning and teaching environments in all ACT public schools. In 2021-22, school staff and students adapted to new remote learning requirements due to lockdown, and Education Support Office staff continued to work from home, unless specifically required to attend the office.

The COVID-19 pandemic has provided additional opportunities in Ecologically Sustainable Development (ESD) to provide improved learning environments in schools, including a focus on improving indoor air quality and thermal comfort.

In 2021-22 schools were more adaptative and flexible, with some schools using outdoor spaces as classrooms for learning and teaching opportunities. Schools are continuing to run sustainability modules for students in both remote learning and learning in the school environments.

The Directorate continues to need to be flexible and adapt to rising costs, supply chain issues and increases in delivery timeframes that impact projects and emission reductions.

The Directorate's *Strategic Plan 2018-2021* provided the key driver for the modernisation and integration of sustainability priorities. The Directorate's priorities align with the ACT Government's commitment to a zero-emission future, active transport and responsible purchasing practices, including waste minimisation and resource recovery, water efficiency and ethical purchasing.

The Directorate's priorities are further informed by the strategic priorities outlined in the *ACT Climate Strategy 2019-2025*, the *ACT Sustainable Transport Strategy 2017-2021*, the *ACT Nature Conservation Strategy 2012-2023*, and the *ACT Water Strategy 2014-2044*.

Energy, Water and Greenhouse Gas (GHG) Emissions

The Directorate has been focussing on reducing its emissions by concentrating on energy reduction projects and transitioning from fossil fuels to zero-emission alternatives. Consequently, all new schools and expansion projects are constructed to ensure that they are zero emissions in operation.

In 2021-22, total greenhouse gas emissions from all sources totalled 5,631 tonnes CO₂-e, a decrease of six per cent from 2020-21. This decrease reflects a combination of energy efficiency project initiatives, COVID-19 lockdown, and the program to improve emission reductions for the Directorate.

Electricity consumption in 2021-22 increased by a modest two per cent from 2020-21, however this was despite several factors that would ordinarily significantly increase electricity load; for example, recent additions for the Directorate's school portfolio, conversion of gas heating load to electric heating systems and Indoor Air Quality ventilation projects to address COVID-19.

Gas consumption in 2021-22 decreased by nine per cent from 2020-21. This reduction is consistent with the Directorate and whole of Government targets to reduce gas consumption and emissions. The reduction reflects a combination of implemented energy

efficiency projects and COVID-19 lockdown for ACT public schools and the Education Support Office.

Water consumption in 2021-22 decreased by 22 per cent from 2020-21. The Directorate commenced an audit program to facilitate a future water tank and rainwater harvesting program to further reduce reliance on potable water. This will be used to complement the Directorate's strategy to expand living infrastructure within school sites.

Emission Reduction and Climate Adaptation

In 2020, the Directorate set a 33 per cent emission reduction target by 2025, in line with the *ACT Climate Change Strategy 2019-2025*. The target is supported by a commitment to 100 per cent electric operation for new schools and the integration of performance standards into capital upgrades, hazardous material management, and the renewal of end-of-life heating and roof systems.



Evelyn Scott School Solar Panels

Energy Efficiency

Energy efficiency projects are targeted at minimising the use of energy from existing buildings and are typically the most cost-effective means of reducing energy consumption, operating costs, and emissions in existing facilities. Energy efficiency and building tuning projects include lighting and building control system upgrades, improved control of heating, ventilation, and air conditioning (HVAC) system; and minor building works such as draught proofing external doors.

Energy efficiency and building tuning initiatives that commenced in 2021-22 included:

- upgrade of the heating and cooling system at Chapman Preschool;
- upgrade of the heating and cooling systems to four school libraries at Amaroo School, Gold Creek Senior School, and Melrose and Mount Stromlo High Schools;
- LED lighting upgrades to six schools at Caroline Chisholm School Senior Campus, Franklin School, Lanyon High School, Miles Franklin and Monash Primary Schools and the Woden School;
- draught proofing of external doors at two schools supported by the schools through co-investment at Maribyrnong and Torrens Primary Schools; and
- connection of six existing school Building Management Systems (BMS) to a centralised monitoring and reporting system, to enable the use of historic building operation data to improve energy efficiency at Aranda, Charnwood Dunlop, and North Ainslie Primary Schools and Caroline Chisholm and Wanniasa Schools' Junior Campuses.

Thermal Comfort

Improving the thermal comfort of teaching and learning spaces improves student wellbeing and learning outcomes, while providing reductions in heating and cooling costs and emissions. Initiatives that commenced in 2021-22 included:

- double glazing, airlocks or insulation at 11 schools including Maribyrnong and Wanniasa Hills Preschools, Chapman, Mawson, Miles Franklin, Monash, North Ainslie, Wanniasa Hills and Yarralumla Primary Schools, Wanniasa School Junior Campus, and Melba Copland Secondary School Copland Campus;
- destratification fans at five schools at Campbell, Chapman, Miles Franklin and Theodore Primary Schools and Canberra High School;
- design of building thermal upgrades for the Farrer Primary School Environment Centre; and
- building envelope improvements and gas to electric heating upgrade at Wanniasa Hills Preschool.

Indoor Air Quality

During the COVID-19 pandemic, improving indoor air quality in ACT public schools became a priority for the Education Directorate, to enable safe onsite learning and teaching and has continued to be central to the Directorate's Ecologically Sustainable Development operations during 2021-22. All schools now have an *Indoor Air Quality Plan*.

Ventilation in schools has been maximised through several strategies, including opening windows, adjusting heating, ventilation, and air conditioning (HVAC) systems to increase fresh air supply.

Consequently, increasing fresh air through opening windows and via the HVAC systems inherently resulted in a significant increase in energy consumption and emissions related to heating and cooling. The Directorate sought to increase ventilation with a view to minimise resulting energy increases where possible.

Measures implemented during 2021-22 included:

- upgrading or expansion of existing Building Management Systems at 18 schools with CO₂ sensors to modulate fresh air ventilation rates based on actual occupancy to minimise energy use (Ainslie and Amaroo Schools, Bonython, Campbell, Charles Conder, Charnwood-Dunlop, Curtin, Evatt, Giralang, Hawker and Wanniasa Hills Primary Schools, Lanyon High School, Dickson, Hawker and Narrabundah Colleges, Muliyan, Turner School, and University of Canberra Senior Secondary College Lake Ginninderra);
- implementation of pre- and post-occupancy fresh air purge to minimise risk of COVID-19 transmission;
- upgrading of existing air conditioning systems to efficient electric split systems with integrated fresh air supply capability at seven preschools; and
- installation of five Heat Recovery Ventilation (HRV) units, which provide additional fresh air while reclaiming heat from the exhaust air.

Zero Emission Schools

In 2022, Directorate opened its third zero-emission operation school, Throsby School (preschool to Year 6). In addition to Throsby School's integrated sustainability features such as a 100kW solar array, LED lighting and a fully electric HVAC system, the Directorate has also installed a 308 kilolitre inground water tank for irrigation. This will enable Throsby School to contribute to the objectives outlined in the Territory's ambitious *Living Infrastructure Plan*, including a 30 per cent tree canopy coverage target.

Innovation

Innovation Hub for Affordable Heating and Cooling (i-Hub)

The Directorate has continued its collaboration with the University of Wollongong to progress the i-Hub Living Laboratories projects at Amaroo School and Fadden Primary School. The i-Hub is an initiative led by the Australian Institute of Refrigeration, Air Conditioning and Heating (a not-for-profit industry body providing industry leadership in heating and cooling technologies) in conjunction with the CSIRO and supported by the Australian Government Australian Renewable Energy Agency (ARENA).

The program has established baseline performance data at Amaroo School and Fadden Primary School and will allow the comparison of existing gas fired heating systems with new innovative indirect evaporative cooling, and fully electric heating systems in 2022-23.

The program is providing ongoing support in identifying new technologies that can assist in improving sustainability and reducing emissions across the heating and cooling industries.

Waste and Resource Recovery

The Directorate has introduced several school-based initiatives targeted at promoting waste reduction and increased recycling. These initiatives have helped communicate the problem of waste amongst the community and engaged students to develop innovative solutions to mitigate waste streams.

In 2021-22 there was a decrease of eight per cent in co-mingled recycling and a 31 per cent decrease in cardboard/paper recycling. In 2021-22, the Directorate maintained a downward

trend on waste streams and further initiatives are ongoing to continue this reduction in future years.

Transport

The Directorate recognises the importance of maintaining strong progress in the transition of the government's vehicle fleet to zero emission vehicles (ZEVs). In 2021-22 the Directorate ensured that all passenger fleet vehicle leases were replaced with ZEVs (where fit for purpose and supply available). This has been facilitated by the commencement of installation of seven electric vehicle chargers and associated infrastructure at ESO facilities.

The Directorate has also commenced strategic planning with a view to further accelerating its transition of fleet vehicles to ZEVs in coming years.

Education Directorate Sustainable Development Performance

Information on operational consumption of resources for 2020-21 and 2021-22 for all Education Directorate facilities is summarised below:

Table 54: Education Directorate Sustainable Development Performance Current and Previous Financial year

Indicator as at 30 June	Unit	Current FY	Previous FY	% change
Stationary energy usage				
Electricity use	Kilowatt hours	23,773,539	23,295,868	2%
Natural gas use (non-transport)	Megajoules	103,752,033⁴	114,615,028	(9%)
Diesel use (non-transport)	Kilolitres	0	0	0%
Transport fuel usage				
Electric vehicles	Number	14	14	0%
Hybrid vehicles	Number	7	10	(30%)
Hydrogen vehicles	Number	0	0	0%
Total number of vehicles	Number	81⁵	54	50%
Fuel use – Petrol	Kilolitres	8.47	10.19	(17%)
Fuel use – Diesel	Kilolitres	29.96⁶	19.26	56%
Fuel use – Liquid Petroleum Gas (LPG)	Kilolitres	0	0	0%

⁴ At the time of reporting natural gas use represents a component of accrued data for 2021-22

⁵ Data for non-leased vehicles added to vehicle count in 2021-22.

⁶ Data for non-leased fuel use added to count in 2021-22

Fuel use – Compressed Natural Gas (CNG)	Gigajoules	0	0	0%
Water usage				
Water use	Kilolitres	227,126 ⁷	290,739	(22%)
Resource efficiency and waste				
Reams of paper purchased	Reams	47,886	59,619.4	(20%)
Recycled content of paper purchased	Percentage	9.67	13.82	(30%)
Waste to landfill	Litres	303,679	320,694	(5%)
Co-mingled material recycled	Litres	78,176	84,944	(8%)
Paper & Cardboard recycled (incl. secure paper)	Litres	218,947	317,083	(31%)
Organic material recycled	Litres	471	2,011	(77%)
Greenhouse gas emissions				
Emissions from electricity use	Tonnes CO ₂ -e	0	0	0%
Emissions from natural gas use (non-transport)	Tonnes CO ₂ -e	5,346	5,906	(9%)
Emissions diesel use (non-transport)	Tonnes CO ₂ -e	0	0	0%
Emissions from transport fuel use	Tonnes CO ₂ -e	101.3 ⁸	76.05	33%
Emissions from refrigerants (new)	Tonnes CO ₂ -e	184 ⁹	-	-
Total emissions	Tonnes CO ₂ -e	5,631.3	5,982.05	(6%)

Source: Enterprise Sustainability Platform (3 August 2021), SG Fleet Intelligence and Waste invoices

⁷ At the time of reporting water use represents a component of accrued data for 2021-22.

⁸ Data for emissions on transport fuel for non-leased vehicles added for 2021-22.

⁹ Note: Emissions from refrigerants is a new reporting requirement for 2021-22.

State of the Environment Report

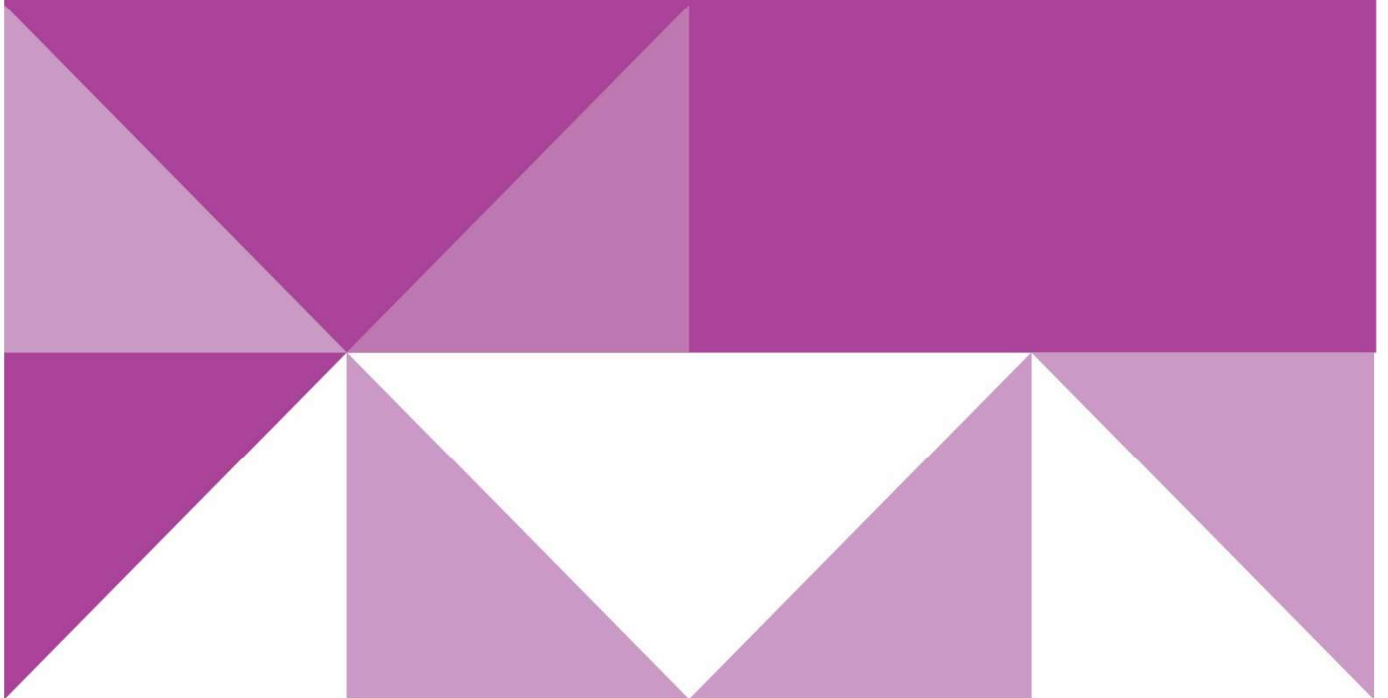
In 2021-22, the Office of the Commissioner for Environment and Sustainability requested that the Education Directorate provide a response to recommendations contained in the *State of the Environment Report*. The Directorate's response to the Commissioner outlined the following key budget appropriations:

- ongoing funding to upgrade gas heating systems to low or zero emission heating systems and building thermal envelope upgrades (\$15.9 million);
- continuation of the existing program to upgrade roof systems including minimum R4 insulation and higher stormwater management capabilities (\$17.96 million);
- annual building tuning and trial projects (\$0.85 million pa);
- annual solar panel electricity generation expansion program (\$0.4 million pa);
- thermal comfort stimulus program (\$2.74 million); and
- innovative program opportunities such as ARENA's Innovation Hub for Affordable Heating (i-Hub).

Commitment to climate change mitigation and adaptation was noted to include the integration of sustainable design principles and performance outcomes into new schools and capital upgrades at existing schools.

C

Part C Financial Management Reporting



Financial Management Analysis

Management Discussion and Analysis

General Overview

Objectives

The Education Directorate (the Directorate) is a leading learning organisation where our people are valued and work together to deliver high quality early childhood education and public school education in accessible and inclusive environments. Empowering children and young people to learn has a lifelong impact. By fostering student engagement and centring teaching and learning around students as individuals we enable educational growth for every child year on year. By focusing on engagement and learning growth we will strengthen equity across our system and ensure that all children and young people get a great education and the life opportunities that flow from that.

The Directorate achieves this through:

- the provision of public preschools, primary, secondary and specialist schools and colleges;
- access to quality teaching, specialised learning programs and wellbeing supports for individual student needs;
- enrolment and support of international students; and
- the registration and regulation of home education, early childhood education and care services and non-government schools.

As stewards of the ACT education system, the Directorate works actively with a range of partners and stakeholders; and has a highly collaborative relationship with the Catholic Education Archdiocese of Canberra and Goulburn and the independent schooling sector represented by the ACT Association of Independent Schools. The Directorate also works closely with the ACT Council of Parents and Citizens Associations and maintains a constructive and active working relationship with the Australian Education Union and other relevant unions. The Directorate also engages with a wide range of early childhood providers.

The Directorate will deliver the Government's priorities through Phase Two of the *Future of Education* Strategy and the implementation of *Set up for Success: An Early Childhood Strategy* for the ACT.

Risk Management

The Directorate's Strategic Risk Register identifies key medium to long term risks related to the Directorate's operations and objectives. These risks and mitigation strategies are monitored by the Directorate's senior executive and the Audit Committee through regular engagement and frequent reporting. The following are key risks identified:

Education is not preparing all children and young people for the changing social and economic future

In preparing for the changing social and economic environment there is a risk that the Directorate may not align with or reflect the expectations of the community. This risk has been amplified by the emergence of the COVID-19 pandemic and workforce shortages.

Effective implementation of the *Future of Education* and *Set up for Success* strategies will ensure students are equipped for social and economic participation in 2030 and beyond. The Directorate has designed its strategic and performance measurement frameworks to support all levels of the organisation to contribute to achieving and measuring outcomes linked to these strategies. This includes ensuring an ongoing focus on workforce supply, capability, and teacher quality. There is also a key focus on ensuring that pedagogy is evolving to meet future student and workforce needs.

Insufficient workforce capability to deliver core education services and strategic reforms

A key challenge for the Directorate continues to be the shortage of teachers which is being experienced across all education sectors both locally and nationally.

In September 2021, the ACT Government established the Teacher Shortage Taskforce (the Taskforce), comprising senior executives from the Directorate and representatives from the Australian Education Union to collaborate and co-design the development and implementation of strategic workforce initiatives and/or interventions in line with the *EDU Workforce Strategy 2021-2023*. This strategy, including Early Childhood Education and Care, will ensure the Directorate has the right workforce, with the right capabilities, in the right capacity, at the right time, to deliver learning outcomes for children and young people in the ACT.

The Taskforce is responding to current workforce challenges as well as developing and implementing future-focused workforce strategies. The Taskforce's work program, which ran until the end of Semester 1 2022, included issues relating to the nation-wide teacher shortage such as coverage of staff absences; continuity of education, including the practice of splitting and cancelling classes; teacher and school leader recruitment processes; and attraction and retention of teachers and school leaders.

The Taskforce is currently drafting the final report outlining the outcomes delivered through its work program, findings on substantive discussions on critical workforce challenges, and recommendations on how to respond to these challenges. This report is anticipated to be finalised by September 2022.

Workload reduction strategies have also been developed in consultation with stakeholders and implemented from the commencement of Term 2 to reduce the administrative workload on schools and additional pressures as a result of increased absences due to

COVID-19. Strategies include, for example, reduction of student academic reporting requirements, revised timelines for annual performance and development discussions and the introduction of school staff planning days.

Health, safety, and wellbeing incidents across Education are not managed appropriately

All schools are supported to actively manage work health and safety in order to deliver safe and supportive learning environments.

Ongoing challenges in our community through the COVID-19 pandemic, national workforce shortages and examination of our processes by the work health and safety regulator has increased the focus on safety in ACT public schools. This enhanced focus has resulted in the establishment of a taskforce to lead a change agenda to support a safety culture in ACT public schools.

The Directorate continues to deliver audit and assurance programs to identify improvements to our workplace health and safety management system. In 2022, the Directorate implemented a new team to lead and manage a comprehensive response to ongoing legislative compliance with the *Work Health and Safety Act 2011*. This will strengthen processes, supports and training in relation to safe systems of work following reviews of current processes and guidance from WorkSafe ACT.

The Directorate has a complaints management framework. This framework is intended to support management of individual complaints that relate to student wellbeing issues as well as identify issues and trends to inform school and system improvement.

Inadequate prevention, preparedness, and response to environmental threats

The Directorate undertakes a robust program of work annually to address environmental risks and threats including bushfires; occupational violence; physical security threats; pandemics; terrorist attacks, violent extremism and workplace health and safety incidents. It has a body of relevant policies and procedures which are embedded to respond to these risks, which are regularly reviewed.

The Directorate annually reviews emergency management frameworks and plans and participates in ACT Government emergency management planning and governance forums. The Directorate also participates in territory-wide emergency exercises to support preparedness in the event of an incident. This process also identifies any improvements or changes that need to be made to the plan.

The Directorate has a standalone program to address the management of hazardous materials in ACT public school infrastructure. This includes the maintenance of registers at each school site containing hazardous materials. In addition, the Directorate has established targets to reduce CO₂ emissions as part of the whole of government climate change strategy and works with schools to implement sustainability initiatives to prevent and ameliorate that impact of climate change on school communities.

Inadequate information, data, and records management, including acts of fraud and corruption

There is a risk that information could be accidentally or deliberately shared that could result in staff or student confidential information being exposed. There is also a risk that information is used for fraudulent activity, such as altering of information for financial gain.

The Directorate takes security, privacy, and data breaches very seriously, implementing a number of activities to manage and monitor, including:

- access to business systems, cloud services and information repository is approved and reviewed regularly;
- awareness and training made available to staff and students;
- all staff and students are required to agree and sign an Acceptable use of IT form;
- security assessments for all software requests to ensure Territory Privacy and Security Requirements are met;
- monitoring of security management and controls through the Directorate's Cyber Security Risk Forum;
- privacy breaches are notified to the Directorate's Governance branch and Audit Committee for review and determination of appropriate response. The Office of the Australian Information Commissioner is also notified; and
- all security breaches, incidents or issues are reviewed and additional controls put in place.

Poor governance and lack of integrity

The Directorate maintains a range of committees to provide regular oversight of operations. These committees include the Executive Governance Committee and its subcommittees, comprising:

- Work Health and Safety Sub-Committee;
- Digital Strategy Sub-Committee;
- Security and Emergency Management Sub-Committee;
- Education Evaluation Sub-Committee;
- Planning Sub-Committee;
- Workforce Sub-Committee; and
- Finance Sub-Committee.

The Education Support Office supports schools to assess and manage risks at the school level and provides oversight and assurance through provision of compliance checklist tools and an annual program of school audits.

Probity and procurement processes across the ACT Government have been an area of focus for the ACT Audit Office, with two recent performance audits focussing on the use of procurement exemptions and demonstration of value for money across whole of government and the Campbell Primary School Modernisation Project Procurement.

The Directorate is actively contributing to a whole of government procurement reform program and is working closely with Procurement ACT to ensure the Directorate's processes and practices reflect best practice and continue to be consistent with the Procurement Framework. In June 2022, procurement training was provided to Directorate executive staff.

The Directorate's Senior Executive Responsible for Business Integrity Risk (SERBIR) actively champions fraud and corruption prevention across the Directorate and pursues awareness raising opportunities for staff. A new series of Integrity Matters articles were launched by the Directorate in early 2022 covering topics such as information and data security and probity in procurement.

Accounting Standards - Changes

All Australian Accounting Standards and Interpretations issued, but yet to be applied, are either not relevant to the Directorate or have been assessed as having an immaterial financial impact on the Directorate.

These standards and interpretations are applicable to future reporting periods. The Directorate does not intend to adopt these standards and interpretations early, with the exception of the change to *AASB 101 Presentation of Financial Statements* resulting from *AASB 2021/2 Amendments to Australian Accounting Standards – Disclosure to Accounting Policies and Definitions of Accounting Policies and Definition of Accounting Estimates*.

This change requires the Directorate to disclose its material accounting policy information rather than its significant accounting policies. For all other Australian Accounting Standards issued but yet to be applied, they will be adopted from their application date.

COVID-19 Pandemic – Impact on the Directorate's 2021-22 Financial Performance

The Directorate's 2021-22 operations continued to be significantly impacted by the COVID-19 pandemic. To manage the operational impact of the pandemic on ACT schools, the Directorate received additional funding provided through:

- budget initiative funding to provide additional support to schools and the community for increased cleaning and cleaning supplies;
- access to the ACT Government COVID-19 Response Fund to provide additional support to schools including masks and sanitisers for students and staff, support for additional temporary and casual staffing, along with operational funding related to initiatives to provide additional shade structures and improved ventilation in schools; and
- funding from the Australian Government through the COVID-19 National Partnership Agreement to support schools and the community for increased cleaning and cleaning supplies required in schools during 2021-22.

While the operational impact on the Directorate resulting from the COVID-19 pandemic has been significant, the impact on the financial performance has not materially impacted the 2021-22 financial statements. As the Directorate is primarily government funded, the COVID-19 pandemic is not expected to have a material impact on future financial performance.

Directorate Financial Performance

The Directorate managed its operations within the 2021-22 budgeted appropriation including additional funding provided through a Treasurer's Advance, primarily associated with funding for pay increases associated with teaching, administrative and other staff enterprise agreements and associated superannuation costs, salary costs due to enrolment increases in public schools, as well as costs associated with the COVID-19 pandemic for the continuation of temporary and casual employees. Original Budgets presented in the Management Discussion and Analysis reflect amounts presented in the Directorate's 2021-22 Budget Papers.

The table below provides a summary of the financial operations based on the audited financial statements for 2020-21 and 2021-22.

Table 55: Net Cost of Services

	Actual 2021-22 \$m	Original Budget 2021-22 \$m	Actual 2020-21 \$m
Net Cost of Services			
Total expenditure	998.4	1,017.0	965.3
Total own source revenue ¹	62.9	56.0	49.8
Net cost of services	935.5	961.0	915.5

¹Relates to Total Revenue excluding Controlled Recurrent Payments.

Net Cost of Services

The Directorate's net cost of services for 2021-22 of \$935.5 million was \$25.5 million or 2.7 per cent lower than the 2021-22 original budget of \$961.0 million. The variance was primarily related to lower than anticipated school related expenditures on activities such as excursions, camps, and other student enrichment activities due to COVID-19 related restrictions, and reduced revenue associated with the COVID-19 pandemic including lower international student revenue and lower revenue from hire of facilities. This was offset by increased expenditure relating to management of COVID-19 in schools as indicated under 'COVID-19 pandemic – Impact on the Directorate's 2021-22 Financial Performance' on page 167, along with increased wage and salary and superannuation expenses associated with teaching, administrative and other staff enterprise agreement increases.

In comparison to 2020-21, the net cost of services in 2021-22 increased by \$20.0 million or 2.2 per cent. The net increase is primarily due to additional employee expenses associated with staff wage and salary increases in line with enterprise agreements, increased superannuation expenses, and additional costs and reduced revenue associated with the impact of the COVID-19 pandemic.

Operating Result

In 2021-22, the operating deficit for the Directorate was \$42.0 million and was \$42.1 million or 50.0 per cent less than the original budget deficit of \$84.1 million. The variance was primarily due to lower than anticipated school related expenditures on activities such as excursions, camps, and other student enrichment activities due to COVID-19 related restrictions, along with delayed implementation of a number of programs due to COVID-19. Rollovers of any unspent appropriation will be sought by the Directorate, primarily associated with the Future of Education Equity Fund, Three-Year Old Preschool and a Village for Every Child.

Table 56: Line item explanation of significant variances from the original budget – Operating Statement

	Actual 2021-22 \$m ⁽¹⁾	Original Budget 2021-22 \$m ⁽¹⁾	Variance \$m ⁽¹⁾
Variance from Budget			
Income			
Revenue			
Controlled Recurrent Payments ⁽²⁾	884.3	876.9	7.4
Sale of Goods and Services from Contracts with Customers ⁽³⁾	34.0	18.9	15.1
Interest Revenue ⁽⁴⁾	0.6	1.4	(0.8)
Grants and Contributions Revenue ⁽⁵⁾	25.9	33.2	(7.2)
Other Revenue	2.4	2.5	(0.1)
Total Revenue	947.2	932.9	14.3
Gains			
Other Gains ⁽⁶⁾	9.2	-	9.2
Total Gains	9.2	-	9.2
Total Income	956.4	932.9	23.5

Table 57: Line item explanation of significant variances from the original budget – Operating Statement (continued)

Variance from Budget	Actual	Original Budget	Variance
	2021-22	2021-22	
	\$m ⁽¹⁾	\$m ⁽¹⁾	\$m ⁽¹⁾
Expenses			
Employee Expenses ⁽⁷⁾	675.0	658.7	16.3
Superannuation Expenses	110.0	104.7	5.2
Supplies and Services ⁽⁸⁾	83.2	91.5	(8.2)
Depreciation and Amortisation	78.5	82.5	(4.0)
Grants and Purchased Services ⁽⁹⁾	3.7	9.3	(5.6)
Borrowing Costs	0.0	0.4	(0.4)
School and Other Expenses ⁽¹⁰⁾	48.0	70.0	(22.0)
Total Expenses	998.4	1,017.0	(18.6)
Operating Result	(42.0)	(84.1)	42.1
Total Comprehensive Result	(42.0)	(84.1)	42.1

Notes:

1. Figures may not add due to rounding.
2. The higher than budgeted Controlled Recurrent Payments primarily relates to additional funding provided through Treasurer's Advance for increased wage and salary and associated superannuation costs relating to current enterprise agreement increases.
3. The higher than budgeted amount for Sale of Goods and Services from Contracts with Customers relates to provision of additional funding from Government through the COVID-19 Response fund.
4. The lower than budgeted Interest received relates to lower interest received on school cash balances.
5. The lower than budgeted Grants and Contributions Revenue mainly relates to the reduced number of school excursions, camps, and other student enrichment activities due to COVID-19 restrictions.
6. The increase is associated with land transfer from the ACT Government to accommodate Kenny High School and Taylor High School.
7. Higher than budgeted employee expenditure primarily related to the Directorate's response to the management of COVID-19 in schools.
8. The lower than budgeted supplies and services expenditure mainly relates to asset purchases.

9. The reduction against budget mainly relates to timing of grant payments, with rollovers for funding to 2022-23 to be actioned.

10. The lower than budgeted Schools and Other Expenditure primarily relates to reduced expenditure associated with school excursions, camps, and other school enrichment activities due to COVID-19 restrictions.

Total Revenue

Components of Revenue

The Directorate’s revenue for 2021-22 totalled \$947.2 million. The main source of revenue for the Directorate is Controlled Recurrent Payments.

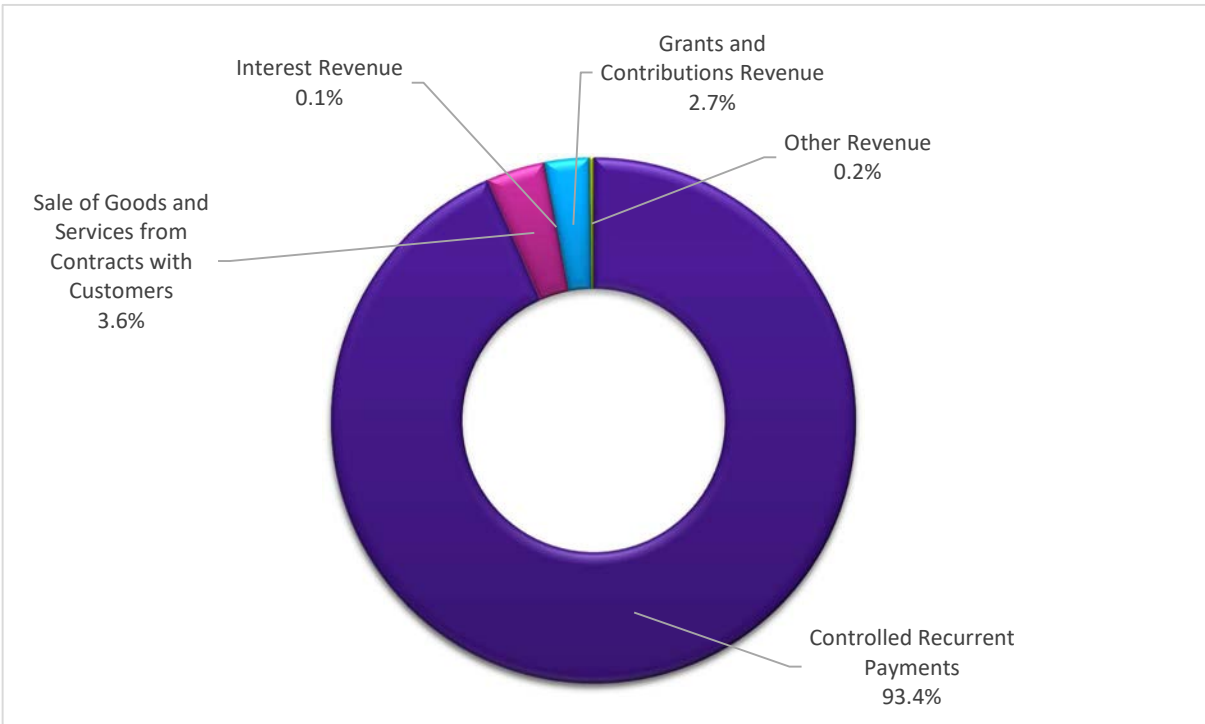


Figure 14: Components of Revenue 2021-22

Source: Education Directorate 2021-22 Financial Statements

The Directorate’s revenue for 2021-22 was \$14.3 million or 1.5 per cent higher than the original budget (\$932.9 million), which is materially in line with budget. The increase against budget primarily relates to additional funding provided through a Treasurer’s Advance for superannuation costs and the workers compensation premium as well as funding from Government through the COVID-19 Response fund. These increases were partially offset by lower than budgeted ‘Grants and Contributions Revenue’ relating to the reduced number of school excursions, camps, and other activities due to COVID-19 restrictions.

In comparison to the 2020-21 actual, revenue increased by \$64.6 million or 7.3 per cent. The increased revenue from 2020-21 is primarily due to additional funding received for increased salaries and wages associated with staff enterprise agreements, Commonwealth grants and funding related to new initiatives. The Directorate also received additional revenue to support the management of COVID-19 in ACT schools through access to the Government’s COVID-19 Response fund.

Total Expenses

Components of Expenses

Expenses for the Directorate totalled \$998.4 million for 2021-22. As shown in Figure 15, the main component of expenses is employee expenses, including superannuation.

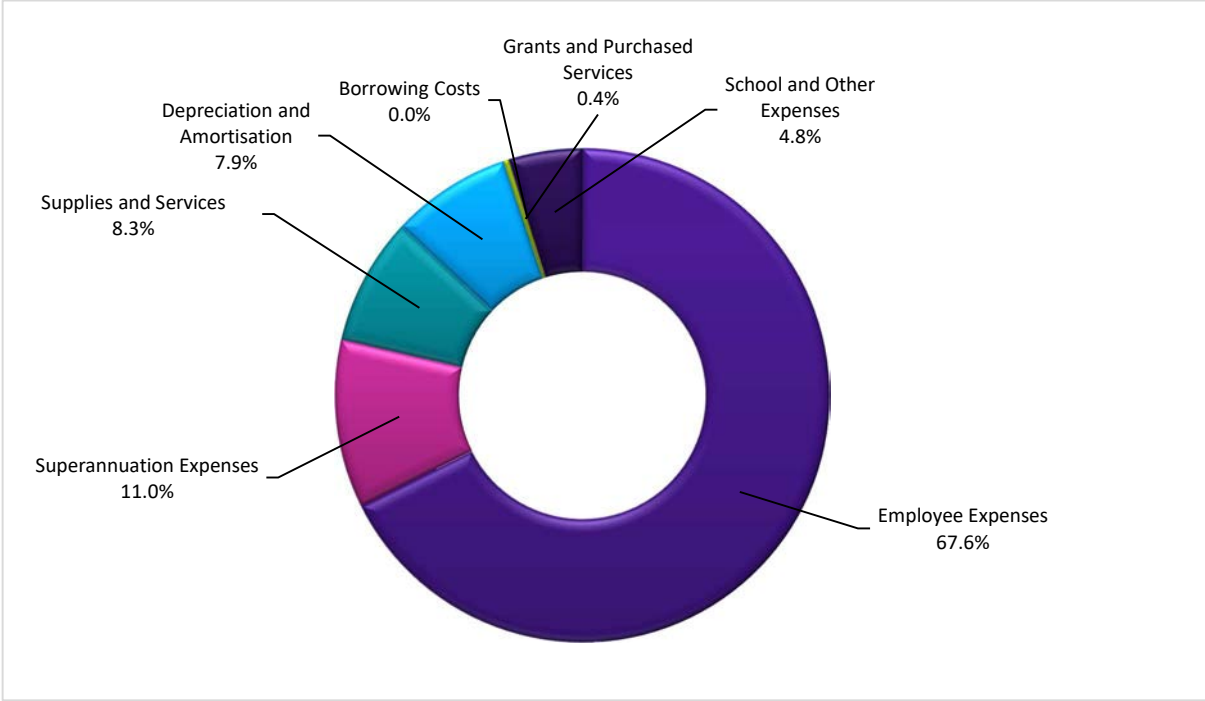


Figure 15: Components of Expenditure 2021-22

Source: Education Directorate 2021-22 Financial Statements

In 2021-22, total expenses were \$18.6 million or 1.8 per cent lower than the original budget of \$1,017.0 million. The variance is primarily due to wage increases in line with staff enterprise agreements, offset by lower than budgeted expenditure related to school activities such as school excursions, camps and other school enrichment activities due to COVID-19 restrictions, and timing of grant payments related to initiatives which will occur in 2022-23.

Total expenses were \$33.1 million or 3.4 per cent higher than 2020-21 (\$965.3 million). The increase is primarily due to additional employee expenses associated with staff wage and salary increases in line with staff enterprise agreements, and associated higher superannuation expenses, an increase in school based support staff numbers to meet student need, and expenditure associated with the Directorate’s response to the management of COVID-19 in schools, offset by movement in annual leave and long service leave provision due to revised present value factor.

Financial Position

Components of Total Assets

The Directorate held most of its assets in property, plant and equipment including capital works in progress.

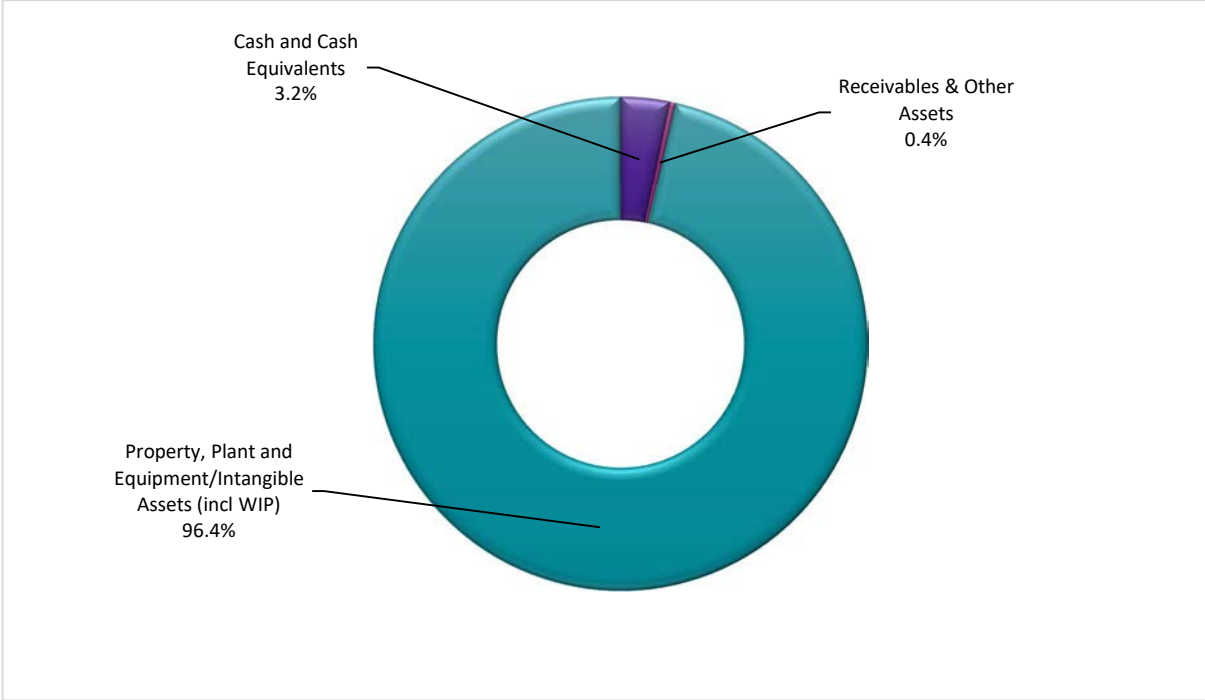


Figure 16: Total Assets at 30 June 2022

Source: Education Directorate 2021-22 Financial Statements

Comparison to 2021-22 Budget and Prior Year Actual

At 30 June 2022, the Directorate’s assets totalled \$2.35 billion, which was \$4.0 million or 0.2 per cent higher than the original budget, which is immaterial. The increase in cash and cash equivalents related to funds held for specific capital projects, funds held for recurrent programs including international students as well as the timing of payments. The increase in property, plant and equipment is mainly due to land transfers to the Directorate for construction of new schools.

In comparison to 30 June 2021, total assets increased by \$100.9 million or 4.5 per cent primarily due to increased cash holdings related to funds held for specific capital projects, funds held for recurrent programs including international students as well as the timing of payments, as well as increased property, plant and equipment primarily related to land transferred to the Directorate for the construction of new schools.

Financial Position

Components of Total Liabilities

The Directorate’s liabilities comprised primarily employee benefits.

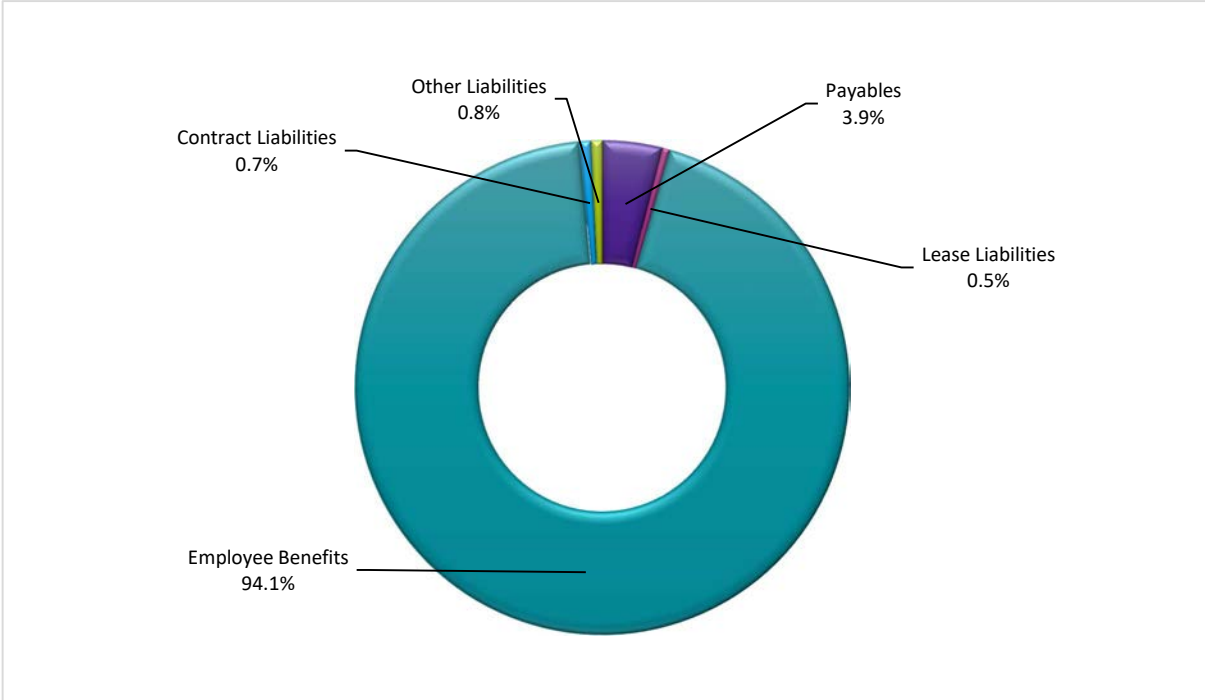


Figure 17: Total Liabilities at 30 June 2022

Source: Education Directorate’s 2021-22 Financial Statements

At 30 June 2022, the Directorate’s liabilities totalled \$226.3 million. This was \$7.1 million or 3.1 per cent lower than the original budget of \$233.42 million, which is immaterial. The variance is primarily due to lower than budgeted accruals related to capital works projects.

In comparison to 30 June 2021, total liabilities decreased by \$4.7 million or 2.0 per cent. Explanation of this variance is similar to the explanation outlined above for 2020-21 actual results against the 2020-21 original budget.

Current Assets to Current Liabilities

At 30 June 2022, the Directorate’s current assets (\$83.8 million) were lower than its current liabilities (\$207.3 million). The Directorate does not consider this as a liquidity risk as working capital needs are funded through appropriation from the ACT Government on a cash needs basis.

The Directorate’s current liabilities primarily relate to employee benefits, and while the majority are classified under a legal entitlement as current, the estimated amount payable within 12 months is significantly lower and can be met with current assets. In addition, in the event of high termination levels requiring significant payment for leave balances, the Directorate is able to meet its obligations by seeking additional appropriation under Section 16A of the *Financial Management Act 1996*.

Table 58: Line item explanation of significant variances from the original budget - Balance Sheet

Variance from Budget	Actual	Original Budget	Variance
	2021-22	2021-22	
	\$m ⁽¹⁾	\$m ⁽¹⁾	\$m ⁽¹⁾
Current Assets			
Cash and Cash Equivalents ⁽²⁾	75.1	58.1	17.0
Receivables	5.7	5.5	0.2
Other Assets	3.0	3.1	(0.1)
Total Current Assets	83.8	66.7	17.1
Non-Current Assets			
Property, Plant and Equipment ⁽³⁾	2,208.5	2,200.8	7.7
Intangible Assets	7.8	9.7	(1.9)
Capital Works in Progress ⁽⁴⁾	50.7	69.7	(18.9)
Total Non-Current Assets	2,267.1	2,280.2	(13.1)
Total Assets	2,350.9	2,346.9	4.0
Current Liabilities			
Payables ⁵	8.8	16.8	(8.0)
Contract Liabilities	1.6	-	1.6
Lease Liabilities	0.5	0.4	0.1
Employee Benefits	196.0	194.5	1.5
Other Liabilities	0.3	2.1	(1.8)
Total Current Liabilities	207.3	213.9	(6.6)
Non-Current Liabilities			
Lease Liabilities	0.6	0.8	(0.2)

Employee Benefits	16.9	17.9	(1.0)
Other Liabilities	1.4	0.9	0.5
Total Non-Current Liabilities	19.0	19.5	(0.5)
Total Liabilities	226.3	233.4	(7.1)

Notes:

1. Figures may not add due to rounding.
2. Increase primarily relates to funds held for specific capital projects, funds held for recurrent programs including international students as well as the timing of payments.
3. Increase primarily relates to transfer of land to the Directorate for construction of new schools at East Gungahlin 7-10 School in Kenny and the expansion of Taylor High School along with capitalised new school (Throsby Primary School) offset by annual depreciation expense.
4. Decrease primarily relates to capitalisation of completed capital works projects including More Schools, Better Schools - Delivering Molonglo P-10, Amaroo School Senior Campus Expansion, Delivering a New Primary School at Throsby, Expanding Franklin Early Childhood School, More Schools, Better Schools - Campbell Primary School Modernisation and Support our School System - Improving ICT project.
5. Decrease primarily relates to lower than budgeted capital works accruals due to timing of works being completed and invoiced during the 2021-22 financial year.

Territorial Statement of Revenue and Expenses

Territorial Revenue

Total income received included revenue for expenses on behalf of the Territory, primarily for the provision of grants to non-government schools.

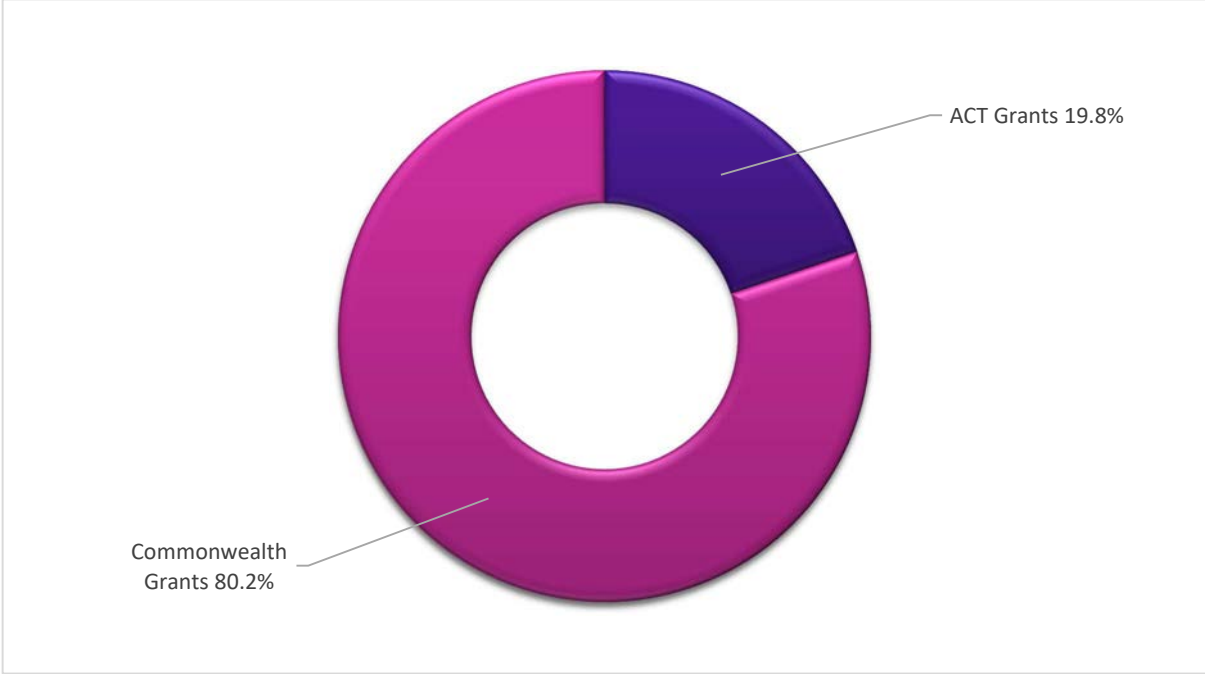


Figure 18: Sources of Territorial revenue

Source: Education Directorate's 2021-22 Financial Statements

Territorial revenue is mainly comprised of funding for non-government schools from the Commonwealth and ACT Government.

Territorial revenue totalled \$336.3 million in 2021-22, which was \$7.9 million or 2.4 per cent higher than original budget of \$328.4 million. The increase from original budget primarily relates to increased funding associated with Commonwealth Government Quality Schools grants in line with the *National School Reform Agreement: Australian Capital Territory Bilateral Agreement*.

When compared to the same period last year, total revenue increased by \$16.1 million or 5.0 per cent. The increase from 2020-21 primarily relates to increased funding associated with Commonwealth Government Quality Schools grants in line with the *National School Reform Agreement*, as well as the impact of decreased funding in 2020-21 due to the Commonwealth pre-paying some non-government school grants in 2019-20 due to the COVID-19 pandemic.

For 2021-22, Territorial expenditure matched revenue received as the funding relates to grants provided, by the Directorate, primarily to non-government schools for general assistance or for a particular purpose and are usually subject to terms and conditions set out in Deeds of Grant, Services Agreements, or by legislation. Explanation of variances to 2021-22 original budget and 2020-21 actual results are in line with those provided for revenue, above.

For more information contact:

Chief Finance Officer, Strategic Finance and Procurement

Telephone: (02) 6207 9395

**Financial Statements
of
Education Directorate**

**For the Year Ended
30 June 2022**

INDEPENDENT AUDITOR'S REPORT

To the Members of the ACT Legislative Assembly

Opinion

I have audited the financial statements of the Education Directorate (Directorate) for the year ended 30 June 2022 which comprise the:

- Controlled financial statements – operating statement, balance sheet, statement of changes in equity, cash flow statement and statement of appropriation;
- Territorial financial statements – statement of income and expenses on behalf of the Territory, statement of assets and liabilities on behalf of the Territory, cash flow statement on behalf of the Territory and Territorial statement of appropriation; and
- Notes to the financial statements, including a summary of significant accounting policies.

In my opinion, the financial statements:

- (i) present fairly, in all material respects, the Directorate's financial position as at 30 June 2022, and its financial performance and cash flows for the year then ended; and
- (ii) are presented in accordance with the *Financial Management Act 1996* and comply with Australian Accounting Standards.

Basis for opinion

I conducted the audit in accordance with the Australian Auditing Standards. My responsibilities under the standards are further described in the 'Auditor's responsibilities for the audit of the financial statements' section of this report.

I am independent of the Directorate in accordance with the ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 *Code of Ethics for Professional Accountants (including Independence Standards)* (the Code). I have also fulfilled my other ethical responsibilities in accordance with the Code.

I believe that the audit evidence obtained is sufficient and appropriate to provide a basis for my opinion.

Responsibilities of the Directorate for the financial statements

The Director-General is responsible for:

- preparing and fairly presenting the financial statements in accordance with the *Financial Management Act 1996*, and relevant Australian Accounting Standards;
- determining the internal controls necessary for the preparation and fair presentation of the financial statements so that they are free from material misstatements, whether due to error or fraud; and
- assessing the ability of the Directorate to continue as a going concern and disclosing, as applicable, matters relating to going concern and using the going concern basis of accounting in preparing the financial statements.

Level 4, Nara Centre, 3 Constitution Avenue Canberra ACT 2601 PO Box 275 Civic Square ACT 2608

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Auditor's responsibilities for the audit of the financial statements

Under the *Financial Management Act 1996*, I am responsible for issuing an audit report that includes an independent opinion on the financial statements of the Directorate.

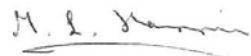
My objective is to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements.

As part of an audit in accordance with Australian Auditing Standards, I exercise professional judgement and maintain professional scepticism throughout the audit. I also:

- identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal controls;
- obtain an understanding of internal controls relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for expressing an opinion on the effectiveness of the Directorate's internal controls;
- evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Directorate;
- conclude on the appropriateness of the Directorate's use of the going concern basis of accounting and, based on audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Directorate's ability to continue as a going concern. If I conclude that a material uncertainty exists, I am required to draw attention in this report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify my opinion. I base my conclusions on the audit evidence obtained up to the date of this report. However, future events or conditions may cause the Directorate to cease to continue as a going concern; and
- evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether they represent the underlying transactions and events in a manner that achieves fair presentation.

I communicate with the Director-General regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during my audit.

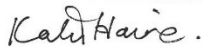


Michael Harris
Auditor-General
26 September 2022

**EDUCATION DIRECTORATE
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2022**

Statement of Responsibility

In my opinion, the Directorate's financial statements fairly reflect the financial operations for the year ended 30 June 2022 and its financial position on that date.



Katy Haire
Director-General
Education Directorate
21 September 2022

**EDUCATION DIRECTORATE
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2022**

Statement by the Chief Finance Officer

In my opinion, the Directorate's financial statements have been prepared in accordance with the Australian Accounting Standards, are in agreement with its accounts and records and fairly reflect its financial operations for the year ended 30 June 2022 and the financial position on that date.



Ian Turnbull
Chief Finance Officer
Education Directorate
21 September 2022

EDUCATION DIRECTORATE

CONTROLLED FINANCIAL STATEMENTS

FOR THE YEAR ENDED
30 JUNE 2022

EDUCATION DIRECTORATE CONTENT OF CONTROLLED FINANCIAL STATEMENTS

	Page
Financial Statements	
Operating Statement	187
Balance Sheet	188
Statement of Changes in Equity	189
Statement of Cash Flows	191
Statement of Appropriation	192
Operating Statement for Output Class 1 – Public School Education	193
Operating Statement for Output Class 2 – Non-Government Education	194
Disaggregated Disclosure of Assets and Liabilities	195
Overview Notes	
Note 1 Objectives of the Directorate	197
Note 2 Basis of Preparation of the Financial Statements	197
Note 3 Impact of Accounting Standards Issued But Yet to be Applied	199
Note 4 Change in Accounting Policy and Accounting Estimates	200
Income Notes	
Note 5 Sale of Goods and Services from Contracts with Customers	202
Note 6 Grants and Contributions Revenue	203
Note 7 Other Gains	204
Expense Notes	
Note 8 Employee and Superannuation Expenses	204
Note 9 Supplies and Services	206
Note 10 School and Other Expenses	207
Asset	
Note 11 Cash and Cash Equivalents	208
Note 12 Receivables	210
Note 13 Property, Plant and Equipment	212
Note 14 Intangible Assets	220
Note 15 Capital Works in Progress	221
Liability Notes	
Note 16 Payables and Contract Liabilities	222
Note 17 Lease Liabilities	224
Note 18 Employee Benefits	226
Note 19 Other Liabilities	228
Other Notes	
Note 20 Financial Instruments	229
Note 21 Capital and Other Expenditure Commitments	234
Note 22 Contingent Liabilities	235
Note 23 Interest in a Joint Operation	235
Note 24 Related Party Disclosures	236
Note 25 Budgetary Reporting	238

**EDUCATION DIRECTORATE
OPERATING STATEMENT
FOR THE YEAR ENDED 30 JUNE 2022**

	Note No.	Actual 2022 \$'000	Original Budget 2022 \$'000	Actual 2021 \$'000
Income				
<i>Revenue</i>				
Controlled Recurrent Payments	#	884 335	876 911	832 854
Sales of Goods and Services from Contracts with Customers	5	34 044	18 909	24 110
Investment Revenue		566	1 396	585
Grants and Contributions Revenue	6	25 935	33 178	23 481
Other Revenue		2 355	2 510	1 652
Total Revenue		947 235	932 904	882 682
<i>Gains</i>				
Other Gains	7	9 200	-	7 008
Total Gains		9 200	-	7 008
Total Income		956 435	932 904	889 690
Expenses				
Employee Expenses	8	674 999	658 700	654 208
Superannuation Expenses	8	109 957	104 714	101 370
Supplies and Services	9	83 241	91 485	79 048
Depreciation and Amortisation		78 480	82 474	74 824
Grants and Purchased Services		3 728	9 321	2 956
Borrowing Costs		41	393	53
School and Other Expenses	10	47 982	69 951	52 828
Total Expenses		998 428	1 017 038	965 287
Operating Result		(41 993)	(84 134)	(75 597)
Total Comprehensive Income		(41 993)	(84 134)	(75 597)

The above Operating Statement should be read in conjunction with the accompanying notes.

Refer to the Statement of Appropriation.

**EDUCATION DIRECTORATE
BALANCE SHEET
FOR THE YEAR ENDED 30 JUNE 2022**

	Note No.	Actual 2022 \$'000	Original Budget 2022 \$'000	Actual 2021 \$'000
Current Assets				
Cash and Cash Equivalents	11	75 134	58 054	58 030
Receivables	12	5 712	5 491	5 493
Other Assets		2 974	3 137	3 138
Total Current Assets		83 820	66 682	66 661
Non-Current Assets				
Property, Plant and Equipment	13	2 208 529	2 200 840	2 092 634
Intangible Assets	14	7 818	9 708	10 415
Capital Works in Progress	15	50 747	69 696	80 279
Total Non-Current Assets		2 267 094	2 280 244	2 183 328
Total Assets		2 350 914	2 346 926	2 249 989
Current Liabilities				
Payables	16	8 824	16 826	16 426
Contract Liabilities	16	1 645	-	2 109
Lease Liabilities	17	521	449	576
Employee Benefits	18	197 805	194 503	191 213
Other Liabilities	19	300	2 118	410
Total Current Liabilities		209 095	213 896	210 734
Non-Current Liabilities				
Lease Liabilities	17	636	762	997
Employee Benefits	18	15 145	17 861	17 576
Borrowings	19	1 274	768	1,540
Other Liabilities	19	136	136	136
Total Non-Current Liabilities		17 191	19 527	20 249
Total Liabilities		226 286	233 423	230 983
Net Assets		2 124 628	2 113 503	2 019 006
Equity				
Accumulated Funds		1 012 549	1 001 424	906 927
Asset Revaluation Surplus		1 112 079	1 112 079	1 112 079
Total Equity		2 124 628	2 113 503	2 019 006

The above Balance Sheet should be read in conjunction with the accompanying notes.

**EDUCATION DIRECTORATE
STATEMENT OF CHANGES IN EQUITY
FOR THE YEAR ENDED 30 JUNE 2022**

	Accumulated Funds Actual 2022 \$'000	Asset Revaluation Surplus Actual 2022 \$'000	Total Equity Actual 2022 \$'000	Original Budget 2022 \$'000
Balance at 1 July 2021	906 927	1 112 079	2 019 006	2 019 006
Comprehensive Income				
Operating Result	(41 993)	-	(41 993)	(84 134)
Total Comprehensive Income	(41 993)	-	(41 993)	(84 134)
Transactions Involving Owners Affecting Accumulated Funds				
Capital Injections	147 615	-	147 615	178 631
Total Transactions Involving Owners Affecting Accumulated Funds	147 615	-	147 615	178 631
Balance at 30 June 2022	1 012 549	1 112 079	2 124 628	2 113 503

The above Statement of Changes in Equity should be read in conjunction with the accompanying notes.

**EDUCATION DIRECTORATE
STATEMENT OF CHANGES IN EQUITY – CONTINUED
FOR THE YEAR ENDED 30 JUNE 2022**

	Accumulated Funds Actual 2021 \$'000	Asset Revaluation Surplus Actual 2021 \$'000	Total Equity Actual 2021 \$'000
Balance at 1 July 2020	855 871	1 112 079	1 967 950
Comprehensive Income			
Operating Result	(75 597)	-	(75 597)
Total Comprehensive Income	(75 597)	-	(75 597)
Transactions Involving Owners Affecting Accumulated Funds			
Capital Injections	126 653	-	126 653
Total Transactions Involving Owners Affecting Accumulated Funds	126 653	-	126 653
Balance at 30 June 2021	906 927	1 112 079	2 019 006

The above Statement of Changes in Equity should be read in conjunction with the accompanying notes.

**EDUCATION DIRECTORATE
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED 30 JUNE 2022**

	Note No.	Actual 2022 \$'000	Original Budget 2022 \$'000	Actual 2021 \$'000
Cash Flows from Operating Activities				
Receipts				
Controlled Recurrent Payments		884 335	876 911	832 854
Sales of Goods and Services from Contracts with Customers		34 346	18 909	22 472
Interest Received		566	1 396	585
Schools and Other		17 130	26 754	17 973
Goods and Services Tax Received		21 516	17 540	19 584
Total Receipts from Operating Activities		957 893	941 510	893 468
Payments				
Employees		671 740	655 128	640 961
Superannuation		109 445	104 714	100 770
Supplies and Services		73 515	82 551	76 975
Grants and Purchased Services		3 729	9 321	2 956
Schools and Other		48 682	69 852	52 488
Borrowing Costs		41	15	53
Goods and Services Tax Paid		20 815	17 540	18 996
Total Payments from Operating Activities		927 967	939 121	893 199
Net Cash Inflows from Operating Activities¹	11	29 926	2 389	269
Cash Flows from Investing Activities				
Receipts				
Proceeds from the Sale of Property, Plant and Equipment		45	-	8
Total Receipts from Investing Activities		45	-	8
Payments				
Purchase of Property, Plant and Equipment and Intangibles		159 600	179 846	122 325
Total Payment from Investing Activities		159 600	179 846	122 325
Net Cash (Outflows) from Investing Activities		(159 555)	(179 846)	(122 317)
Cash Flows from Financing Activities				
Receipts				
Capital Injections		147 615	178 631	126 653
Payments				
Repayment of Borrowings		882	1 150	1 023
Net Cash Inflows from Financing Activities		146 733	177 481	125 630
Net Increase in Cash and Cash Equivalents				
Held		17 104	24	3 582
Cash and Cash Equivalents at the Beginning of the Reporting Period		58 030	58 030	54 448
Cash and Cash Equivalents at the End of the Reporting Period	11	75 134	58 054	58 030

The above Statement of Cash Flows should be read in conjunction with the accompanying notes.

- The increase in net cash inflows from operating activities is mainly due to reduced school operational expenditure due to the COVID-19 Pandemic and capital funding received as revenue from the COVID-19 Response Fund.

**EDUCATION DIRECTORATE
CONTROLLED STATEMENT OF APPROPRIATION
FOR THE YEAR ENDED 30 JUNE 2022**

Description and Material Accounting Policies relating to Controlled Recurrent Payments

Controlled Recurrent Payments (CRP) are revenue received from the ACT Government to fund the costs of delivering outputs.

CRP is recognised when the Directorate gains control over the funding which is obtained upon the receipt of cash, given they do not contain enforceable and sufficiently specific performance obligations as defined by AASB 15.

Capital injection appropriations are not recognised as income, but instead are recognised as equity injections and a cash inflow which is used to purchase/build assets or to reduce liabilities.

Column Heading Explanations

The *Original Budget* column shows the amounts that appear in the Statement of Cash Flows in the Budget Papers. This amount also appears in the Statement of Cash Flows. The *Total Appropriated* column is inclusive of all appropriation variations occurring after the Original Budget. The *Appropriation Drawn* is the total amount of appropriation received by the Directorate during the year. This amount appears in the Statement of Cash Flows.

	Original Budget 2022 \$'000	Total Appropriated 2022 \$'000	Total Appropriation Drawn 2022 \$'000	Appropriation Drawn 2021 \$'000
Controlled				
Controlled Recurrent Payments	876 911	891 265	884 335	832 854
Capital Injections	178 631	178 631	147 615	126 653
Total Controlled Appropriation	1 055 542	1 069 896	1 031 950	959 507

Variances between 'Original Budget' and 'Total Appropriated'

Controlled Recurrent Payments

The difference between the Original Budget and Total Appropriated related to a Treasurer's Advance for increased costs associated with students with additional needs and increased superannuation costs (\$9.937 million) and increased Commonwealth Government grants (\$4.417 million) for ACT public schools.

Capital Injection

The difference between the Original Budget (\$178.631 million) and the total appropriated (\$178.631 million) was nil.

Variances between 'Total Appropriated' and 'Appropriated Drawn'

Controlled Recurrent Payments

The difference between the Total Appropriated and Appropriation Drawn mainly related to the transfer of funds into 2022-23 (\$6.689 million) including Future of Education Equity Fund (\$1.939 million) due to delays in procurement of an online grants management system, Three-Year-Old Preschool (\$1.500 million) and a Village for Every Child (\$0.926 million).

Capital Injection

The difference between the Total Appropriated and the Appropriation Drawn was due to cash re-profiling in the capital works program including School Maintenance and Infrastructure Upgrades (\$16.877 million) due to the impact of the COVID-19 lockdown, New and Expanded Schools - Increasing School Capacity (\$6.990 million) due to delays in supplies associated with COVID-19, and New and Expanded Schools - Expansion of Margaret Hendry School and New Taylor High School (\$6.790 million) due to delays in finalisation of procurement.

**EDUCATION DIRECTORATE
OPERATING STATEMENT FOR OUTPUT CLASS 1 - PUBLIC SCHOOL EDUCATION
FOR THE YEAR ENDED 30 JUNE 2022**

Description

This output contributes to the provision of preschool, primary, high, secondary and specialist school education in public schools to all enrolled students, and regulation of education and care services.

	Actual 2022 \$'000	Original Budget 2022 \$'000	Actual 2021 \$'000
Income			
<i>Revenue</i>			
Controlled Recurrent Payments	881 381	872 426	829 826
Sale of Goods and Services from Contracts with Customers	33 932	18 876	23 727
Investment Revenue	563	1 395	581
Grants and Contributions	25 931	33 161	23 478
Other Revenue	2 072	2 083	1 370
<i>Total Revenue</i>	<u>943 879</u>	<u>927 941</u>	<u>878 982</u>
<i>Gains</i>			
Other Gains	9 200	-	7 008
<i>Total Gains</i>	<u>9 200</u>	<u>-</u>	<u>7 008</u>
Total Income	<u>953 079</u>	<u>927 941</u>	<u>885 990</u>
Expenses			
Employee Expenses	673 802	656 993	652 914
Superannuation Expenses	109 762	104 392	101 169
Supplies and Services	82 353	89 994	78 019
Depreciation and Amortisation	78 385	82 265	74 729
Grants and Purchased Services	2 795	7 878	1 914
Borrowing Costs	41	393	53
Schools and Other Expenses	47 957	69 951	52 602
Total Expenses	<u>995 095</u>	<u>1 011 866</u>	<u>961 400</u>
Operating Result	<u>(42 016)</u>	<u>(83 925)</u>	<u>(75 410)</u>

**EDUCATION DIRECTORATE
OPERATING STATEMENT FOR OUTPUT CLASS 2 – NON-GOVERNMENT
EDUCATION
FOR THE YEAR ENDED 30 JUNE 2022**

Description

This output contributes to the maintenance of standards in non-government schools and home education through compliance and registration, accreditation and certification of senior secondary courses, support and liaison with the non-government sector, administration and payment of Commonwealth Government and Territory grants for the non-government sector and the conduct of an annual non-government schools census.

	Actual 2022 \$'000	Original Budget 2022 \$'000	Actual 2021 \$'000
Income			
<i>Revenue</i>			
Controlled Recurrent Payments	2 954	4 485	3 028
Sale of Goods and Services from Contracts with Customers	112	33	383
Investment Revenue	3	1	4
Grants and Contributions	4	17	3
Other Revenue	283	427	282
<i>Total Revenue</i>	<u>3 356</u>	<u>4 963</u>	<u>3 700</u>
Total Income	<u>3 356</u>	<u>4 963</u>	<u>3 700</u>
Expenses			
Employee Expenses	1 197	1 707	1 294
Superannuation Expenses	195	322	201
Supplies and Services	888	1 491	1 029
Depreciation and Amortisation	95	209	95
Grants and Purchased Services	933	1 443	1 042
Other Expenses	25	-	226
Total Expenses	<u>3 333</u>	<u>5 172</u>	<u>3 887</u>
Operating Result	<u>23</u>	<u>(209)</u>	<u>(187)</u>

**EDUCATION DIRECTORATE
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2022**

DISAGGREGATED DISCLOSURE OF ASSETS AND LIABILITIES

Year Ended 30 June 2022

	Output Class 1 \$'000	Output Class 2 \$'000	Unallocated \$'000	Total \$'000
Current Assets				
Cash and Cash Equivalents	74 865	269	-	75 134
Receivables	5 664	48	-	5 712
Other Assets	2 955	19	-	2 974
Total Current Assets	83 484	336	-	83 820
Non-Current Assets				
Property, Plant and Equipment	2 205 842	2 687	-	2 208 529
Intangible Assets	7 708	110	-	7 818
Capital Works in Progress	50 685	62	-	50 747
Total Non-Current Assets	2 264 235	2 859	-	2 267 094
Total Assets	2 347 719	3 195	-	2 350 914
Current Liabilities				
Payables	8 797	27	-	8 824
Contract Liabilities	1 645	-	-	1 645
Lease Liabilities	520	1	-	521
Employee Benefits	195 695	348	-	196 043
Other Liabilities	300	-	-	300
Total Current Liabilities	206 957	376	-	207 333
Non-Current Liabilities				
Lease Liabilities	635	1	-	636
Employee Benefits	16 877	30	-	16 907
Other Liabilities	1 408	2	-	1 410
Total Non-Current Liabilities	18 920	33	-	18 953
Total Liabilities	225 877	409	-	226 286
Net Assets	2 121 842	2 786	-	2 124 628

**EDUCATION DIRECTORATE
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2022**

DISAGGREGATED DISCLOSURE OF ASSETS AND LIABILITIES – CONTINUED

Year Ended 30 June 2021

	Output Class 1 \$'000	Output Class 2 \$'000	Unallocated \$'000	Total \$'000
Current Assets				
Cash and Cash Equivalents ¹	56 915	380	735	58 030
Receivables	5 410	83	-	5 493
Other Assets	3 112	26	-	3 138
Total Current Assets	65 437	489	735	66 661
Non-Current Assets				
Property, Plant and Equipment	2 089 963	2 671	-	2 092 634
Intangible Assets	10 215	200	-	10 415
Capital Works in Progress	80 177	102	-	80 279
Total Non-Current Assets	2 180 355	2 973	-	2 183 328
Total Assets	2 245 792	3 462	735	2 249 989
Current Liabilities				
Payables	16 401	25	-	16 426
Contract Liabilities	2 109	-	-	2 109
Lease Liabilities	575	1	-	576
Employee Benefits	190 839	374	-	191 213
Other Liabilities	410	-	-	410
Total Current Liabilities	210 334	400	-	210 734
Non-Current Liabilities				
Lease Liabilities	995	2	-	997
Employee Benefits	17 541	35	-	17 576
Other Liabilities	1 674	2	-	1 676
Total Non-Current Liabilities	20 210	39	-	20 249
Total Liabilities	230 544	439	-	230 983
Net Assets	2 015 248	3 023	735	2 019 006

1. Some cash and cash equivalents have been included in the 'Unallocated' column above as components of the line item cannot be reliably attributed to the Directorate's output classes. As the amount in cash and cash equivalents held by the Directorate is comprised of a number of disparate components, no single allocation driver can be used to reliably attribute this asset class. The components include working capital, cash for un-presented cheques and for specific purpose payments.

**EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2022**

NOTE 1. OBJECTIVES OF THE DIRECTORATE

Operations and Principal Activities

The Directorate is a not-for-profit ACT Government entity (as profit is not its principal objective) that delivers education services to the ACT community. The Directorate is a leading learning organisation where our people are valued and work together to deliver high quality early childhood education and public school education in an accessible and inclusive environment.

The Directorate is dedicated to facilitating high quality and equitable education services across the ACT through:

- the provision of government learning institutions in the form of public preschools, primary, secondary and specialist schools and colleges;
- access to quality teaching, specialised learning programs and well-being supports for individual student needs;
- enrolment and support of international students; and
- the registration and regulation of home education, early childhood learning centres and non-government schools.

NOTE 2. BASIS OF PREPARATION OF THE FINANCIAL STATEMENTS

Legislative Requirement

The *Financial Management Act 1996* (FMA) requires the preparation of annual financial statements for ACT Government agencies.

The FMA and the Financial Management Guidelines issued under the FMA, requires the Directorate's financial statements to include:

- i. an Operating Statement for the year;
- ii. a Balance Sheet for the year;
- iii. a Statement of Changes in Equity for the year;
- iv. a Statement of Cash Flows for the year;
- v. a Statement of Appropriation for the year;
- vi. an Operating Statement for each class of output for the year;
- vii. significant accounting policies adopted for the year; and
- viii. other statements as are necessary to fairly reflect the financial operations of the Directorate during the year and its financial position at the end of the year.

These general-purpose financial statements have been prepared in accordance with:

- i. Australian Accounting Standards (as required by the FMA); and
- ii. ACT Accounting and Disclosure Policies.

EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2022

NOTE 2. BASIS OF PREPARATION OF THE FINANCIAL STATEMENTS – CONTINUED

Accrual Accounting

The financial statements have been prepared using the accrual basis of accounting. The financial statements have also been prepared according to the historical cost convention, except for non-current assets held in property, plant and equipment and financial instruments which were valued at fair value in accordance with the revaluation policies applicable to the Directorate during the reporting period.

Currency

These financial statements are presented in Australian dollars, which is the Directorate's functional currency.

Individual Not-For-Profit Reporting Entity

The Directorate is an individual not-for-profit reporting entity.

Controlled and Territorial Items

The Directorate produces Controlled and Territorial financial statements. The Controlled financial statements include income, expenses, assets and liabilities over which the Directorate has control. The Territorial financial statements include income, expenses, assets and liabilities that the Directorate administers on behalf of the ACT Government, but does not control.

The purpose of the distinction between Controlled and Territorial is to enable an assessment of the Directorate's performance against the decisions it has made in relation to the resources it controls, while maintaining accountability for all resources under its responsibility.

The basis of preparation described applies to both Controlled and Territorial financial statements except where specified otherwise.

Reporting Period

These financial statements state the financial performance, changes in equity and cash flows of the Directorate for the year ended 30 June 2022 together with the financial position of the Directorate as at 30 June 2022.

Comparative Figures

Budget Figures

To facilitate a comparison with the Budget Papers, as required by the FMA, budget information for 2021-2022 has been presented in the financial statements. Budget numbers in the financial statements are the original budget numbers that appear in the Budget Statements.

Prior Year Comparatives

Comparative information has been disclosed in respect of the previous period for amounts reported in the financial statements, except where an Australian Accounting Standard does not require comparative information to be disclosed.

Where the presentation or classification of items in the financial statements is amended, the comparative amounts have been reclassified where practical. Where a reclassification has occurred, the nature, amount and reason for the reclassification is provided.

EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2022

NOTE 2. BASIS OF PREPARATION OF THE FINANCIAL STATEMENTS – CONTINUED

Rounding

All amounts in the financial statements have been rounded to the nearest thousand dollars (\$'000). Use of "-" represents zero amounts or amounts rounded down to zero.

Going Concern

As at 30 June 2022, the Directorate's current assets are insufficient to meet its current liabilities. This is not considered a liquidity risk as its cash needs are funded through appropriation from the ACT Government on a cash-needs basis. In addition, the current liabilities balance relates primarily to leave liabilities which are not all expected to be paid within the next 12 months (refer Note 18 – Employee Benefits).

The Directorate's 2021-2022 financial statements have been prepared on a going concern basis as the ongoing functions and activities of the Directorate have been funded in 2021-2022 under section 7 of the FMA.

The 2022-2023 Budget, including forward estimates, for the Directorate, was presented in the Legislative Assembly on 2 August 2022.

COVID-19 Pandemic – Impact on the Directorate's 2021-2022 Financial Statements

The operational impact on the Directorate resulting from the COVID-19 Pandemic has been significant. However, since the commencement of the COVID-19 Pandemic the Directorate has been provided additional funding from the Territory to ensure the COVID-19 Pandemic is met with an effective operational response in schools and the education support office. Additional funding has been provided from the Commonwealth through the ACT Health Directorate for the COVID-19 Pandemic Cleaning Services National Partnership Agreement. The COVID-19-Pandemic has seen a decrease in international student numbers due to restrictions.

As the Directorate is primarily government funded, the COVID-19 Pandemic has not materially impacted the Directorate's 2021-2022 financial statements.

NOTE 3. IMPACT OF ACCOUNTING STANDARDS ISSUED BUT YET TO BE APPLIED

The information below applies to both the Controlled and Territorial financial statements.

All Australian Accounting Standards and Interpretations issued but yet to be applied are either not relevant to the Directorate or have been assessed as having an immaterial financial impact on the Directorate.

These standards and interpretations are applicable to future reporting periods. The Directorate does not intend to adopt these standards and interpretations early, with the exception of the change to AASB 101 resulting from *AASB 2021/2 Amendments to Australian Accounting Standards – Disclosure to Accounting Policies and Definitions of Accounting Policies and Definition of Accounting Estimates*. This change requires the Directorate to disclose its material accounting policy information rather than its significant accounting policies. For all other Australian Accounting Standards issued but yet to be applied, they will be adopted from their application date.

**EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2022**

NOTE 4. CHANGE IN ACCOUNTING POLICY AND ACCOUNTING ESTIMATES

The information below applies to both the Controlled and Territorial financial statements.

Changes in Accounting Policy

The Directorate has early adopted changes to AASB 101 resulting from *AASB 2021/2 Amendments to Australian Accounting Standards – Disclosure to Accounting Policies and Definition of Accounting Estimates*. References are now to ‘material’ accounting policies rather than ‘significant’ accounting policies in these financial statements.

Change in Accounting Estimates

As disclosed in Note 18 – Employee Benefits, annual leave and long service leave, including applicable on-costs that do not fall due in the next 12 months are measured at the present value of estimated payments to be made in respect of services provided by employees up to the reporting date. The present value of future payments is estimated from an assessment made by the Australian Government Actuary.

Last financial year (2020-2021) the rate used to estimate the present value of future long service leave and annual leave payments was 108.7% for long service leave and 100.2% for annual leave. The rate for 2021-2022 is 95.3% for long service leave and 101.8% for annual leave. As such the estimate of the long service leave and annual leave liabilities has changed. This change has resulted in a decrease in the estimate of the long service leave liability and expense in the current reporting period of approximately \$19.227 million and an increase to the estimate of the annual leave liability and expense in the current reporting period of approximately \$0.674 million.

**EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2022**

INCOME NOTES

Material Accounting Policies – Income

Income Recognition

The following material accounting policies relate to each income note unless stated otherwise in the individual note.

Revenue is recognised in accordance with *AASB 15 Revenue from Contracts with Customers* where the contract is enforceable and contains sufficiently specific performance obligations, otherwise revenue is in the scope of AASB 1058 Income of Not-for-Profit Entities.

AASB 15

The core principle of AASB 15 is that revenue is recognised on a basis that reflects the transfer of promised goods or services to customers at an amount that reflects the consideration the entity expects to receive in exchange for those goods or services. Revenue is recognised by applying a five step model as follows:

1. identify the contract with the customer;
2. identify the performance obligations;
3. determine the transaction price;
4. allocate the transaction price; and
5. recognise revenue as or when control of the performance obligation is transferred to the customer.

Generally, the timing of the payment for sale of goods and rendering of services corresponds closely to the timing of satisfaction of the performance obligations, however where there is a difference, it will result in the recognition of a receivable, contract asset or contract liability.

None of the revenue streams of the Directorate have any significant financing terms as there is less than twelve months between receipt of funds and satisfaction of performance obligations.

AASB 1058

Where revenue streams are in the scope of *AASB 1058*, the Directorate recognises the asset received (generally cash or other financial asset) at fair value, recognises any related amount (e.g. liability or equity) in accordance with an accounting standard and recognises revenue as the residual between the fair value of the asset and the related amount on receipt of the asset.

Description and Material Accounting Policies relating to the Sale of Goods and Services

The Directorate earns revenue from providing goods and services to other ACT Government agencies, private sector consumers and to the public. This revenue is legally retained by the Directorate and driven by consumer demand. All revenue recognised in this note is service revenue.

EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2022

NOTE 5. SALES OF GOODS AND SERVICES FROM CONTRACTS WITH CUSTOMERS

Revenue is recognised either over time or at a point in time. Any distinct goods or services are separately identified and any discounts or rebates in the contract price are allocated to the separate elements. Revenue is based on the transfer of promised goods or services to customers at an amount that reflects the consideration in exchange for those goods or services. The timing of the payment for sale of goods and rendering of services largely corresponds with the timing of satisfaction of the performance obligations, however where there is a difference, it will result in the recognition of a receivable, contract asset or contract liability. Where payment is not received at the time of purchase, payments from customers are generally required within 30 days of the provision of services.

The Directorate undertakes an annual review to determine whether the goods and services it provides need to be classified as revenue from contracts with customers in accordance with AASB 15. These reviews involve contacting business units across the Directorate to obtain information primarily regarding any new contracts and other arrangements in order to make an assessment about whether they fall within the scope of AASB 15. The annual reviews also involves an assessment of any changes to existing contracts and other arrangements. The Directorate then assesses its revenue from contracts with customers and uses key judgements in determining the satisfaction of performance obligations. As a result, the Directorate determined the goods and services to be classified as revenue from contracts with customers which have been included in this note.

	2022	2021
	\$'000	\$'000
Sales of Goods and Services from Contracts with Customers		
COVID-19 Operational Response ¹	22 041	10 407
International Private Students Program ²	4 468	6 003
Active Leisure Centre ³	1 845	2 452
Hire of Facilities and Recreational Activities ⁴	681	174
Commonwealth National Partnership Agreements ⁵	4 595	4 499
Commonwealth Own Purpose Payments (COPE) / Specific Projects	161	109
Other	253	466
Total Sales of Goods and Services from Contracts with Customers	34 044	24 110

1. The increase primarily relates to funding received from the ACT Government's COVID-19 Response fund for the operational response to COVID-19 Pandemic, as well as Commonwealth funding provided through the ACT Health Directorate for the COVID-19 Pandemic Cleaning Services National Partnership. This revenue relates to service provisions with specific performance obligations required to be met.
2. This revenue stream is associated with international student enrolment fees. The decrease relates to lower international student numbers due to the ongoing COVID-19 Pandemic.
3. Revenue from the Active Leisure Centre mainly relates to gym and swimming memberships. The decrease in revenue from 2020-21 was due to the ACT lockdown early in the 2021-22 financial year and the proceeding restrictions.
4. The increase from 2020-21 is mainly due to easing of restrictions associated with hire of school facilities and changes to concessions provided to hirers.
5. The revenue provided from the Commonwealth through National Partnership Agreements mainly relates to funding provided for Jervis Bay Territory School and associated services and the French-Australian Program provided at Telopea Park School.

EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2022

NOTE 6. GRANTS AND CONTRIBUTIONS REVENUE

Description and Material Accounting Policies relating to Grants and Contributions Revenue

Resources Received Free of Charge

Services received free of charge from ACT Government agencies are recognised as resources received free of charge. Services that are received free of charge are only recognised as revenue if they can be reliably measured and would have been purchased if not provided free of charge. Resources received free of charge mainly relate to legal services provided by the ACT Government Solicitor's Office and administrative services provided by Shared Services.

Legal Services were received free of charge from the ACT Government Solicitor's Office for the provision of advice and representation of the Directorate. The ACT Government Solicitor's Office provided the Directorate with the fair value of the services provided free of charge. The Directorate would have had to pay for these services had they not been received free of charge.

The Directorate is required by the ACT Government to use Shared Services for financial and human resource processing and records management, Major Projects Canberra for capital works project management and Chief Minister, Treasury and Economic Development Directorate for injury management. These agencies are directly appropriated by the ACT Government to provide these services at a fixed cost. The Directorate would have had to pay for these services if they were not provided free of charge. These amounts have therefore been recognised as resources received free of charge.

School Revenue

School revenue mainly comprises of schools' voluntary contributions, fund raising and excursion funds.

	2022	2021
	\$'000	\$'000
Resources Received Free of Charge		
Legal Services	649	692
Financial Services provided by Shared Services	627	508
Human Resources Services provided by Shared Services	7 013	6 330
Record Management Services provided by Territory Records Office	4	4
Drafting and Publishing Services provided by Justice and Community Safety	109	91
Services provided by the Chief Minister, Treasury and Economic Development Directorate ¹	712	-
Project Management Services provided by Major Projects Canberra ¹	1 401	-
Total Resources Received Free of Charge	10 515	7 625
Other Grants and Contributions		
School Revenue ²	14 604	15 856
Other Grants ³	816	-
Total Other Grants and Contributions	15 420	15 856
Total Grants and Contributions Revenue	25 935	23 481

1. The increase primarily relates to recognition of services now provided free of charge by Major Projects Canberra and Chief Minister, Treasury and Economic Development Directorate.
2. The decrease mainly relates to lower excursion revenue and reduced activities due to the COVID-19 Pandemic.
3. The increase primarily relates to funding from the Environment, Planning and Sustainable Development Directorate for improvements in schools.

**EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2022**

NOTE 7. OTHER GAINS

Description and Material Accounting Policies relating to Other Gains

Other Gains

Other gains are transactions that are not part of the Directorate's core activities. Other gains are distinct from other revenue, as other revenue arises from the core activities of the Directorate.

	2022	2021
	\$'000	\$'000
Gains from the Transfer of Assets ¹	9 200	7 008
Total	9 200	7 008

1. The 2021-22 amount relates to the transfer of land from the ACT Government to accommodate the Kenny High School and construction of Taylor High School. The 2020-21 amount relates to the transfer of land from the ACT Government to accommodate the Throsby Primary School.

EXPENSE NOTES

NOTE 8. EMPLOYEE AND SUPERANNUATION EXPENSES

Description and Material Accounting Policies Relating to Employee and Superannuation Expenses

Employee benefits include:

- short-term employee benefits such as wages and salaries, annual leave loading, non-monetary benefits (e.g. vehicles) and applicable on-costs, if expected to be settled wholly before twelve months after the end of the annual reporting period in which the employees render the related services;
- other long-term benefits such as long service leave and annual leave; and
- termination benefits.

On-costs include annual leave, long service leave, superannuation and other costs that are incurred when employees take annual leave and long service leave.

Employees of the Directorate will have different superannuation arrangements due to the type of superannuation schemes available at the time of commencing employment, including both defined benefit and defined contribution superannuation scheme arrangements.

For employees who are members of the defined benefit Commonwealth Superannuation Scheme (CSS) and Public Sector Superannuation Scheme (PSS) the Directorate makes employer superannuation contribution payments to the Territory Banking Account at a rate determined by the Chief Minister, Treasury and Economic Development Directorate. The Directorate also makes productivity superannuation contribution payments on behalf of these employees to the Commonwealth Superannuation Corporation, which is responsible for administration of the schemes.

For employees who are members of defined contribution superannuation schemes (the Public Sector Superannuation Scheme Accumulation Plan (PSSAP) and schemes of employee choice) the Directorate makes employer superannuation contribution payments directly to the employees' relevant superannuation fund. All defined benefit employer superannuation contributions are recognised as expenses on the same basis as the employer superannuation contributions made to defined contribution schemes. The accruing superannuation liability obligations are expensed as they are incurred and extinguished as they are paid.

EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2022

NOTE 8. EMPLOYEE AND SUPERANNUATION EXPENSES – CONTINUED

	2022 \$'000	2021 \$'000
Employee and Superannuation Expenses		
Wages and Salaries ¹	660 163	629 480
Movement in Employee Benefits ²	(651)	10 401
Workers' Compensation Insurance Premium	15 487	14 327
Superannuation Contributions to the Territory Banking Account ³	46 758	41 993
Productivity Benefit	4 515	5 105
Superannuation to External Providers ³	58 684	54 272
Total Employee and Superannuation Expenses	784 956	755 578
Split of Employee and Superannuation Expenses		
Total Employee Expenses	674 999	654 208
Total Superannuation Expenses	109 957	101 370
Total Employee and Superannuation Expenses	784 956	755 578

1. The increase is mainly due to pay increases associated with teaching, administrative and other staff enterprise agreements and salary costs related to enrolment increases in ACT public schools. In addition, the Directorate incurred costs associated with the COVID-19 Pandemic including costs associated with school relief staff, additional cleaning staff and the continuation of temporary and casual employees funded via the ACT Government's COVID-19 Response Fund.
2. The movement relates to long service leave and annual leave. The decrease is primarily related to a reduction in the present value factor used to calculate employee benefits, partially offset by wage increases and growth in the number of employees.
3. As superannuation is a function of wages and salaries expenses, the increase is mainly due to increased employee costs associated with teaching, administrative and other staff enterprise agreements and salary costs related to enrolment increases in ACT public schools. In addition, the Directorate incurred costs associated with the COVID-19 Pandemic including costs associated with school relief staff, additional cleaning staff and the continuation of temporary and casual employees.

**EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2022**

NOTE 9. SUPPLIES AND SERVICES

Description and Material Accounting Policies Relating to Supplies and Service

General – Supplies and Services

Purchases of Supplies and Services generally represent the day-to-day running costs incurred in normal operations, recognised in the reporting period in which these expenses are incurred.

Property and Maintenance

Maintenance expenses, which do not increase the service potential of an asset, are expensed.

Materials and Services

Materials and Services primarily consists of software licences, web hosting services and services provided by the Chief Minister, Treasury and Economic Development Directorate associated with information technology, human resource and finance services.

Audit Fees paid to the ACT Audit Office

Audit Fees consist of financial audit services provided to the Directorate by the ACT Audit Office and any other services provided by a contract auditor engaged by the ACT Audit Office to conduct the financial audit.

	2022	2021
	\$'000	\$'000
Supplies and Services		
Property and Maintenance ¹	23 270	21 235
Materials and Services ²	50 868	46 610
Travel and Transport	398	366
Administrative ³	4 666	6 296
Insurance and Financial	3 568	3 297
Audit Fees Paid to the ACT Audit Office	192	171
Lease Rental ⁴	279	1 073
Total Supplies and Services	83 241	79 048

1. The increase is primarily associated with higher expenditure for the Hazardous Materials Program in 2021-22.
2. The increase is mainly due to indexation, information communication technology costs associated with system growth, new initiatives and school cleaning services.
3. This item mainly comprises employee professional development and training as well as legal expenses. The decrease is mainly associated with lower legal settlement costs in 2021-22.
4. The decrease is mainly related to the Directorate moving to the Government Office Block. For rental expenses associated with the Government Office Block see *Note 10 – School and Other Expenses*.

**EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2022**

NOTE 10. SCHOOL AND OTHER EXPENSES

Description and Material Accounting Policies Relating to School and Other Expenses

School Expenses

School expenses mainly comprise utilities, security and maintenance costs in schools as well as educational enrichment activities.

	2022	2021
	\$'000	\$'000
School Expenses ¹	45 600	52 552
Other Expenses ²	2 382	276
Total School and Other Expenses	<u>47 982</u>	<u>52 828</u>

1. The decrease is mainly related to reduced expenses in schools including school excursions and operational costs associated with the COVID-19 Pandemic.
2. The increase is mainly due to funds provided to the Active Leisure Centre to assist with the closure of the centre during the ACT lockdown in early 2021-22, as well as the rental expenses related to the Directorate's accommodation in the Government Office Block.

**EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2022**

ASSET NOTES

NOTE 11. CASH AND CASH EQUIVALENTS

Description and Material Accounting Policies Relating to Cash and Cash Equivalents

Cash and Cash Equivalents

The Directorate holds a number of bank accounts with the Westpac Bank as part of the Whole-of-Government banking arrangements. As part of these arrangements, the Directorate does not receive any interest on most of these accounts, as these accounts held are Set-Off Accounts. However, funds held in the school management account and the ACT Teacher Quality Institute Bank Account earn interest.

Cash includes cash at bank and cash on hand. Cash equivalents are short-term, highly liquid investments that are readily convertible to known amounts of cash and which are subject to an insignificant risk of changes in value. Bank overdrafts are included in cash and cash equivalents in the Statement of Cash Flows but not in the cash and cash equivalents line on the Balance Sheet.

	2022	2021
	\$'000	\$'000
Cash and Cash Equivalents		
Education Support Office Bank Accounts ¹	20 032	6 958
School Management Accounts ²	54 424	49 991
ACT Teacher Quality Institute Bank Account	624	951
Other Operations Bank Accounts	39	117
Cash on Hand	15	13
Total Cash and Cash Equivalents	75 134	58 030

1. The increase is due to funds held for specific capital projects, funds held for recurrent programs including international students as well as the timing of payments.
2. The increase mainly relates to reduced activities in schools associated with the COVID-19 Pandemic.

EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2022

NOTE 11. CASH AND CASH EQUIVALENTS – CONTINUED

	2022 \$'000	2021 \$'000
(a) Reconciliation of Cash and Cash Equivalents at the End of the Reporting in the Statement of Cash Flows to the Equivalent Items in the Balance Sheet		
Total Cash and Cash Equivalents Recorded in the Balance Sheet	75 134	58 030
Cash and Cash Equivalents at the End of the Reporting Period as Recorded in the Statement of Cash Flows	<u>75 134</u>	<u>58 030</u>
(b) Reconciliation of Operating Result to Net Cash Inflows from Operating Activities		
Operating Result	(41 993)	(75 597)
Add/(Less) Non-Cash Items		
Depreciation and Amortisation	78 480	74 824
Assets Written Off/Other Asset Adjustments	13	-
Assets Received Free of Charge	(9 200)	(7 008)
(Gain) from Sale of Assets	(45)	(8)
Cash Before Changes in Operating Assets and Liabilities	<u>27 255</u>	<u>(7 789)</u>
Changes in Operating Assets and Liabilities		
Decrease/(Increase) in Receivables	187	(271)
Decrease/(Increase) in Prepayments	164	(1 897)
(Decrease) in Payables and Contract Liabilities	(730)	(2 465)
Increase in Employee Benefits	4 161	14 190
(Decrease) in Other Liabilities	(1 111)	(1 499)
Net Changes in Operating Assets and Liabilities	<u>2 671</u>	<u>8 058</u>
Net Inflows from Operating Activities	<u>29 926</u>	<u>269</u>

**EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2022**

NOTE 12. RECEIVABLES

Description and Material Accounting Policies Relating to Receivables

Accounts Receivable

Accounts receivable (including trade receivables and other trade receivables) are measured at amortised cost, with any adjustments to the carrying amount being recorded in the Operating Statement. Receivables relating to the Sale of Goods and Services from Contracts with Customers are recognised when invoiced, as this is the point in time that the consideration is unconditional because only the passage of time is required before the payment.

Impairment loss – Accounts Receivable

The allowance for expected credit losses of trade receivables is measured based on an assessment of each debtor. The majority of the Directorate's receivables relate to goods and services tax owed from the Australian Taxation Office and receivables from the Commonwealth Government and other ACT Government agencies. Therefore, any impact on credit losses as a result of the COVID-19 Pandemic is expected to be minimal.

	2022	2021
	\$'000	\$'000
Current Receivables		
Trade Receivables	2 492	2 993
Less: Expected Credit Loss Allowance	(677)	(567)
	1 815	2 426
Other Trade Receivables ¹	459	491
Less: Expected Credit Loss Allowance	-	-
	459	491
Accrued Revenue ²	1 352	237
Net Goods and Services Tax Receivable	2 086	2 339
Total Current Receivables	3 438	2 576
Total Receivables	5 712	5 493

1. This line item is related to schools' receivables.

2. The increase is mainly due to accrued revenue associated with Commonwealth funding for operations of the Jervis Bay School.

EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2022

NOTE 12. RECEIVABLES – CONTINUED

Expected Credit Loss Allowance Provision Matrix

Ageing of Receivables	Days Past Due				
	Total	Not Overdue	1-30 days	31 - 60 days	>61 days
	\$	\$	\$	\$	\$
30 June 2022					
Expected credit loss rate	-	-	-	-	42%
Estimated total gross carrying amount at default	5 712	3 820	231	63	1 598
Expected credit losses	(677)	-	-	-	(677)
1 July 2021					
Expected credit loss rate		0.0%	0.0%	0.0%	51%
Estimated total gross carrying amount at default	5 493	4 100	217	75	1 101
Expected credit losses	(567)	-	-	-	(567)

	2022	2021
	\$'000	\$'000
Reconciliation of the Allowance for Impairment Losses		
Allowance at the Beginning of the Reporting Period	567	627
Additional Allowance Recognised During the Reporting Period	97	85
Reduction in Allowance from Amounts Written-Off During the Reporting Period	-	(169)
Expected Credit Loss Expense	13	24
Allowance for Losses at the End of the Reporting Period	677	567

**EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2022**

NOTE 13. PROPERTY, PLANT AND EQUIPMENT

Description and Material Accounting Policies Relating to Property, Plant and Equipment

Property, plant and equipment includes the following classes of assets:

- **Land** includes leasehold land held by the Directorate, but excludes land under infrastructure.
- **Buildings** are structures that are separately identifiable from the land they are constructed upon. Buildings include schools and land improvements. Land improvements include parking lots, retaining walls and purpose built children's playground structures adjoining a building.
- **Leasehold improvements** are capital expenditure items incurred in relation to leased assets. Leasehold improvements represent fit-outs in leased buildings.
- **Plant and equipment** includes mobile plant, air conditioning and heating systems, office and computer equipment, furniture and fittings, and other mechanical and electronic equipment. Right-of-Use plant and equipment assets are included within the plant and equipment asset class.

Property, plant and equipment does not include assets held for sale or investment property. Right-of-Use assets recognised under *AASB 16 Leases* are disclosed under the relevant class of property, plant and equipment.

Acquisition and Recognition of Property, Plant and Equipment

Property, plant and equipment are initially recorded at cost. Right-of-Use assets are also measured at cost on initial recognition, where cost comprises the initial amount of the lease liability, initial direct costs, prepaid lease payments, estimated cost of removal and restoration less any lease incentives received.

Where property, plant and equipment are acquired at no cost, or minimal cost, cost is its fair value as at the date of acquisition. However, property, plant and equipment acquired at no cost or minimal cost as part of a restructuring of administrative arrangements is measured at the transferor's book value.

Property, plant and equipment with a minimum value of \$5,000 are capitalised.

Measurement of Property, Plant and Equipment After Initial Recognition

Property, plant and equipment is valued using the cost or revaluation model of valuation. Land, buildings, infrastructure assets, leasehold improvements and community assets are measured at fair value. Plant and equipment is measured at cost.

After the commencement date, Right-of-Use assets are measured at cost less any accumulated depreciation and accumulated impairment losses and adjusted for any re-measurement of the lease liability. Right-of-Use assets are presented in property, plant and equipment under the relevant asset class.

EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2022

NOTE 13. PROPERTY, PLANT AND EQUIPMENT – CONTINUED

Major Cyclical Maintenance - Infrastructure Asset

The Directorate undertakes major cyclical maintenance on its infrastructure assets. Where the maintenance leads to an upgrade, increasing the service potential of the existing infrastructure asset, the cost is capitalised.

Valuation of Non-Current Assets

Colliers, an independent valuer, has performed all revaluations of the Directorate's property, plant and equipment assets. Colliers hold a recognised and relevant professional qualification and have recent experience in the location and category of the property, plant and equipment involved. The latest valuation of land and buildings was performed as at 30 June 2020. Revaluation of the Directorate's assets will be performed in 2022-2023.

The Directorate has made a significant estimate regarding the fair value of its assets. Land and buildings have been recorded at the market value of similar properties as determined by an independent valuer. In some circumstances, buildings that are purpose built may in fact realise more or less in the market. The valuation uses significant judgements and estimates to determine fair value, including the appropriate indexation figure and quantum of assets held. The fair value of assets is subject to management assessment between formal valuations.

Revaluation

Land, buildings and leasehold improvements are revalued every three years. This also includes all Right-of-Use assets within these asset classes. However, if at any time the Directorate considers that the carrying amount of an asset materially differs from its fair value, then the asset will be revalued regardless of when the last valuation took place. Any accumulated depreciation relating to buildings and leasehold improvements at the date of revaluation is written back against the gross carrying amount of the asset and the net amount is restated to the revalued amount of the asset.

Impairment of Assets

The Directorate assesses, at each reporting date, whether there is any indication that property, plant and equipment may be impaired. Property, plant and equipment is also reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable.

Any resulting impairment losses, for land, buildings and infrastructure assets, are recognised as a decrease in the Asset Revaluation Surplus relating to these classes of assets. This is because these asset classes are measured at fair value and have an Asset Revaluation Surplus attached to them. Where the impairment loss is greater than the balance in the Asset Revaluation Surplus for the relevant class of asset, the difference is expensed in the Operating Statement. In 2021-2022 there were no impairment losses for property, plant and equipment.

**EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2022**

NOTE 13. PROPERTY, PLANT AND EQUIPMENT – CONTINUED

Impairment losses for plant and equipment and leasehold improvements are recognised in the Operating Statement (see Note 10 *Schools and Other Expenses*), as these assets are carried at cost but do not have an Asset Revaluation Surplus attached to them. The carrying amount of the asset is reduced to its recoverable amount.

Non-financial assets that have previously been impaired are reviewed for possible reversal of impairment at each reporting date.

Depreciation and Useful Life

Depreciation is the systematic allocation of the cost of an asset less its residual value over its useful life.

Depreciation is applied to physical assets such as buildings, infrastructure assets, and plant and equipment.

Land has an unlimited useful life and are therefore not depreciated.

All depreciation is calculated after first deducting any residual values, which remain for each asset.

Depreciation for non-current assets is determined as follows:

Class of Asset	Depreciation	Useful Life (Years)
Buildings and Improvements to Land	Straight Line	50
Leasehold Improvements	Straight Line	5
Plant and Equipment	Straight Line	2-20

Land improvements are included within the building asset class.

The Directorate has made a significant estimate in determining the useful lives of its property, plant and equipment. The estimation of useful lives of property, plant and equipment is based on the historical experience of similar assets and in some cases has been based on valuations provided by Colliers. The useful lives are assessed on an annual basis and adjustments are made when necessary.

EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2022

NOTE 13. PROPERTY, PLANT AND EQUIPMENT – CONTINUED

	2022 \$'000	2021 \$'000
Land and Buildings		
Land at Fair Value	406 515	397 315
Total Land Assets at Fair Value¹	406 515	397 315
Buildings and Improvements to Land at Fair Value	1 881 224	1 721 634
Less: Accumulated Depreciation	(127 180)	(62 916)
Total Written-Down Value of Buildings and Improvements to Land²	1 754 044	1 658 718
Total Land and Buildings and Improvements to Land	2 160 559	2 056 033
Leasehold Improvements		
Leasehold Improvements at Cost	5 972	5 908
Less: Accumulated Depreciation	(5 754)	(5 711)
Total Written-Down Value of Leasehold Improvements	218	197
Plant and Equipment		
Plant and Equipment at Cost	192 602	171 481
Less: Accumulated Depreciation	(145 994)	(136 617)
Total Written-Down Value of Plant and Equipment³	46 608	34 864
Right-of-Use Plant and Equipment		
Right-of-Use Plant and Equipment at Cost	2 730	2 501
Less: Accumulated Depreciation	(1 586)	(961)
Total Written-Down Value of Right-of-Use Plant and Equipment	1 144	1 540
Total Plant and Equipment	47 752	36 404
Total Property, Plant and Equipment	2 208 529	2 092 634

1. The increase relates to land transferred from the ACT Government to accommodate the Kenny High School and construction of Taylor High School.
2. The increase mainly relates to the capitalisation of assets including Throsby Primary School, partially offset by depreciation.
3. Plant and equipment capitalised during the year is capitalised at cost.

EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2022

NOTE 13. PROPERTY, PLANT AND EQUIPMENT – CONTINUED

Reconciliation of Property, Plant and Equipment

The following table shows the movement of Property, Plant and Equipment during 2021-2022.

	Land \$'000	Buildings and Improvements to Land \$'000	Leasehold Improvements \$'000	Plant and Equipment \$'000	Right-of-Use Plant and Equipment \$'000	Total \$'000
Carrying Amount at the Beginning of the Reporting Period	397 315	1 658 718	197	34 864	1 540	2 092 634
Additions	-	159 590	64	21 710	229	181 593
Gains from Transfer of Assets	9 200	-	-	-	-	9 200
Depreciation	-	(64 264)	(43)	(9 974)	(625)	(74 906)
Write-offs/Other	-	-	-	8	-	8
Carrying Amount at the End of the Reporting Period	406 515	1 754 044	218	46 608	1 144	2 208 529

**EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2022**

NOTE 13. PROPERTY, PLANT AND EQUIPMENT – CONTINUED

Reconciliation of Property, Plant and Equipment

The following table shows the movement of Property, Plant and Equipment during 2020-2021.

	Land \$'000	Buildings and Improvements to Land \$'000	Leasehold Improvements \$'000	Plant and Equipment \$'000	Right -of- Use Plant and Equipment \$'000	Total \$'000
Carrying Amount at the Beginning of the Reporting Period	390 307	1 651 447	220	30 924	1 158	2 074 056
Additions	-	70 187	17	13 809	1 039	85 052
Gains from Transfer of Assets	7 008	-	-	-	-	7 008
Depreciation	-	(62 916)	(40)	(9 869)	(581)	(73 406)
Write Offs/Other	-	-	-	-	(76)	(76)
Carrying Amount at the End of the Reporting Period	397 315	1 658 718	197	34 864	1 540	2 092 634

**EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2022**

NOTE 13. PROPERTY, PLANT AND EQUIPMENT – CONTINUED

Fair Value Hierarchy

The Fair Value Hierarchy below reflects the significance of the inputs used in determining their fair value. The Fair Value Hierarchy is made up of the following three levels:

- Level 1 - quoted prices (unadjusted) in active markets for identical assets or liabilities that the Directorate can access at the measurement date;
- Level 2 - inputs other than quoted prices included within Level 1 that are observable for the asset or liability, either directly or indirectly; and
- Level 3 - inputs that are unobservable for particular assets or liabilities.

Details of the Directorate's property, plant and equipment at fair value and information about the Fair Value Hierarchy as at 30 June 2022 are as follows:

2022

	Classification According to Fair Value Hierarchy			
	Level 1 \$'000	Level 2 \$'000	Level 3 \$'000	Total \$'000
Property, Plant and Equipment at Fair Value				
Land	-	-	406 515	406 515
Buildings and Improvements to Land	-	-	1 754 044	1 754 044
	-	-	2 160 559	2 160 559

2021

	Classification According to Fair Value Hierarchy			
	Level 1 \$'000	Level 2 \$'000	Level 3 \$'000	Total \$'000
Property, Plant and Equipment at Fair Value				
Land	-	-	397 315	397 315
Buildings and Improvements to Land	-	-	1 658 718	1 658 718
	-	-	2 056 033	2 056 033

Transfers Between Categories

There have been no transfers between Levels 1, 2 and 3 during the current or previous reporting period.

**EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2022**

NOTE 13. PROPERTY, PLANT AND EQUIPMENT - CONTINUED

Valuation Techniques, inputs and processes

Level 3 Valuation Techniques and Significant Unobservable Inputs

Valuation Technique: Land where there is no active market or significant restrictions is valued through the market approach.

Significant Unobservable Inputs: Selecting land with similar approximate utility. In determining the value of land with similar approximate utility significant adjustment to market based data was required.

Valuation Technique: Buildings, and improvements to land were considered specialised assets by the valuers and measured using the cost approach.

Significant Unobservable Inputs: Estimating the cost to a market participant to construct assets of comparable utility adjusted for obsolescence. In determining the value of buildings and improvements to land regard was given to the age and condition of the assets, their estimated replacement cost and current use. This required use of data internal to the Directorate.

	Land \$'000	Buildings \$'000	Total \$'000
2022			
Fair Value at the Beginning of the Reporting Period	397 315	1 658 718	2 056 033
Additions	-	159 590	159 590
Depreciation	-	(64 264)	(64 264)
Acquisition/Disposal From Transfers	9 200	-	9 200
Fair Value at the End of the Reporting Period	406 515	1 754 044	2 160 559

	Land \$'000	Buildings \$'000	Total \$'000
2021			
Fair Value at the Beginning of the Reporting Period	390 307	1 651 447	2 041 754
Additions	-	70 187	70 187
Depreciation	-	(62 916)	(62 916)
Acquisition/Disposal From Transfers	7 008	-	7 008
Fair Value at the End of the Reporting Period	397 315	1 658 718	2 056 033

Change in unrealised gains or losses for the period are included in profit or loss for assets held at the end of the reporting period.

**EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2022**

NOTE 14. INTANGIBLE ASSETS

Description and Material Accounting Policies Relating to Intangible Assets

The Directorate has internally generated software and externally purchased software.

Recognition

The Directorate's intangible assets are comprised of internally generated and externally acquired software for internal use. Externally acquired software is recognised and capitalised when:

- (a) it is probable that the expected future economic benefits attributable to the software will flow to the Directorate;
- (b) the cost of the software can be measured reliably; and
- (c) the acquisition cost is equal to or exceeds \$50,000.

Internally generated software is recognised when it meets the general recognition criteria outlined above and where it also meets the specific recognition criteria relating to intangible assets arising from the development phase of an internal project.

Measurement

Intangible Assets are measured at cost.

Amortisation

Capitalised software and other intangibles have a finite useful life. Amortisation is applied to intangible assets. Software is amortised on a straight-line basis over its useful life, over a period of two to five years.

Impairment

The Directorate assesses, at each reporting date, whether there is any indication that an intangible asset may be impaired. Intangible assets are also reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. However, intangible assets that are not yet available for use are tested annually for impairment regardless of whether there is an indication of impairment, or more frequently if events or circumstances indicate they might be impaired.

	2022 \$'000	2021 \$'000
Information Communication Technology Software		
<i>Internally Generated/Externally Purchased Software</i>		
Software at Cost ¹	17 002	16 025
Less: Accumulated Amortisation	(9 184)	(5 610)
Total Information Communication Technology Software	7 818	10 415

1. The increase from 2020-21 primarily relates to the capitalisation of the School Administration System.

EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2022

NOTE 15. CAPITAL WORKS IN PROGRESS

Description and Material Accounting Policies Relating to Capital Works in Progress

Capital works in progress include buildings, leasehold improvements and software under development. Capital works in progress are recognised at the time the construction activity occurs. These assets are measured at the cost of constructing the asset. The cost includes direct construction costs (e.g. direct materials and direct labour), and 'directly attributable' costs in bringing the asset to a location and condition ready for use, as well as the initial estimate of the costs of dismantling and removing the item and restoring the site on which it is located. Directly attributable costs included in capital works in progress by the Directorate are the cost of site preparation, initial delivery and handling costs of materials, installation and assembly costs, functional testing and professional fees.

	2022 \$'000	2021 \$'000
Capital Works in Progress		
Capital Works in Progress	50 747	80 279
Total Capital Works in Progress	50 747	80 279

Reconciliation of Capital Works in Progress¹

The following table shows the movement of Capital Works in Progress during the reporting periods.

Balance at the Beginning of the Reporting Period	80 279	42 189
Additions ²	147 178	128 691
Capitalised to Property, Plant and Equipment ³	(176 710)	(90 601)
Carrying Amount at the End of the Reporting Period	50 747	80 279

1. The reconciliation of capital works in 2021-22 has been prepared on a gross movement basis to reflect the full amount of works in progress during the year.
2. The additions primarily relate to works associated with Amaroo School Senior Campus Expansion, Kenny 7-10 School, Delivering a New Primary School at Throsby, Expanding Franklin Early Childhood School, More Schools Better Schools – Campbell Primary School Modernisation and Supporting our School System - Improving ICT projects.
3. The capitalisation primarily relates to More Schools, Better Schools - Delivering Molonglo P-10, Amaroo School Senior Campus Expansion, Delivering a New Primary School at Throsby, Expanding Franklin Early Childhood School, More Schools, Better Schools - Campbell Primary School Modernisation (see Note 13 – *Property, Plant and Equipment*) and Supporting our School System – Improving ICT projects (see Note 14 – *Intangible Assets*).

**EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2022**

LIABILITY NOTES

NOTE 16. PAYABLES AND CONTRACT LIABILITIES

Description and Material Accounting Policies Relating to Payables and Contract Liabilities

Payables

Payables include Trade Payables, Accrued Expenses and Other Payables.

Payables are initially recognised at fair value based on the transaction cost and subsequent to initial recognition at amortised cost, with any adjustments to the carrying amount being recorded in the Operating Statement. All amounts are now normally settled within 14 days after the invoice date given the ACT Government accelerated the payments of invoices for local enterprises recognising the importance of cash flow to small and medium enterprises given the COVID-19 Pandemic.

Contract Liabilities

Contract Liabilities relate to consideration received in advance from customers in respect of educational services for international students. The balance of contract liabilities as at 30 June 2022 relates to performance obligations to be met by the Directorate to provide educational services to international students under *Education Services for Overseas Students Act 2000* and the National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007. When an amount of consideration is received from a customer prior to the Directorate transferring a good or service to the customer, the balance of the consideration which has not been transferred is presented as a contract liability.

**EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2022**

NOTE 16. PAYABLES AND CONTRACT LIABILITIES – CONTINUED

	2022 \$'000	2021 \$'000
Current Payables and Contract Liabilities		
Payables	601	752
Accrued Expenses ¹	8 223	15 674
Amounts Received Related to Contracts with Customers where the Performance Obligations had not yet been Satisfied ²	1 645	2 109
Total Current Payables and Contract Liabilities	10 469	18 535
Revenue Recognised that was Included in the Contract Liability Balance at the Beginning of the Reporting Period		
	2 109	3 187
Revenue Recognised from Performance Obligations Satisfied in Previous Periods		
	-	-
Split of Payables and Contract Liabilities		
Current Payables	8 824	16 426
Contract Liabilities	1 645	2 109
Total Payables and Contract Liabilities	10 469	18 535
Payables are aged as followed		
Not Overdue	8 519	16 331
Overdue for Less than 30 Days	263	67
Overdue for 30 to 60 Days	35	2
Overdue for More than 60 Days	7	26
Total Payables	8 824	16 426

1. The decrease is mainly associated with reduced capital works accruals due to timing of payments at year-end.

2. This relates primarily to consideration received in advance from customers in respect of educational services for international students.

EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2022

NOTE 17. LEASE LIABILITIES

Description and Material Accounting Policies Relating to Lease Liabilities

At the lease commencement date, the Directorate recognises a Right-of-Use asset and associated lease liability for the lease term.

The lease liability is initially measured at the present value of the remaining lease payments at the commencement of the lease.

Lease liabilities include the net present value of the following lease payments:

- fixed payments (including in substance fixed payments), less any lease incentive receivables;
- variable lease payments that are based on an index or a rate, initially measured using the index or rate as at the commencement date;
- amounts expected to be payable by the lessee under residual value guarantees;
- the exercise price of a purchase option if the lessee is reasonably certain to exercise that option; and
- payment of penalties for terminating the lease, if the lease term reflects the lessee exercising that termination option.

Subsequent to initial recognition, the lease liability is measured at amortised cost using the effective interest rate method. The lease liability is remeasured whether there is a lease modification, change in estimate of the lease term or index upon which the lease payments are based (e.g. CPI) or a change in the Directorate's assessment of lease term.

Lease payments to be made under reasonably certain extension options are also included in the measurement of the liability.

The lease payments are discounted using the interest rate implicit in the lease. If that rate cannot be readily determined, a rate that reflects the lessee's incremental borrowing rate is used, which is in line with ACT Government Accounting Policy.

At the inception of a contract, the Directorate assesses whether a lease exists, that is, does the contract convey the right to control the use of an identified asset for a period of time in exchange for consideration.

This involves an assessment of whether:

- the contract involves the use of an identified asset – this may be explicitly or implicitly identified within the agreement. If the supplier has a substantive substitution right then there is no identified asset;
- the Directorate has the right to obtain substantially all of the economic benefits from the use of the asset throughout the period of use; and
- the Directorate has the right to direct the use of the asset i.e. decision making rights in relation to changing how and for what purpose the asset is used.

**EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2022**

NOTE 17. LEASE LIABILITIES – CONTINUED

Right-of-Use Assets

	Motor Vehicles	Total
	2022	2022
	\$'000	\$'000
Balance at 1 July 2021	1 573	1 573
Depreciation Charge	(625)	(625)
Additions to Right-of-Use Assets	191	191
Changes in Right-of-Use assets due to changes in lease liability	18	18
Balance at 30 June 2022	1 157	1 157

The maturity analysis of lease liabilities at 30 June 2022 based on contractual undiscounted cash flows is shown in the table below.

< 1year (\$'000)	< 1 - 5 years	< 5 years	Total undiscounted lease liabilities	Lease liabilities included in the Balance Sheet
\$'000	\$'000	\$'000	\$'000	\$'000
547	654	-	1 201	1 157

EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2022

NOTE 18. EMPLOYEE BENEFITS

Description and Material Accounting Policies Relating to Employee Benefits

Accrued Wages and Salaries

Accrued wages and salaries are measured at the amount that remains unpaid to employees at the end of the reporting period.

Annual and Long Service Leave

Annual and long service leave, including applicable on-costs, that are not expected to be wholly settled before twelve months after the end of the reporting period when the employees render the related service, are measured at the present value. The present value is determined based on the estimated future payments to be made in respect of services provided by employees up to the end of the reporting period. Consideration is given to the future wage and salary levels, experience of employee departures and periods of service. At the end of each reporting period, the present value of future annual leave and long service leave payments is estimated using market yields on Commonwealth Government bonds with terms to maturity that match, as closely as possible, the estimated future cash flows.

Annual leave liabilities have been estimated on the assumption they will be wholly settled within three years. This financial year the rate used to estimate the present value of future:

- annual leave payments is 101.8% (100.2% in the previous financial year); and
- payments for long service leave is 95.3% (108.7% in the previous financial year).

The long service leave liability is estimated with reference to the minimum period of qualifying service. For employees with less than the required minimum period of seven years of qualifying service, the probability that employees will reach the required minimum period has been taken into account in estimating the provision for long service leave and applicable on-costs.

On-costs only become payable if the employee takes annual and long service leave while in-service. The probability that employees will take annual and long service leave while in service has been taken into account in estimating the liability for on-costs.

Significant judgements have been applied in estimating the annual and long service leave liabilities, given that the Directorate uses the Whole-of-Government present value, probability and on-cost factors. These factors are issued by ACT Treasury and apply to all ACT Government agencies. ACT Treasury organises an actuarial review to be undertaken approximately every three years by the Australian Government Actuary to estimate each of these factors. The latest assessment was undertaken in December 2021, with the next review expected to be undertaken by early 2025.

Annual leave and long service leave liabilities are classified as current liabilities in the Balance Sheet where there are no unconditional rights to defer the settlement of the liability for at least twelve months. Conditional long service leave liabilities are classified as non-current because the Directorate has an unconditional right to defer the settlement of the liability until the employee has completed the requisite years of service.

Superannuation Liability

The employer superannuation benefits payable to the Directorate's employees, who are members of the defined benefit CSS or PSS Schemes, are recognised in the financial statements of the Superannuation Provision Account.

**EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2022**

NOTE 18. EMPLOYEE BENEFITS – CONTINUED

	2022 \$'000	2021 \$'000
Current Employee Benefits		
Annual Leave ¹	56 995	51 607
Long Service Leave ²	121 593	125 201
Accrued Salaries ³	19 217	14 405
Total Current Employee Benefits	197 805	191 213
Non-Current Employee Benefits		
Long Service Leave ²	15 145	17 576
Total Non-Current Employee Benefits	15 145	17 576
Total Employee Benefits	212 950	208 789
Estimate of when Leave is Payable		
Estimated Amount Payable within 12 months		
Annual Leave	46 160	41 834
Long Service Leave	7 978	7 010
Accrued Salaries	19 217	14 405
Total Employee Benefits Payable within 12 months	73 355	63 249
Estimated Amount Payable after 12 months		
Annual Leave	10 835	9 774
Long Service Leave	128 760	135 766
Total Employee Benefits Payable after 12 months	139 595	145 540
Total Employee Benefits	212 950	208 789

As at 30 June 2022 the Directorate employed 6,792 full time equivalent (FTE) staff. There were 6,724 FTE staff at 30 June 2021.

1. The increase is primarily due to pay increases and accrued entitlement impact.
2. The decrease is mainly due to a change in the present value factor used to calculate long service leave from 108.7% in 2020-21 to 95.3% in 2021-22, partially offset by wages and salaries increases and increased numbers of employees.
3. The increase is primarily due to an additional accrual day in 2021-22.

**EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2022**

NOTE 19. OTHER LIABILITIES

Description and Material Accounting Policies Relating to Other Liabilities

Other Loans

Other loans relate to loans from the Environment, Planning and Sustainable Development Directorate for environmentally sustainable projects. The loans are interest free.

	2022	2021
	\$'000	\$'000
Current Other Liabilities		
Revenue Received in Advance including Schools ¹	300	10
Capital Works Retention ²	-	400
Total Current Other Liabilities	300	410
Non-Current Other Liabilities		
Other Loans ³	1 274	1 540
Make Good Provision	136	136
Total Non-Current Other Liabilities	1 410	1 676
Total Other Liabilities	1 710	2 086

1. The increase mainly relates to revenue received in advance for digital transformation and funding received from Transport Canberra and City Services for community access in schools.
2. The 2020-21 balance relates to retention funds held as part of construction contracts. No retention was held at the end of 2021-22.
3. The reduction in 2021-22 is due to the repayment of loans from Environment, Planning and Sustainable Development Directorate for environmentally sustainable projects.

**EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2022**

NOTE 20. FINANCIAL INSTRUMENTS

Material Accounting Policies Relating to Financial Instruments

Details of the material accounting policies and methods adopted, including the criteria for recognition, the basis of measurement, and the basis on which income and expenses are recognised, with respect to each class of financial asset and financial liability are disclosed in the note to which they relate. In addition to these policies, the following are also accounting policies relating to financial assets and liabilities.

Financial assets as subsequently measured at amortised cost, fair value through other comprehensive income or fair value through profit or loss on the basis of both:

- (a) the business model for managing the financial assets; and
- (b) the contractual cash flow characteristics of the financial assets.

The following are the classification of the Directorate's financial assets under AASB 9:

Items	Business Model Held to collect principal and interest/sell	Solely for payment of Principal and Interest SPPI Test (basic lending characteristics)	Classification
Cash and Cash Equivalents	Held to collect	Yes	Amortised cost
Accounts Receivables	Held to collect	Yes	Amortised cost
Accrued Revenue	Held to collect	Yes	Amortised cost

Financial liabilities are measured at amortised cost.

Interest Rate Risk

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market interest rates.

The Directorate's financial assets consist of cash and cash equivalents and receivables. As cash and cash equivalents are held in floating interest arrangements with the Territory's Banking Provider, the Directorate is exposed to movements in the amount of interest it may earn on these.

The Directorate's financial liabilities are comprised of payables and lease liabilities. The Directorate's exposure to interest rate risk relating to these financial assets and liabilities is shown below in the table later in this note on 'Maturity Analysis and Exposure to Interest Rates'. As receivables and payables are held in non-interest bearing arrangements, the Directorate is not exposed to movements in interest rates in respect of these financial assets and liabilities.

There have been no changes in risk exposure or processes for managing risk since the last financial reporting period.

As the Directorate's operating cash flows are not significantly dependant on interest earned from cash and cash equivalents, a sensitivity analysis of interest rate risk has not been performed.

EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2022

NOTE 20. FINANCIAL INSTRUMENTS – CONTINUED

Credit Risk

Credit risk is the risk that one party to a financial instrument will fail to discharge an obligation and cause the other party to incur a financial loss.

Financial assets consist of cash and receivables. The Directorate's maximum exposure to credit is limited to the amount of these financial assets net of any allowance made for impairment. This is shown below in the table 'Maturity Analysis and Exposure to Interest Rates'.

Cash accounts are held with high credit quality financial institutions under Whole-of-Government banking arrangements. Cash at bank is held with the Westpac Bank and cash not immediately required is invested with the Territory Banking Account. The Chief Minister, Treasury and Economic Development Directorate coordinates the investment of this money with various fund managers. These fund managers have the discretion to invest money in a variety of different investments within certain parameters.

The majority of receivables consist of goods and services tax refunds due from the Australian Taxation Office (ATO) and ACT Government agencies which have a strong credit history. Credit risk for investments was managed by the Directorate through only investing with the Territory Banking Account, which has appropriate investment criteria for the external fund manager engaged to manage the Territory's surplus funds and therefore the credit risk is considered low.

There have been no significant changes to credit risk exposure since the last reporting period. Trade receivables are measured at lifetime expected credit losses (the simplified approach).

Liquidity Risk

Liquidity risk is the risk that the Directorate will not be able to meet its financial obligations as they fall due.

The Directorate's exposure to liquidity risk is shown below in the table later in this note on 'Maturity Analysis and Exposure to Interest Rates'. This note discloses when the Directorate expects its financial assets and financial liabilities to mature.

Appropriations received to fund operations are drawn down progressively throughout the year to meet the operating requirements. Under the cash management framework, the Directorate cannot hold excess cash, however, in the event of a cash pressure, access to additional appropriation from the Territory Bank Account can be obtained.

The Directorate's exposure to liquidity risk has not changed since the previous reporting period.

Price Risk

Price risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in unit prices.

Cash and cash equivalents do not have a price risk.

The Directorate's exposure to price risk and the management of this risk has not significantly changed since last reporting period. A sensitivity analysis has not been undertaken for the price risk of the Directorate as it has been determined that the possible impact on profit and loss or total equity from fluctuations in price is immaterial.

EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2022

NOTE 20. FINANCIAL INSTRUMENTS – CONTINUED

Fair Value of Financial Assets and Liabilities

The carrying amounts and fair values of financial assets and financial liabilities at the end of the reporting period are:

	Note No.	Carrying Amount 2022 \$'000	Fair Value 2022 \$'000	Carrying Amount 2021 \$'000	Fair Value 2021 \$'000
Financial Assets					
Cash and Cash Equivalents	11	75 134	75 134	58 030	58 030
Receivables ¹	12	3 626	3 626	3 154	3 154
Total Financial Assets		78 760	78 760	61 184	61 184
Financial Liabilities					
Payables	16	8 824	8 824	16 426	16 426
Lease Liabilities	17	1 157	1 157	1 573	1 573
Other Loans	19	1 274	1 274	1 540	1 540
Total Financial Liabilities		11 255	11 255	19 539	19 539

1. Receivables reported under Financial Instruments do not include receivables relating to goods and services tax.

EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2022

NOTE 20. FINANCIAL INSTRUMENTS – CONTINUED

The following tables set out the Directorate’s maturity analysis for financial assets and liabilities as well as the exposure to interest rates, including the weighted average interest rates by maturity period as at 30 June 2022. Except for non-current payables, financial assets and liabilities which have a floating interest rate or are non-interest bearing will mature in 1 year or less. All amounts appearing in the following maturity analysis are shown on an undiscounted cash flow basis.

As at 30 June 2022	Note No.	Weighted Average Interest Rate	Floating Interest Rate	Fixed Interest Maturing In:			Non-Interest Bearing \$'000	Total \$'000
				1 Year or Less \$'000	Over 1 Year to 5 Years \$'000	Over 5 Years \$'000		
Financial Liabilities								
Payables	16		-	-	-	-	(8 824)	(8 824)
Lease Liabilities ¹	17	2.80%	(1 201)	-	-	-	-	(1 201)
Other Liabilities ²	19		-	-	-	-	(1 274)	(1 274)
Total Financial Liabilities			(1 201)	-	-	-	(10 098)	(11 299)

1. Represents the undiscounted lease liabilities (\$1.201 million) rather than discounted lease liabilities shown in the Balance Sheet (\$1.157 million), see Note 17 – *Lease Liabilities*.
2. Relates to Other Loans component of Other Liabilities only, associated with loans from Environment, Planning and Sustainable Development Directorate for environmentally sustainable projects.

EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2022

NOTE 20. FINANCIAL INSTRUMENTS – CONTINUED

The following tables set out the Directorate's maturity analysis for financial assets and liabilities as well as the exposure to interest rates, including the weighted average interest rates by maturity period as at 30 June 2021. Except for non-current payables, financial assets and liabilities which have a floating interest rate or are non-interest bearing will mature in 1 year or less. All amounts appearing in the following maturity analysis are shown on an undiscounted cash flow basis.

As at 30 June 2021	Note No.	Weighted Average Interest Rate	Floating Interest Rate	Fixed Interest Maturing In:			Non-Interest Bearing \$'000	Total \$'000
				1 Year or Less \$'000	Over 1 Year to 5 Years \$'000	Over 5 Years \$'000		
Financial Liabilities								
Payables	16		-	-	-	-	(16 426)	(16 426)
Lease Liabilities ¹	17	2.56%	(1 643)	-	-	-	-	(1 643)
Other Liabilities ²	19		-	-	-	-	(1 540)	(1 540)
Total Financial Liabilities			(1 643)	-	-	-	(17 966)	(19 609)

1. Represents the undiscounted liability.

2. Relates to Other Loans component of Other Liabilities, associated with loans from Environment, Planning and Sustainable Development Directorate for environmentally sustainable projects.

**EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2022**

NOTE 20 FINANCIAL INSTRUMENTS - CONTINUED

	2022 \$'000	2021 \$'000
Carrying Amount of Each Category of Financial Asset and Financial Liability		
Financial Assets		
Financial Assets at Amortised Cost	3 626	3 154
Financial Liabilities		
Financial Liabilities Measured at Amortised Cost	11 255	19 539

The Directorate does not have any financial liabilities in the 'Financial Liabilities at Fair Value through Profit and Loss' category and, as such, this category is not included above.

NOTE 21. CAPITAL AND OTHER EXPENDITURE COMMITMENTS

Capital Commitments

Capital commitments contracted at reporting date that have not been recognised as liabilities, are as follows:

Capital Commitments - Property, Plant and Equipment

Payable:		
Within one year	68 165	98 572
Later than one year but not later than five years	28 145	27 559
Later than five years	6 797	1 156
Total Capital Commitments - Property, Plant and Equipment^{1,2}	103 107	127 287

Other Commitments

Within one year	18 751	21 749
Later than one year but not later than five years	22 251	20 768
Later than five years	225	435
Total Other Commitments^{2,3}	41 227	42 952

1. The decrease is mainly associated with completion of major construction works associated with Throsby Primary School.

2. All amounts shown in the commitment note are inclusive of goods and services tax.

3. This mainly includes commitments associated with ICT licences and the three-year-old preschool program.

EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2022

NOTE 22. CONTINGENT LIABILITIES

Material Accounting Policies Relating to Contingent Liabilities

Contingent liabilities are not recognised in the Balance Sheet due to the uncertainty regarding any possible amount or timing of any underlying claim or obligation. Instead, they are disclosed and, if quantifiable, the best estimate is disclosed.

As at 30 June 2022 the Directorate had contingent liabilities in relation to known personal injury cases not settled of \$4.610 million. As at 30 June 2021 the liability was \$5.030 million. The liabilities will be offset by insurance and the final settlement amounts are unknown as at 30 June 2022.

NOTE 23. INTEREST IN A JOINT OPERATION

Description and Material Accounting Policies Relating to Interest in a Joint Operation

Investments in joint arrangements are classified as either joint ventures or joint operations. The classification depends on the rights and obligations of the parties to the arrangement, rather than the legal structure of the joint arrangement.

Gold Creek Primary School operates adjacent to the Holy Spirit Primary School that is operated by the Catholic Education Office. Both schools share joint facilities including a hall/gymnasium, canteen, library, car park and meeting rooms. The shared facilities are managed by a Joint Facilities Management Committee which was created under a formal agreement in December 1995 between the ACT Government and the Catholic Education Office. All assets and liabilities relating to the shared facilities are owned by the ACT Government and Catholic Education Office in accordance with the participating share of each party, which is 53 per cent for the ACT Government and 47 per cent for the Catholic Education Office.

The share of assets, liabilities, income and expenses of the jointly controlled operation has been incorporated in the financial statements of the Directorate under the appropriate headings. These items have also been separately disclosed below to show the amounts specifically relating to the Joint Operation.

	2022	2021
	\$'000	\$'000
Share of the Jointly Controlled Operation is as follows:		
Revenue	76	27
Expenses	(159)	(146)
Operating Result	(83)	(119)
Share of Asset in the Jointly Controlled Operation		
Current Assets ¹	50	42
Non-Current Assets ²	3 494	3 408
Total Assets	3 544	3 450
Current Liabilities	1	2
Total Liabilities	1	2
Net Assets	3 543	3 448

1. Mainly comprises cash and cash equivalents.
2. Relates to property, plant and equipment.

**EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2022**

NOTE 24. RELATED PARTY DISCLOSURES

Description and Material Accounting Policies Relating to Related Party Disclosures

A related party is a person that controls or has significant influence over the reporting entity, or is a member of the Key Management Personnel (KMP) of the reporting entity or its parent entity, and includes their close family members and entities in which the KMP and/or their close family members individually or jointly have controlling interests.

KMP are those persons having authority and responsibility for planning, directing and controlling the activities of the Directorate, directly or indirectly.

KMP of the Directorate are the Portfolio Minister, Director-General and certain members of the Senior Management Team.

The Head of Service and the ACT Executive comprising the Cabinet Ministers are KMP of the ACT Government and therefore related parties of Directorate.

This note does not include typical citizen transactions between the KMP and Directorate that occur on terms and conditions no different to those applying to the general public.

(A) CONTROLLING ENTITY

The Directorate is an ACT Government controlled entity.

(B) KEY MANAGEMENT PERSONNEL

B.1 Compensation of Key Management Personnel

Compensation of all Cabinet Ministers, including the Portfolio Minister, is disclosed in the note on related party disclosures included in the ACT Executive's financial statements for the year ended 30 June 2022.

Compensation of the Head of Service is included in the note on related party disclosures included in the Chief Minister, Treasury and Economic Development Directorate financial statements for the year ended 30 June 2022.

Compensation by the Directorate to KMP employed by the Directorate is set out below.

	2022	2021
	\$'000	\$'000
Short-term employee benefits	2 261	2 250
Post-employment benefit	370	318
Other long-term benefit	54	53
Total Compensation by the Education Directorate to KMP	2 685	2 621

**EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2022**

NOTE 24. RELATED PARTY DISCLOSURES – CONTINUED

B.2 Transactions with Key Management Personnel

There were no transactions with KMP that were material to the financial statements of the Directorate.

B.3 Transactions with parties related to Key Management Personnel

There were no transactions with parties related to KMP, including transactions with KMP's close family members or other related entities that were material to the financial statements of the Directorate.

(C) TRANSACTIONS WITH OTHER ACT GOVERNMENT CONTROLLED ENTITIES

All transactions with ACT Government controlled entities are disclosed in the relevant notes to the financial Statements of the Directorate.

EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2022

NOTE 25. BUDGETARY REPORTING

Significant Accounting Judgements and Estimates – Budgetary Reporting

Significant judgements have been applied in determining what variances are considered 'major variances'.

Variances are considered major if both of the following criteria are met:

- the line item is a significant line item: where either the line item actual amount accounts for more than 10 per cent of the relevant associated actual category amount (Income, Expenses, Assets, liabilities and Equity totals) or more than 10 per cent of the sub-element (e.g. Current Liabilities and Receipts from Operating Activities totals) of the financial statements; and
- the variances (original budget to actual) are greater than plus (+) or minus (-) 10 per cent and \$15 million for the financial statement line item.

Original Budget refers to the amounts presented to the Legislative Assembly in the original budgeted financial statements in respect of the reporting period Budget Statements. These amounts have not been adjusted to reflect supplementary appropriation or appropriation instruments.

Statement of Changes in Equity line items are covered in other financial statement sections. Material variations only are included in this note.

	Actual 2021-22 \$'000	Original Budget ¹ 2021-22 \$'000	Variance \$'000	Variance %	Variance Explanation ²
Statement of Cash Flow Line					
Purchase of Property Plant and Equipment (capital works and intangibles)	159 600	179 846	(20 246)	(11)	The variance against budget is due to the ongoing capital works program and reprofiling of capital works projects.
Capital Injections	147 615	178 631	(31 016)	(17)	The variance against budget is due to the ongoing capital works program and reprofiling of capital works projects.

1. Original Budget refers to the amounts presented to the Legislative Assembly in the original budgeted financial statements in respect of the reporting period (2021-22 Budget Statements). These amounts have not been adjusted to reflect supplementary appropriation or appropriation instruments.
2. Explanations for variations from budget for Controlled Recurrent Payments and Capital Injection are provided in the Statement of Appropriation.

EDUCATION DIRECTORATE

TERRITORIAL FINANCIAL STATEMENTS

**FOR THE YEAR ENDED
30 JUNE 2022**

**EDUCATION DIRECTORATE
CONTENT OF TERRITORIAL FINANCIAL STATEMENTS**

	Page
Territorial Note Index List	
Statement of Income and Expenses on Behalf of the Territory	241
Statement of Assets and Liabilities on Behalf of the Territory	242
Statement of Changes in Equity on Behalf of the Territory	243
Statement of Cash Flows on Behalf of the Territory	245
Territorial Statement of Appropriation	246
Notes	
Note 26 Basis of Preparation of the Financial Statements	247
Expenses Notes	
Note 27 Grants and Purchased Services – Territorial	247
Assets Notes	
Note 28 Cash and Cash Equivalents – Territorial	247
Note 29 Receivables – Territorial	248
Liabilities Notes	
Note 30 Payables – Territorial	249
Other Notes	
Note 31 Financial Instruments – Territorial	249
Note 32 Budgetary Reporting – Territorial	249

**EDUCATION DIRECTORATE
STATEMENT OF INCOME AND EXPENSES ON BEHALF OF THE TERRITORY
FOR THE YEAR ENDED 30 JUNE 2022**

	Note No.	Actual 2022 \$'000	Original Budget 2022 \$'000	Actual 2021 \$'000
Income				
<i>Revenue</i>				
Payments for Expenses on Behalf of the Territory	#	336 277	328 412	320 195
<i>Total Revenue</i>		<u>336 277</u>	<u>328 412</u>	<u>320 195</u>
Total Income		<u>336 277</u>	<u>328 412</u>	<u>320 195</u>
Expenses				
Grants and Purchased Services	27	336 277	328 412	320 195
Total Expenses		<u>336 277</u>	<u>328 412</u>	<u>320 195</u>
Operating Result		<u>-</u>	<u>-</u>	<u>-</u>

The above Statement of Income and Expenses on Behalf of the Territory should be read in conjunction with the accompanying notes.

Refer to the Territorial Statement of Appropriation

**EDUCATION DIRECTORATE
STATEMENT OF ASSETS AND LIABILITIES ON BEHALF OF THE TERRITORY
FOR THE YEAR ENDED 30 JUNE 2022**

	Note No.	Actual 2022 \$'000	Original Budget 2022 \$'000	Actual 2021 \$'000
Current Assets				
Cash and Cash Equivalents	28	480	604	604
Receivables	29	3	-	-
Total Current Assets		483	604	604
Total Assets		483	604	604
Current Liabilities				
Payables	30	483	604	604
Total Current Liabilities		483	604	604
Total Liabilities		483	604	604
Net Assets		-	-	-
Equity				
Accumulated Funds		-	-	-
Total		-	-	-

The above Statement of Assets and Liabilities on Behalf of the Territory should be read in conjunction with the accompanying notes.

**EDUCATION DIRECTORATE
STATEMENT OF CHANGES IN EQUITY ON BEHALF OF THE TERRITORY
FOR THE YEAR ENDED 30 JUNE 2022**

	Accumulated Funds Actual 2022 \$'000	Asset Revaluation Surplus Actual 2022 \$'000	Total Equity Actual 2022 \$'000	Original Budget 2022 \$'000
Balance at 1 July 2021	-	-	-	-
Comprehensive Income				
Operating Result	-	-	-	-
Total Comprehensive Income	-	-	-	-
Transactions Involving Owners Affecting Accumulated Funds				
Capital Injections	-	-	-	-
Total Transactions Involving Owners Affecting Accumulated Funds	-	-	-	-
Balance at 30 June 2022	-	-	-	-

The above Statement of Changes in Equity on Behalf of the Territory should be read in conjunction with the accompanying notes. Net Assets and Total Equity has remained at nil due to the nature of the Directorate's Territorial accounts.

**EDUCATION DIRECTORATE
STATEMENT OF CHANGES IN EQUITY ON BEHALF OF THE TERRITORY –
CONTINUED
FOR THE YEAR ENDED 30 JUNE 2021**

	Accumulated Funds Actual 2021 \$'000	Asset Revaluation Surplus Actual 2021 \$'000	Total Equity Actual 2021 \$'000
Balance at 1 July 2020	-	-	-
Comprehensive Income			
Operating Result	-	-	-
Total Comprehensive Income	-	-	-
Transactions Involving Owners Affecting Accumulated Funds			
Capital Injections	-	-	-
Total Transactions Involving Owners Affecting Accumulated Funds	-	-	-
Balance at 30 June 2021	-	-	-

**EDUCATION DIRECTORATE
STATEMENT OF CASH FLOWS ON BEHALF OF THE TERRITORY
FOR THE YEAR ENDED 30 JUNE 2022**

	Note No.	Actual 2022 \$'000	Original Budget 2022 \$'000	Actual 2021 \$'000
Cash Flows from Operating Activities				
Receipts				
Cash from Government for Expenses on Behalf of the Territory		336 277	328 412	320 192
Goods and Services Tax Received		6 684	6 980	7 268
Total Receipts from Operating Activities		342 961	335 392	327 460
Payments				
Grants and Purchased Services		336 399	328 412	320 195
Goods and Services Tax Paid		6 686	6 980	6 915
Total Payments from Operating Activities		343 085	335 392	327 110
Net Cash (Outflows)/Inflows from Operating Activities	28	(124)	-	350
Net (Decrease)/Increase in Cash and Cash Equivalents Held				
Cash and Cash Equivalents at the Beginning of the Reporting Period		(124)	-	350
		604	604	254
Cash and Cash Equivalents at the End of the Reporting Period	28	480	604	604

The above Statement of Cash Flows on Behalf of the Territory should be read in conjunction with the accompanying notes.

**EDUCATION DIRECTORATE
TERRITORIAL STATEMENT OF APPROPRIATION
FOR THE YEAR ENDED 30 JUNE 2022**

	Original Budget 2022 \$'000	Total Appropriated 2022 \$'000	Appropriation Drawn 2022 \$'000	Appropriation Drawn 2021 \$'000
Expenses on Behalf of the Territory				
Expenses on Behalf of the Territory	328 412	337 993	336 156	320 192
Total Territorial Appropriation	328 412	337 993	336 156	320 192

The above Territorial Statement of Appropriation should be read in conjunction with the accompanying notes.

Description and Material Accounting Policies relating to Payment for Expenses on Behalf of the Territory

The Directorate receives appropriation to fund expenses incurred on behalf of the Territory, the main one being the payment of grants to various non-government schools (See Note 27 – Grants and Purchased Services - Territorial).

Payment for Expenses on behalf of the Territory is recognised when the Directorate gains control over the funding which is normally obtained upon the receipt of cash, given they do not contain enforceable and sufficiently specific performance obligations as defined by AASB 15.

Column Heading Explanations

The *Original Budget* column shows the amounts that appear in the Statement of Cash Flows in the Budget Papers.

The *Total Appropriated* column is inclusive of all appropriation variations occurring after the Original Budget.

The *Appropriation Drawn* is the total amount of appropriation received by the Directorate during the year. This amount appears in these financial statements, in the Statement of Cash Flows.

Variances between 'Original Budget' and 'Total Appropriated'

Expenses on Behalf of the Territory

The difference between the Original Budget and the Total Appropriated mainly related to increased Commonwealth Government Quality Schools grants (\$9.581 million) in line with the National School Reform Agreement: Australian Capital Territory Bilateral Agreement.

Variances between 'Total Appropriated' and 'Appropriation Drawn'

Expenses on Behalf of the Territory

The difference between the Total Appropriated and Appropriation Drawn mainly related to the transfer of funding to 2022-2023 mainly associated with ACT Government grants to non-government schools.

**EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS –
TERRITORIAL
FOR THE YEAR ENDED 30 JUNE 2022**

NOTE 26. BASIS OF PREPARATION OF THE FINANCIAL STATEMENTS – TERRITORIAL

The basis of preparation of the Directorate's financial statements are contained in Note 2 Basis of Preparation of the Financial Statements and apply to both the Controlled and Territorial financial statements.

NOTE 27. GRANTS AND PURCHASED SERVICES – TERRITORIAL

Description and Material Accounting Policies relating to Grants and Purchased Services – Territorial

Grants are amounts provided, by the Directorate, primarily to non-government schools for general assistance or for a particular purpose. The grants given are usually subject to terms and conditions set out in the Deed of Grant, Services Agreement, or by legislation.

	2022	2021
	\$'000	\$'000
Grants and Purchased Services		
<i>Payments for grants and subsidies were as follows:</i>		
Grants - Non-Government Schools ¹	336 277	319 416
Bursary Scheme ²	-	779
Total Grants and Purchased Services	336 277	320 195

1. The increase from 2020-21 primarily relates to increased funding associated with Commonwealth Government Quality Schools grants in line with the National School Reform Agreement: Australian Capital Territory Bilateral Agreement.
2. The Bursary Scheme is funded through the Directorate's Controlled accounts from 2021-22 onwards.

NOTE 28. CASH AND CASH EQUIVALENTS – TERRITORIAL

Description and Material Accounting Policies relating to Cash and Cash Equivalents – Territorial

The Directorate holds a number of bank accounts with the Westpac Bank as part of the Whole-of-Government banking arrangements. As part of these arrangements, the Directorate does not receive any interest on these accounts, as all the accounts held are Set-Off Accounts.

(a) Reconciliation of Cash and Cash Equivalents at the end of the Reporting Period in the Statement of Cash Flows on Behalf of the Territory to the Related Items in the Statement of Assets and Liabilities on Behalf of the Territory.

Total Cash Disclosed on the Statement of Assets and Liabilities on Behalf of the Territory	480	604
Cash at the end of the Reporting Period as Recorded in the Statement of Cash Flows on Behalf of the Territory	480	604

EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS –
TERRITORIAL
FOR THE YEAR ENDED 30 JUNE 2022

NOTE 28. CASH AND CASH EQUIVALENTS – TERRITORIAL – CONTINUED

(b) Reconciliation of Net Cash Inflows/(Outflows) from Operating Activities to the Operating Result

	2022	2021
	\$'000	\$'000
Operating Result	-	-
Cash Before Changes in Operating Assets and Liabilities	-	-
Changes in Operating Assets and Liabilities		
(Increase)/Decrease in Receivables	(3)	352
(Decrease) in Payables	(121)	(2)
Net Changes in Operating Assets and Liabilities	(124)	350
Net Cash (Outflows)/Inflows from Operating Activities¹	(124)	350

1. The Territorial accounts are programs administered by the Directorate on behalf of the Territory. Territorial accounts cannot generate an operating result and must hold nil equity balance. This means cash held at year-end is recorded as a payable owed to the Territory Banking Account. The increase in 2021-22 is due to the timing of goods and services tax refund from the Australian Taxation Office.

NOTE 29. RECEIVABLES – TERRITORIAL

Description and Material Accounting Policies relating to Receivables – Territorial

All receivables at 30 June 2022 are current and not overdue.

Current Receivables		
Goods and Services Tax Receivable from the Australian Taxation Office ¹	3	-
Total Receivables	3	-

1. The increase from 2020-21 is due to timing for goods and services tax receivable from the Australian Taxation Office.

**EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS –
TERRITORIAL
FOR THE YEAR ENDED 30 JUNE 2022**

NOTE 30. PAYABLES – TERRITORIAL

Description and Material Accounting Policies relating to Payables – Territorial

All payables at 30 June 2022 are current and not overdue. The Territorial accounts are programs administered by the Directorate on behalf of the Territory. Territorial accounts cannot generate an operating result and must hold nil equity balance. This means cash held at year-end is recorded as a payable owed to the Territory Banking Account.

	2022	2021
	\$'000	\$'000
Current Payables		
Payable to the Territory Banking Account ¹	483	604
Total Payables	483	604

1. The decrease is due to the timing of funding drawn down from the ACT Government.

NOTE 31. FINANCIAL INSTRUMENTS – TERRITORIAL

Material Accounting Policies relating to Financial Instruments

Terms, Conditions and Accounting Policies

Details of the significant policies and methods adopted, including the criteria for recognition, the basis of measurement, with respect to each class of financial asset and financial liability are disclosed in the note to which they relate.

The carrying amounts for all financial assets and liabilities reflect their fair-value and are non-interest bearing. The Directorate on behalf of the Territory has no exposure to interest rate, credit, liquidity or price risk.

NOTE 32. BUDGETARY REPORTING – TERRITORIAL

Significant Accounting Judgements and Estimates – Budgetary Reporting – Territorial

Significant judgements have been applied in determining what variances are considered 'major variances'. Variances are considered major if both of the following criteria are met:

- the line item is a significant line item: where either the line item actual amount accounts for more than 10 per cent of the relevant associated actual category amount (Income, Expenses, Assets, liabilities and Equity totals) or more than 10 per cent of the sub-element (e.g. Current Liabilities and Receipts from Operating Activities totals) of the financial statements; and
- the variances (original budget to actual) are greater than plus (+) or minus (-) 10 per cent and \$15 million for the financial statement line item.

There are no material variances against the 2021-2022 Budget.

Capital Works

Infrastructure upgrades delivered in 2021-22

The Public Schools Infrastructure Upgrade program (PSIU) has delivered significant upgrades across the public school network with \$10.7 million expended in the reporting period.

Table 59: Public Schools Infrastructure Upgrade program expenditure

Upgrades	Schools	
Security fence installations	Majura Primary School	Evatt Primary School
	Caroline Chisholm Senior	
School administration upgrades	Latham Primary School	Calwell High School
	Giralang Primary School	Fraser Primary School
Learning area upgrades	Lyneham Primary School	Calwell High School
	Ngunnawal Koori Preschool	Alfred Deakin High
	Canberra College	Belconnen High School
	Melba Copland College	Melrose High School
	Wanniassa High School	Kaleen Primary School
	Lanyon High	Charnwood-Dunlop
	Evatt Primary School	
External learning area upgrades	O'Connor Cooperative School	Lyneham High School
	Downer Preschool	Taylor Primary School
	Lyneham Preschool	North Ainslie Primary School
	Ngunnawal Koori Preschool	Evatt Primary School
	Cranleigh School	Caroline Chisholm Senior
	Chapman Primary School	
Ecologically Sustainable Development (ESD) – Bike Shelters	Kingsford Smith School	Hawker College
	Gold Creek School	Southern Cross ECS

ESD – Draught-Proofing	Torrens Primary School	Maribyrnong Primary School
Access upgrades and learning support upgrades	Harrison School	Miles Franklin School
	Latham Primary School	Lyons Early Childhood School
	Gold Creek Senior Site	Ainslie Primary School
	Chapman Primary School	Hughes Primary School
	Calwell High School	Gold Creek Junior Site
	Weetangera Primary School	Lanyon High School
	Chapman Primary School	The Woden School
	Kaleen Primary School	Malkara School
	Alfred Deakin High School	Isabella Plains Early Childhood School
	Charles Conder Primary School	Chisholm Primary School
	Caroline Chisholm Senior	Calwell Primary School
	Wanniassa School Senior	Charnwood-Dunlop School
	Curtin Primary School	Hawker College
	Red Hill Primary	Gordon Primary School
	Evatt Primary School	Arawang Primary School
	Duffy Primary School	Melrose High School
	Forest Primary School	Macquarie Primary School
Toilet upgrades	Theodore Primary School	Miles Franklin School
	Cranleigh School	Giralang Primary School
	Macquarie Primary School	North Ainslie Primary School
	Latham Primary School	Palmerston Primary School
	Evatt Primary School	Turner Primary School
Cleaning Room upgrades	Charnwood-Dunlop School	Lanyon High School
	Majura Primary School	North Ainslie Primary School
	Farrer Primary School	

Carpark upgrade	Dickson College	
Installation of digital signs	Weetangera Primary School	Cranleigh School
	Charles Conder Primary School	Florey Primary School
	Malkara School	Black Mountain School
	Fadden Primary School	Erindale College
	Melba Copland Secondary School Senior Campus	Melba Copland Secondary School High School Campus
	Caroline Chisholm School Junior and Senior Campus	

Stimulus Package

The Directorate received \$4.597 million funding in 2021-22 for a Stimulus Package.

Table 60: Stimulus package expenditure

Upgrades	Schools	
Learning area upgrades	Theodore Primary School	Weetangera Primary School
	Chapman Primary School	Monash Primary School Shopfront

The Directorate received \$3 million funding in 2021-22 for a shade structure program to promote external learning.

Table 61: Shade structure program

Upgrades	Schools	
Shade structures	Black Mountain School	Harrison School - Middle School
	Bonython Primary School	Harrison School - High School
	Calwell Primary School	Kingsford Smith School
	Campbell Primary School	Lyneham High School
	Chapman Primary School	Margaret Hendry School
	Charles Weston School	Mt Rogers Primary School
	O'Connor Cooperative School	Ngunnawal Primary School
	Duffy Primary School	Palmerston Primary School
	Evatt Primary School	Southern Cross ECS
	Franklin School	Weetangera Primary School



Shade structure at Evatt Primary School

Roof replacement program

The Education Directorate received \$17.960 million in the 2018-19 Budget for the Roof Replacement Program over four years. Construction was completed at Alfred Deakin High School, Calwell High School, North Ainslie Primary School, and Telopea School with \$0.8 million expended in 2021-22. Works are currently ongoing at Wanniasa High School for a partial roof replacement to complete the roof replacement program by August 2022.

Energy efficient heating renewal program

The Directorate received \$15.964 million in the 2019-20 Budget for the Delivering Energy Efficient Heating Upgrades for ACT Public Schools Program over four years. Procurement has been completed for Fadden and Red Hill Primary Schools. Fadden Primary School's design stage is in progress, Red Hill Primary School site investigations are underway and procurement finalisation is ongoing for Wanniasa Hills and Forrest Primary Schools.

Major Education Projects

The Education Directorate has delivered significant projects across the public school network with over \$121 million expended in the 2021-22 financial year.

Projects were delivered to modernise facilities, provide new schools, and better meet the learning needs of communities. For 2021-22 the projects included five new schools (works in progress) and three school site upgrades. Four permanent site expansions are underway which will provide additional capacity of up to 1,450 students when completed, and transportable classrooms were delivered to accommodate up to 550 additional places.

Planning also commenced for future schools including major modernisation upgrades for three schools, major expansions for two schools and feasibility study and master planning for one new school.

School Upgrades and Modernisations

- Campbell Primary School – The completion of the new learning communities was achieved for the start of term 2, 2022, which included new learning areas for up to 450 students.
- Garran Primary School – The lead design consultant has finalised the master planning design works for the modernisation, with preliminary sketch plans being developed. The Town Planner is progressing the Territory Plan Variation (TPV) associated with the modernisation project, noting this is a separate engagement and process to the design works. Community consultation took place for the TPV in April 2022. The modernised school is forecast to open in 2025, with staging to be considered through the ongoing design phase.
- Narrabundah College – The lead design consultant has finalised the master planning design works for the new school, with preliminary sketch plans being developed. This work will progress through to a detailed site master plan and the delivery of the first stage of the school modernisation.

School Expansions

- Amaroo School – The 200 place expansion at Amaroo School was completed for the start of 2022. The new building named Coinda Terrace services the senior school with additional general and specialist learning areas.
- Franklin School – The 450 place expansion of the school was completed in the 2021-22 financial year.
- Margaret Hendry School – Construction of the new building providing up to 600 additional student places and carpark is progressing for completion at the start of the 2023 school year. A staged delivery of the remaining non-essential works is being planned for the remainder of 2023.
- Gold Creek Senior – The 200 place expansion of Gold Creek (senior campus) was procured under the *Aboriginal and Torres Strait Islander Procurement Policy*. The project had staged delivery milestones from early to mid-2022.
- Evelyn Scott School – The high school component (7-10) of the new school was completed in the 2021-22 financial year and will become operational in 2023.



Franklin School Expansion

New Schools

- Throsby School – Stage 1 of Throsby School was completed and opened for the 2022 school year. Stage 1 included the preschool, two learning communities, administration, library, and associated landscaping. Stage 2 was completed in April 2022, which included the double gymnasium, canteen, and associated landscaping. In June 2022 the final stage of works was completed including the final learning community, playing field, hard courts, external stores, and associated landscaping.
- East Gungahlin High School – Construction of the new high school is progressing for completion ready for the commencement of the 2024 school year.
- North Gungahlin High School – The head contractor has undertaken final design documentation ready to submit the Development Application (DA) for the new high school. The DA will be lodged in July 2022 to meet the target open date of the 2024 school year.
- Strathnairn ECEC to Year 6 School – The lead design consultant has finalised the master planning design works for the new school, with preliminary sketch plans being developed. Through a separate process the Ginninderry developers are finalising the Estate Development Plan which includes the block and section for the new school. The new school and ECEC is targeting completion for the start of 2025.



Architect rendering of North Gungahlin High School design

Transportable Classrooms

Transportable classrooms provide flexibility to respond to natural peaks in enrolments and medium-term transient enrolment growth. As suburbs progress through their lifecycle, student numbers tend to rise and fall. Active monitoring and management of unexpected local and short-term demand pressures is a key school planning function.

The provision of transportable classrooms enables the Directorate to respond quickly and flexibly to changes in enrolment demand. Transportable classrooms are a normal part of planning for growth, and they provide flexibility both for schools that are experiencing temporary growth in enrolments, and time to plan and deliver permanent investment in capacity where it is needed for the long term.

Short-term increases in demand that are not expected to be sustained, can be addressed by installing transportable classrooms at a significantly lower cost compared to that of an additional building. These are used in situations where a permanent built expansion of capacity may not be the best long term, or cost-effective solution to expected demand pressures.

In addition, the provision of the transportable classrooms provides time for the Directorate to plan and deliver a more permanent response if sustained enrolment growth is anticipated.

Transportable classrooms are designed to be open, spacious, comfortable, and inviting learning environments. They are modern, fully insulated, and designed to meet current energy targets with the same comforts and technical/IT infrastructure as a permanent learning space. They are planned and placed in areas that blend into the overall design and landscaping of the school. Transportable classrooms installed at schools today are built to the same standards (*National Construction Code*) as permanent structures.

Transportable classrooms are also used as interim accommodation while modernisation of schools is under way.

The 2022 program experienced significant material and labour supply challenges that delayed delivery of units to all sites. All units except Palmerston's two storey modules were delivered in the 2021-22 financial year. The schools receiving units were:

- Fraser Primary School (amenities block only);
- Arawang Primary School (50 places);
- Weetangera Primary School (50 places);
- Ngunnawal Primary School (100 places and amenities);
- Palmerston Primary School (200 places and amenities);
- Mawson Primary School (150 places);
- Black Mountain School (specialist unit); and
- Cranleigh School (specialist unit).

Planning

- 2023 Transportable Classrooms – planning has commenced for the next school year. Re-use of units from completed school expansion and modernisation projects is being coordinated and a longer-term procurement approach for unit supply is being established to support delivery of the ongoing program;
- planning for a new primary school in Molonglo is underway;
- design and siting options are being developed for a new gym at Lyneham High School; and
- feasibility studies to inform options at existing schools and to identify new school sites across the ACT continues across all sectors (primary, high school, college, and specialist).

Table 62: Capital Works Management 2021-22

Project	Original Project Value \$'000	Revised Project Value \$'000	Prior Year Expenditure \$'000	Actual Expenditure 2020-21 \$'000	Total Expenditure to Date \$'000	Estimated/ Actual physical completion date
NEW CAPITAL WORKS						
Expansion of Margaret Hendry Primary School and a New Taylor High School	118,000	118,000	0	8,736	8,736	Dec-23
Increasing School Capacity	19,800	19,800	0	11,438	11,438	Jun-23
Strathnairn Primary School	1,000	1,000	0	271	271	Dec-24
Narrabundah College Modernisation	600	600	0	188	188	Dec-24
New and Expanded Schools - Future Planning	9,000	9,000	0	1,578	1,578	Jun-23
Garran Primary School Redevelopment	970	970	0	506	506	Dec-24
Subtotal New Capital Works	149,370	149,370	0	22,717	22,717	

PUBLIC SCHOOL INFRASTRUCTURE UPGRADES

School Learning Area Improvements	3,455	3,455	0	472	472	Jun-22
School Administration and Support Area Improvements	1,370	1,370	0	1,690	1,690	Jun-22
Disability Access Compliance	4,000	4,000	0	2,876	2,876	Jun-22
School Infrastructure Revitalisation	4,750	4,750	0	2,990	2,990	Jun-22
School Security Improvements	500	500	0	263	263	Jun-22
School Safety Improvements	1,200	1,200	0	603	603	Jun-22
External Learning Environments	3,600	3,600	0	1,257	1,257	Jun-22
Environmentally Sustainable Initiatives	5,350	5,350	0	558	558	Jun-22
Joint Funding Works	1,819	1,819	0	1	1	Jun-22
Subtotal Public School's Infrastructure Upgrades	26,044	26,044	0	10,710	10,710	
Total New Works	175,414	175,414	0	33,427	33,427	
WORK IN PROGRESS						
Amaroo School Expansion	12,730	12,730	544	10,356	10,900	Dec-21
Kenny High School	85,900	85,900	1,558	13,289	14,847	Dec-23
Expanding Franklin Early Childhood School	29,447	29,447	13,482	13,599	27,081	Aug-22

Delivering a new primary school at Throsby	43,913	43,913	18,695	22,577	41,272	Jul-22
More places for students at Gold Creek School's senior campus	6,442	6,442	584	3,651	4,235	Aug-22
More places for students at northside schools	8,504	8,504	5,688	200	5,888	Feb-23
Delivering energy-efficient heating upgrades for ACT public schools	15,964	15,964	2,333	240	2,573	Jun-24
More places at Gungahlin schools	19,830	19,830	17,867	995	18,862	Dec-22
Roof Replacement Program	17,960	17,960	14,759	882	15,641	Aug-22
Delivering Molonglo P-10	70,000	70,000	57,895	9,481	67,376	Dec-22
Upgrading Campbell Primary School	18,819	18,819	5,593	11,627	17,220	Jun-22
Expanding schools in Gungahlin	24,072	24,606	21,245	2,165	23,410	Aug-22
Total Capital Work in Progress	353,581	354,115	160,243	89,062	249,305	
FAST-TRACK PHASE 3 PROJECTS						
Fast-Track Phase 3	4,597	4,257	1,854	952	2,806	Sep-22
Total Fast-Track Phase 3 Projects	4,597	4,257	1,854	952	2,806	
COVID-19 RESPONSE FUND PROJECTS						
Improvements to Ventilation	5,200	5,200	0	3,634	3,634	Dec-22
Shade Structures	3,000	3,000	0	1,127	1,127	Dec-22

Total COVID-19 Response Fund Projects	8,200	8,200	0	4,761	4,761	
PROJECTS - PHYSICALLY AND FINANCIALLY COMPLETED						
Modular Learning Centres	17,082	17,082	13,700	3,382	17,082	Jun-22
Better Facilities for Gungahlin College	1,269	1,269	1,262	7	1,269	Mar-22
Planning for Canberra's future school needs	2,053	2,053	1,998	55	2,053	Dec-21
Delivering secure local jobs for school cleaners	1,610	1,610	1,318	307	1,625	Dec-21
North Gungahlin and Molonglo	28,609	28,609	28,598	12	28,610	Mar-22
Total Projects Physically and Financially Completed	50,623	50,623	46,876	3,764	50,640	
GRAND TOTAL CAPITAL WORKS PROGRAM 2021-22	592,415	592,609	208,973	131,965	340,938	

Table 63: End of Financial Year Reconciliation Schedule 2020-21

Reconciliation of total current year financing	2021-22 \$'000
Total current year capital works financing	134,029
Add: Other capital initiatives financing	13,586
Capital Injection as per Cash flow statement	147,615
Reconciliation of Total Current Year Actual Expenditure - against financing	
Total current year capital works expenditure	131,965
Total current year capital initiatives expenditure	13,273

Less: Net Impact of accruals between financial years	7,288
Less: Net Impact of Capital purchases expenditure funded outside of Capital Injections	(4,911)
Capital Injection (as per Cash flow statement)	147,615
Reconciliation of Total Current Year Actual Expenditure	
Total current year capital works expenditure	131,965
Total current year capital initiatives expenditure	13,273
Add: Net Impact of accruals between financial years	7,288
Less: Expensed amount	(878)
Add: Other asset purchases outside of capital works program and capital initiatives	7,953
Purchase of Property, Plant and Equipment (as per Cash Flow Statement)	159,600

Information, Communication and Technology Projects

In 2021-22, the Directorate completed critical milestones for Information, Communication and Technology (ICT) projects including:

- deploying Chromebook devices to support over 3,300 new secondary students in Week 1, Term 1 2022, and the refresh of three-year-old Chromebook devices for Year 10 students was completed in April 2022;
- an ongoing eSafety program was delivered to support Year 6 students transitioning to high school. This included ongoing student, parent and carer, and teacher eSafety webinars;
- provision of internet services to almost 1,000 students during the COVID-19 remote learning period to ensure continuity of learning;
- implementation of several ICT improvements including School Service Portal enhancements, School Psychologist Service Health Record Management System Phase 2 implementation, and the Board of Senior Secondary Studies ACT Certification System migration to the Cloud; and
- additional School Administration System enhancements with the implementation of Year 10 Certificates, multiple parent and carer email communications, and admissions processing application.

Table 64: Information, Communication and Technology Projects 2021-22

Project	Original Project Value \$'000	Revised Project Value \$'000	Prior Year Expenditure \$'000	Actual Expenditure 2021-22 \$'000	Total Expenditure to Date \$'000	Estimated/ Actual physical completion date
WORK IN PROGRESS						
Investing in Public Education - Digital Access and Equity	18,290	18,290	0	3,538	3,538	Ongoing
Investing in Public Education - Essential ICT	400	400	0	220	220	June 2023
Investing in Public Education - Set Up for Success - Early Childhood Program	600	600	0	44	44	June 2023
Better Schools for our Kids - Technology-Enabled Learning	10,450	17,756	17,261	477	17,738	June 2022
Supporting our School System – Improving ICT ¹	7,796	8,720	0	8,720	8,720	June 2022
School Staffing Integrated Management System (Design)	356	356	324	32	356	June 2022
Total Work	37,892	45,198	17,585	13,031	30,616	

Source: ACT Education Directorate

¹Given the nature of Supporting our School System – Improving ICT being an ongoing project, the prior year expenditure equals to Total Project Expenditure to Date in the previous financial year.

Asset Management

The Education Directorate is responsible for a large and diverse asset portfolio, with 90 schools located across more than 100 sites that cater for more than 50,000 students every day. The Education infrastructure portfolio has significant history, having grown in step with the Canberra region and modernised alongside education practice over many years. Over two-thirds of the ACT's 90 public schools were built before 1992, with the oldest of those opening its doors to students in 1923.

Investing in safe and fit-for-purpose educational infrastructure is integral to ensuring ACT public school students continue to have access to facilities that encourage learning and belonging within inclusive school environments.

The Directorate administers the annual capital works program and coordinates and manages statutory and high-risk maintenance activities in addition to providing technical support to schools for repairs and maintenance activities. There are three main infrastructure funding streams managed by the Directorate as capital works and recurrent funding:

- Major Projects – incorporates the construction of new schools and major works to existing sites such as large-scale expansions or modernisations to existing schools;
- Public Schools Infrastructure Upgrades – includes improvements and upgrades to schools such as classroom renovations, the installation of new fit-outs and safety and security improvements; and
- Repairs and Maintenance – supports schools in ensuring compliance with key asset obligations. Manages preventative maintenance contracts and provides response coordination for critical asset-related events.

Sustainable management of the Directorate's asset portfolio is guided by the Strategic Asset Management Plan (SAMP). The SAMP focuses on two key areas of the Directorate's expenditure: repairs and maintenance and capital upgrade works. The SAMP supports the Directorate in developing policy and understanding responsibilities and priorities in relation to ongoing school asset management.

Assets Managed

The Directorate managed school infrastructure assets with a total value of \$2,160.6 million as at 30 June 2022.

Table 65: Assets and their values as at 30 June 2022

Asset Class	Value (\$ million)
Land and Buildings (including improvements) for schools and preschools	2,160.6
Leasehold improvements	0.2
Right of Use Vehicles	1.1
Property, plant, and equipment	46.6
Intangible Assets	7.8
Total	2,216.3

During 2021-22 the following assets were added to the asset register.

Table 66: Assets added to the Asset Register in 2020-21

Assets	Value (\$ million)
Capital Works (schools)	126.1
Capital Initiatives – ICT and other projects	19.9
Total	146.0

Surplus Assets

As at 30 June 2022, the Directorate did not have any properties identified as potentially surplus.

Assets Maintenance and Upgrade

The Directorate undertakes planned and unforeseen repairs and maintenance works at ACT public schools and preschools as well as compliance programs. Funds are also allocated each year directly to ACT public schools for physical infrastructure costs covering school managed repairs and maintenance works.

The centrally funded repairs and maintenance works in 2021-22 included:

- specific works (for example, fire panel, security system and electrical switchboard upgrades, external painting and other school maintenance priorities);
- heating, ventilation and air conditioning maintenance and repairs;
- stormwater and sewer line inspections and rectification works;
- roof access safety system upgrades and certification;
- lifts and auto doors inspections and maintenance;
- emergency lighting inspections and maintenance;
- fire alarm system monitoring;
- gutter cleaning and ember zone maintenance;
- hazardous materials surveys and removal;
- building condition assessments including drone technology to streamline and improve the assessment of roof and roof components;
- work health and safety related works;
- tree works;
- play equipment audits; and
- school security (for example, targeted patrols, static guarding where required and patrol response to security sensor alerts).

Expenditure on centrally managed repairs and maintenance was \$20.4 million for 2021-22.

Managing Hazardous Materials in ACT Public Schools

The Directorate manages public school buildings of varying age and condition across the ACT. Seventy-six schools contain some amount of asbestos and/or lead paint. Every school with known hazardous materials has a Hazardous Materials Register and \$5.1 million was expended for the management and targeted removal of hazardous materials in ACT public schools during 2021-22.

In practice, the management of hazardous materials is often addressed and remedied during the process of implementing comfort and safety upgrades in schools, for example, replacing windows in an older school to improve energy efficiency and student comfort may also result in windows with lead paint being removed.

In December 2020, the Directorate set up an internal Taskforce to coordinate the management and removal of hazardous materials across school buildings, ensuring priority and focus is maintained on this important work. Chaired by the Deputy Director-General, the Taskforce is responsible for ensuring activities align with government policy settings and

health and safety requirements, engaging with appropriate stakeholders and ensuring effective communication to schools and their community, and government.

Names of all public schools with a confirmed presence of lead paint and/or asbestos are published online, alongside information about how these hazards are managed in schools as part of the Directorate's communications activities to increase community awareness of hazardous materials management.

Office Accommodation

There were 84 staff occupying office environment-based workstations on 30 June 2022 (excluding the Office of the Board of Senior Secondary Studies), occupying a total of 6,568m².

COVID-19 office and workplace arrangements remained in place for staff and building operations which meant that most Education Support Office staff were still working from home on the count day, which was also the commencement of the school holiday period. Remaining staff were employed in school environments undertaking school-based activities, including teaching, student support, school leadership and school administration.

Details of the reported sites, staff numbers (head count), and space occupied are provided in the table below.

Table 67: Education Staff Office sites, staff numbers (headcount) and space occupied as at 30 June 2022

Building and location	Staff numbers ⁴	Approximate area occupied (m ²)	Average area occupied per employee (m ²)
220 London Circuit, Civic	22	1,496	68
Hedley Beare Centre for Teaching and Learning, Stirling ^{1, 3}	60	4,337	72
Gilmore Primary School, Melrose High School, Wanniasa School Senior Campus, Melba Copland College, Melba ²	0	580	0
Callum Offices, Philip	2	155	78
Total	84	6,568	78

¹Approximate area occupied at Hedley Beare Centre for Teaching and Learning does not include spaces still allocated for meeting rooms and training facilities available for booking by other ACT Government Directorates and members of the public. A significant amount of training space has been reconfigured into office accommodation.

²School areas occupied by ESO staff are from the Allied Health group.

³Staff numbers do not include 25 SSICT staff embedded in the Hedley Beare Centre for Teaching and Learning.

Office accommodation works undertaken during the reporting period included:

- relocation of an Allied Health team from Melrose High School to Evelyn Scott School;
- relocation of Flexible Education staff from Charles Weston School to the Muliyan flexible education facility at Woden;
- reconfiguration and refurbishment for the School Cleaning Services accommodation at Callum Offices; and
- ongoing accommodation adjustments to suit COVID-19 requirements.

Government Contracting

The online ACT Government Contracts Register records contracts with suppliers of goods, services and works, with a value of \$25,000 or more.

A full search of the Education Directorate's contracts notified with an execution date from 1 July 2021 to 30 June 2022 can be made at <https://www.tenders.act.gov.au/contract/search>.

Secure Local Jobs Codes

Reporting entities must report on any exemptions from the Secure Local Jobs Code requirements under Section 22G of the *Government Procurement Act 2001*. There were no exemptions provided in the reporting period.

Aboriginal and Torres Strait Islander Procurement Policy

Reporting entities must report on the *Aboriginal and Torres Strait Islander Procurement Policy* (ATSIPP) three performance measures.

Table 68: Aboriginal and Torres Strait Islander Procurement Policy performance measures

Performance Measure	Result
The number of unique Aboriginal and Torres Strait Islander Enterprises that respond to the reporting entity's tender and quotation opportunities	10
The number of unique Aboriginal and Torres Strait Islander Enterprises attributed a value of addressable spend in the financial year	22
Percentage of the financial year's addressable spend which is spent with Aboriginal and Torres Strait Islander Enterprises	7.2%

Creative Services Panel

The Creative Services Panel is a whole of government arrangement for the purchase of creative services¹, including:

From 1 July 2021 to 30 September 2021

- advertising;
- marketing;
- communications and engagement;
- digital;
- graphic design;
- photography and video; and
- media buying.

From 1 October 2021 to 30 June 2022

- communications and engagement.

During 2021-22, the Directorate spent a total of \$159,029 through the panel. This includes staff recruitment advertising, graphic design, special events, media, printing, and other general advertising. Major purchases through this panel are published online on the ACT Government Contracts Register.

¹The services available through the panel changed on 1 October 2021

Statement of Performance



AUDITOR-GENERAL AN OFFICER
OF THE ACT LEGISLATIVE ASSEMBLY 

INDEPENDENT LIMITED ASSURANCE REPORT

To the Members of the ACT Legislative Assembly

Conclusion

I have undertaken a limited assurance engagement on the statement of performance of the Education Directorate (Directorate) for the year ended 30 June 2022.

Based on the procedures performed and evidence obtained, nothing has come to my attention to indicate that the results of the accountability indicators reported in the statement of performance for the year ended 30 June 2022 are not in agreement with the Directorate's records or do not fairly reflect, in all material respects, the performance of the Directorate, in accordance with the *Financial Management Act 1996*.

Basis for conclusion

I have conducted the engagement in accordance with the Standard on Assurance Engagements ASAE 3000 *Assurance Engagements Other than Audits or Reviews of Historical Financial Information*. My responsibilities under the standard and legislation are described in the 'Auditor-General's responsibilities' section of this report.

I have complied with the independence and other relevant ethical requirements relating to assurance engagements, and the ACT Audit Office applies Australian Auditing Standard ASQC 1 *Quality Control for Firms that Perform Audits and Reviews of Financial Reports and Other Financial Information, Other Assurance Engagements and Related Services Engagements*.

I believe that sufficient and appropriate evidence was obtained to provide a basis for my conclusion.

Directorate's responsibilities for the statement of performance

The Director-General is responsible for:

- preparing and fairly presenting the statement of performance in accordance with the *Financial Management Act 1996* and *Financial Management (Statement of Performance Scrutiny) Guidelines 2019*; and
- determining the internal controls necessary for the preparation and fair presentation of the statement of performance so that the results of accountability indicators and accompanying information are free from material misstatements, whether due to error or fraud.

Auditor-General's responsibilities

Under the *Financial Management Act 1996* and *Financial Management (Statement of Performance Scrutiny) Guidelines 2019*, the Auditor-General is responsible for issuing a limited assurance report on the statement of performance of the Directorate.

My objective is to provide limited assurance on whether anything has come to my attention that indicates the results of the accountability indicators reported in the statement of performance are not in agreement with the Directorate's records or do not fairly reflect, in all material respects, the performance of the Directorate, in accordance with the *Financial Management Act 1996*.

In a limited assurance engagement, I perform procedures such as making inquiries with representatives of the Directorate, performing analytical review procedures and examining selected evidence supporting the results of accountability indicators. The procedures used depend

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on my judgement, including the assessment of the risks of material misstatement of the results reported for the accountability indicators.

Limitations on the scope

The procedures performed in a limited assurance engagement are less in extent than those required in a reasonable assurance engagement and consequently the level of assurance obtained is substantially lower than the assurance that would have been obtained had a reasonable assurance engagement been performed. Accordingly, I do not express a reasonable assurance opinion on the statement of performance.

This limited assurance engagement does not provide assurance on the:

- relevance or appropriateness of the accountability indicators reported in the statement of performance or the related performance targets;
- accuracy of explanations provided for variations between actual and targeted performance due to the often subjective nature of such explanations; or
- adequacy of controls implemented by the Directorate.



Michael Harris
Auditor-General
19 September 2022

**Education Directorate
Statement of Performance
For the year ended 30 June 2022**

Statement of Responsibility

In my opinion, the Statement of Performance is in agreement with the Directorate's records and fairly reflects the service performance of the Directorate for the year ended 30 June 2022 and also fairly reflects the judgements exercised in preparing it.

Katy Haire .

Katy Haire
Director-General
15 September 2022

Education Directorate
Statement of Performance
For the year ended 30 June 2022

Output Class 1: Public School Education

Description

Public primary school education spans the years from preschool to year 6. Learning opportunities in the primary years are designed to allow each student to experience success and achieve high quality learning outcomes.

Each school maximises opportunities for students to develop knowledge, understanding, skills and values through implementing curriculum, assessment and reporting using the Australian Curriculum and the Early Years Learning Framework. Schools partner with parents, carers and the community to enhance student outcomes.

The Directorate is responsible for the regulation of early childhood education and care services. Assessment and monitoring of early childhood education and care services contributes to ensuring quality education and care is provided to children accessing these services. Early childhood education and care services include ACT public preschools, independent preschools, family day care, long day care and school age care programs.

	2021-22 Target	2021-22 Result	Percentage variance from the target	Explanation of material variance (±10% or higher)
Cost (\$'000)				
1.1 Public Primary School Education	520,633	508,623	(2.3%)	
1.2 Public High School Education	241,252	236,225	(2.1%)	
1.3 Public Secondary College Education	149,166	144,818	(2.9%)	
1.4 Disability Education in Public Schools	100,815	105,430	4.6%	
Total Output Class 1	1,011,866	995,096	(1.7%)	
Controlled Recurrent Payments (\$'000)				
1.1 Public Primary School Education	428,413	432,811	1.0%	
1.2 Public High School Education	213,247	215,436	1.0%	
1.3 Public Secondary College Education	135,790	137,184	1.0%	
1.4 Disability Education in Public Schools	94,976	95,950	1.0%	
Total Output Class 1	872,426	881,381	1.0%	

Total 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 2019*. The Accountability Indicators were examined by the ACT Audit Office in accordance with the *Financial Management Act 1996*.

Education Directorate
Statement of Performance
For the year ended 30 June 2022

Output Class 1: Public School Education	2021-22 Target	2021-22 Result	Percentage variance from the target	Explanation of material variance (±10% or higher)
Accountability Indicators				
Early Childhood Education				
a. Number of enrolments in preschool in public schools	4,700	4,708	0.2%	
b. Number of enrolments of Aboriginal and Torres Strait Islander students in preschool in public schools	275	321	16.7%	Note 1
School Participation				
a. Attendance rate of public school students in year 1 to year 10	92%	91%	(1.1%)	
Education and Care Services				
a. Assessment and ratings completed within legislated timeframes	100%	90%	(10%)	Note 2
b. Annual compliance audit is delivered in full	100%	100%	-	
Disability Education				
a. Individual Learning Plans completed for students in special and mainstream schools who access special education services	100%	97%	(3%)	
Senior Secondary Education				
a. Percentage of all year 10 students in public schools who proceed to public secondary college education	92%	92%	-	
b. Percentage of year 10 Aboriginal and Torres Strait Islander students in public schools who proceed to public secondary college education	92%	79%	(14.1%)	Note 3
d. Percentage of all year 10 students in public schools who proceed to year 12 at a public senior secondary college	85%	83.5%	(1.8%)	
e. Percentage of year 10 Aboriginal and Torres Strait Islander students in public schools who proceed to year 12 at a public senior secondary college	85%	74%	(12.9%)	Note 4
f. Percentage of all year 12 students in public schools who received an ACT Senior Secondary Certificate	90%	86%	(4.4%)	
g. Percentage of year 12 Aboriginal and Torres Strait Islander students in public schools who received an ACT Senior Secondary Certificate	90%	68%	(24.4%)	Note 5
Average cost (\$) Per Student Per Annum in Public Schools				
a. Preschool	8,275	8,500	2.7%	
b. Primary school	17,771	17,518	(1.4%)	
c. High school	21,090	20,456	(3.0%)	
d. Secondary college	23,461	22,894	(2.4%)	
e. Special school	78,045	80,213	2.8%	
f. Mainstream School student with a disability	31,486	32,065	1.8%	

The above Statement of Performance should be read in conjunction with the accompanying notes.

Total 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 2019*. The Accountability Indicators were examined by the ACT Audit Office in accordance with the *Financial Management Act 1996*.

Note:

Indicator c (Apparent retention of all public school students from year 7 to year 12) has been discontinued for 2021-22 onwards as it provides limited useful information concerning retention of public school students to year 12. The capped result has been 100% for a number of years and is expected to be 100% for ACT public schools into the future. This is a consequence of the transfer of students who completed year 7 in ACT non-government schools or NSW high school into ACT public colleges for years 11 and 12. This results in a mis-match between numerator and denominator and the proportion >100%.

Notes to variances

- The variance is a result of an increase in the enrolments of Aboriginal and Torres Strait Islander students in public preschools that was greater than anticipated.

Education Directorate
Statement of Performance
For the year ended 30 June 2022

2. Assessments of three services were not completed within legislated timeframes. Two of the services did not meet the 60-day legislated timeframe as the assessment was suspended due to compliance action initiated by the Regulatory Authority against the services. The other service was delayed due to a staff members illness.
3. The variance is larger as a result of the target for this indicator being increased significantly in the 2021-22 Budget to ensure parity with the all-student target. The policy intent is to close the gap between Aboriginal and Torres Strait Islander student retention and non-Aboriginal and Torres Strait Islander student retention.
4. The variance is larger as a result of the target for this indicator being increased significantly in the 2021-22 Budget to ensure parity with the all-student target. The policy intent is to close the gap between Aboriginal and Torres Strait Islander student retention and non-Aboriginal and Torres Strait Islander student retention.
5. The variance is larger as a result of the target for this indicator being increased significantly in the 2021-22 Budget to ensure parity with the all-student target. The policy intent is to close the gap between Aboriginal and Torres Strait Islander student outcomes and non-Aboriginal and Torres Strait Islander student outcomes.

The number of Aboriginal and Torres Strait Islander students enrolled in year 12 at the time of the ACT School Census in February 2021 was 132 (including Older O and O2). 90 Aboriginal and Torres Strait Islander students received the ACT Senior Secondary Certificate leading to the result of 68 per cent. The Directorate is not able to provide specific reasons for the lower ACTSSC attainment rate of Aboriginal and Torres Strait Islander Students. The small number of Aboriginal and Torres Strait Islander students counted can result in large percentage variances from a change in circumstances from a very small number of students, and therefore must be interpreted with caution.

**Education Directorate
Statement of Performance
For the year ended 30 June 2022**

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.

	2021-22 Target	2021-22 Result	Percentage variance from the target	Explanation of material variance (±10% or higher)
Cost (\$'000)	5,172	3,334	(35.5%)	Note 2
Controlled Recurrent Payments (\$'000)	4,485	2,954	(34.1%)	Note 2
Accountability Indicators				
a. Grants paid within the required period of receiving funds from the Commonwealth Government	100%	100%	-	
b. Notification of outcome of home education registration application within legislated timeframe ¹	100%	99.6%	(0.4%)	

The above Statement of Performance should be read in conjunction with the accompanying notes.

Total 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 2019*. The Accountability Indicators were examined by the ACT Audit Office in accordance with the *Financial Management Act 1996*.

Note

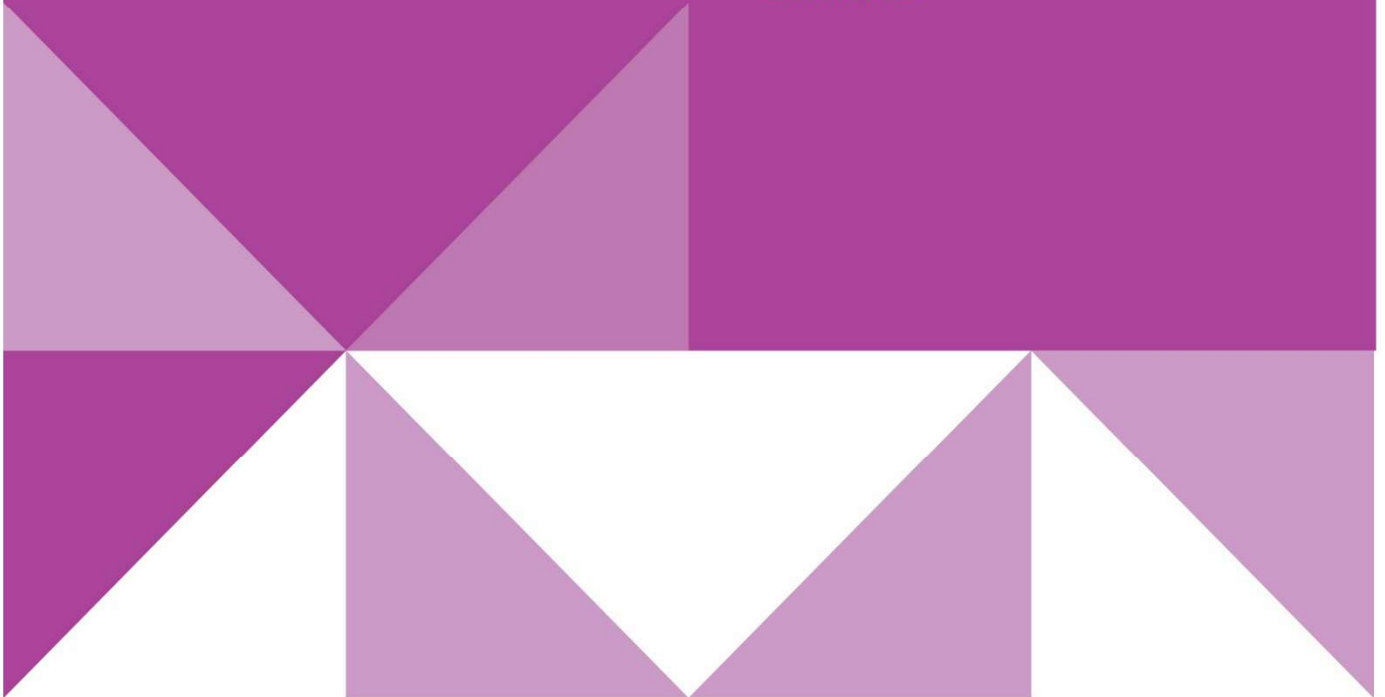
- This new indicator will report the Education Directorate's compliance with section 131(7) of the *Education Act 2004*. Section 131(7) requires the Director-General to notify parents of a home education registration decision no later than 28 days after a complete application has been received by the Director-General.

Notes to variances

- The variance to target is primarily due to the rollover of Commonwealth National Partnership funding to the 2022-23 financial year due to the impact of the COVID-19 pandemic.

D

Part D Annual Report Requirements for Specific Reporting Entities



Annual Report Requirements for Specific Reporting Entities

Investigation of Complaints

During the 2021-22 reporting period, the Directorate received 2,050 matters including suggestions, requests for information and service, compliments, and complaints. Of these 468 were COVID-19 related matters.

Members of the community can contact the Directorate by phone or completing an online form. This has been an important mechanism throughout the COVID-19 pandemic for responding to enquiries and concerns relating to the pandemic and ensuring school communities have access to clear and up to date information.

The Directorate has continued its focus on strengthening its complaints management framework. During this reporting period this has included the introduction of a new process for responding to complaints involving complex or enduring issues. This aligns with the Directorate's tiered approach to complaints management and aims to achieve positive outcomes and a means to determine an agreement to next steps in supporting resolution.

There is a significant decrease in matters and complaints received in the reporting period compared to the 2020-21 period. The classification and definition of complaints and enquiries was reviewed and altered for the 2021-22 period. Therefore, it is unreliable to compare the previous reporting period to the current reporting period.

Complaints about ACT public schools

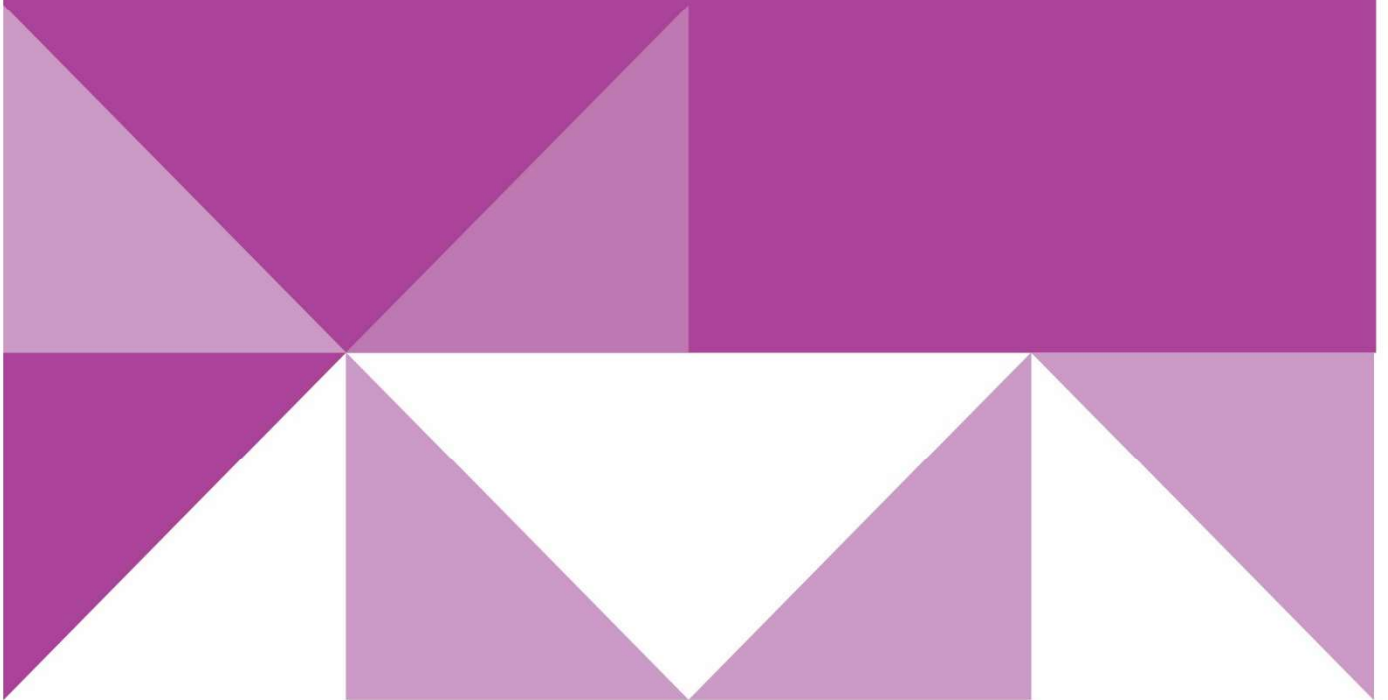
Of the records logged there were 143 complaints. The complaints were as follows:

- 2 per cent were about enrolments;
- 9 per cent were about facilities;
- 13 per cent were about policy;
- 5 per cent were about school communication;
- 32 per cent were about inclusion and engagement;
- 16 per cent were about staff behaviour;
- 22 per cent were about student behaviour management; and
- 1 per cent were about teaching and learning.

Ministerial and Director-General Directions

During the 2021-22 period, the Directorate did not receive any direction from the Minister or the Director-General under the *Education Act 2004*.

Annexures



Annexure A – ACT Teacher Quality Institute Annual Report 2021-22

Section A: Transmittal Certificate



Ms Yvette Berry MLA
Minister for Education and Youth Affairs
Minister for Early Childhood Development
ACT Legislative Assembly
London Circuit
CANBERRA ACT 2601

Dear Minister

2021-22 Teacher Quality Institute Annual Report

This report has been prepared in accordance with section 7(1) of the *Annual Reports (Government Agencies) Act 2004* and in accordance with the requirements under the *Annual Reports (Government Agencies) Directions 2022*.

I certify that the information in the attached report and information provided for whole of government reporting, is an honest and accurate account and that all material information on the operations of the ACT Teacher Quality Institute has been included for the period 1 July 2021 to 30 June 2022.

I hereby certify that fraud prevention has been managed in accordance with the *Public Sector Management Standards 2006 (repealed)*, Part 2.3 (see section 113, *Public Sector Management Standards 2016*).

Section 13 of the *Annual Reports (Government Agencies) Act 2004* requires that you present the report to the Legislative Assembly within 15 weeks after the end of the reporting year.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Natalie Howson'.

Natalie Howson
Board Chair
ACT Teacher Quality Institute
16 August 2022

A handwritten signature in black ink, appearing to read 'Coralie McAlister'.

Coralie McAlister
Chief Executive Officer
ACT Teacher Quality Institute
16 August 2022

ACT Teacher Quality Institute / ACT Government. PO Box 263 Jamison Centre ACT 2614 Australia
P. +61 02 6207 5005 / E. tqi@act.gov.au / tqi.act.edu.au

Compliance Statement

The ACT Teacher Quality Institute (TQI) must comply with the *Annual Report Directions* (the Directions) made under Section 8 of the *Annual Reports (Government Agencies) Act 2004*. The Directions are found at the ACT Legislation Register (www.legislation.act.gov.au).

The Compliance Statement indicates the subsections, under Parts 1 to 5 of the Directions, that are applicable to the TQI and the location of information that satisfies these requirements:

Part 1 Directions Overview

The requirements under Part 1 of the Directions relate to the purpose, timing and distribution, and record keeping of annual reports. The TQI Annual Report complies with all subsections of Part 1 under the Directions.

To meet Section 15 Feedback, Part 1 of the Directions, contact details for TQI are provided within the TQI Annual Report to provide readers with the opportunity to provide feedback.

Part 2 Reporting Entity Annual Report Requirements

The requirements within Part 2 of the Directions are mandatory for all reporting entities and TQI complies with all subsections. The information that satisfies the requirements of Part 2 is found in the TQI Annual Report as follows:

- Section A - Transmittal Certificate, see page 281;
- Section B - Organisational Overview and Performance, inclusive of all subsections, see page 284; and
- Section C - Financial Management Reporting, inclusive of all subsections, see page 317.

Part 3 Reporting by Exception

TQI has no information to report by exception under Part 3 of the Directions for the 2021-22 reporting period.

Part 4 Directorate and Public Sector Body Specific Annual Report Requirements

The following subsections of Part 4 of the 2022 Directions are applicable to TQI and can be found within the TQI Annual Report under Ministerial Directions at page 322.

Part 5 Whole of Government Annual Reporting

Most subsections of Part 5 of the Directions apply to TQI. Consistent with the Directions, the information satisfying these requirements is reported in the one place for all ACT Public Service directorates, as follows:

- Human Rights, see the annual report of the Justice and Community Safety Directorate;
- Legal Services Directions, see the annual report of the Justice and Community Safety Directorate;
- Public Sector Standards and Workforce Profile, see the annual State of the Service Report; and

- Territory Records see the annual report of Chief Minister, Treasury and Economic, Development Directorate.

ACT Public Service Directorate annual reports are found at the following web address:
www.cmd.act.gov.au/open_government/report/annual_reports.

Section B: Organisational Overview and Performance

Organisational Overview

The ACT Teacher Quality Institute (TQI) is an independent statutory authority established by the *ACT Teacher Quality Institute Act 2010* (TQI Act) to build the professional standing of all ACT teachers to enhance the community’s confidence in the teaching profession through professional regulation, and practical initiatives to raise teacher quality.

Vision, Purpose and Values of the Institute

Our Vision

A high-quality teaching profession for the ACT.

Our Purpose

To promote teacher quality, protect students and maintain community confidence in the teaching profession.

Our values are:

- respect;
- integrity;
- collaboration; and
- innovation.

<p>Our Vision</p> <p>A high quality teaching profession for the ACT.</p> <p>Our Purpose</p> <p>To promote teacher quality, protect students and maintain community confidence in the teaching profession.</p>	<p>Our Values</p> <table border="0"><tr><td></td><td>Respect</td></tr><tr><td></td><td>Integrity</td></tr><tr><td></td><td>Collaboration</td></tr><tr><td></td><td>Innovation</td></tr></table>		Respect		Integrity		Collaboration		Innovation
	Respect								
	Integrity								
	Collaboration								
	Innovation								

Role, Functions and Services of the Institute

TQI's role in relation to the ACT teaching profession is informed by the *Teacher Quality Institute Act 2010*. TQI undertakes its responsibilities by integrating the direct regulation of the teaching workforce with specific strategic measures designed to raise the quality of that workforce.

The primary strategy is embedding the *Australian Professional Standards for Teachers* (the Standards) in the teaching practice of all ACT teachers. This integrated approach applies to all ACT teachers as they enter and progress through the career stages of the profession. TQI emphasises collaboration across school sectors and amongst teachers, schools, and universities. TQI promotes continuous professional learning and development and the professionalism of all teachers in the ACT. The ultimate goal of all its endeavours is to help enhance the learning outcomes of ACT school students.

Functions and Services

The functions of the Institute set out in Section 11 of the TQI Act are to:

- register, or grant permits to teach to eligible people;
- keep a register of, and records relating to, teachers working or intending to work in the ACT;
- keep a register of pre-service teachers undertaking or intending to undertake professional experience;
- use and share information on the teachers register and pre-service teachers register to facilitate planning or research in relation to teacher quality or the teaching workforce;
- promote and encourage:
 - the continuous professional learning and development of teachers; and
 - increased levels of skill, knowledge, expertise and professionalism of teachers;
- determine standards for, and to facilitate, the professional learning and development of teachers;
- develop and apply codes of practice about the professional conduct or practice of teachers;
- determine standards, including assessment and certification standards, for the teaching profession within a framework of nationally recognised professional standards;
- accredit education programs for pre-service teachers and teachers; and
- monitor compliance with and enforce the TQI Act.

In performing its statutory functions, TQI delivers the following range of services to all sectors of school education, ACT universities providing teacher education, and the teaching profession in the ACT:

- direct regulatory services with respect to the ACT teaching profession;
- quality assurance of initial teacher education programs in ACT universities;
- quality assurance with respect to professional learning programs for ACT teachers;
- facilitation of collaborative teaching practice across the ACT teaching profession;

- promotion of the continuing development and professionalism of ACT teachers; and
- inclusion on the professional experience register of pre-service teachers who undertake professional experience in an ACT school.

Organisational Structure, Operating Environment and Planning Framework

Our Structure

TQI is governed by a Board comprising ACT education stakeholders including teacher employers, universities and teacher unions, the teaching profession, the Early Childhood Education and Care sector and the ACT community. Board members who served on the TQI Board in the reporting period are listed in TQI Table 1.

The Board advises the Minister on matters relevant to the purpose of the Act.

Ms Natalie Howson was appointed as the TQI Board Chair on 12 August 2020. During her term as Chair, Ms Howson has built coalitions-of-interest in a range of sectors fostering the ACT Government's vision to develop empowered, highly effective educators. Ms Howson sees TQI as a responsive regulator, supporting teachers to meet the vision of quality expressed within the Standards.

Ms Coralie McAlister is the Chief Executive Officer (CEO). Ms McAlister's focus for the second decade of TQI is to ensure the voice of ACT teachers is reflected in the work it does. TQI wants teachers to see themselves as active, positive participants within the profession and within the regulatory system. Ms McAlister, through further reflection and engagement with teachers and school leaders is seeking clarity about how the profession understands the work of TQI, and the value it adds to a teacher's lived experience as well as to community confidence in the teaching profession.

Management of the Institute's operations is undertaken by the CEO subject to the requirements of the *Public Sector Management Act 1994*, the *Financial Management Act 1996* (FMA) and specific delegations of authority approved by the Board. These delegations are set out in an Instrument of Delegations which may be varied from time to time.

Section 10 of the *Remuneration Tribunal Act 1995* requires its administrative body (the Tribunal) to inquire into and determine the remuneration, allowances, and other entitlements of executives within the meaning of the *Public Sector Management Act 1994*.

The CEO is responsible for the day-to-day operations of TQI, supported by a small team of 12 full time equivalent. Specialist consultants are employed as needed by TQI. In 2021-22, TQI contracted the services of experts in the fields of communications, and human resources.

Operating Environment

TQI is a Territory authority for the purposes of the *Financial Management Act 1996* (FMA). the *Financial Management (Territory Authorities) Declaration 2012 (No. 1)*, exempts TQI from certain provisions of the FMA. For example, TQI is not required to produce a detailed statement of intent, statement of performance, or annual financial statement. However, in accordance with the 4 April 2012 direction issued by the then Minister for Education and

Training, under Section 25 of the TQI Act, TQI is required to provide a summary of its income and expenses each financial year in its annual report. TQI's operating budget is made up of:

- an appropriation allocated in the ACT Government budget process;
- fees received from teachers on application for teacher registration or permits to teach; and
- application fees for teachers applying for Certification under the *Australian Professional Standards for Teachers*.

For the purpose of the *Annual Reports (Government Agencies) Act 2004*, TQI comes within the definition of 'public sector body'. Accordingly, TQI has prepared this annual report to comply with Section 7 of that Act and in accordance with the requirements referred to in the *Annual Reports (Government Agencies) Directions 2022* issued under Section 9 of that Act.

TQI has established administrative arrangements with the Education Directorate in relation to providing financial accounting and audit services. The Board approves the TQI Budget and oversees the financial management and planning that supports TQI's operations. The Board regularly considers the financial performance of TQI. In the reporting period, the Board approved four finance reports.

Operations during COVID-19

TQI has continued its engagement with employers, registered teachers, applicants for teacher and pre-service teacher registration and its stakeholders through email, phone calls, online meetings, and video chats. TQI opened the TQI office in early 2022 and has reintroduced face-to-face meetings and workshops. The technical facilities in TQI's main meeting room were upgraded in March 2022. The new facilities allow for simultaneous delivery (face-to-face and online) allowing participants flexibility regarding attendance.

TQI has continued its engagement in the national agenda for teacher registration and regulation. TQI employees adjusted to changing circumstances, participating for the most part in online meetings at the national level.

Overall, TQI has been flexible and adapted its operational processes to support the teaching profession to meet regulatory requirements and continue to invest in professional development and professional standing in the community. For example, the number of professional learning programs for teachers being offered online has continued to grow, with online offerings peaking at 313 in June 2022. This is 57 per cent of the total TQI accredited program offerings. Other responsive measures are outlined in the following pages.

TQI Governing Board

Section 15(2) of the TQI Act sets out the composition of the TQI Board and requires the Minister to appoint the members of the Board (other than the CEO). The appointment of a member, other than the CEO, must be for a term no longer than three years. A person may be reappointed for a further term of three years. The CEO is a non-voting member of the Board.

Remuneration for the Chair is determined by the ACT Remuneration Tribunal in accordance with the provisions of the *Remuneration Tribunal Act 1995*. Except for the Chair, Board Members and Committee Members will not receive remuneration for performing their Board or Board Committee functions. They receive reimbursement for expenses reasonably incurred while performing these functions either at board meetings, attending committee meetings or when representing the Board. TQI Board Members and meeting attendance 2021-22 are listed in the table below.

TQI Table 1: TQI Board Members and Meeting Attendance 2021-22

Member	Qualifications	Role/Nominated by/Representing	Appointment period	Meetings attended
Ms Natalie Howson	MEd (Leadership) Commenced 2017 B.H.M.S.(Ed) 1983	Chair	12 Aug 2020 - 11 Aug 2023	4
Ms Coralie McAlister PSM	MHRD, BEd, Dip Soc Sci.	Chief Executive Officer, TQI	n/a	4
Mr Mark Huxley PSM	Grad Dip Ed; BA; Cert IV Workplace Assessment & Training Dip Multi Media.	Education Directorate	27 July 2021 - 26 July 2024	4
Mr Timothy Elliott	Dip Teach, BEd, MEd Leadership.	Catholic Education Office	10 April 2020 - 10 April 2023	3
Ms Berna Simpson	Teachers' Cert, BA, Dip Ed, Grad Cert, MEd	NSW/ACT Independent Education Union	6 Sept 2020 - 5 Sept 2023	4
Professor Barney Dalgarno	PhD; M IT; Grad Dip Ed; BSc	University of Canberra	27 July 2021 - 26 July 2024	4
Ms Julie Murkins	BA, Grad Dip Ed, MIL	Teaching profession in government schools	8 Feb – 26 Nov 2021 (resigned)	1
Ms Amanda Hawkins	Master of Teaching; BA; Latin American Studies	Teaching profession in government schools	16 June 2022 - 15 June 2025	0¹
Mr Andrew Wrigley	M.Ed; BEd	Association of Independent Schools of the ACT	27 July 2021 - 26 July 2024	4
Ms Maria O'Donnell	M. EdL; M.Ed; Cert RE; B.Ed.	Teaching profession in non- government schools	29 April 2022 - 28 April 2025	1
Ms Angela Burroughs	BComm; MT (Hon), M.A.	Australian Education Union, ACT Branch	10 Sept 2019 - 9 Sept 2022	4

Associate Professor Carolyn Broadbent	PhD (Psy), UTas; M. Ed (Research); B.Ed; DipTchg, SCVC Melb; TPTC.	Australian Catholic University	6 Sept 2020 - 5 Sept 2023	2
Ms Helena Walker	BSc; Cert IV Workplace Training & Assessment; Dip Government; Grad Dip (linguistics); Grad Dip Ed.	Community	6 Sept 2020 - 5 Sept 2023	4
Ms Samantha Page	PhD candidate; Master of Management; BA	Early Childhood Education and Care sector	17 June 2022 - 16 June 2025	0¹

¹Ms Hawkins' and Ms Page's appointments commenced after the June 2022 Board meeting.

The Board met on four occasions during the reporting period:

- 7 September 2021;
- 30 November 2021;
- 22 March 2022; and
- 14 June 2022.

The Minister for Education and Youth Affairs made six appointments during the reporting period.

- Ms Meg Brighton, member nominated by the Director-General, Education Directorate, (Section 15(2)(c)) resigned from the Board on 1 March 2021. On 27 July 2021, the Minister for Education and Youth Affairs appointed Mr Mark Huxley, Executive Group Manager, School Improvement, Education Directorate, as the member nominated by the Director-General.
- Ms Rita Daniels resigned as the member nominated by the Association of Independent Schools (AIS) of the ACT (Section 15(2)(d)) from 31 December 2020. On 27 July 2021, the Minister for Education and Youth Affairs appointed Mr Andrew Wrigley, Executive Director, AIS, as the member nominated by the AIS.
- Dr Ting Wang's term as the member nominated by the University of Canberra (UC) expired on 17 May 2021 (Section 15(2)(h)). On 27 July 2021, the Minister for Education and Youth Affairs appointed Professor Barney Dalgarno, Executive Dean, Faculty of Education, UC, as the member nominated by UC.
- Mr Patrick Ellis resigned as the member representing teachers and principals of non-government schools (Section 15(2)(k)) on 25 June 2021. On 29 April 2022, the Minister for Education and Youth Affairs appointed Ms Maria McDonnell, Assistant Principal, McKillop College as the member representing the teaching profession in non-government schools.
- Ms Julie Murkins resigned as the member representing teachers and principals of government schools (Section 15(2)(j)) in November 2021. On 16 June 2022, the Minister for Education and Youth Affairs appointed Ms Amanda Hawkins, Deputy Principal,

Bonython Primary School as the member representing the government school teaching profession.

The Board membership of 12 as outlined in the TQI Act does not include a member with specific representation of the Early Childhood Education and Care (ECEC) sector. In 2021, the Minister for Education and Youth Affairs approved the addition of a 13th Board member to represent the ECEC sector. On 17 June 2022, the Minister for Education and Youth Affairs appointed Ms Samantha Page, CEO, Early Childhood Australia, as the member representing the ECEC sector.

During the reporting period, the Board:

- monitored TQI's performance against the *TQI Strategic Direction 2020-2022*;
- reviewed the Board's performance;
- monitored TQI's performance against the annual budget;
- reported TQI's progress to the Minister for Education and Youth Affairs;
- reviewed the *TQI Strategic Direction 2020-2022*;
- approved the TQI Strategic Risk Register;
- reviewed the *TQI Board Charter*;
- reviewed and updated Board committee membership and terms of reference; applied the functions of Board committees; and monitored committee proceedings;
- approved new policies and reviewed existing policies;
- approved the fee for renewal of certification as a Highly Accomplished or Lead Teacher after ten years;
- endorsed the consultation process to inform the broadening of the regulatory model to register all early childhood teachers in the ACT;
- endorsed the *TQI Communications Strategy* to enhance engagement and communication with employers, principals, teachers and the community;
- approved the modular model of delivery of Certification as a Highly Accomplished and Lead teacher;
- agreed to change the *Highly Accomplished and Lead Teachers (HALT) policy* to expand eligibility to train to be a HALT assessor to teachers who have gained HALT certification;
- approved the accreditation of five hours of professional learning in acknowledgement of teachers' significant learning undertaken to deliver online learning; and
- engaged with Board stakeholders including: Chair of the Australian Institute of School Leadership; chairs of state and territory teacher regulatory authorities; teacher employers; unions; universities; and teacher and principal peak bodies.

The Board deliberated on the following major issues and legislation during the reporting period:

- the impact of COVID-19 and extended lock downs on teachers, including recognising the high-quality professional learning all teachers undertook in order to facilitate remote learning;
- TQI's management of business during restrictions relating to COVID-19;

- how TQI workforce data might address challenges facing the teacher workforce including: teacher shortage due to COVID-19; casual teachers; teacher recruitment; teacher retention; promotion of the teaching profession; and improving teacher quality;
- high quality professional learning;
- partnering with employers and universities to grow a highly capable teacher workforce including exploring the employment of initial teacher education students in their fourth year; ways to retain quality teachers considering retirement to continue as casual teachers, following their official retirement; and providing alternative pathways into teaching;
- recognising (for registration purposes) system sponsored teacher professional development;
- implementing TQI business system improvements;
- strengthening governance and administration practice;
- the Commonwealth *Automatic Mutual Recognition Act* and the implications for TQI and schools;
- The *ACT Auditor-General's Teaching Quality in ACT Public Schools review*; and
- The Quality Initial Teacher Education review.

TQI Board Charter

The *TQI Board Charter* sets out the responsibilities of Board members and details obligations regarding confidentiality of Board discussions and deliberations. The Charter also requires members to avoid conflicts of interest, disclose any conflicts of interest, and to remove themselves from deliberations should a conflict of interest arise.

The Charter states that in accordance with Section 85 of the *Financial Management Act 1996*, Board members must exercise their functions with the degree of honesty, care, and diligence required to be exercised by a director of a corporation in relation to the affairs of that corporation. The Charter is reviewed every two years or at other intervals as the Board may determine. The Board reviewed the Charter in March 2022.

In accordance with the Charter, the Board reviewed the TQI risk assessment and management plan and self-assessed its effectiveness using a customised self-assessment tool. The annual review of the Board's performance showed there is a high level of satisfaction with Board performance amongst the members. The members believe they are well supported to participate in strategic discussion, decision making and to account for the performance of TQI.

Significant improvements in reporting on regulatory matters, financial management, risk management and communication with the profession were noted in the assessment. Positive developments in being responsive to the teaching profession were also recognised. TQI has focused on building the capability of the TQI team at the cultural, policy and process levels and developing its relationships with key stakeholders in the ACT education system to be more proactive and constructive in meeting its obligations under the *ACT Teacher Quality Institute Act (2010)*.

Board Committees

The commitment of Board members is also reflected in the Board committee membership. Sixty-five committee members, making up four committees, are drawn from all sectors. Each committee is chaired by a member of the Board. Teachers make up a large proportion of the membership and offer an authentic perspective on the issues TQI is working on. The committees provide considered and quality advice to the Board and give of their time voluntarily. The TQI Board has four committees which provide advice to the Board and the CEO as follows:

- Teacher Professional Registration Committee (TPRC) which provides advice on teacher professional registration matters. The Committee's major focus for the reporting period was the consultation with the early childhood sector about the registration of early childhood teachers who teach in settings other than a school. The TPRC met and reported to the Board four times in the reporting period;
- Initial Teacher Education Committee (ITEC) provides advice on initial teacher education matters. The Committee responded to national reviews such as the *Quality Initial Teacher Education Review*. ITEC met and reported to the Board twice during the reporting period;
- Professional Learning and Development Committee (PLAD) which provides advice on teacher professional learning matters. The committee's major focus in the reporting period was on simplifying professional learning program and evaluation. PLAD met and reported to the Board three times during the reporting period; and
- Standards and Professional Practice Committee (SPPC) which provides advice on standards and professional practices matters including the certification of teachers as 'Highly Accomplished' or 'Lead' (HALT) teachers. SPPC's focus was on the evaluation report on the pilot of the modular model of delivery of the Certification of HALTs. The SPPC met and reported to the Board three times during the reporting period.

The Board also reviewed the committees’ terms of reference and approved the membership of each committee for the next three years.

Board Committee	2021 September	2021 November	2022 March	2022 June
Teacher Professional Registration Committee (TPRC)	■	■	■	■
Initial Teacher Education Committee (ITEC)	■			■
Professional Learning and Development Committee (PLAD)	■	■	■	
Standards and Professional Practice Committee (SPPC)	■		■	■

Planning Framework

During 2021 and early 2022, the Board reviewed the TQI’s strategic direction and in June 2022, the TQI Board drafted the *TQI Strategic Direction 2022-2024*, with approval occurring early in the next reporting period. Under the refreshed strategic direction TQI will continue its focus on four high-level goals:

- ensure professional responsibility, accountability and transparency;
- foster high quality learning and teaching;
- promote intellectual growth and learning; and
- collect and share quality data.

Performance Analysis

Overview

The purpose of TQI is to assure the ACT community that every child and young person is educated in preschools, schools and colleges, by qualified teachers who keep up to date with developments in their professional practices, and who uphold high professional and ethical standards.

The primary focus of the ACT Teacher Quality Institute remains the continuous improvement in the quality and professionalism of the ACT teaching workforce with the aim of enhancing the learning outcomes of all ACT school students. The TQI Act provides the regulatory regime within which the Institute pursues its goals.

Under the TQI Act, the teaching profession in the ACT is governed by a national framework that integrates regulatory provisions with a range of specific initiatives designed to assist all ACT teachers to improve their performance, at all stages of their careers. The framework integrates:

- preparation for the profession for initial teachers;
- national professional standards;
- high quality professional learning; and
- formal accreditation and registration requirements.

This framework accords with national agreements on education reform. Importantly, the approach in the ACT emphasises continuous quality improvement rather than simply a registration process for teachers.

TQI has commenced the development of a local framework which outlines to the profession the purpose of the TQI Act, inspires a vision and educates teachers and the broader community about the benefits of registration. The TQI framework will provide transparency about the actions TQI takes, as well as articulate TQI's approach and response to risk. This work is discussed later in the Annual Report.

Strategic Direction

In early 2020, the TQI Board endorsed the *TQI Strategic Direction 2020-2022*¹⁰. This plan reflects TQI's commitment to build upon past successes while advancing its mission to improve the professional standing of teachers and to build the confidence of the ACT community in the teachers in ACT schools.


The four goals for 2020 to 2022 were:

- Ensure professional responsibility, accountability and transparency;
- Foster high quality learning and teaching;
- Promote intellectual growth and learning; and
- Collect and share quality data.

¹⁰ In June 2022, following consultation with stakeholders, the Board had revised, refreshed and was close to endorsing the content of the new *TQI Strategic Direction 2022-24*.

Each of the strategic goals supports TQI’s legislated purpose under the TQI Act: to uphold the standards of the teaching profession; protect students and the community by ensuring education is provided in a professional and competent way by approved teachers; enhance the status of the teaching profession by recognising the professional learning and development of teachers throughout their careers; and maintain community confidence in the teaching profession.

Specific focus areas and outputs are linked to each strategic goal, aligning TQI programs and activities. Although presented separately, the goals are interrelated and the successful pursuit and achievement of one goal can impact the success of others.

Goal 1 

Ensure professional responsibility, accountability and transparency

This first goal supports TQI’s legislated purpose to uphold the standards of the teaching profession and to protect students and the community by ensuring education is provided in a professional and competent way by approved teachers.

During 2021-2022, the Board and its committees achieved the following matters relating to Goal 1:

Registration of Early Childhood Teachers

Set up for Success: An Early Childhood Strategy for the ACT outlines the plan for early childhood education and care in the ACT for the next decade. The Strategy includes amending the ACT teacher professional regulatory framework to include qualified early childhood teachers (ECTs).

During the reporting period, the Board’s Teacher Professional Registration Committee consulted with the Early Childhood Education and Care (ECEC) sector on how the TQI Board might provide professional registration for all ECTs, not just those working in a school setting. Nine consultation sessions were held Term 4, 2021 to the end of Term 1, 2022. Consultation sessions focused on the question ‘What regulatory framework will promote quality teaching in the early years, thereby lead to better educational outcomes for children?’



Over 100 participants engaged in the consultations. Participants were a mixture of ECTs in the sector, as well as teachers and leaders in schools. Centre directors, owners and policy experts also attended. All participants were keen to see ECTs able to be registered under the TQI Act. They believe this will enhance the community’s confidence in their provision of high-quality education. Based on the feedback during the consultation sessions, TQI is preparing advice to the Minister for Early Childhood Development about how best to broaden the current teacher registration model to accept all qualified ECTs. Legislative change to the TQI Act will be required to facilitate transition to a revised regulatory model.

Development of the TQI Communications Strategy

The TQI Board approved the *TQI Communications Strategy 2022* in November 2021. TQI is ten years old and crossing into the second decade brings with it an opportunity to review all elements of the regulatory model.

In the development of the Strategy, TQI reviewed existing communications activities, plans and collateral to identify ways to be more efficient with available time and resources, and adapt to changing stakeholder communications opportunities and requirements. It prioritised the need to develop an understanding of professional regulatory practice, and models that reflect best practice, and to involve the profession in the evolution of the Registration, Certification, and Accreditation responsibilities of TQI.

The aim of all TQI communications activities is to get the right message, to the right people, at the right time, through the appropriate channel. The *TQI Communications Strategy* outlines the stance TQI will take in adjusting communications methods and channels for engaging with stakeholders – particularly with teachers. The Strategy is a high-level parent document, which guides the development of companion communications plans. The TQI team developed the companion social media plan during Semester 1, 2022.

During 2022, the *TQI Communications Strategy* heralded several outcomes:

Reduced the registration administration burden for teachers	Streamlined TQI teacher-facing processes
Implemented TQI Portal improvements to make it easier for teachers to 'self-serve'.	Designed a series of consultation sessions to hear from early childhood teachers about how we might broaden the regulatory framework
Provided easy to-follow instructions for renewing registration and entering PL into the TQI Portal.	Designed consultation sessions to gain an understanding of TQI 'pain points' for teachers and areas for future process improvement for TQI.
Reviewed existing TQI communications collateral to ensure teachers can understand the information provided as quickly as possible.	Designed 'pull' information for teachers as required, outlining TQI processes such as moving from provisional to full registration and Certification at the latter career stages of Highly Accomplished and Lead.
Reinstated TQI emails as a regular communications channel to provide teachers with registration renewal reminders and other important TQI information.	Reviewed, simplified and redesigned TQI regulation and certification forms for ease of use.
Updated the TQI Post (newsletter) for ease of navigation to enable teachers to find information of interest quickly.	Designed a school leader information session to be part of existing school staff meetings to save time for teachers and share key TQI messages.

Social media continued to be an important channel of communication for the organisation. The TQI social media reach on Facebook is 17,115. Posts focussed on informing, inspiring and promoting the profession. Women made up 87.6 per cent of the audience, with 35.6 per cent of women in the 35-44 age range.



Throughout the reporting period communications with employers, principals, teacher networks and teachers were based on revised templates, refreshed branding and developed according to TQI communications principles. Simplified, timely, clear and pragmatic communication was appreciated, particularly by school leaders.

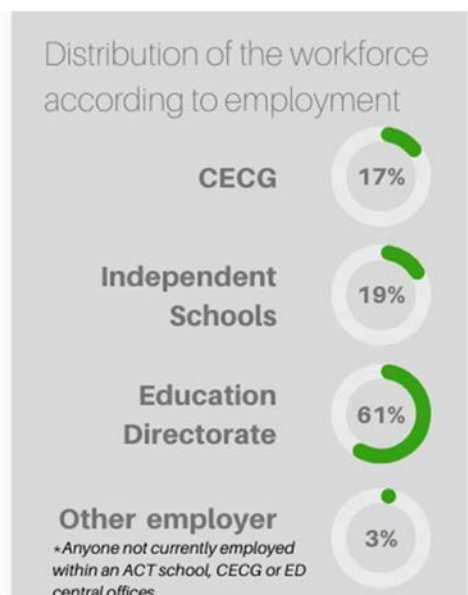
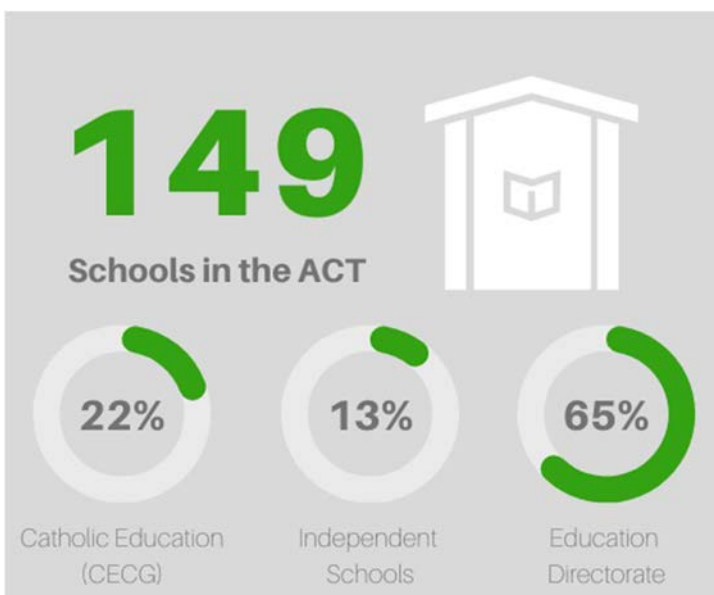
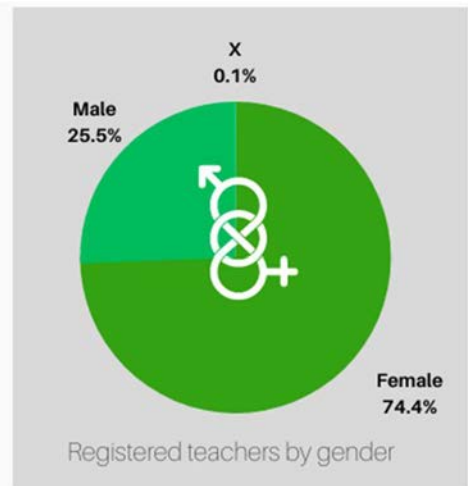
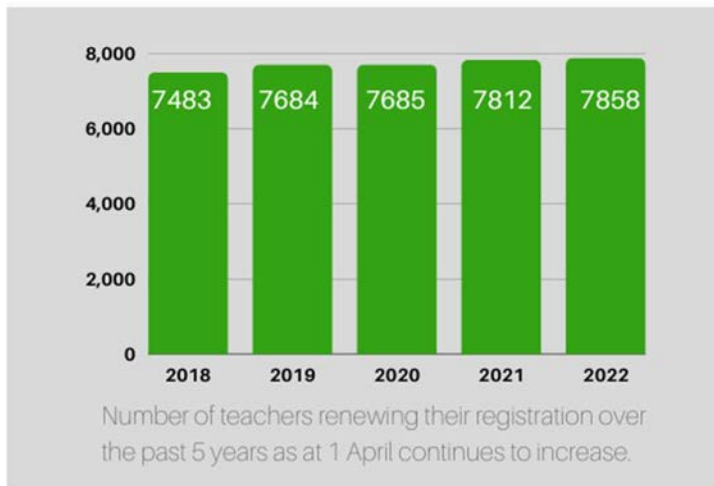
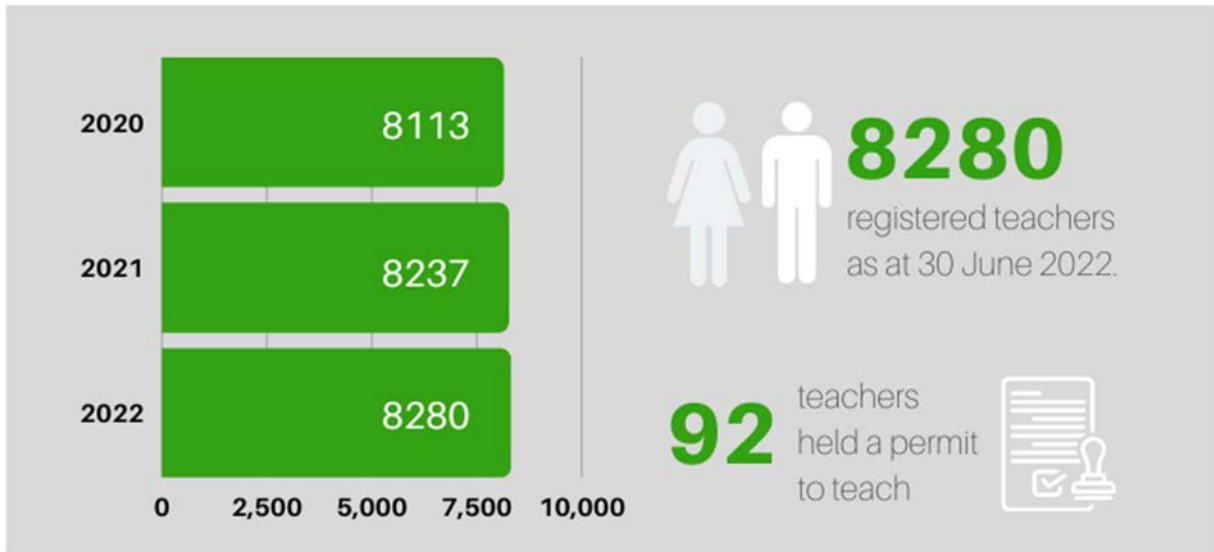
TQI Regulatory Framework

The Board Chair and the CEO engaged with TQI stakeholders including universities, employers, school leaders and unions about the development of a TQI regulatory framework. Stakeholders were positive about the direction the Board is taking TQI and agree that a local framework which outlines the risk-based approach to teacher registration is required. To ensure the new framework best meets the needs of teachers, the Board is interested in discovering how TQI offers the teaching profession the most value and considered the most effective and efficient way to engage teachers in a discussion of the strategies TQI should adopt.

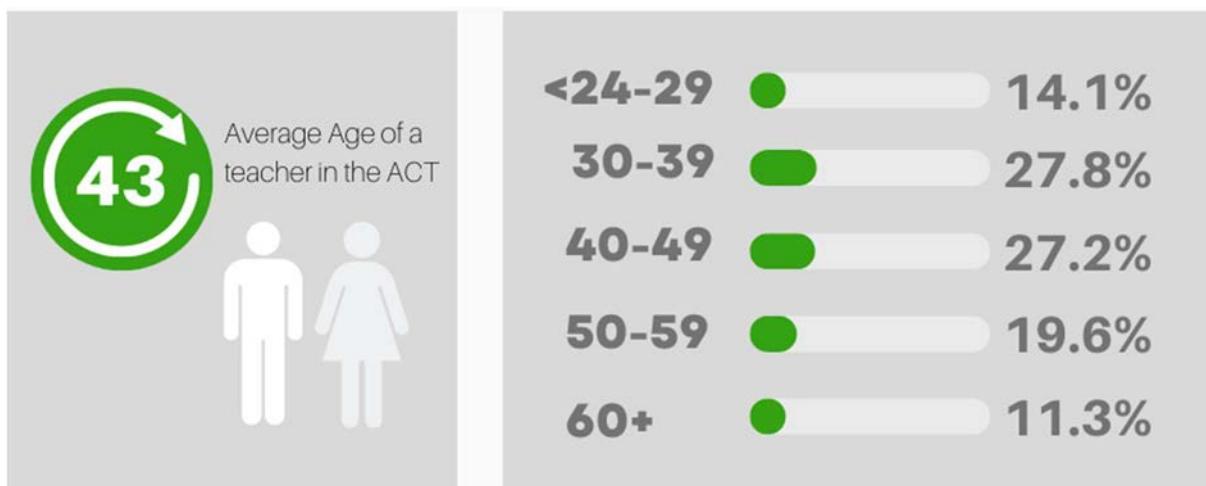
TQI has developed a consultation model and associated materials to use in the consultation. It is poised ready to consult with teachers on the new framework and taking into account the challenges facing teachers in the COVID environment and the stress on the teacher workforce, TQI has postponed the formal consultation process. TQI will continue to work with the Board to determine the optimal time for broad consultation with the teaching workforce.

Teacher registration: Registration renewal

In the ACT, teachers renew their registration by 31 March each year. Renewal of registration requires evidence of recent teaching practice along with the required 20 hours of professional learning. On 30 June 2022, TQI had 8,280 teachers registered with a high percentage of teachers renewing registration from the year prior. Of the total number of registrants, 92 people were approved to hold a permit to teach (PTT).



Note: Other Employer encompasses any non-school employer of registered teachers including: universities, government agencies, business, not-for-profit organisations, early childhood centres, as well as institutions such as museums and Questacon.



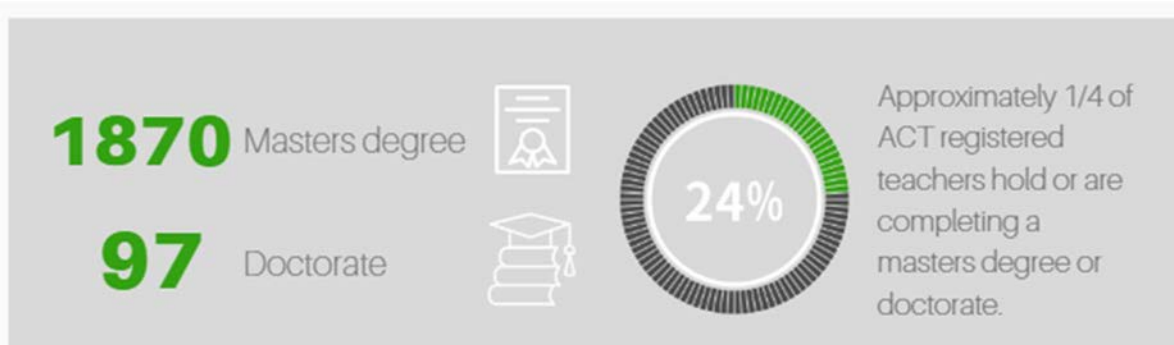
Teacher qualifications

For the purposes of registration, a recognised teaching qualification comprises at least four years of higher education leading to the award of a school teaching degree in education.

When teachers apply for registration, they must provide evidence of their required recognised teaching qualification. Many teachers bring multiple qualifications in addition to their required teaching qualification when they are first registered in the ACT.

Teachers also continue to undertake professional growth and build their knowledge and expertise throughout their career, not only through their yearly 20 hours of professional learning, but also by gaining additional academic qualifications such as masters degrees and doctorates.

Of the current total registered teachers in the ACT, 1,870 hold a masters degree and 97 hold a doctorate.



As well as holding a recognised teaching qualification of at least four years of higher education leading to the award of a school teaching degree in education, to be eligible for registration a person must have suitable oral and written English language requirements. People who have undertaken their teaching qualification in a country other than Australia, New Zealand, Canada, the United Kingdom, the United States of America or the Republic of Ireland, must have successfully completed the International English Language testing system academic test, or its equivalent.

Teacher registration: Provisional to Full Registration

Newly qualified teachers, as well as experienced teachers returning to the profession are provided with provisional registration while they take part in a school based professional development and assessment processes to demonstrate the proficiency required to hold full registration.

On 30 June 2022, 1,347 teachers were provisionally registered. Successful transition from provisional to full registration occurs through a strong and collaborative connection between TQI, employers and the teaching workforce. TQI Table 2 shows that 229 teachers moved from provisional to full registration during the reporting period. This compares with 291 in 2020-2021.

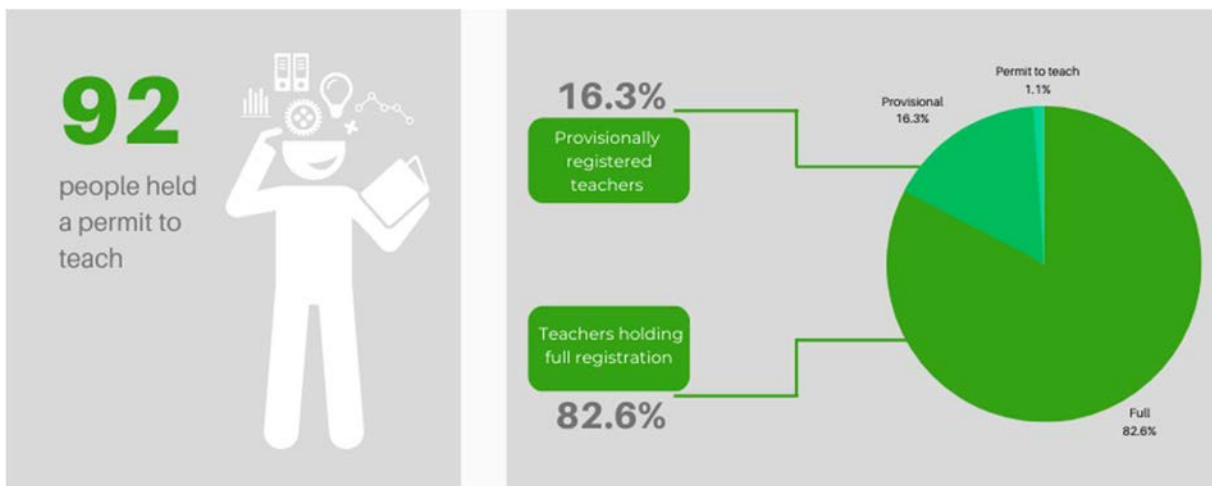
TQI actively engages with teachers as they journey from provisional to full registration. TQI provided *Moving from Provisional to Full Registration Information* sessions each term. These sessions were well attended by provisionally registered teachers and their mentors.

TQI Table 2: Full Registration Reports assessed and processed July 2021- June 2022

2021						2022						
Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
9	7	7	15	33	37	49	15	24	13	10	10	229

Teacher registration: Permit to teach

On 30 June 2022, 92 people held a permit to teach.



A permit to teach is not a category of registration but an authorisation for a person to teach for a limited period in a specific teaching role. A permit to teach may be offered to applicants who do not meet the requirements for full or provisional registration but who have specialist knowledge, training, skills, or qualifications, or have completed a teaching qualification that does not meet the eligibility requirements for full or provisional registration. It may also be offered to Initial Teacher Education (ITE) students who have completed their final practicum. A permit to teach is issued following a request to TQI from the employer wishing to engage the person in a teaching position where a suitably qualified or registered teacher is not available.

Shortages in the teacher workforce across Australia are resulting in increased opportunities for teacher regulatory authorities to collaborate with employers and universities to strengthen opportunities to formally connect ITE students to schools prior to course completion. TQI is looking to adapt its *Permit to Teach policy* to enable ITE students, at the beginning of their final year, to be employed in an ACT school.

Teacher regulation

The ACT has a high-quality teaching profession, and this quality is key in delivering effective student learning, every day. It is a condition of registration that a teacher complies with the *TQI Code of Professional Practice and Conduct* (the Code). During the reporting period 99.84 per cent of the workforce upheld the high professional and ethical standards of integrity, respect and responsibility as outlined within the Code.

The TQI Act confers on TQI the responsibility to enforce compliance with the Act. TQI may consider at any time whether there are grounds for suspending or cancelling a teacher's registration or permit to teach.

Section 70B of the TQI Act instructs the employer of an approved teacher to notify TQI within 5 days if disciplinary action is being taken¹¹. Immediate notification enables TQI to undertake a risk assessment and to monitor the outcome of any investigation.

In 2020-21, 89 per cent of discipline matters were notified to TQI in the required timeframe. TQI Table 3 shows regulatory action taken by TQI during the reporting period.

TQI Table 3: TQI Regulatory Action taken between 1 July 2021 to 30 June 2022

Regulatory action	2021	2022
Formal written warning (Working with Vulnerable People (WwVP))	0	0
Formal written warning (conduct)	2	1
Formal written warning (s.28/29 Breach)	7	3
s56(1) The institute may at any time on the institute's own initiative, amend an approved	3	5

¹¹ Section 70B defines notification events as: the employer has begun a formal investigation of the teacher, takes disciplinary action against the teacher, removes, cancels or ends the access of the teacher to casual employment, or the teacher, who is subject to a formal investigation or preliminary factual enquiry, resigns.

Regulatory action		2021	2022
teacher's registration or permit to teach, including imposing a condition.			
s63 Grounds for suspending or cancelling registration or permits to teach:	Suspension (WwVP registration lapsed)	0	1
(1) The institute may suspend or cancel a person's registration or permit to teach if	Suspension (conduct)	2	2
(a) the person (i) contravenes a condition of the person's registration or permit to teach; or (ii) has become mentally or physically incapacitated and the incapacity prevents the person from performing an inherent requirement of their job as a teacher; and (b) the institute believes on reasonable grounds that suspension or cancellation is necessary for this Act.	Cancellation	0	0
s36(4) Decision on registration or permit to teach application	Refused approval of registration	0	1
	No action warranted	0	8
			21

Certification: The Modular Model

Following a successful trial, and an independent evaluation of the new modular approach in March 2022, the Board approved the adoption of the HALT Certification 2.0 Modular Model. The modular model, in replacing the previous whole portfolio approach, increases access to the program for teachers who are unable to make a commitment over just one year, reduces the intensity of the workload required to prepare submissions, and distributes the cost over time.

The evaluation demonstrated that the new modular approach maintained the validity, rigor and credibility of the original, national approach, and enhanced the development-driven principle of certification with broader career development, including work-embedded professional learning and ongoing performance assessment, feedback and development. These benefits make the HALT program more attractive to potential candidates and school leaders.

The Board also agreed that Certification 2.0, at this time, replaces the full portfolio model and reserves the option to deliver full portfolio approach, in parallel with Certification 2.0, in the future. This decision is in recognition of the capacity of TQI to manage both streams of

certification concurrently. From March 2022, TQI implemented the modular model while continuing to monitor teacher demand for the full portfolio approach.

There is considerable national interest in the ACT model from the Australian Institute of Teaching and School Leadership (AITSL), other TRAs including the NSW Education Standards Authority (NESA), and employers in the different jurisdictions. Last year, Tasmania introduced a Modular model pilot taking the ACT approach. In 2022, NSW adopted a modular version leveraging the ACT work. In March 2022, TQI reported to the national Certifying Authorities Network convened by AITSL, about the Modular Model pilot and research findings, and provided a presentation to HALTs and other national stakeholders at the 2022 HALT Summit in Adelaide, 13-14 May.

Certification assessors

In September 2021, the Board agreed to change the HALT policy to allow practitioners who have gained HALT certification to train as certification assessors. This change will increase the available pool of assessors currently only drawn from the school leader cohort. HALT certified teachers are active peer mentors and coaches, they lead quality teaching practice in their school, and they have a working knowledge of the *Australian Professional Standards for Teachers* which they bring to all teacher professional processes across the career stages. The Board felt they are well qualified to play the role of an assessor and support the goals set out in the *Future of Education* Strategy to increase the number of certified teachers in the ACT.

Renewal of Certification after 10 years

The ACT has the first cohort of nationally certified teachers whose certification is due to expire in 2022 after ten years as certified HALTs. Early in 2022, the process for HALTs to renew their certification after ten years was established. Those HALTs who choose to renew their certification after five years can now progress to a ten-year renewal. Ten-year renewal maintains the rigour of all aspects of the Certification process, with HALTs required to provide evidence of their teaching, learning, mentoring and leadership in the context of the seven HALT Standards. To further substantiate their claims, the certification assessors conduct an onsite visit at the renewal applicant's school and speak to their nominated referees including the principal, to verify their high-level practice and impact.

While the administration required is minimal with only eight HALTs expected to apply for ten-year renewal in 2022, it is anticipated that the number of HALTs applying for renewal after both five and ten years will grow in proportion to the growth in the number of HALTs.

In developing this model for the renewal of certification after ten years to ensure that HALTs have maintained their high-level practice and continued to have a positive impact, TQI has once again developed the assessment process 'template' for other certifying authorities nationally. The model assesses HALTs certified ten years ago to quality assure their ongoing Highly Accomplished or Lead practice in classrooms, schools and systems.

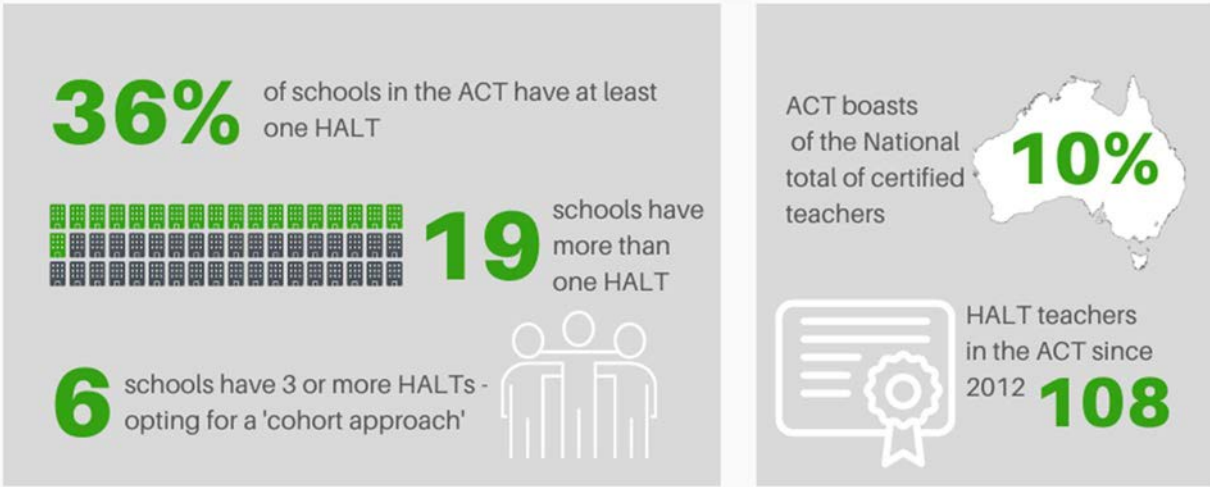
Certification data

'Teachers must be empowered to continue their professional learning throughout their careers and supported to collaborate with purpose and positive impact' is a key focus area of

the *Future of Education* Strategy. HALT certification demonstrates leadership and commitment to excellence in teaching. HALTs improve learning outcomes for their students, contribute to an increased culture of learning among employees, with HALTs sharing expertise and skills among colleagues.

Fifty-three schools in the ACT (36 per cent) have at least one HALT. Nineteen schools have more than one HALT, while six schools have three or more HALTs - with those schools reflecting a 'cohort approach' towards teacher development through certification.

The ACT boasts a sizable proportion of the total number of HALT teachers certified nationally since 2012. One hundred and eight teachers have been certified in the ACT since 2012 (10 per cent of the National total of 1,025 teachers).



Automatic Mutual Recognition

In June 2021, the Commonwealth passed the *Mutual Recognition Amendment Bill 2021 (Cth)* (the Amendment Bill). The Amendment Bill enables an individual registered for an occupation in one jurisdiction, to be automatically registered to carry on, in other jurisdictions, the activities covered by registration. Registration through this provision is referred to as an automatic deemed registration (ADR).

The Automatic Mutual Recognition (AMR) scheme came into effect on 1 July 2022. Under the Significant Risk Exemption provision, entry into the scheme for Teaching in the ACT will be delayed until 1 July 2027. This brings the ACT in line with teaching in the other jurisdictions, where Significant Risk Exemptions will delay entry by up to five years. TQI staff are continuing to work with the Commonwealth, IT industry representatives and other Teacher Regulatory Authorities (TRAs) on three feasibility studies to automate both the processing of Mutual Recognition applications and the ensuing information flow between TRAs. This work will also support the eventual entry into the AMR scheme. This work is funded through the Commonwealth’s Business Research and Innovation Initiative.

The AMR scheme, once implemented from 1 July 2027, will enable a teacher who is registered in another jurisdiction (the Home State) to work in the ACT. Significant work will be undertaken, in collaboration with the Teacher Regulatory Authorities, during the exemption period to ensure teacher registration retains its rigour and that information sharing across jurisdictions is sufficient to safeguard child safety.

While the Act does not require a teacher utilising AMR to notify TQI, the ACT has determined that notification and Working with Vulnerable People clearance will be required as this is crucial to ensure appropriate screening of registered teachers working in ACT schools.

Further the Act allows for the teacher to determine the Home State for registration based on either principal place of residence or principal place of work. Currently around 14 per cent of teachers registered in the ACT have a home address in another jurisdiction.

Current mutual recognition arrangements will continue to support teachers to transfer their registration from one jurisdiction to another.

Goal 2

Foster high-quality learning and teaching

This second goal supports TQI's legislated purpose under the TQI Act to enhance the status of the teaching profession by recognising the professional learning and development of teachers throughout their careers.

Recognition of professional learning in response to COVID-19

Throughout the reporting period, teachers (with support from families, school leaders and education support staff) ensured education continued across the Territory. The TQI Board took the opportunity to recognise the significant professional learning that underpinned the provision of on-line learning by all teachers by providing a one-off credit of five hours towards the 20 hours of professional learning required for registration renewal.

In November 2021, the Minister for Education and Youth Affairs, Yvette Berry MLA announced "ACT teachers have researched, completed online tutorials, networked, and collaborated to further develop the skills they needed to deliver programs that continued to meet individual needs. They've also found ways to design learning schedules that provide structure, but not too much structure, in order that parents can meet the many demands they have had. Thank you to all teachers for being such dedicated learners - creating entirely new ways of teaching and learning throughout 2021."

The five hours of professional learning was automatically populated into a teacher's professional learning profile in the TQI Portal. To respect teachers who had already met the required hours for 2022 renewals, TQI afforded each teacher the opportunity to choose which renewal year the five hours counted towards. Teachers chose either 2022 or 2023 registration renewals.

Teachers' reflection and evaluation of professional learning

ACT teachers recorded more than 226,100 hours of Professional Learning, submitting 172,437 of these hours to contribute towards their 2022 registration renewal requirements. Of the 7,858 teachers renewing registration for 2022, 98 per cent met professional learning requirements for registration, with 54 per cent completing more than the mandated hours in the year preceding renewal. The remaining 2 per cent arranged professional learning variation plans with TQI to meet their obligations.

As of 30 June 2022, 534 TQI accredited programs were available to ACT teachers. 313 of these programs were available online and 120 were available online and at no cost. These figures demonstrate the accessibility of accredited professional learning to all teachers regardless of their employment status.



The ACT continues to be the only jurisdiction where teachers record, reflect, and evaluate on professional learning on an annual basis. Evaluation data is used by providers of TQI Accredited professional learning to safeguard that content continues to meet the needs of ACT teachers. The TQI Board, through the Professional Learning and Development (PLaD) Committee actively worked with schools, systems, and sectors to increase the efficiency and effectiveness of teacher evaluations of their professional learning. TQI seeks to ensure that program evaluation is considered a knowledge source rather than a compliance activity. The Board continues to review professional learning evaluation requirements to ensure comprehensive feedback is received from participants without imposing unnecessary burdens on teachers.

Recognise system sponsored professional learning

During the reporting period TQI explored ways the regulatory model might acknowledge system sponsored professional learning and for this learning to be automatically credited to a teacher’s PL profile. TQI began partnering with employers to pilot how the regulatory framework can be holistically integrated into system initiatives to support teachers implement research-based instructional practices in the classroom. Through mutually designed and developed solutions TQI envisions adjustments to the regulatory model to reduce regulatory burden and better recognise high-achieving and reflective professional learning cultures within schools underpinned by the *Australian Professional Standards for Teachers* and *Australian Professional Standard for Principals*.

Teaching Quality

The ACT Auditor-General conducted a performance audit (report no 5: 2021) titled *Teaching Quality in ACT Public Schools*, with the report tabled in the ACT Legislative Assembly on 23 June 2021. The Auditor-General recommended that the Education Directorate work with the ACT Teacher Quality Institute to:

- receive and analyse data to use for evaluating the quality of Education Directorate professional learning activities, and identify trends and insights from its teachers' professional learning to help determine the impact this has on improving student outcomes; and
- design methods and practices to recognise key professional learning supports, including professional learning communities, as accredited learning that meets the requirements of the *Australian Professional Standards for Teachers*.

In 2021, the TQI Board Chair wrote to the heads of each sector and the ACT Association of Independent schools and universities inviting participation in a workforce data round table. The first meeting of the roundtable was held on 19 October 2021.

The purpose of the roundtable was to convene cross-sector discussion to:

- share TQI workforce data;
- gain a deeper understanding of the issues emerging within each sector and identify common concerns;
- discuss options related to casual teacher registration that may alleviate barriers to continuing to seek employment; and
- discuss other potential responses to the gaps emerging and the role TQI can play in the implementation process.

The Board continues to work with Territory partners on how to use TQI data to better inform policy and practice.

Goal 3

Promote intellectual growth and learning

This goal supports TQI's legislated purpose under the TQI Act to uphold the standards of the teaching profession and to maintain community confidence in the teaching profession.

Pre-service teacher register

TQI has 1,451 pre-service teachers registered on the pre-service teacher register with 125 pre-service teachers undertaking their initial teacher education at universities outside the ACT.

TQI was funded in the 2021-22 Budget to enhance the pre-service teacher register. Access to the TQI Portal, to be live in August 2022, enables pre-service teachers to experience meaningful interaction with TQI and prepare them to meet registration requirements when seeking provisional registration on entering the workforce.

Pre-service teachers will be able to enter their contact details on the portal, along with their university and Professional Experience Placement school and dates. They can access and record accredited professional learning. Pre-service teachers can seamlessly transition to Permit to Teach or Provisional Registration, with the same ID number, providing ACT teachers with a single, career long profile.

The updated TQI Portal will allow TQI to collect information about the schools and sectors who are involved with providing teacher professional experience placements, and the number of teachers from the pre-service teacher register who take up a teaching position in the ACT following graduation. This information may be used to gain an understanding of the teaching experience from a teacher's entry into Initial Teacher Education, their entry to the teaching profession, throughout their teaching career in the ACT and through to their exit. All data extracted from the register will be deidentified.

Accreditation of Initial Teacher Education programs

The accreditation process involves a rigorous assessment of an initial teacher education (ITE) program against a set of nationally agreed standards. Accreditation standards and procedures are designed to ensure that all graduates of ITE meet the *Australian Professional Standards for Teachers* at the Graduate career stage. This ensures the program is of high quality and prepares pre-service teachers for the teaching profession so that they are 'ready to teach'. The process also includes an assessment of a provider's quality assurance and continuous improvement mechanisms, as well as ensuring that the provider has a nationally endorsed teaching performance assessment which all graduates must successfully complete. Accredited ITE programs currently on offer in the ACT are:

- Australian Catholic University (ACU) (Canberra campus/online) - ten ITE courses available to tertiary students in the ACT (including two online, more mixed mode);
- ACU Early Childhood teaching programs - Bachelor of Education (Early Childhood and Primary) on campus; Master of Teaching (Early Childhood and Primary) online;
- University of Canberra (UC) - ten ITE programs available to tertiary students in the ACT all on campus;



- UC Early Childhood teaching programs - Bachelor of Early Childhood and Primary Education; and
- Master of Primary Teaching and Master of Secondary Teaching under review in preparation for Stage 2 accreditation by end 2022.

Stage two accreditation occurs at the end of the initial Stage 1 accreditation cycle (not exceeding five years) and applies to all ITE programs that have completed a cycle of accreditation and have evidence of impact to inform their evaluation and review. Stage 2 accreditation of the UC's Master of Primary Teaching and Master of Secondary Teaching programs is currently underway.

Goal 4

Collect and share quality data

Goal number 4 supports TQI's legislated purpose under the TQI Act to protect students and the community by ensuring education in schools is provided in a professional and competent way by approved teachers.

TQI Digital Systems

TQI delivered Portal 2.0 in 2020-21. The new build ensured the portal reflects industry standards and is *Web Content Accessibility Guidelines* (WCAG) friendly with more intuitive functionality. The performance of the site has increased usability and has been well received by all users. This new build has enabled future functions to be integrated seamlessly into the existing architecture. Site security and data privacy measures have continued to be updated in the reporting period as part of ongoing improvement measures.

In the 2021-22 Budget, the ACT Government approved capital funding of \$600,000 over two years to upgrade the TQI business systems. In 2021-22, TQI made the following improvements to the underlying business system:

- Improvements to management and tracking of WwVP registration expiry and extensions from Access Canberra;
- Refinement of employment and employer classifications;
- Capture of maternity and parental leave as a factor in teachers not being able to meet PL requirements;
- Restructuring the data structures supporting HALT Certification to cater for the modular nature of Certification 2.0 and incorporating an ongoing renewal process; and
- Streamlining the application and approval processes for Accredited PL Programs.

The following improvements were made to the TQI Portal:

- The registration renewal process was streamlined;
- Resources are featured for teachers relevant to their registration status and career stage;

- Colour-coded buttons and tiles have been incorporated across the application, improving usability;
- Self-management of PL Activities in relation to the year they are attributed to for registration purposes has been enhanced;
- The Events module has been re-designed, allowing teachers to search for PL by cost status, online versus in-person, as well as programs available on-demand;
- School Registration reports provide more information to employers, displaying the status of a teacher's renewal application and WwVP registration status;
- Enhanced visibility of key dates, WwVP expiry, PL status (including verification) have been incorporated on the landing page; and
- Application and payment for all modules of HALT Certification, as well as application for renewal of HALT Certification have been incorporated

Survey of ACT Teachers not renewing registration

Following the annual renewal of registration processes in March 2022, TQI undertook a survey of teachers who did not renew their registration. In seeking to understand the various reasons teachers do not renew their registration in the ACT, TQI will be better positioned to contribute to planning and policy decisions in relation to the retention of teachers.

Of the 680 teachers who were invited to participate, 170 responses were received – representing a return rate of just under 27 per cent. The survey canvassed a broad range of topics in relation to registration and individual teachers' experiences of working in the ACT – including their reasons for not renewing, their plans for the immediate future, and potential impediments to re-registration.

One outcome of the survey to date has been the TQI Board exploring opportunities to incentivise experienced teachers who are looking to retire to join the casual teacher workforce – and so continue to contribute their expertise, skills, and knowledge.

Australian Teacher Workforce Data Strategy

In 2017 in response to a Teacher Education Ministerial Advisory Group (TEMAG) recommendation and a *National School Reform Agreement* national policy initiative, Education Ministers approved the development of the *Australian ITE and Teacher Workforce Data Strategy* (ATWD). They have agreed to fund the ATWD initiative until July 2025. The ATWD is a national strategy for the collection and analysis of initial teacher education data and teacher workforce data. Teacher regulatory authorities (TRAs) are tasked with primary responsibility for the collection and supply of teacher workforce data to the national dataset. ITE providers (universities), through the Commonwealth Government's Higher Education Information Management System (HEIMS) and the Quality Indicators for Learning and Teaching (QILT) survey, provide ITE data to inform the ATWD. The ATWD Oversight Board, in partnership with TRAs, supplements the dataset with data collected annually through the ATWD teacher survey.

2019 amendments to the TQI Act authorised TQI to contribute to the ATWD strategy. For the first time, in 2020, TQI provided teacher workforce data to the national data collection and did so again in 2021. During the reporting period, TQI continued to represent TRAs on the

ATWD Oversight Board. TQI recently renewed its MOU with the ATWD to provide data to the National collection until 30 June 2025.

The ATWD links ITE student data from 2005 with current teacher data to provide longitudinal information on teachers working in Australian schools and future teachers engaged in teacher preparation. As the data collection expands and datasets are linked, the ATWD data will be a highly valuable resource for research and planning.

The aggregated data will:

- inform ACT research and teacher workforce planning to better enable universities and schools to provide an authentic professional experience which will build the ITE students' readiness to teach;
- give more comprehensive information on subject specialties studied in ITE;
- provide information on how many ACT ITE students are graduating compared with how many register to work as a teacher;
- provide information on how many teachers stay in the profession and for how long;
- be used to gain an understanding of the teaching experience from an ITE student's entry into ITE, their entry to the teaching profession, through to their exit; and
- inform future policy decisions about the teaching profession.

The first report from the ATWD initiative, *National Initial Teacher Education Pipeline*, was published in late 2020 and provides an analysis of the characteristics of students who are entering, are currently enrolled in, or have completed ITE. Key findings in the Pipeline Report include changes to the supply of teaching graduates and a detailed understanding of the characteristics of pre-service teachers in the ITE pipeline.

The second report, *Teacher Workforce Characteristics*, was published in December 2021. It focuses on teachers' registration and employment experiences during 2018 and other key information gathered through the ATWD Teacher Survey. This information includes workforce experiences of early career teachers, professional learning and qualifications, working hours and tasks, and intentions to stay in the teaching profession.

In June 2022, the ATWD commenced the release of the ATWD Key Metrics Dashboard. This on-line dashboard is an important first step in the implementation of the *ATWD Digital Data Access and Reporting Strategy*. The data to be made available in the first release provides two new years of priority initial teacher education data from 2005 to 2019. It includes commencement, enrolment and completion data for each state and territory, with cuts by program/degree type, student demographics and enrolment characteristics available. The dashboard will be regularly updated to include all ITE Pipeline data for the same period. The intention is to eventually have all ATWD data available through the dashboard.

Quality Initial Teacher Education Review

On 11 March 2021, the Hon Alan Tudge MP, Commonwealth Minister for Education and Youth announced a review into Initial Teacher Education (ITE). A Quality ITE Review was launched on 15 April 2021 with the announcement of the terms of reference and an Expert

Panel of Ms Lisa Paul AO PSM (Chair), Mr Malcolm Elliott, Emeritus Professor Bill Loudon AM and Mr Derek Scott.

The Review's focus was:

- Attracting and selecting high-quality candidates into the teaching profession; and
- Preparing initial teacher education (ITE) students to be effective teachers.

Given the stated desire for the review to hear from ITE students, the opportunity to participate in the review was promoted to all pre-service teachers on TQI's Pre-Service Teacher register. The Initial Teacher Education Committee (ITEC) considered the key questions from the review in the context of local initiatives such as Highly Accomplished and Lead teachers and the Affiliate Schools model – a partnership between the ACT Government schools and the University of Canberra based around the clinical model of delivering ITE program. Members of ITEC were encouraged to provide input to the panel. Chief Executive Officers of TRAs met with the panel on 15 July 2021.

The Quality Initial Teacher Education Review (the Review) final report was released on 24 February 2022. It outlines the findings of the Review. The Panel made recommendations across three key areas:

- Attracting high-quality, diverse candidates into initial teacher education;
- Ensuring their preparation is evidence-based and practical; and
- Supporting early years teachers.

Following the change of Government in May 2022, the status of the Review and the recommendations is not yet known.

Scrutiny

In the reporting period, in relation to scrutiny reports, the Government has made no commitments involving the TQI portfolio.

Risk Management

TQI pursues integrated risk management in all planning and operational processes. Risks particular to TQI arising from its legislative mandate are identified and assessed for management at a range of levels within TQI.

Strategic Risks are identified as a part of the development and review of the TQI Strategic Register. Strategic risks, their assessment and treatments, are approved and monitored by the TQI Board. The Board reviewed the TQI Strategic Risk register twice in the reporting period, approving updates to risk identification, classification and treatments related to: teacher workforce pressures; the introduction of Automatic Mutual Recognition legislation; security due to failure of technology systems; and the potential impact of COVID19 on TQI employees.

Operations/service level risks are identified in TQI service standards, policies, and procedures. The responsibility for assessing and responding to operational level risks lies with the Chief Executive Officer and TQI employees.

Project risks are identified in project plans and for ICT projects within the project guidelines approved by ACT Digital, Data and Technology Solutions (DDTS). The responsibility for assessing and responding to project risks lies with TQI project managers and committees.

Internal Audit

The ACT Auditor-General's Office (AO) conducted an independent audit of TQI finances in 2021. The audit concluded with an exit meeting between the AO and TQI Board Chair and CEO on 5 October 2021. The AO noted this was the first year it had conducted such an audit and sharing of material between both TQI, and AO went well. When considering the risk of financial mismanagement, the audit confirmed sufficient controls are in place.

TQI is covered by the audit arrangements of the Education Directorate audit framework. Based on a recommendation from the AO's audit report to undertake an independent audit of TQI's income and expenditure once in the tenure of each Board Chair, the Directorate has agreed to incorporate an audit of TQI finances into the Directorate's internal audit program from 2023 onwards.

Fraud Prevention

The Board approved the *TQI Fraud and Corruption Prevention Plan 2021* in August 2021. Fraud prevention measures incorporating procedural checks and balances to minimise the risk of financial and other fraud are included in TQI policies and procedures, particularly those involving financial transactions and regulatory activities. TQI Board members are required to make a conflict-of-interest declaration at the beginning of their appointment to the Board and are required to declare any real or perceived conflicts of interest at each Board meeting.

Freedom of Information

In the reporting period, decisions to publish Open Access Information included publication of, or updates to two TQI policies. TQI has 14 links posted on the Open Access website, including links to policies, annual reports, the *TQI Strategic Direction* and governance information.

TQI received one application and under the *Freedom of Information Act 2016* (FOI Act) in the reporting period relating to Section 70 A and B of the TQI Act. In the week prior to Christmas, TQI collated over 750 records for the request.

The TQI has information on its organisation, function, and decision-making powers on its website:

www.tqi.act.edu.au/about-tqi. Further information can be obtained by contacting tqi@act.gov.au or by phone on (02) 6205 8867. People seeking information are encouraged first to contact TQI before using the formal Freedom of Information process.

Documents available on request and without charge include publications produced by TQI on various aspects of its activities.

Documents used by TQI employees when making decisions include:

- *Teacher Registration and Permit to Teach Policy*;
- TQI Procedure for Review of Registration;
- *Teacher Registration Qualifications Policy*;
- *Australian Qualifications Framework*;
- *Continuing Professional Learning and Program Accreditation Policy*;
- Continuing Professional Learning Program – TQI Accreditation Guide January 2021;
- *TQI National Certification of Highly Accomplished and Lead Teachers Policy*;
- *Certification of Highly Accomplished and Lead ACT Teachers – TQI Supplement 2020*;
- *ACT Certification of Highly Accomplished and Lead Teachers – Assessor Handbook*;
- *Australian Professional Standards for Teachers*;
- 2020 – Progressing from Provisional to Full Registration – A Guide for Professional Guidance Panels of Provisionally Registered Teachers;
- 2020 – Progressing from Provisional to Full Registration – A Guide for Provisionally Registered Teachers; and
- *Initial Teacher Education Program Accreditation Policy*.

Community engagement and support

Workshops and Programs

In response to COVID-19 restrictions, including social distancing rules and teachers supporting learning from home, TQI expanded professional learning protocols and practices. During the reporting period, TQI continued to adjust its service provision as follows:

- workshops and meetings were hosted face-to-face and/or online, in accordance with COVID-19 circumstances; and
- professional learning providers of accredited programs continued to offer content online.

When appropriate, TQI took advantage of the ACT Government’s relaxing of restrictions regarding indoor gatherings and conducted some face-to-face workshops and meetings. Participants had the option of attending in person or on-line where practicable.

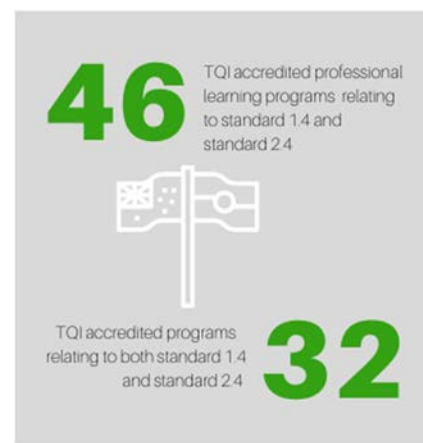
Some of the TQI workshops and programs offered by TQI in the reporting period included:

- nine consultation sessions held with the Early Childhood sector about the registration of early childhood teachers who are teaching in settings which are not schools;
- moving from provisional to full registration – ten cross-sectoral workshops for beginning teachers, casual teachers, teacher mentors/supervisors and school leaders on the process for progression to Full Registration;
- cross-sectoral workshops for certification applicants, certification referees, mentors and school leaders;
- national certification assessor training for ACT school leaders and certified Highly Accomplished and Lead teachers;

- assessor update training workshops for five ACT certification assessors;
- co-convening the University of Canberra Master of Education Capstone Unit on professional evidence and the Teacher Standards for ACT post-graduate Master of Education students;
- three meetings of the ACT Casual Teacher Network;
- four meetings of the ACT HALT Network; and
- meetings as requested to assist teachers to renew their teacher registration; to assist mentors and school leaders to support teachers to move from Provisional to Full Registration; and to assist school leaders, teachers and employers regarding Working with Vulnerable People obligations.

Aboriginal and Torres Strait Islander Reporting

In the reporting period, TQI accredited 46 professional learning programs which had content specifically related to standard 1.4 (strategies for teaching Aboriginal and Torres Strait Islander students) and standard 2.4 (Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians) of the *Australian Professional Standards for Teachers*.



Workplace Health and Safety

In the reporting period, TQI had no incidents requiring reporting under the *Work Health and Safety Act 2011*.

In response to COVID-19 restrictions, team members were encouraged to become familiar with communications from Government about COVID-19 safe practices. Daily online executive and team meetings were scheduled and continued throughout the reporting period. At these meetings, team members were encouraged to identify any workplace health and safety issues being experienced, particularly related to the working from home environment. A general well-being check happens at each meeting. At performance review meetings, supervisors check with employees about the suitability of their working from home arrangements, as well as their satisfaction in the workplace.

Following the easing of COVID-19 restrictions, TQI employees were given the option of working in the office should they prefer to do so, or should their work require it e.g., use of office equipment such as printers to process multiple registration renewals. TQI continued to follow workplace protocols to ensure social distancing and safe practices around hygiene. Employees only attended the office if they are well.

Human Resources Management

Staffing Profile

The TQI comprises the CEO and 11 other FTEs as of 30 June 2022.

Staff Professional Development



TQI employees attended a range of professional development activities. A particular focus in the reporting period was continued Executive engagement with ANZSOG (Australia and New Zealand School of Government) National Regulators’ Community of Practice (NRCOP). Senior staff attended virtual seminars and listened to podcasts and undertook readings and professional discussions about various components of the regulatory framework.

Senior staff also attended the two-day Driving Risk-Based Regulation National Conference, in February 2022. The Driving Risk-Based Regulation digital conference brought together regulatory professionals, experts, and best practice case studies from a wide range of jurisdictions across Australia and New Zealand and provided a platform to discuss the challenges and opportunities of Risk-Based Regulation. The Registrations team attended three Masterclass sessions with Punk’d PD to assist with strategic planning for the forward year.

Ecologically Sustainable Development

TQI is a tenant of the University of Canberra (UC). TQI pays UC a flat rate which covers energy and water consumption. TQI does not have information about the amount of water or energy used.

TQI sources its paper from a sustainable forest, avoids the use of disposable crockery and cutlery when catering for meetings, forums and functions, and promotes a culture among employees of ecologically sustainable practices and purchases.

Section C – Financial Management Reporting

EDUCATION DIRECTORATE STATEMENT OF INCOME AND EXPENDITURE FOR THE TEACHER QUALITY INSTITUTE FOR THE YEAR ENDED 30 JUNE 2022

	Note No.	Actual 2022 \$'000	Actual 2021 \$'000
INCOME			
Revenue			
Controlled Recurrent Payments	1	1,495	1,449
Investment Revenue		12	15
Registration Fees		1,004	1,003
Grants and Contributions Revenue	2	96	33
Total Revenue		2,606	2,500
EXPENSES			
Employee Expenses		1,825	1,640
Superannuation Expenses		274	267
Supplies and Services	3	834	882
Audit Fees	4	-	8
Depreciation		239	239
Total Expenses		3,172	3,036
Operating (Deficit)/Surplus		(566)	(536)

The above Statement of Income and Expenditure should be read in conjunction with the accompanying notes.

Notes forming part of revenue and expenditure:

- The appropriation is drawn down by the Education Directorate and on passed on to TQI.
- Grants and Other Revenue primarily consists of resources received free of charge relating to legal services provided by the Shared Services and ACT Government Solicitor Office.
- Supplies and Services consists of:

	2022 \$'000	2021 \$'000
Property Maintenance	5	14
Materials and Services	653	678
Travel and Transport	1	0
Administrative	57	64
Financial	3	6
Operating Leases	116	120
	834	882

- Audit Fees incurred in 2020-21 associated with the audit of ACT TQI Operating Statement by the ACT Audit Office.
- Cash totalled \$0.65 million at the end of 2021-22 (\$0.96 million at the end of 2020-21).

Financial Management Analysis

TQI continues to operate in a sound financial manner. ACT Government and registration fees remain the primary sources of revenue for TQI.

Financial Statements

The summary report above shows the details of income and expenses for TQI for the 2021-22 financial year in accordance with the direction issued by the then Minister for Education and Training under section 25 of the TQI Act.

Basis of preparation

The Teacher Quality Institute (TQI) prepares the Statement of Income and Expenditure to meet the requirement of *ACT Teacher Quality Institute Ministerial Direction 2012 (No. 1)* of providing summary details of its income and expenses for a financial year. The Statement is a special purpose financial report and is prepared in accordance with the recognition and measurement requirements of the Australian Accounting Standards and the significant accounting policies as set out below.

The financial report has been prepared on a going concern basis as the ongoing functions and activities of the TQI have been funded in 2021-22 under Section 7 of the *Financial Management Act 1996*.

Significant accounting policies revenue

Controlled Recurrent Payments are drawn by the Education Directorate and passed on to the TQI. Controlled Recurrent Payments are recognised as revenue upon the receipt of cash when TQI gains control over the funding, under *AASB 1058 Income of Not-for-Profit Entities*.

Registration Fees are recognised as revenue when the performance obligations are satisfied, under *AASB 15 Revenue from Contracts with Customers*.

Grants and other revenue relate to legal services received free of charge from the ACT Government. Solicitor's Office services are recognised within the Budget as revenue on the basis that the services would have been purchased if they had not been donated.

Interest revenue is recognised using the effective interest method.

Asset Management

The TQI business system is the single most significant asset of the Institute. Maintaining and updating this system is a key operational consideration. As such, regular analysis and assessment of TQI's digital services infrastructure is undertaken to ensure that the business system remains fit for purpose and is aligned with industry practice. In the 2021-22 Budget, the ACT Government approved capital funding of \$600,000 over two years to upgrade the current TQI business system and of \$400,000 in 2021-22 to upgrade the TQI Preservice Teacher Registration system. Improvements to the TQI Digital Systems have been outlined in Goal 4 above.

Government Contracting

Procurement processes undertaken by TQI comply with the ACT Government procurement legislative framework. Procurement decisions are authorised by the appropriate delegate within TQI. TQI utilises whole of government procurement arrangements to seek advice and support in relation to procurement and contract management issues.

TQI entered a contract with Dialog Pty Ltd during the 2020-21 reporting period - Contract number 30062020-ID – ACT Teacher Quality Institute Platform Maintenance.

At the end of June 2021, TQI re-engaged Dialog Pty Ltd for a further 12 month period to ensure continued access to the Teacher Portal. TQI will examine a longer term option/agreement while complying with procurement procedure requirements. TQI will report on this in the 2022-23 Annual Report.

The online ACT Government Contracts Register records contracts with suppliers of goods, services and works, with a value of \$25,000 or more. A full search of TQI contracts notified with an execution date from 1 July 2021 to 30 June 2022 can be made at <https://www.tenders.act.gov.au/contract/search>.

Aboriginal and Torres Strait Islander Procurement Policy

TQI CEO, Ms McAlister remains an *Aboriginal and Torres Strait Islander Procurement Policy* Executive Champion. Procurement undertaken in the 2021-22 reporting year did not address any of the three *Aboriginal and Torres Strait Islander Procurement Policy* performance measures.

Ministerial Directions

Over the reporting period no directions were given by the Minister under Section.25 of the TQI Act.

Public Interest Disclosure

The *Public Interest Disclosure Act 2012* defines the types of wrongdoing that fall within the definition of disclosable conduct. Disclosable conduct includes any activity by an individual or an ACT Public Sector entity that:

- is illegal;
- misuses or wastes public money or resources;
- is misconduct;
- is maladministration;
- presents a danger to the health or safety of the public; and/or
- presents a danger to the environment.

No disclosures were received in the reporting period.

Contact Information

For more information contact the Chief Executive Officer or the Board Chair of TQI:
Secretariat:

ACT Teacher Quality Institute

Coralie McAlister

Chief Executive Officer

coralie.mcalister@act.gov.au

ACT Teacher Quality Institute Board

Natalie Howson

Board Chair

natalie.howson@act.gov.au

ACT Teacher Quality Institute PO Box 263

JAMISON CENTRE ACT 2614

Telephone: 02 6205 8867

tqi@act.gov.au

Attachment 1

Details of professional learning programs accredited 1 July 2021 to 30 June 2022

Organisation	Program
(CE) Religious Education and Curriculum Services	Understanding Biblical Texts: Teaching Old Testament Prophets and Prophecy
(CE) Religious Education and Curriculum Services	Catholic Leaders Day
(CE) Religious Education and Curriculum Services	Early Childhood Religious Education Professional Learning Module
(CE) Religious Education and Curriculum Services	Catalyst Online Units 5 & 6
(CE) Religious Education and Curriculum Services	Catalyst System Day 2022
(CE) Religious Education and Curriculum Services	CECG Catalyst Online Units 7 & 8
(CE) Religious Education and Curriculum Services	CECG Catalyst Online Units 5 & 6
(CE) Religious Education and Curriculum Services	HITP Theory and Practice 2 (Primary)
(CE) Religious Education and Curriculum Services	HITP Theory and Practice 2 (Secondary)
(CE) Religious Education and Curriculum Services	Spelling Mastery - Dr Toni Hatten-Roberts
(CE) Religious Education and Curriculum Services	Writing and Vocabulary Instruction-Lorraine Hammond
(CE) Religious Education and Curriculum Services	Advancing Thinking Through Writing (K-2)
(CE) Religious Education and Curriculum Services	Advancing Thinking Through Writing (3-12)
(CE) Religious Education and Curriculum Services	Developing Culturally Competent & Responsive Schools
(CE) Religious Education and Curriculum Services	CECG - Theory & Practice 3 - PRIMARY Reading Instruction
(CE) Religious Education and Curriculum Services	CECG Theory & Practice 4 - Primary - Lesson Design and Delivery
(CE) Religious Education and Curriculum Services	CECG Theory & Practice 4 - SECONDARY - Lesson Design and Delivery
(CE) School Services	Supporting Student Wellbeing and Mental Health
(EDU) Inclusion and Engagement Branch	OLT Understanding Hearing Loss
(EDU) Inclusion and Engagement Branch	10 Essential Skills for Classroom Teachers
(EDU) Inclusion and Engagement Branch	10 Essential Skills for Classroom Teachers (online)
(EDU) Inclusion and Engagement Branch	Positive Behaviour for Learning: Universal Non-Classroom Systems
(EDU) Inclusion and Engagement Branch	Positive Behaviour for Learning Universal Supports Classroom systems
(EDU) Inclusion and Engagement Branch	Understanding and Supporting Autism Spectrum Disorders (OLTASD)
(EDU) Inclusion and Engagement Branch	Understanding Speech, Language and Other Communication Needs (SLCN)
(EDU) Inclusion and Engagement Branch	Understanding and Supporting Dyspraxia and Other Motor Coordination Difficulties (DMCD)
(EDU) Inclusion and Engagement Branch	Team Teach (Foundation/Universal)
(EDU) Learning and Teaching Branch	An Integrated Approach to the Digital Technologies Curriculum in the Early Years
(EDU) Learning and Teaching Branch	Enabling Pedagogies: Student Centered Learning
(EDU) Learning and Teaching Branch	Rediscovering Country Series - Country as Educator
(EDU) Learning and Teaching Branch	Rediscovering Country Series - Country as Storyteller

(EDU) Learning and Teaching Branch	Rediscovering Country Series - Country as Inspiration
(EDU) Learning and Teaching Branch	Quality Remote Learning and Teaching
(EDU) Learning and Teaching Branch	Meeting the language needs of students at Harrison School (Primary)
(EDU) Learning and Teaching Branch	Meeting the language needs of students at Harrison Secondary School.
(EDU) Learning and Teaching Branch	Reimagining Inclusion: Beyond the Usual Suspects
(EDU) Learning and Teaching Branch	Supporting Data Literate Students through Scientific Investigations
(EDU) Learning and Teaching Branch	The Design Process: Practical tools to enhance STEM learning in the Primary Classroom
(EDU) Learning and Teaching Branch	Teaching spelling and vocabulary to EAL/D Learners
(EDU) Learning and Teaching Branch	Teaching Young Children English in Multilingual Contexts
(EDU) School Leadership	Leading for All: Every child and young person, every classroom, every day
(EDU) School Leadership	10 Essential Instructional Practices in Literacy
(EDU) School Leadership	Introduction to Discipline Literacy
(EDU) School Leadership	The Workshop Model
(EDU) School Leadership	10 Essential Instructional Practices in Literacy (Phase 11)
ACT Association for the Teaching of English (ACTATE)	Taking On Shakespeare: A Workshop on Shakespeare in the Classroom presented by Better Strangers
ACT Association for the Teaching of English (ACTATE)	Vocab for Success
ACT Association for the Teaching of English (ACTATE)	Striving Writers (and the reading & writing connection)
ACT Association for the Teaching of English (ACTATE)	Shorts: Tools, Texts and Strategies
ACT Careers Association (ACTCA)	Career Assessment using the Pathways Career Education & Development Scale (CEDS)
ACT HALT Network	ACT HALT Share Space 2021
ACT No Waste - Transport Canberra and City Services	Citizen Science - Getting Involved
ACT Public Colleges Professional Learning Committee	2022 College Conference - Ways of Knowing, Ways of Being
Acting For the Fun of It	Acting the Playtext
Acting For the Fun of It	Acting Techniques
Acting For the Fun of It	Acting Shakespeare
Acting For the Fun of It	Acting and Devising Theatre
Actsmart Schools - Environment, Planning and Sustainable Development Directorate	Sustainability in your School
Ainslie School	Empowered Learning Professionals - Finding our Voice and Using it with Impact
ALEA	Wrestling with Wicked problems through Inquiry and picture books
ALEA	ALEA ACT Literary Event with Kate and Jol Temple
Alfred Deakin High	Differentiation at Alfred Deakin
Alfred Deakin High	Understanding the Gifted Learner and Differentiating for Them at Alfred Deakin

All About Writers	Teaching Primary Writers
Alliance Française de Canberra	Enseigner le français - different aspects of teaching up-to-date French
Alliance Française de Canberra	Back to school: "C'est la rentrée!"
Amaroo School	Amaroo Effective Reading Practices
Amaroo School	Cultural Integrity - Developing strategies through a strength-based lens
ANSTO Australian Nuclear Science and Technology Organisation	Incorporating scientific research and data into classroom teaching: Science Inquiry Skills
ANSTO Australian Nuclear Science and Technology Organisation	Teaching Stage 5 Science: Isotopes, radioactivity, and nuclear medicines
ANU Centre for Learning and Teaching	Using Action Research to Improve Professional Practice
Arawang Primary	Finding the Balance: a differentiated maths approach
Association of Independent Schools of the ACT	2022 AISACT Colloquium – Leading in a Changing Landscape
ATESOL ACT	Functional Grammar - making language come alive for English language learners
Australian Catholic University - Institute for Positive Psychology & Education	iPLAY Leaders: Course 1
Australian Catholic University - Institute for Positive Psychology & Education	iPLAY Leaders: Course 2
Australian Catholic University - Institute for Positive Psychology & Education	iPLAY Leaders: Course 3
Australian Catholic University - Institute for Positive Psychology & Education	iPLAY Workshop (2022)
Australian Catholic University - Institute for Positive Psychology & Education	iPLAY Motivation
Australian Catholic University - Institute for Positive Psychology & Education	iPLAY Movement
Australian Catholic University - Institute for Positive Psychology & Education	iPLAY Inclusive Physical Activity
Australian Catholic University - Institute for Positive Psychology & Education	iPLAY Feedback
Australian Council of Health Physical Education and Recreation (NSW Branch)	Re-imagining physical education - Unpacking and translating the curriculum
Australian Council of Health Physical Education and Recreation (NSW Branch)	Reimagining Assessment in Physical Education
Australian School Library Association	Australian School Library Association Advocacy Summit
Australian Taxation Office	Teaching primary students to be active and informed citizens (Paying It Forward)
Behaviour Zen Pty Ltd	Positive Behaviour Support Strategies for Students with Oppositional Defiant Disorder

Behaviour Zen Pty Ltd	Positive Behaviour Support Strategies for Students with Attention Deficit Hyperactivity Disorder
Behaviour Zen Pty Ltd	Positive Behaviour Support Strategies for Students with Aggressive Behaviour
Behaviour Zen Pty Ltd	Positive Behaviour Support Strategies for Students with Anxiety
Behaviour Zen Pty Ltd	Positive Behaviour Support Strategies for Students with Autism Spectrum Disorder
Behaviour Zen Pty Ltd	Guiding the development of emotional regulation skills
Belconnen High	Becoming a Better PLC
Belconnen High	Becoming a Better PLC Part 2
Berry Street Victoria	Berry Street Education Model - Day 1 Body
Berry Street Victoria	Berry Street Education Model Day 2 Relationship
Berry Street Victoria	Berry Street Education Model Day 3 Stamina & Engagement
Beyond Blue	Empowerment: Keys to Mentally Healthy Communities Conference
Birrigai Outdoor School	Creativity Arts from a Ngunnawal Perspective
Birrigai Outdoor School	Cultural Integrity / Cultural Weaving with Ronnie Jordan
Birrigai Outdoor School	Strengthening Effective Professional Learning Communities
Birrigai Outdoor School	Ngunnawal First Nation workshop
Black Dog Institute	Leading the way to mentally healthier schools – the next frontier
Blue Gum Community School	Blue Gum Philosophy and Practice 2022
Blue Gum Community School	Blue Gum Pedagogy in Action 2022
Board of Senior Secondary Studies	Curriculum Planning: The New Arts Framework
Board of Senior Secondary Studies	Curriculum Planning: The Technologies Framework
Board of Senior Secondary Studies	Curriculum Planning: The Industry and Services Framework
Board of Senior Secondary Studies	Rubric Writing
Board of Senior Secondary Studies	Writing Programs of Learning
Board of Senior Secondary Studies	Introduction to the Board of Senior Secondary Studies for New College Teachers
Board of Senior Secondary Studies	Designing Tasks that Assess Thinking
Bonython Primary	LEARNING TO BE - LEARNING TO DO
Brindabella Christian College	Developing Powerful Learners - Phase 2
Brumbies Rugby	Smart Rugby
Burgmann Anglican School	Impactful Pedagogy: Continuing a research-informed conversation
Burgmann Anglican School	Positive Education Partnerships: The Treasure Within
Burgmann Anglican School	Feedback for Learning: Amplifying the Impact for Students
Canberra Girls' Grammar School	Agency in the Learning Space
Canberra Girls' Grammar School	Developing the MYP C1

Canberra Girls' Grammar School	TQI and STEP Goal Setting Based on the Australian Professional Standards For Teachers
Canberra Girls' Grammar School	Understanding Overparenting - A Workshop in Positive Communication
Canberra Girls' Grammar School	Inquiry in the Middle Years
Canberra Grammar School	Challenging and Empowering: The Way Forward.
Canberra Grammar School	Learning intentions, success criteria and collecting evidence of learning
Canberra Grammar School	Challenging and Empowering: The Educational Landscape
Canberra Grammar School	Professional Boundaries and Child Protection
Canberra High	Teaching writing in any faculty
Canberra Mathematical Association	miniMaths - Maths In Nature Inquiries in the Early Years - Developing a Plan
Canberra Theatre Centre	ACT Up Drama Festival - Teachers Mentor Program and Workshop
Chapman Primary	Writer's Workshop Model in a word conscious classroom
Charles Conder Primary	Play is the Way
Charles Weston Primary	Literacy Practices at CWSC
Charles Weston Primary	Evaluative Thinking in Number
Cool Australia	Teach Nature Play
Cool Australia	How to Teach Critical Thinking
Cool Australia	How to Teach Critical Thinking - Primary
Cool Australia	How to Teach Creative Thinking
Cool Australia	Digital technologies for STEM classrooms
Cool Australia	How To Teach Sustainability With Hope
Cool Australia	Big History
Cool Australia	Create Change with the Right Communication
Cool Australia	Teach persuasive language using videos
Cool Australia	Investigate How Animals Are Impacted by Their Environment
Cool Australia	Inspire Young Scientists in Your Learning Room
Cool Australia	Teach Mindfulness to Children
Cool Australia	Teach Mindfulness to Secondary Students
Cool Australia	Teach Science Inquiry in the Primary Classroom
Cool Australia	Use Discussion Circles in the Primary Classroom
Cool Australia	Use Discussion Circles in the Secondary Classroom
Cool Australia	Visualise Data in the Primary Classroom
Cool Australia	Visualise Data in the Secondary Classroom
Cool Australia	Extend the Thinking Skills of Young Children
Cool Australia	Exploring General Capabilities: Ethical Understanding
Cool Australia	Use Thinking Tools to Strengthen the Primary Curriculum

Cool Australia	Use Thinking Tools to Strengthen the Secondary Curriculum
Cool Australia	Meet the NQS by Caring for the Environment
Cool Australia	Introduce Primary Students to Design Thinking
Cool Australia	Geographical Inquiry Made Simple
Cool Australia	Inspiring Students to Take Action
Cool Australia	War on Waste - Use Primary Maths to Measure Waste
Cool Australia	War on Waste - Use Secondary Maths to Measure Waste
Cool Australia	Using Group Work To Improve Student Learning
Cool Australia	Strategies for Dealing with Aggressive and Violent Behaviours
Cool Australia	Teaching Consent To Children
Cool Australia	How to approach trauma in the classroom
Cool Australia	How to teach a unit on fire and flood resilience
Cranleigh School	Building and Using our AAC toolkits
Curtin Primary	Cohesive teams, collaborative teaching and collective efficacy
Curtin Primary	Whole School Numeracy
Curtin Primary	Building collective culture
Daramalan College	Spirituality Day 2022
Daramalan College	Fr Jules Chevalier: The Person Behind the Heart
Daramalan College	ECT Wellbeing & Resilience Training
Daramalan College	Sustainability @ Daramalan
Daramalan College	Learning From One Another
Daramalan College	Department Day 2022: Negotiated Professional Learning
Dave Barrie - Personal Development Training	EVERYBODY WINS a community BREAKTHROUGH experience!
Deploy Learning Pty Ltd	Level 1 Google Certified Educator Course
Deploy Learning Pty Ltd	Level 2 Google Certified Educator Course
Design and Technology Teachers Association ACT	DATTA ACT Professional Learning Seminar Program 2022
Design and Technology Teachers Association ACT	TECHnow 2022 Technology Teachers Conference
Drum Effect	African Drumming Course 2022
Duffy Primary	Mathematics by Inquiry
Early Childhood Australia Inc	eSafety Early Years Program
Early Childhood Australia Inc	2021 Early Childhood Australia National Conference Young Citizens
Early Childhood Australia Inc	Documenting and assessing children's learning professional package
Early Childhood Australia Inc	Equity and inclusion professional learning package
Early Childhood Australia Inc	Early childhood learning environments package
Early Childhood Australia Inc	Music in early childhood (two-part series)
Early Childhood Australia Inc	Participatory Planning—The Floorbooks® Approach—Focus on Talking Tubs™

Early Childhood Australia Inc	Participatory Planning—The Floorbooks® Approach
Early Childhood Australia Inc	Participatory Planning—The Floorbooks® Approach (A focus on Floorbooks)
Early Childhood Australia Inc	Play-based learning in early childhood package
Early Childhood Australia Inc	Service leadership in early childhood package
Early Childhood Australia Inc	Understanding sleep and safe sleep practices in early childhood (3-part series)
Early Childhood Australia Inc	STEAM—Science, technology, engineering, arts and mathematics package
Early Childhood Australia Inc	2022 Early Childhood Australia National Conference Passion to Power
Education Cross Sector ACT	Transforming Thinking for Inclusion (Students with Disability)
Education Cross Sector ACT	Everyone Everyday teaching program
Education Events	Emotional Regulation in students with Autism - Online Masterclass
Education Events	Making it a Success with Sue Larkey online
Education Events	Strategies and Insights for teaching autistic students - Sue Larkey
EduInfluencers	Using Collaboration to your Advantage
EduInfluencers	Why Diversity is so Important.
EduInfluencers	Where Are We Going?
EduInfluencers	Are We On The Same Page?
EduInfluencers	Wellbeing and Self Care
Emmaus Christian School Canberra Limited	Building on Numeracy
English for Work	Grammar Basics Workshop
EQ Connect	EQ Educator 1 - 6 Seconds Accreditation
Erindale College	Designing Learning Using SOLO Taxonomy
Erindale College	Visible Learning - How Students Learn
Evatt Primary	Cultural Understanding On Country
Fadden Primary	Early Years Literacy Reading
Franklin Early Childhood School	10 Essential Literacy Practices with Christine Topfer
Garran Primary	Intellectual Engagement and Student Agency at GPS
GEG Canberra	IndigeniseEDU: First Nations Pedagogy in the classroom
GEG Canberra	Google Certified Educator Level 1
Generation Next	The Mental Health and Well Being of Young People - Block 14
Generation Next	The Mental Health and Well Being of Young People - Block 15
Generation Next	The Mental Health and Well Being of Young People - Block 16
Generation Next	The Mental Health and Well Being of Young People - Block 17
Generation Next	The Mental Health and Well Being of Young People - Block 18
Generation Next	The Mental Health and Well Being of Young People - Block 19
Generation Next	The Mental Health and Well Being of Young People - Block 20
Generation Next	The Mental Health and Well Being of Young People - Block 22

Generation Next	The Mental Health and Well Being of Young People - Block 21
Generation Next	The Mental Health and Well Being of Young People - Block 23
Generation Next	The Mental Health and Well Being of Young People - Block 24
Giralang Primary	ACT Positive Behaviours for Learning (PBL)
Gold Creek School	Transforming Learning through Agency
Gordon Primary	Aligning Beliefs and Practices
Growth Coaching International Pty Ltd	Advanced Coaching: Solutions Focus Master Class-online
Growth Coaching International Pty Ltd	The Impact Cycle
Growth Coaching International Pty Ltd	A Coaching Approach to Managing Challenging Conversations
Gungahlin College	Using Depth of Knowledge to Design Assessments and Progress Scales
Gungahlin College	Literacy Strategies for Disengaged Students with Dr Misty Adoniou
Hawker Primary	Cultural Integrity
Hawker Primary	Spelling
Hawker Primary	Student Wellbeing at Hawker School
Health Improvement Branch, ACT Health, ACT Government	Kids at Play Active Play Professional Learning Online Course
Health Improvement Branch, ACT Health, ACT Government	Kids at Play Active Play Professional Learning Workshop
Holy Family Parish Primary School	Teacher Wellbeing - Recharge and Take Control
Holy Trinity Primary	Honouring Student Agency Through Assessment
Howff Design	008: Licence to Innovate
Hughes Primary	Data Analysis at Hughes Primary School
Hughes Primary	Enhancing Curiosity, Authenticity and Agency Through Inquiry Culture
Human Connections	Online Accidental Counsellor Courses Membership
Human Connections	Accidental Counsellor Training Face to Face
ICTE Solutions Australia	How to Integrate Technology in the Science Classroom? - Primary
ICTE Solutions Australia	Harness Technology in Early Childhood Education Today
ICTE Solutions Australia	How to Integrate ICT in Teaching Maths? Primary
Imagine More Ltd	Get that Good Life! Conference
Imagine More Ltd	Universal Design For Learning - focussing on Numeracy & Mathematics
Innovative Global Education - Singapore	Planning and Teaching for Conceptual Inquiry
Instrumental Music Program	Arts Up Front 2022
Instrumental Music Program	IMP New Learning Week 0
Instrumental Music Program	Step into the Limelight Visual Art Exhibition Teacher PL Series
Integrated Information Service	Understanding Australian Apprenticeships
International Baccalaureate - Asia Pacific	Cat 1 PYP: Leading the Learning
International Baccalaureate - Asia Pacific	Cat 1 PYP: Head of School

International Baccalaureate - Asia Pacific	Category 1 PYP: Making the PYP Happen - Implementing Agency
International Baccalaureate - Asia Pacific	Category 2 PYP: Evidencing Learning
International Baccalaureate - Asia Pacific	Category 2 PYP: Concept-driven learners
International Baccalaureate - Asia Pacific	Category 3 IB Ed+PYP+MYP+DP: Approaches to Learning
International Baccalaureate - Asia Pacific	Category 1 PYP: Making the PYP Happen - Implementing Agency
International Baccalaureate - Asia Pacific	Category 1 PYP: Making the PYP happen in the Early Years: Implementing Agency
International Baccalaureate - Asia Pacific	Introductory MYP: Developing the MYP (one or two day option)
Kairos Consultancy & Training	Teaching and Learning Cycle.
KMEIA ACT Inc	Music in the Preschool Classroom: Songs, Rhymes and Action
KMEIA ACT Inc	Kodaly Australia Conference
Lanyon High	Building Cultural Capability
Little Scientists Australia	Optics + Inquiry Projects in Early Childhood
Little Scientists Australia	Air & Metacognition in Early Childhood
Little Scientists Australia	Acoustics & Peer Group Learning
Lyneham Primary	Building a Restorative School. A 3-year commitment between Lyneham PS and Real Schools
Lyons Early Childhood School	Learning by Doing: PLCs and School Curriculum Design
Lyons Early Childhood School	Data Informed Change at Lyons ECS
Macgregor Primary	Wellbeing At Macgregor
Malkara School	PBL Effective Classroom Practices
Malkara School	Sensory Processing in the School Environment
Marist College Canberra	Marist College Marist Learning Principles- 2022
Mawson Primary	How students learn- high impact teaching strategies in mathematics to maximise student learning
Michael Griffin	Growth Mindset: Improving Teaching and Learning
Michael Griffin	Teaching for Metacognition
Michael Griffin	Teaching Musical Skill
Miles Franklin Primary	Cultural Integrity - Developing strategies through a strength based lens
Monash Primary	Teaching techniques to wire the student brain for reading and writing
Montessori Australia Group	Montessori Quality: Authentic Practice
Montessori Australia Group	Thinking Different: Supporting Neurological Divergences
Montessori Australia Group	Montessori Quality, Authentic Practice: Creative Initiatives for educational Leaders
Montessori Australia Group	Positive Discipline for educators
Mother Teresa Primary School	Session 1: Take a Closer Look at Communication (Learning Language and Loving It!)

Mother Teresa Primary School	Learning Language and Loving It! Session 2: Follow the Child's Lead
Mother Teresa Primary School	Learning Language and Loving It! Session 3: Taking Turns Together
Mount Stromlo High School	The Writing Revolution will not be televised
Mount Stromlo High School	Conscious Interactions: developing winning workplace relationships
MultiLit Pty Ltd	InitialLit F/1/2 Professional Learning Workshop
MultiLit Pty Ltd	MiniLit Professional Learning Workshop
MultiLit Pty Ltd	MacqLit Professional Learning Workshop
MultiLit Pty Ltd	MiniLit Sage Professional Learning Workshop
MultiLit Pty Ltd	MiniLit Sage Bridging Course
MultiLit Pty Ltd	MultiLit Reading Tutor Program Professional Learning Online Course
Muse Consulting	BBB Neuromusic Module 1
Muse Consulting	BBB Neuromusic Module 2
Muse Consulting	BBB Starter Course
Muse Consulting	BBB Educator Course
Muse Consulting	BBB Neuromusic Module 3
Muse Consulting	BBB Neuromusic Module 1
Muse Consulting	BBB Neuromusic Module 2
Muse Consulting	BBB Facilitator Course
Muse Consulting	BBB Starter Course
Museum of Australian Democracy (MoAD)	Media Literacy and Critical Thinking Skills - Political Cartoons
Musica Viva Australia	Musica Viva in Schools Wyniss Online PD Webinar
Musica Viva Australia	Musica Viva Inspired by the Natural Environment
Musica Viva Australia	Musica Viva in Schools Neuropedagogy: How Science informs your music teaching
Musica Viva Australia	Accessible Composition for the Classroom
Musica Viva Australia	Musica Viva in Schools PD Music and Culture
Namadgi School	Teacher resource Training for In My Blood It Runs
Namadgi School	Aligning School Plans P-10
Narragunnawali Aboriginal Corporation	Australian First Nations cultural capability training
National Gallery of Australia	Art Ways of Learning: Indigenous Art and Culture
National Museum of Australia	Australian Perspectives 2022: First Nations. Gender. Migration
National Museum of Australia	First Nations Histories and Cultures in Schools
Neville Bonner School	The Workshop Model
Ngunnawal Primary	Diving Deeper into Literacy Instruction with Christine Topfer
North Ainslie Primary	Maths by inquiry: Beliefs and Practices
North Ainslie Primary	Maths by Inquiry and the Australian Curriculum: A pedagogy and practices focus

NSW ACT Independent Education Union	Behaviour Management 1: Getting it right
NSW ACT Independent Education Union	Behaviour Management 2: Keeping it Right
NSW ACT Independent Education Union	Behaviour Management 3: Making it Right
NSW ACT Independent Education Union	Behaviour Management 4: Upholding the Right
NSW ACT Independent Education Union	Managing Difficult Conversations – How to Discuss What Matters
NSW ACT Independent Education Union	Supporting Students With Challenging Behaviours
NSW ACT Independent Education Union	Managing and Responding to Extreme Behaviours
NSW ACT Independent Education Union	Thriving and Surviving: strategies for casual teachers
Numeracy Plus	The Role of School Middle Leaders
O'Connor Cooperative School	Literacy Workshop Model
Office of the eSafety Commissioner	Digital rights and responsibilities of students and educators
Palmerston District Primary	Effective Spelling At Palmerston District primary School with Christine Topfer
Parliamentary Education Office	Teaching civics and citizenship: Constitution masterclass
Powerful Partnerships	Better Teaching Better Learning
Powerful Partnerships	Effective Pedagogy Workshop
Powerful Partnerships	Leadership - Keeping it Simple
Radford College	Radford College JS 2022 PL Conference: Enhancing pedagogy to improve student outcomes
Radford College	Thriving Radford Learners
Red Hill Primary	Differentiation in the Primary Years Program
Richardson Primary	Reading- Essential Instructional Practices Workshop
RoJo van Pty Ltd	Mediation in Schools
School of Education UNSW	GERRIC Mini-COGE
School of Education UNSW	Mini-COGE Advanced Gifted with Learning Disability
School of Education UNSW	Mini-COGE Advanced - More Curriculum Differentiation
School of Education UNSW	Mini-COGE Connect
Sexual Health and Family Planning ACT	SoSAFE! User Training
Sexual Health and Family Planning ACT	Teaching Relationships and Puberty to Grades 3-6
Sexual Health and Family Planning ACT	Safe and Inclusive Schools Core Training
Sexual Health and Family Planning ACT	Relationships and Protective Behaviours Training - for Teachers of P - 2
Sexual Health and Family Planning ACT	Teaching Relationships and Sexuality in Secondary Schools
Skoolbo Australia Pty Ltd	Teacher Workshop Series - Reluctant to Engaged Writers
Skoolbo Australia Pty Ltd	Teacher Workshop Series - Wellbeing and Positive Relationships
Southern Cross Early Childhood School	Exploring the reading/writing connection and morphology to motivate and inspire readers and writers
SP Specialist Inclusion Services	Executive Function in the classroom. Helping teachers to understand and support executive function

SP Specialist Inclusion Services	Executive Function in the Classroom
SP Specialist Inclusion Services	Handwriting and Writing: Know the difference and what to do about it.
SP Specialist Inclusion Services	Functioning through Dysfunction
SP Specialist Inclusion Services	Strategies for Written Output and Executive Functioning Difficulties
SP Specialist Inclusion Services	Working Memory - Strategies to support working memory, learning and independence.
St Clare's College	Designing Learning Using Solo Taxonomy
St Clare's College	Feedback that makes Learning Visible
St Edmund's College	Writing: Introduction to the Writer's Toolbox
St Edmund's College	Student Development and Support Framework
St Francis Xavier College	Positive Education (Pos.Ed) and wellbeing at SFX
St Mary MacKillop College	Early Career Teacher Mentoring Program
Teacher Quality Institute	TQI PL Variation Plan Adjustment (A)
Teaching for Neurodiversity	Dyscalculia and Mathematical Learning Difficulties: Identification, Diagnosis and Intervention
Teaching for Neurodiversity	Dyspraxia/Developmental Coordination Disorder: The Cinderella of Learning Difficulties.
Teloopa Park School	Building trust and highly effective teams - Steven Francis
The Australian School of Contemporary Chinese (ASCC)	New Approaches to Chinese Language Education During and Post COVID-19
The Ian Potter Foundation Technology Learning Centre	Engineering is Elementary: Designing Solar Ovens (virtual)
The Ian Potter Foundation Technology Learning Centre	Engineering is Elementary: Designing Windmills (virtual)
The Shepherd Centre	Building Resilience in Students with Hearing Loss
The Shepherd Centre	Understanding Hearing Loss: Tips and Tricks to Support a Student with Hearing Loss in the Classroom
The Shepherd Centre	The Functional Listening Index-Paediatric (FLI-P): Monitoring Listening Skills for Positive Progress
Theodore Primary	School Improvement Plan at Theodore Primary School
Throsby School	Building a restorative school culture
Trinity Christian School	Progress in Perseverance
Turner School	Mathematically Minded: How do we build thinkers and learners
UC Faculty of Education	Affiliated Schools Annual Conference, 2021
UC Faculty of Education	Quality Physical Education in Early Childhood using a Personalised System of Instruction
UC Faculty of Education	Teachers as Researchers
UC Faculty of Education	Mentoring Pre-service Teachers and the Teaching Performance Assessment: Leading Practice.
University of Canberra – Faculty of Arts and Design	Story Ground

University of Canberra – Faculty of Arts and Design	Story Ground
Wabisabi Learning	Learner Agency Challenge
Wabisabi Learning	Learning Intentions Masterclass
Wabisabi Learning	Blending Learning Masterclass
Wabisabi Learning	Foundations of Inquiry Masterclass 2.0
Wabisabi Learning	Shift to Purposeful Questioning
Wabisabi Learning	Shift to Learning Intentions
Wabisabi Learning	Purposeful Questioning Masterclass
Wabisabi Learning	Higher Order Thinking Masterclass
Wellbeing EDvantage	Life Space Crisis Intervention
Wellbeing For Kids	Peaceful Kids training
Xcursion	International School Tour Risk Management Training Course

Attachment 2

Assessment standards required to be met by teachers.

(Part 4 of the *Annual Report Directions* requires that TQI's annual report include the current assessment and certification standards that are required to be met by teachers.)

New applicants are required to meet the following assessment standards:

Assessment Standards	
Full Registration	
Full registration is only available to experienced applicants who meet the criteria specified below.	
Qualification(s)	Completion of at least four years of higher education (full-time or equivalent) study including an accredited initial teacher education program accredited in Australia, leading to the achievement of a recognised qualification. Overseas qualifications will be accepted if they are assessed by TQI as equivalent.
Teaching experience	180 school teaching days in Australia or New Zealand in the previous five-year period before the day the application is made.
Abilities, knowledge and skills	TQI must be satisfied that the person has the abilities, knowledge and skills of a comparable level to those in the <i>Proficient</i> level of the <i>Australian Professional Standards for Teachers</i> . If not applying under Mutual Recognition provisions, the applicant is required to submit a TQI Professional Practice Report completed and signed by a Principal or their delegate attesting to the professional practice of the applicant at the Proficient level.
Suitability to teach	TQI will use a current Working with Vulnerable People (Background Checking) (WwVP) registration to satisfy itself of the applicant's suitability to teach.
English language proficiency	TQI must be satisfied that the applicant meets the English language requirements specified in the TQI Act. Applicants who have not undertaken the required four full years of higher education study in English in Australia, New Zealand, the United Kingdom, the United States of America, Canada or the Republic of Ireland, must provide proof of an academic International English Language Testing System (IELTS) test undertaken in the two years prior to the date of the application with scores of at least band 8 in Speaking and Listening and at least band 7 in Reading and Writing; or the required results of another approved English language test.
Provisional Registration	
Provisional registrants meet the qualification requirement for Full registration but have not yet accumulated the required teaching experience or skills and abilities for Full registration. It is the appropriate category for Graduate entry and applicable as an interim measure when an applicant may meet the requirements for Full registration but is unable at the time to provide the relevant supporting evidence.	
Qualification(s)	Completion of at least four years of higher education (full-time or equivalent) study including an accredited initial teacher education program accredited in Australia, leading to the achievement of a recognised qualification. Overseas qualifications will be accepted if they are assessed by TQI as equivalent.

Suitability to teach	TQI will use a current Working with Vulnerable People (Background Checking) (WwVP) registration to satisfy itself of the applicant's suitability to teach.
English language proficiency	TQI must be satisfied that the applicant meets the English language requirements specified in the Act. Applicants who have not undertaken the required four full years of higher education study in English in Australia, New Zealand, the United Kingdom, the United States of America, Canada or the Republic of Ireland, must provide proof of an academic IELTS test undertaken in the two years prior to the date of the application with scores of at least band 8 in Speaking and Listening and at least band 7 in Reading and Writing; or the required results of another approved English language test.
<p>Permit to teach</p> <p>A permit to teach is not a category of registration but an authorisation for a person to teach for a limited period in a specific teaching role. A permit to teach may be offered to applicants who do not meet the requirements for Full or Provisional registration but who have specialist knowledge, training, skills, or qualifications, or have completed a teaching qualification that does not meet the eligibility requirements for Full or Provisional registration. It may also be offered to Initial Teacher Education (ITE) students who have completed their final practicum. This process requires a request to TQI from the employer wishing to engage the person in a teaching position where a suitably qualified or registered teacher is not available.</p>	
Suitability to teach	TQI will use a current Working with Vulnerable People (Background Checking) (WwVP) registration to satisfy itself of the applicant's suitability to teach.
English language proficiency	TQI must be satisfied that the applicant meets the English language requirements specified in the TQI Act. Applicants who do not hold a qualification undertaken in English in Australia, New Zealand, the United Kingdom, the United States of America, Canada or the Republic of Ireland, must provide proof of an academic IELTS test undertaken in the two years prior to the date of the application with scores of at least band 8 in Speaking and Listening and at least band 7 in Reading and Writing; or the required results of another approved English language test. If there is an exceptional demonstrated need by a school for the person's particular specialist knowledge, band scores of no less than 7 in Speaking and Listening and 6 in Reading and Writing are required.

ACT Teacher Quality Institute Regulation 2010 Part 2A

Assessment standards required to be met by teachers.

Certification against Highly Accomplished and Lead level of the *Australian Professional Standards for Teachers*

Certification – Only available to experienced applicants who meet the eligibility criteria and assessment requirements specified below	
Certification assessment	Based on the submission of direct evidence of teacher practice and the direct observation of classroom practice conducted by nationally trained ACT assessors.
Eligibility criteria to apply for Certification	Australian or New Zealand citizenship or Australian permanent residency visa. Satisfactory assessment in recent annual performance assessments, i.e. two annual assessments for Highly Accomplished or three annual assessments for Lead. Full registration with the ACT Teacher Quality Institute
Current Certification standards - required to be met by teachers who elect to apply	
The collection of evidence required for assessment	Annotated evidence of teacher practice accounting for each of the descriptors in all seven of the Highly Accomplished or Lead level Standards (up to 35 artefacts in total). Lesson observation reports. Teacher reflection on the direct evidence as a written statement addressing the Standards. A written description of a Lead initiative for Lead applications. Referee statements.
The direct observation of classroom practice	Classroom observation. Discussion with the principal and other colleagues. Professional discussion with the applicant.

Annexure B – Board of Senior Secondary Studies Annual Report 2021-22

Section A: Transmittal Certificate



AUSTRALIAN CAPITAL TERRITORY
BOARD OF SENIOR SECONDARY STUDIES



Ms Yvette Berry MLA
Minister for Education and Youth Affairs
ACT Legislative Assembly
London Circuit
Canberra ACT 2601

Dear Minister

2021-2022 ACT Board of Senior Secondary Studies Annual Report

This report has been prepared in accordance with section 6 of the *Annual Reports (Government Agencies) Act 2004* and in accordance with the requirements under the *Annual Reports (Government Agencies) Directions 2022*.

I certify that the information in the attached report and information provided for whole of government reporting, is an honest and accurate account and that all material information on the operations of the ACT Board of Senior Secondary Studies has been included for the period 1 July 2021 to 30 June 2022.

I hereby certify that fraud and prevention has been managed in accordance with Part 2.3 of the *Public Sector Management Standards 2006* (see section 113 of the *Public Sector Management Standards 2016*).

Section 13 of the *Annual Reports (Government Agencies) Act 2004* requires that you present the report to the Legislative Assembly within 15 weeks after the end of the reporting year.

Yours sincerely

Ms Roberta McRae OAM
Chair
ACT Board of Senior Secondary Studies

26 August 2022

Section B: Organisational Overview and Performance

Organisational Overview

The Board of Senior Secondary Studies (the Board) was established in 1991 and the *Board of Senior Secondary Studies Act 1997* (the BSSS Act) was enacted in January 1998.

The key functions of the Board are to:

- provide students with ACT Senior Secondary Certificates, Tertiary Entrance Statements, and vocational certificates
- maintain the credibility and acceptance of courses through a regular accreditation program
- monitor and support the validity of assessment in years 11 and 12
- improve the comparability of standards across ACT and overseas schools through moderation procedures
- gain the widest possible recognition for the credentials awarded by the Board
- service the information needs of the community.

The Board is committed to:

- a general education of high standards providing equal opportunity for all students to the end of year 12
- choice of courses for students supported by expert advice
- senior secondary college responsibility for course development
- senior secondary college responsibility for the assessment of its students
- shared responsibility for education
- open access to information.

Twenty-five ACT colleges and six schools located in Fiji, Indonesia, Papua New Guinea, and China are delivering courses certificated by the Board. These schools are listed in Appendix C.

The Board's goal is to provide a high-quality curriculum, assessment and certification system that supports:

- all young adults to achieve an ACT Senior Secondary Certificate or equivalent vocational qualification;
- high levels of achievement in literacy and numeracy;
- improving educational outcomes for disadvantaged students; and
- effective transitions from school to post-school pathways.

The Board's Strategic Directions are:

- Community engagement – working collaboratively with community groups to identify, address or discuss issues that impact the well-being of students;
- Tertiary partnerships – establishing collaborative partnerships with the Australian tertiary sector who share common goals, knowledge, and resources;
- Digital assessment – innovating in the adoption of the methods or tools that educators use to evaluate, measure and document academic readiness, learning progress and skill acquisition of students;
- Quality assurance – maintaining a desired level of quality in all programs, products and services delivered by the BSSS;
- Global education – integrating multiple dimensions, perspectives, and citizenships into the BSSS senior secondary system; and
- Sustainability – bringing an entrepreneurial mindset to governance, programs, and financial planning to ensure long term relevance, sustainability, and economic viability.

Processing of year 12 results occurred on schedule and certificates were issued to ACT colleges on 13 December 2021 for distribution to students. 14,305 certificates were produced by the Board for students in year 12 and over 700 vocational qualifications were printed for students in year 10.

Internal Accountability

Board membership

The BSSS Act (Section 8) creates a Board with a broad membership of fifteen from the many stakeholders in senior secondary education. Members, other than the Director-General of the Education Directorate, are appointed by the Minister for Education and Youth Affairs for a period of up to three years. Members can be reappointed if they are eligible. During the reporting period, three new members were appointed to the Board and four members were reappointed.

The Board has four scheduled meetings each calendar year.

BSSS Table 1: Board membership as of 1 July 2021

Member	Affiliation	Initial appointment	Appointment expires	Meetings attended July-Dec 2021
Ms Roberta McRae OAM	Chair	5 June 2018	18 June 2024	2/2
Ms Lucy Marchant	Canberra Institute of Technology	23 November 2018	22 November 2021	1/2
Ms Louise Mayo AM	Vocational education and training organisations	17 May 2011	31 December 2022	2/2
Professor Royston Gustavson	Australian National University	31 July 2015	30 July 21	1/2
Professor Philip Roberts	University of Canberra	6 November 2019	5 November 2022	2/2
Dr Patrick McArdle	Australian Catholic University	6 November 2019	5 November 2022	2/2
TBA	Association of Independent Schools			
Ms Lisa Pluis	ACT Branch, Australian Education Union	28 November 2020	27 November 2023	2/2
Mr Michael Lee	Catholic Education Commission	1 January 2019	31 December 2021	2/2
Mrs Kerrie Grundy	ACT Principals' Association	19 November 2013	31 December 2021	2/2
TBA	Association of Parents and Friends of ACT Schools ACT			
Ms Norma Yap	Council of Parents and Citizens Associations	28 November 2020	27 November 2023	1/2
Mr Mark Field	Business and Industry organisations' representative in the ACT	7 December 2018	6 December 2021	2/2
Ms Judy van Rijswijk	ACT Trades and Labour Council	1 January 2013	31 December 2021	2/2
Ms Kate McMahon	Delegate for the Director-General, Education Directorate	15 May 2021	Ongoing	2/2

The Board met on two occasions from July to December 2021.

BSSS Table 2: Board membership as of 30 June 2022

Member	Affiliation	Initial appointment	Appointment expires	Meetings attended Jan-June 2022
Ms Roberta McRae OAM	Chair	5 June 2018	18 June 2024	2/2
Ms Lucy Marchant	Canberra Institute of Technology	23 November 2018	21 November 2024	2/2
Ms Louise Mayo AM	Vocational education and training organisations	17 May 2011	31 December 2022	1/2
Professor Royston Gustavson	Australian National University	31 July 2015	30 July 2021	2/2
Professor Philip Roberts	University of Canberra	6 November 2019	5 November 2022	2/2
TBA	Australian Catholic University			
Ms Rachel Davies	Association of Independent Schools	30 July 2021	29 July 2024	1/2
Ms Lisa Pluis	ACT Branch, Australian Education Union	28 November 2020	27 November 2023	2/2
Mr Michael Lee	Catholic Education Commission	1 January 2019	21 February 2025	2/2
TBA	ACT Principals' Association			
Yvonne Jansen	Association of Parents and Friends of ACT Schools	23 November 2021	22 November 2024	2/2
Ms Norma Yap	Council of Parents and Citizens Associations	28 November 2020	27 November 2023	0/2
Mr Mark Field	Business and Industry representative organisations in the ACT	7 December 2018	21 February 2025	2/2
Mr Thomas Klekner	ACT Trades and Labour Council	22 February 2022	21 February 2025	2/2
Ms Kate McMahon	Delegate for the Director-General, Education Directorate	15 May 2021	Ongoing	1/2

The Board met on two occasions from January to June 2022.

Remuneration for Board members

The Chair is the only member eligible to receive remuneration, at a rate determined by the ACT Remuneration Tribunal.

Risk Management

The Office of the Board provides support to the Board on policy and procedures, and the implementation of the Act. Accepted practice has been for the Education Directorate to include the Office of the Board and its activities within its Risk Assessment and Management Framework and consulting with the Board Chair. Through a culture of development and improvement the Office of the Board monitors areas of significant risk including data systems and end of year processing of senior secondary and vocational certificates.

Ethical standards

Prior to appointment, Board members are provided with the *Bowen Code of Conduct* as a guide to ethical behaviour. Members are required to sign a declaration that they have read and agree to observe the principles of the code and agree to disclose all conflicts of interest that arise during their term on the Board. The Board meeting agenda has declaration of conflicts of interests as a standing item. ACT public servants on the Board are also bound by the *ACT Public Sector Management Act 1994*.

Resources available

Board members have access to staff at the Board Secretariat if they require assistance or advice to carry out their duties.

Standing Committees

The Board appoints committees and panels to provide advice on specific matters. The main standing committees and their roles are listed below; membership is for 2020 and 2021.

BSSS Table 3: Board Standing Committees and their roles

Committee	Role
Curriculum Advisory Committee	To provide expert advice to the Board on national and ACT curriculum matters, including vocational education, and the overall direction of curriculum in years 11 and 12.
Assessment and Certification Committee	To provide expert advice to the Board on assessment, certification and vocational education policies and procedures, and the overall direction of assessment and certification in years 11 and 12.
Accreditation Panels	To provide expert advice to the Board on the accreditation and registration of senior secondary courses, which have been developed by the Office of the Board, teachers, industry and business groups, tertiary institutions, and other organisations.

BSSS Table 4: Board Committees that operated in 2021

Curriculum Advisory Committee as of 1 July 2021	
Mrs Judy van Rijswijk	Chair
Vacant	Education Directorate
Ms Lyndall Henman	ACT Principals' Association
Dr Ann Cleary	Catholic Education Office
Mr Andrew Wrigley	Association of Independent Schools of the ACT
Ms Jennifer Rickard	Association of Parents and Friends of ACT Schools
Vacant	Canberra Business Chamber
Dr Bernard Brown	University Sector
Mr Martin Watson	Office of the Board
Mr Kristofer Feodoroff	Office of the Board
Curriculum Advisory Committee of 30 June 2022	
Professor Royston Gustavson	Chair
Mr Craig Edwards	Education Directorate
Ms Maria O'Donnell	Catholic Education Office
Dr John Williams	University Sector
Mr Andrew Wrigley	Association of Independent Schools of the ACT
Ms Jennifer Rickard	Association of Parents and Friends of ACT Schools
Mr Keith Cantlie	Business and Industry
Ms Helen Witcombe	Member co-opted by the Board
Mr Tom Kobal	Member co-opted by the Board
Mr Martin Watson	Office of the Board
Mr Kristofer Feodoroff	Office of the Board
Assessment and Certification Committee as of 1 July 2021	
Associate Professor Patrick McArdle	Chair
Mr Tom Kobal	ACT Principals' Association
Mr Ken Gordon	Education Directorate
Mr Brad Cooney	Catholic Education Office
Mr John Folan	Association of Independent Schools of the ACT
Dr Richard Lucas	ACT Council of Parents and Citizens Associations
Mr Martin Watson	Office of the Board
Mr Mitch Tummers	Office of the Board

Assessment and Certification Committee as of 30 June 2022	
Associate Professor Phillip Roberts	Chair
Mr Ken Gordon	Education Directorate
Dr Ann Cleary	Catholic Education Office
Ms Lindy Braithwaite	Association of Independent Schools of the ACT
Ms Lyndall Henman	Member co-opted by the Board
Dr Richard Lucas	Member co-opted by the Board
Mr Martin Watson	Office of the Board
Mr Mitch Tummers	Office of the Board

Board Secretariat

The Board Secretariat, managed by the Executive Group Manager (titled Executive Director), has 11 other staff comprising seven teachers and four administrative officers, all employed through the Directorate. The Executive Director reports to the Board on its legislated functions and to the Directorate on administrative functions through the Deputy Director-General, System Policy, and Reform.

Performance Analysis

An informed and effective response to international, national, and local initiatives

Maintaining continuity and quality of learning and assessment has been a feature of senior secondary schooling in the ACT over the 2021 and 2022 academic years. In response to the COVID-19 lockdown, senior secondary schools shifted to online and remote learning. Despite this disruption, the school-based curriculum and continuous assessment senior secondary system enabled schools to adapt, reimagine, reinforce, and continue learning.

To support senior secondary schools, the Board provided targeted and timely advice to school leaders, students, and parents and carers. Schools were provided with flexibility to adjust assessment for an online learning environment.

Due to lockdown and COVID-19 restrictions outlined by the Chief Health Officer, the Board delayed the implementation of the ACT Scaling Test (AST) from September until October 2021. With the main and second sittings completed, the BSSS was able to provide fair and quality assured scaling between courses and schools to validate student results and produce course scores. Continuity of learning was achieved through effective partnerships with key stakeholders including the Education Directorate, the Catholic Education Office, and the Independent sector.

Contribution to the national context

The Board continues to contribute to the national context. For example, the Board is a member of the Australasian Curriculum, Assessment and Certification Authorities' (ACACA) consultation, research, and review partnership.

Two significant pieces of consultation the Board were involved in include:

- Discussion by the heads of senior secondary curriculum authorities nationally concerning the changing landscape in the context of university offers for school leavers. Particularly in the application of unscaled year 11 results as a basis for making early offers to students during year 12 and the conditions attached to those offers. This process is distinct from the actual rank produced for the Senior Secondary Certificate qualification with its checks and balances (particularly scaling), including the learning, engagement, and significance of year 12 as the culmination of senior secondary studies and all the years of schooling. The Board has provided and facilitated ACT feedback on this emerging and challenging trend.
- A significant national initiative that has emerged from the *Review of Senior Secondary Pathways to Work, Further Education and Training (2020)* is learner profiles. The ACT is participating in the National Learner Profile Project. The Board is providing advice on the feasibility and steps required to develop a nationally consistent understanding of senior secondary capabilities. It is envisaged that AESOC and Education ministers will consider advice from the project team in late-2022.

A high quality, high equity curriculum, assessment and certification system that caters for all students

A function of the Board, as outlined in the *BSSS Act 1997*, is to accredit and register courses taught by recognised educational institutions. The ACT senior secondary system makes provision for a world class curriculum and recognises a range of pathways for further study and training, work, and life.

School communities are able to select from an extensive range of contemporary Board accredited courses. The Board register comprises of 12 Frameworks. Frameworks state the rationale, goals, assessment, and achievement standards for a learning area. Courses state students learning entitlement. They include the rationale, goals, content descriptions, assessment, and Achievement Standards. At 30 June 2022, the Board register comprises 225 accredited courses including:

- Sixty-four T classification courses (year 11 and 12 course that is considered by the Board to prepare students for higher education);
- Seventy-four A classification courses (courses deemed by the Board to be educationally sound and appropriate for students in years 11 and 12);
- Sixty-eight M classification courses (course which is considered by the Board to provide appropriate educational experiences for students who meet specific intellectual disability criteria); and
- Nineteen H classification courses (designed and accredited by the BSSS and an Australian university, and where successful completion of the course will be recognised towards an undergraduate degree with that university).

Twenty-three courses also integrate a VET Training Package.

Between the period 2021-22, the Board endorsed the *Commerce Framework*.

The following courses were accredited:

- Construction Pathways;
- Early Childhood Studies A/T/M;
- Psychology A/T;
- Sociology A/T/M;
- Social and Community Work A/T/M/V;
- Tourism and Event Management A/T/M/V; and
- Pathways to Work and Learning A/M/V.

Recognition of VET in the ACT Senior Secondary Certificate

A function of the Board, as outlined in the *BSSS Act 1997*, is to provide to people who have undertaken courses, or units of courses, certificates, and transcripts of their attainments.

In 2021, the BSSS conducted a periodic review of existing BSSS curriculum and certification policies and procedures to determine if changes were required to meet the future needs of students pursuing a VET pathway.

The Board established a committee from defined constituencies of ACT education for their expertise comprising of nominees from the Education Directorate, Catholic Education, Archdiocese of Canberra and Goulburn, ACT Association of Independent Schools, Canberra Institute of Technology, Skills Canberra, and Industry. The final recommendations will establish a new process for recognition of competency only VET Training on the ACT Senior Secondary Certificate.

Review of Moderation Day

A function of the Board, as outlined in the *BSSS Act 1997*, is to develop and implement procedures for the moderation of student assessments. Moderation is undertaken for two purposes: accountability and improvement. Peer reviewed moderation is the process of calibrating assessments so that there is comparability of grades internally within a school, and externally across all colleges and sectors.

The moderation process takes place twice a year in early March and August. On each day portfolios of students' work in all subject areas are reviewed. In March, the work from year 11, Semester 2 of the previous school year is reviewed and in August, the work from year 12, Semester 1 of the current school year is reviewed. For Moderation Day 2 (2021), 1,309 presentations were reviewed and there was 97.1 per cent overall grade agreement. For Moderation Day 1 (2022), 1,302 presentations were reviewed and there was 93.3 per cent overall grade agreement.

In 2018, the Board conducted a periodic review of Moderation Day. A key recommendation was to establish a cross-sectoral working party to develop a proposal to enhance Moderation Day. In response, the Board released the *Shape of System Moderation* for public consultation.

The *Shape of System Moderation* outlines a multidimensional model to enhance processes to support the quality and comparability of grade judgements across schools and building teacher capacity to develop high quality assessment. A key feature of the proposal includes broadening review processes to include comparability of grades, review of assessment tasks and programs of learning. In addition, the proposal includes the digitalisation of Moderation Day that makes provision for random sampling of student presentation. It is envisaged that these enhancements will maintain the integrity of the ACT Senior Secondary Certificate. The Board will work with government to enrich system Moderation Day.

In response to recommendations made in the *BSSS Review of Moderation Day (2018)*, the BSSS commenced the BSSS Annotations Project. The BSSS, in partnership with schools, has developed annotated quality assessment tasks and student work for English, science and mathematics. Moderation is recognised as an effective means of improving the quality of assessment in schools and of teachers' judgements on student work. Annotated quality assessment tasks and annotated student responses make thinking and judgements explicit and visible for teachers. Providing opportunities for the collaborative development of shared understandings of Achievement Standards, using annotations and dialogue will ensure consistency in judgements within our standards-referenced assessment system.

Professional Learning for educators

During the reporting period, the BSSS delivered a suite of synchronous and asynchronous professional learning workshops designed to build teacher capacity to address the needs and interest of ACT senior secondary students.

These workshops include:

- Introduction to the BSSS for teachers new to the ACT;
- Designing a Program of Learning;
- Rubric writing workshop;
- Designing a Program of Learning;
- Curriculum Planning – the Arts;
- Curriculum Planning – Languages;
- Curriculum Planning – Humanities and Social Sciences;
- Curriculum Planning – Mathematics;
- Curriculum Planning – English;
- School Based Meshing and Moderation Workshop;
- Engaging ACS for Excellence;
- Designing Assessment to Assess Thinking including the ACT Scaling Test (AST);
- Surveying Scaling;
- Leading assessment in your school; and
- Quality Assessment Guidelines.

The ACT Certification System

The development of the ACT Certification System (ACS), including the moderation and assessment enhancements, continued during the year. However, challenges external to the Board have led to delays from the originally proposal completion timeline of this project. The Board is working with Shared Services - Digital, Data and Technology Solutions to re-establish momentum so that the enhancements can be available for schools and provide benefit to students. In addition to the project, the Board received approval in the 2021-22 Budget for a temporary increase in ACS funding so that appropriate resources could be made available to address a range of bugs and necessary minor improvements.

When complete these enhancements will make a significant contribution to the improvement and quality of service delivery to the Canberra community for students and their families, and the day-to-day work of teachers.

Year 12 Outcomes 2021

Key points:

- the Board supplies data to ACT education providers for system improvement;
- 2021 was the largest year cohort on record based on the February school census;
- the vast majority of students continue to far exceed minimum requirements;
- Tertiary Entrance Statement percentage similar to 10-year average; and
- grade distribution is similar to 10-year average.

In 2021, 4,728 students met the requirements for an ACT Senior Secondary Certificate. This included 2,921 students enrolled in ACT public schools, 643 enrolled in ACT systemic Catholic schools, 978 enrolled in ACT independent schools, 72 enrolled in CIT Pathways College and 114 students enrolled in international schools. In the ACT, this represented 89.9 per cent of year 12 students from what appears to be the largest ACT year 12 cohort on record according to *ACT School Census* February 2021.

Of the Senior Secondary Certificate receivers, 2,916 students also achieved a Tertiary Entrance Statement (TES) and an Australian Tertiary Admission Rank (ATAR). This included 1,552 students enrolled in ACT public schools, 417 enrolled in ACT systemic Catholic schools, 820 enrolled in ACT independent schools, 17 students at CIT Pathways and 110 students enrolled in overseas colleges. In the ACT, this represents 55.2 per cent of year 12 students.

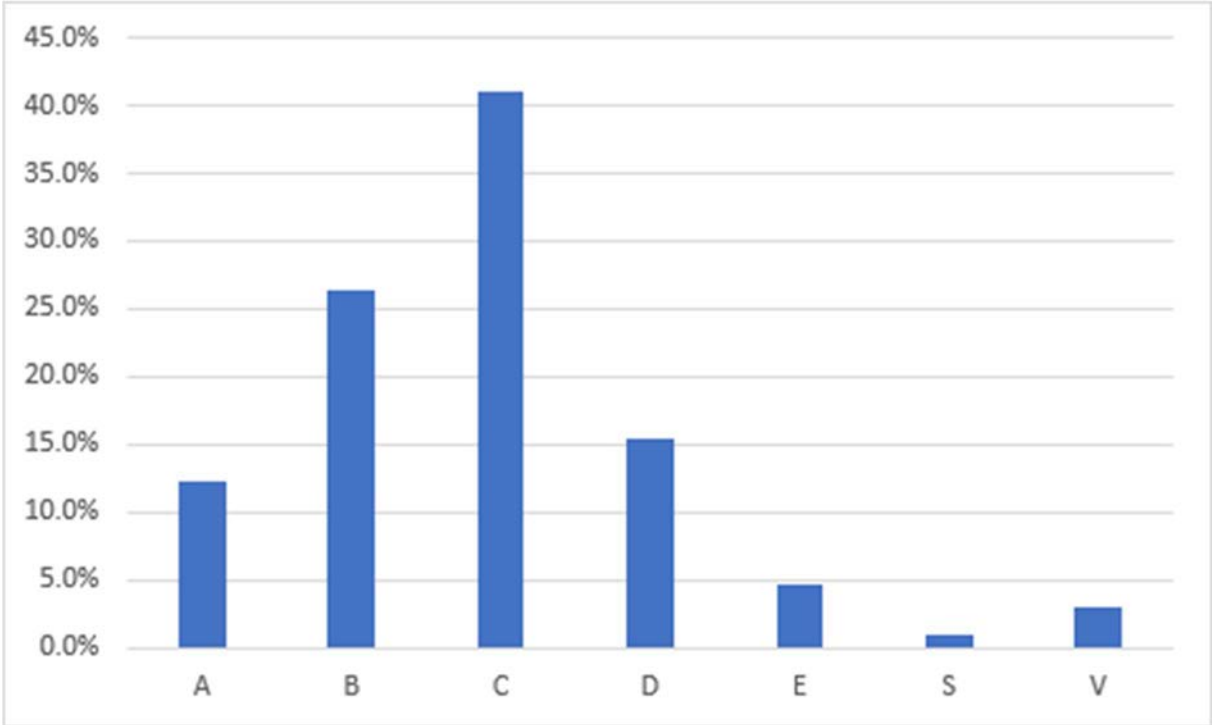
The following table gives the percentage of Senior Secondary Certificate receivers who completed a course in the nominated areas.

BSSS Table 5: Selected courses completed by ACT Senior Secondary students for their Senior Secondary Certificates in 2021

Course Area/s	Number of ACT Senior Secondary students	Percentage of ACT Senior Secondary students
English/ESL	4,728	100.0%
Mathematics	4,414	93.4%
Sciences	2,103	44.5%
PE/Exercise Sc/ Outdoor Ed	1,455	30.8%
Behavioural Science	1,245	26.3%
Religious Studies	1,196	25.3%
Design/Technology	1,068	22.6%
Commerce	996	21.1%
Art / Photography	879	18.6%
History	731	15.5%
Languages	654	13.8%
IT	483	10.2%
Geography/Global Studies/Politics	363	7.7%
Drama	310	6.6%
Music	302	6.4%
Media	251	5.3%

The awarding of grades is underpinned by the *Achievement Standards* detailed in Frameworks. It is an absolute scale regardless of cohort. Grades are reviewed by peers through Moderation Days.

BSSS Figure 1: Unit grade distribution 2021 graduating cohort



Source: ACT Board of Senior Secondary Studies

The Board recognises and prints vocational certificates on behalf of school-based Recognised Training Organisations (RTOs). The Board printed 886 VET Certificates and 939 VET Statements of Attainment for students in ACT schools.

In addition to VET completed by school-based Recognised Training Organisations (RTOs), the ACT Senior Secondary Certificate also recognises VET achievement in Australian School-Based Apprenticeships (AsBAs) and through external RTOs. In the 2021 graduating cohort, 273 students completed AsBAs and 61 students were awarded units for vocational achievement from external RTOs.

Community Engagement and Support

The Board has a diverse range of stakeholders, including peak bodies and community organisations. The Board utilises a mix of qualitative consultation methods including face-to-face/online engagement, forums, working parties as well as co-design methodology, dependent on the needs of the stakeholder groups and the scope of the work.

Board community engagement also extends to senior secondary students. The BSSS Student Forum provides an opportunity for young people to have a voice. This forum consists of 35 students from 20 ACT senior secondary schools. Student feedback and advice from the students was extensive and insightful. In particular, interest in the digitisation of the ACT Scaling Test and development of a dedicated transitions strategy.

The Board proactively establishes partnerships with the ACT community to inform decision making and enhance pathways for all senior secondary students.

Between the 2021-22 period, the Board established effective partnerships including with the following organisations:

BSSS Table 6: Board Partnerships during 2021-22

Schools	
Burgmann Anglican School	Narrabundah College
Canberra College	Orana Steiner School
Canberra Girls Grammar School	Radford College
Daramalan College	St Clare's College
Dickson College	Radford College
Erindale College	St Clare's College
Gungahlin College	St Edmund's College
Hawker College	St Francis Xavier College
Lake Tuggeranong College	St John Paul II College
Marist College	St Mary Mackillop College
Melba-Copland School	Trinity Christian School
Merici College	UCSSC, Lake Ginninderra
External	Contribution
Education Directorate	Aboriginal and Torres Strait Islander Education
	Learning and Teaching Policy and Service Design
Australian Catholic University, Canberra	Social Work Discipline, School of Allied Health
Australian National University	Research School of Psychology
	School of Art and Design, ANU College of Arts and Social Sciences
	School of Culture, History and Language, College of Asia, and the Pacific

Canberra Institute of Technology	School of Hospitality, Culinary and Tourism
	School of Health, Community and Science
	School of Children's Education and Care
Charles Sturt University - Wagga Wagga	School of Social Work and Arts
Macquarie University	Department of Media, Communications, Creative Arts, Language and Literature
University of Canberra	Accelerated Pathways Program
	Faculty of Art and Design
	School of Business, Faculty of Business, Government and Law
	School of Politics, Economics and Society, Faculty of Business, Government and Law
	Faculty of Education
The University of New South Wales, Canberra, The Australian Defence Force Academy	School of Humanities and Social Sciences
University of Sydney	Department of Theatre and Performance Studies, Faculty of Arts and Social Sciences
	School of Education, Faculty of Arts and Social Sciences
Additional	
Construction Industry Training Council	
Information Technology Educators ACT (InTEACT)	
ACT Teacher Quality Institute	

Aboriginal and Torres Strait Islander Reporting

ACT senior secondary curriculum sets standards to maximise learning outcomes for all young Canberrans. The Board acknowledges the gap in learning outcomes between Aboriginal and Torres Strait Islander students and their non-Indigenous peers.

Therefore, the Board has made provision of curriculum that enables schools to address the needs of Aboriginal and Torres Strait students and all students to engage with the world's oldest continuous living cultures. Through Board curriculum, students will understand that contemporary Aboriginal and Torres Strait Islander communities are strong, resilient, rich, and diverse.

Senior secondary curriculum makes provision for Aboriginal and Torres Strait Islander students to engage with how they see themselves, their identities, and their cultures.

The Indigenous Culture and Language course is an interdisciplinary course drawing on disciplines that include politics, linguistics, psychology, sociology, anthropology, history, and the Arts.

Senior secondary curriculum also makes provision for all students to engage in reconciliation, respect, and recognition of the world's oldest continuous living cultures. All senior secondary courses describe how Aboriginal and Torres Strait Islander Histories and Cultures can be promoted in the classroom.

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BSSS Appendix A: Sections not covered elsewhere in this report

Section	Reporting
Scrutiny	There were no direct implications for the Board in Legislative Assembly committee inquiries and reports in 2021-22.
Internal Audit	Covered within Directorate report. See section B in that report.
Fraud Prevention	Covered within Directorate report. See section B in that report.
Freedom of Information	Covered within Directorate report.
Work Health and Safety	Covered within Directorate report. See section B in that report.
Human Resources Management	Covered within Directorate report. See section B in that report.
Ecologically Sustainable Development	Covered within Directorate report. See section B in that report.
Financial Management Reporting	Covered within Directorate report. See section C in that report.
Financial Statements	Covered within Directorate report. See section C in that report.
Capital Works	Covered within Directorate report. See section C in that report.
Asset Management	Covered within Directorate report. See section C in that report.
Government Contracting	Covered within Directorate report. See section C in that report.
Statement of Performance	Covered within Directorate report. See section C in that report.
Ministerial and Director-General Directions	There have been no directions to the Board.

BSSS Appendix B: Compliance Statement

The ACT Board of Senior Secondary Studies Annual Report 2021-22 must comply with the *Annual Report Directions* (the Directions) made under Section 8 of the *Annual Reports Act*. The Directions are found at the ACT Legislation Register: www.legislation.act.gov.au.

The Compliance Statement indicates the subsections, under Part 2 A-C of the Directions, that are applicable to the ACT Board of Senior Secondary Studies and the location of information that satisfies these requirements:

Part 1 Directions Overview

The requirements under Part 1 of the Directions relate to the purpose, timing and distribution, and records keeping of annual reports. The ACT Board of Senior Secondary Studies Annual Report 2021-22 complies with all subsections of Part 1 under the Directions.

To meet Section 15 Feedback, Part 1 of the Directions, contact details for the ACT Board of Senior Secondary Studies are provided within the Annual Report 2021-22 to provide readers with the opportunity to provide feedback.

Part 2 Reporting entity Annual Report Requirements

The requirements within Part 2 of the Directions are mandatory for all reporting entities and the ACT Board of Senior Secondary Studies complies with all subsections. The information that satisfies the requirements of Part 2 is found in the Annual Report 2021-22 as follows:

- a) Transmittal Certificate see page 338.
- b) Organisational Overview and Performance, inclusive of all subsections, see page 339.
- c) Financial Management Reporting, inclusive of all subsections, are covered in the Education Directorate's Annual Report.

Part 3 Reporting by Exception

The ACT Board of Senior Secondary Studies has nil information to report by exception under Part 3 of the Directions for the 2021-22 reporting year.

Part 4 Directorate and Public Sector Body Specific Annual Report Requirements

The following subsections of Part 4 of the 2022 Directions are not applicable to the ACT Board of Senior Secondary Studies and can be found within the Annual Report 2021-22:

- Ministerial and Director-General Directions, see page 358.

Part 5 Whole of Government Annual Reporting

All subsections of Part 5 of the Directions apply to the ACT Board of Senior Secondary Studies. Consistent with the Directions, the information satisfying these requirements is reported in the one place for all ACT Public Service directorates, as follows:

- Bushfire Risk Management, see the annual report of the Justice and Community Safety Directorate
- Human Rights, see the annual report of the Justice and Community Safety Directorate
- Legal Services Directions, see the annual report of the Justice and Community Safety Directorate

- Public Sector Standards and Workforce Profile, see the annual State of the Service Report
- Territory Records see the annual report of Chief Minister, Treasury and Economic, Development Directorate and
- Human Rights Reporting, the Board of Senior Secondary Studies is included in the Education Directorate response.

ACT Public Service Directorate annual reports are found at the following web address:
http://www.cmd.act.gov.au/open_government/report/annual_reports

BSSS Appendix C: Institutions delivering Board certificated courses

Government colleges	Other ACT institutions
Canberra College	CIT Pathways College
Dickson College	Australian National University (ANU) Extension Program
Erindale College	University of Canberra (UC) Accelerated Pathways Program
Galilee School	International schools
Gungahlin College	Shanghai Paddington Bilingual School, China
Hawker College	Sekolah Cita Buana, Indonesia
Lake Tuggeranong College	Port Moresby International School, Papua New Guinea
Melba Copland Secondary School	Kimbe International School, Papua New Guinea
Narrabundah College	Lae International School, Papua New Guinea
The Woden School	International School Suva, Fiji
University of Canberra Senior Secondary College Lake Ginninderra	Private Providers
Non-Government colleges	Canberra Academy of Languages
Brindabella Christian College	Spanish Language and Culture Program in Australia
Burgmann Anglican School	The Australian School of Contemporary Chinese
Canberra Girls Grammar School	
Daramalan College	
Marist College Canberra	
Merici College	
Orana Steiner School	
Radford College	
St Clare's College	
St Edmund's College	
St Francis Xavier College	
St Mary MacKillop College	
St John Paul II College	
Trinity Christian School	

Appendix 1 Compliance Statement

The ACT Education Directorate Annual Report 2021-22 must comply with the *Annual Report Directions (the Directions)* made under Section 8 of the *Annual Reports (Government Agencies) Act 2004*. The Directions are found at the ACT Legislation Register:

www.legislation.act.gov.au

The Compliance Statement indicates the subsections, under Parts 1 to 5 of the Directions, that are applicable to the Education Directorate and the location of information that satisfies these requirements:

Part 1 Directions Overview

The requirements under Part 1 of the Directions relate to the purpose, timing and distribution, and records keeping of annual reports. The Education Directorate complies with all subsections of Part 1 under the Directions.

To meet Section 15 Feedback, Part 1 of the Directions, contact details for the Education Directorate are provided within the Education Directorate Annual Report 2021-22 to provide readers with the opportunity to provide feedback.

Part 2 Reporting entity Annual Report Requirements

The requirements within Part 2 of the Directions are mandatory for all reporting entities and the Education Directorate complies with all subsections. The information that satisfies the requirements of Part 2 is found in the Education Directorate Annual Report 2021-22 as follows:

- A. Transmittal Certificate, see page 9;
- B. Organisational Overview and Performance, inclusive of all subsections, see page 11; and
- C. Financial Management Report, inclusive of all subsections, see page 162.

Part 3 Reporting by Exception

The Education Directorate has nil information to report by exception under Part 3 of the Directions from 2021-22 reporting year.

Part 4 Directorate and Public Sector Body Specific Annual Report Requirements

The following subsections of Part 4 of the Directions apply to the Education Directorate and can be found within the Education Directorate Annual Report 2021-22:

- Investigation of Complaints, see page 279;
- Teacher Quality Institute, see page 281; and
- Ministerial and Director-General Directions, see page 279.

Part 5 Whole of Government Annual Reporting

All subsections of Part 5 of the Directions apply to the Education Directorate.

Consistent with the Directions, the information satisfying these requirements is reported in one place for all ACT Public Services directorates, as follows:

- Bushfire Risk Management, see the annual report of the Justice and Community Safety Directorate;
- Human Rights, see the annual report of the Justice and Community Safety Directorate;
- Legal Services Directions, see the annual report of the Justice and Community Safety Directorate;
- Public Sector Standards and Workforce Profile, see the annual State of the Service Report; and
- Territory Records, see the annual report of the Chief Minister, Treasury and Economic Development Directorate.

ACT Public Service directorate annual reports are found at the following web address:

http://cmd.act.gov.au/open_government/report/annual_reports

Appendix 2 List of Tables

Table 1: Executive Governance Committee Sub-Committees	32
Table 2: Performance Analysis Overview	35
Table 3: Strategic Indicator 1(a) – Reduction in the equity gap between the most advantaged and less advantaged students in reading	38
Table 4: Strategic Indicator 1(b) – Reduction in the equity gap between the most advantaged and less advantaged students in numeracy	39
Table 5: Strategic Indicator 2(a) – ACT public schools gain for years 3 to 5 in reading	40
Table 6: Strategic Indicator 2(b) – ACT public schools gain for years 3 to 5 in numeracy	40
Table 7: Strategic Indicator 2(c) – ACT public schools gain for years 7 to 9 in reading.....	40
Table 8: Strategic Indicator 2(d) – ACT public schools gain for years 7 to 9 in numeracy	41
Table 9: Strategic Indicator 3 – Strongly identified with their school by group, ACT public schools....	42
Table 10: Home education registrations as at annual February census	52
Table 11: Summary of strengths	78
Table 12: Summary of areas for improvement	79
Table 13: Enrolments of Aboriginal and Torres Strait Islander children in the Koori Preschool Program, 2017-2021.....	82
Table 14: ACT Auditor-General's Report 2016-17 Financial Audits Financial Results and Audit Findings Report No. 11/2017.....	94
Table 15: ACT Auditor-General's Report 2016-17 Financial Audits Computer Information Systems Report No. 4/2018.....	95
Table 16: ACT Auditor-General's Report Physical Security Report No. 6/2018	95
Table 17: ACT Auditor-General's Report Five ACT Public Schools' Engagement with Aboriginal and Torres Strait Islander Students, Families and Community Report No. 7/2018	96
Table 18: ACT Auditor-General's Report 2017-18 Financial Audits - Financial Results and Audit Findings Report No. 12/2018.....	96
Table 19: ACT Auditor-General's Report 2017-18 Financial Audits - Computer Information Systems Report No. 4/2019.....	97
Table 20: ACT Auditor-General's Report Maintenance of ACT Government School Infrastructure Report No. 11/2019.....	98
Table 21: ACT Auditor-General's Report 2018-19 Financial Audits - Financial Results and Audit Findings Report No. 10/2019.....	101
Table 22: ACT Auditor-General's Report 2018-19 Financial Audits - Computer Information Systems Report No. 2/2020.....	102
Table 23: ACT Auditor-General's Report 2019-20 Financial Audits - Financial Results and Audit Findings Report No. 10/2020.....	102
Table 24: Standardised Testing in ACT Schools – Standing Committee on Education, Employment and Youth Affairs – March 2019 – Report 5	104
Table 25: Management and Minimisation of Bullying and Violence in ACT Schools – Standing Committee on Education, Employment and Youth Affairs – September 2019 – Report 6	105
Table 26: Report on Annual and Financial Reports 2018-2019 – Standing Committee on Education, Employment and Youth Affairs – March 2020 – Report 8.....	106
Table 27: Standing Committee on Education, Employment and Youth Affairs – Report on Inquiry into Youth Mental Health in the ACT. August 2020 – Report 9	108

Table 28: Report on Annual and Financial Reports 2017-18 – Standing Committee on Education, Employment and Youth Affairs – March 2019 – Report 4.....	110
Table 29: 2020-21 ACT Budget and the Appropriation Bill 2020-2021 – Standing Committee on Education and Community Inclusion – April 2021 – Report 1.....	112
Table 30: Standing Committee Reports on 2019-20 Annual Reports	112
Table 31: Standing Committee Reports on Appropriation Bill 2021-2022 and Appropriation (Office of the Legislative Assembly) Bill 2021-2022	113
Table 32: Audit committee membership and meetings in 2021-22	120
Table 33: Open Access Information – Section 96 (3) (a) (i), (ii) and (iii).....	123
Table 34: FOI Applications received and decision type – Section 96 (3) (a) (iv), (vii), (viii) and (ix)....	123
Table 35: FOI processing timeframe – Section 96 (3) (v) and (vi); Section 96 (3) (d).....	124
Table 36: Amendment to personal information – Section 96 (a) (x) and Section 96 (3) (e).....	124
Table 37: Reviews – Section 96 (3) (b); Section 96 (3) (c)	124
Table 38: Fees – Section 96 (3) (f)	124
Table 39: 2021-22 Grants.....	129
Table 40: Dedicated work health and safety resources.....	137
Table 41: Type and number of work health and safety audits undertaken during 2020-21	138
Table 42: Target 1 – reduce the incidence rate of claims resulting in one or more weeks off work by at least 30 per cent	140
Table 43: Target 2 – reduce the incidence rate of claims for musculoskeletal disorders (MSD) resulting in one or more weeks off work by at least 30 per cent.....	141
Table 44: FTE and headcount by gender	144
Table 45: Headcount by classification and gender.....	144
Table 46: FTE by classification and gender.....	145
Table 47: Headcount by employment category and gender.....	145
Table 48: FTE and headcount by division/branch	146
Table 49: Headcount by age group and gender	146
Table 50: Average years of service by gender.....	147
Table 51: Headcount by diversity group	147
Table 52: Recruitment and separation rates.....	147
Table 53: 2021 ACT Public Education Award Recipients	152
Table 54: Education Directorate Sustainable Development Performance Current and Previous Financial year	159
Table 55: Net Cost of Services	168
Table 56: Line item explanation of significant variances from the original budget – Operating Statement	169
Table 57: Line item explanation of significant variances from the original budget – Operating Statement (continued)	170
Table 58: Line item explanation of significant variances from the original budget - Balance Sheet ..	175
Table 59: Public Schools Infrastructure Upgrade program expenditure	250
Table 60: Stimulus package expenditure	252
Table 61: Shade structure program.....	253
Table 62: Capital Works Management 2021-22.....	258
Table 63: End of Financial Year Reconciliation Schedule 2020-21	261
Table 64: Information, Communication and Technology Projects 2021-22	263

Table 65: Assets and their values as at 30 June 2022	265
Table 66: Assets added to the Asset Register in 2020-21	265
Table 67: Education Staff Office sites, staff numbers (headcount) and space occupied as at 30 June 2022	267
Table 68: Aboriginal and Torres Strait Islander Procurement Policy performance measures.....	269

Appendix 3 List of Figures

Figure 1: Organisation Chart	14
Figure 2: Our Schools.....	15
Figure 3: Fast Facts	16
Figure 4: The Alignment of <i>Future of Education</i> and <i>Set up for Success</i> Strategies	18
Figure 5: <i>Strategic Plan 2022-2025</i> tile	19
Figure 6: Attendance rate of public school students years 1 to 10, 2017 to 2021	44
Figure 7: Real retention rates in ACT public schools from preschool to kindergarten, year 6 to year 7 and year 7 to year 12, 2018 to 2022.....	45
Figure 8: Number of enrolments in preschool in public schools, 2017 to 2021	46
Figure 9: Number of enrolments of Aboriginal and Torres Strait Islander children in preschool in public schools, 2017 to 2021	46
Figure 10: Percentage of year 10 students who proceed to public secondary college education, 2017-18 to 2021-22.....	47
Figure 11: Percentage of year 10 Aboriginal and Torres Strait Islander students who proceed to public secondary college education, 2017-18 to 2021-22	48
Figure 12: Percentage of year 12 students in public schools who received an ACT Senior Secondary Certificate	49
Figure 13: Percentage of year 12 Aboriginal and Torres Strait Islander students in public schools who received an ACT Senior Secondary Certificate	49
Figure 14: Components of Revenue 2021-22.....	171
Figure 15: Components of Expenditure 2021-22	172
Figure 16: Total Assets at 30 June 2022	173
Figure 17: Total Liabilities at 30 June 2022	174
Figure 18: Sources of Territorial revenue.....	177

Appendix 4 - Abbreviations and Acronyms

Acronym	Explanation
ACARA	Australian Curriculum and Reporting Authority
ACAT	ACT Civil and Administrative Tribunal
ACER	Australian Council of Educational Research
ACECQA	Australian Children's Education and Care Quality Authority
ACT	Australian Capital Territory
ACTGOV	ACT Government
ACTIA	ACT Insurance Authority
ACTPA	ACT Principals' Association
ACTPS	ACT Public Service
ACU	Australian Catholic University
AESOC	Australian Education Senior Officials Committee
AEU	Australian Education Union
AHPPC	Australian Health Protection Principal Committee
AIS	Association of Independent Schools
ANU	Australian National University
ARENA	Australian Renewable Energy Agency
ASbA	Australian School-based Apprenticeship
ASO	Administrative Services Officer
ATAR	Australian Tertiary Admissions Rank
ATSIPP	Aboriginal and Torres Strait Islander Procurement Policy
BMS	Building Management Systems
BSSS	ACT Board of Senior Secondary Studies
CECA	Children's Education and Care Assurance
CEO	Chief Executive Officer
CIC	Cultural Integrity Coordinator
CIT	Canberra Institute of Technology

CMT	COVID Management Team
CMTEDD	Chief Minister, Treasury and Economic Development Directorate
CNG	Compressed National Gas
CO ₂ -e	Carbon dioxide equivalent
CoP	Community of Practice
CORPEX	Corporate Executive
CPSU	Community and Public Sector Union
CRICOS	Commonwealth Register of Institutions and Courses for Overseas Students
CSD	Community Services Directorate
CSIRO	Commonwealth Scientific and Industrial Research Organisation
CSP	Children's Services Program
DA	Development Application
DCC	Directorate Consultative Committee
DDG	Deputy Director-General
DG	Director-General
DRIS	Decision Regulatory Impact Statement
DSI	Director of School improvement
DSSC	Digital Strategy Sub-Committee
EA	Enterprise Agreement
EAL/D	English as an Additional Language or Dialect
EAP	Employee Assistance Program
ECEC	Early Childhood Education and Care
EDU	Education Directorate
EGC	Executive Governance Committee
EGC WSC	Executive Governance Committee Workforce Sub-Committee
EIP	Essential Instructional Practices
ELE	External Learning Environments
ESD	Ecologically Sustainable Development

ESO	Education Support Office
EYLF	Early Years Learning Framework
FMA	Financial Management Act 1992
FOE	Future of Education Strategy
FOI	Freedom of Information
FTE	Full Time Equivalent
GHG	Greenhouse gas
HALT	Highly Accomplished or Lead Teacher
HR	Human Resources
HRIMS	Human Resource Information Management System
HRV	Heat Recovery Ventilation
HSR	Health and Safety Representative
HVAC	Heating, Ventilation and Air Conditioning
ICSEA	Index of Community Socio-educational Advantage
ICT	Information Communications Technology
ICW	Infrastructure and Capital Works Branch
IEO	Aboriginal and Torres Strait Islander Education Officer
ILP	Individual Learning Plan
IMP	Instrumental Music Program
LLO	Legal Liaison Officer
LPG	Liquid Petroleum Gas
LSA	Learning Support Assistant
Maze	School administration system
MLA	Member of the Legislative Assembly
MSD	Musculoskeletal disorders
NAIDOC	National Aborigines and Islanders Day Observance Committee
NAPLAN	National Assessment Program – Literacy and Numeracy
NCCD	Nationally Consistent Collection of Data

NQF	National Quality Framework
NQS	National Quality Standard
NSIT	National School Improvement Tool
OeSc	Office of the eSafety Commissioner
OSHC	Outside School Hours Care
OV	Occupational Violence
PBL	Positive Behaviour for Learning
PCM	Principal Coach Mentor
PEA	Priority Enrolment Area
PLC	Professional Learning Communities
PPG	Placement Pathway Group
PSIU	Public Schools Infrastructure Upgrade
PSIRP	Public School Infrastructure Renewal Program
PSM Act	Public Sector Management Act 1994
PSWHS	Public Sector Work Health, Safety and Wellbeing Strategy 2019-2022
P&C	Parents and Citizens
RAP	Reconciliation Action Plan
RATs	Rapid Antigen Tests
RiskMan	ACT Public Sector Work Injury Reporting online reporting system
RTO	Recognised Training Organisation
SAIS	Safe and Inclusive Schools
SAMP	Strategic Asset Management Plan
SAS	Staff Assessment Survey
SASSCO	Safe and Supportive School Contact Officer
SEA	Socio-Educational Advantage
SEL	Social and Emotional Learning Programs
SERBIR	Senior Executive Responsible for Business Integrity Risk
SOA	School Operational Allocation

SSSP	Safe and Supportive Schools Policy
STEM	Science, Technology, Engineering and Mathematics
SuFS	Set up For Success Strategy
TFI	Tiered Fidelity Inventory
TPV	Territory Plan Variation
TQI	ACT Teacher Quality Institute
UC	University of Canberra
VEP	Vocational Employment Program
VET	Vocational Education and Training
VLO	Vocational learning options
WEX	Work Experience
WHS	Work Health and Safety
WHSSC	Work Health and Safety Sub-Committee
ZEV	Zero Emission Vehicle

Index

A

Aboriginal and Torres Strait Islander	8, 14, 22, 31, 36, 45, 48, 50, 51, 64, 85, 91, 99, 120, 132-138, 145, 146, 154, 156, 258, 272
Aboriginal and Torres Strait Islander Education Officers	136
Australian Curriculum, Assessment and Reporting Authority (ACARA)	14
Academy of Future Skills	67, 68, 155
Accountability	31, 46, 48-51, 106, 121
Accreditation	53, 120, 293, 297
Affiliated Schools Program	71, 72, 114, 153
Air Conditioning	27, 159-161, 269
ACT Board of Senior Secondary Studies (BSSS)	14, 50
ACT Principals' Association (ACTPA)	66
ACT Council of Parents & Citizens Associations	14, 133, 166
ACT Senior Secondary Certificate	50, 51
ACT Teacher Quality Institute (TQI)	14, 126, 154
Apprentice/ship	60, 75, 137,
Attendance	46, 127
Audit	34, 46, 48-51, 61, 92-94, 97-101, 104-106, 121- 125, 138, 141, 159, 167-169, 171, 269
Auditor-General	97-106
Australian Curriculum	14, 47, 49, 111, 136
Award	71, 72, 93, 132, 136, 153, 155, 156

B

C

Capital Upgrades	159, 164
Catholic Education Archdiocese of Canberra and Goulburn	14, 166

Children’s Education and Care Assurance (CECA)	24, 26, 88, 92-95
Code of Conduct	125
Committee	23, 25, 34, 35-36, 107-111, 113, 115-125, 132, 133, 141, 145, 152, 167, 169
Complaint	93, 94, 109, 124, 168
Compliance	32-35, 53, 54, 88, 92-94, 97, 99, 104, 105, 113, 121, 152, 168, 169, 262, 267, 269
Community Engagement	74, 77, 80, 129-131
COVID-19	7, 22-30, 34, 37, 38, 40, 41-46, 53, 56, 61, 67, 70, 77, 80, 81, 84, 87, 94, 95, 99, 105, 113, 118, 120, 129, 135, 139, 141, 146, 151, 158-161, 167, 168, 170-175, 180, 263-265, 270, 271, 282
Critical Incident	66, 143
Cultural Integrity	8, 132, 134, 136, 137, 152
Cyber	69, 112, 169
D	
Devices	23, 27, 28, 60, 80, 117, 265
Digital	27, 31, 32, 34, 56, 60, 69, 76, 80, 169, 255, 266, 272,
Disability	22, 32, 36, 40, 52, 57, 70, 73, 75, 78, 106, 116, 117, 129, 145, 146, 150, 152, 154, 156, 157, 262
E	
Early Childhood	7, 8, 14, 19, 20, 22-26, 29-32, 36, 40, 48, 74, 84-92, 95, 107, 108, 129, 133, 139, 141, 155, 166, 167, 179, 254, 262, 266
Early Years Learning Framework	20, 47, 85, 96
Early intervention	19, 33, 55, 63, 78, 112, 140, 143, 144
Education Act	31, 54, 78, 282
Education Amendment Bill 2022	22, 78
Employee Assistance Program	66

Energy	158-162, 257, 260, 263, 269
Enrolment	14, 31, 35, 45, 47, 48, 78-80, 85, 115-117, 119, 166, 171, 260, 282
Enrolment Forecasting	79
Enterprise Agreement	28, 69, 150, 151, 154, 163, 171, 173-175, 272
eSafety	8, 58, 76, 112, 265
F	
Families	7, 19, 22-24, 26-28, 32, 55, 60, 61, 63, 64, 74, 76, 77, 79, 82, 85-88, 90, 91, 95, 99, 108, 110, 112, 113, 117, 129
Fraud	97, 100, 104-106, 121, 125, 169, 170
Freedom of Information	126-128
Future of Education	7, 19-21, 29, 31, 40, 41, 44, 55, 70, 71, 72, 74, 78, 114, 132, 156, 166, 167, 172
G	
Greenhouse Gas Emissions	158, 163
H	
Home Education	14, 31, 32, 53, 54, 166
Human Resources	154
I	
Inclusion	7, 19, 29-32, 52, 57, 70, 73, 78, 114-118, 145, 151, 152, 154, 156, 157, 282
Individual Learning Plans	52, 57, 105, 106
Injury	34, 36, 140, 143, 144
International Education	31
Internet	60, 76, 117
K	
Koori Preschool	22, 85, 91, 253

L

Learning Environment	7, 19, 30, 40, 44, 55, 66, 156, 158, 168, 260, 262
Learning Needs	75, 257
Learning Support Assistant	57, 64, 153
Legislation	123, 126, 128, 180
Lockdown	7, 22-25, 27, 38, 44, 61, 85, 117, 118, 129, 135, 158, 159

M

Mentor	65-69, 72, 76, 77, 88, 136
Minister's Student Congress	8, 36, 58

N

National Assessment Program	31
National Disability Insurance Scheme	52
National Quality Framework (NQF)	20, 88, 92, 94-96
NAPLAN	37, 38, 40-43, 107, 108
New Schools	30, 56, 79, 98, 100, 158, 159, 164, 176, 179, 257, 259, 267
Non-government Schools	14, 22, 24, 26, 31, 32, 45, 53, 78, 113, 166, 180

O

Occupational Violence	33, 109, 113, 114, 121, 139-141, 151, 152, 168
Office Accommodation	270, 271
Onsite Learning	25, 27, 28, 160
Organisational Structure	15
Outside School Hours Care (OSCH)	24, 92

P

Pedagogy	31, 41, 66, 135, 167
Positive Behaviour for Learning (PBL)	55, 56, 111, 139
Priority Enrolment Areas	79

Procurement	32, 106, 115, 116, 124, 169, 170, 181, 257, 258, 261, 272
Professional Learning	71, 82, 95, 112, 114, 116, 122, 132, 134-136, 145
Psychologist	27, 28, 58, 63, 109, 111, 112, 265
Public Interest Disclosure	125
Public Schools Infrastructure Upgrade Program (PSIU)	253
Q	
R	
Rapid Antigen Tests	26, 30
Reconciliation	99, 137, 145, 156, 264, 165
Registered Training Organisations (RTO)	60, 75
Remote Learning	7, 8, 22, 23, 26-28, 46, 53, 58, 60, 61, 63, 69, 105, 117, 158, 265
Reportable Conduct	152
Respect, Equity and Diversity	157
Restrictions	24, 26, 53, 56, 61, 77, 118, 135, 171-175
Riskman	140, 141
Risk Management	25, 34, 92, 93, 113, 121, 122, 167
Risk Assessment	93, 98, 113, 121, 125
Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability	78
S	
Safe at School	15, 29-32, 142
Safe and Inclusive Schools Initiative	57
Safe and Supportive Schools	7, 112
Scholarship	71, 72, 88, 89, 114, 132, 133, 136, 153
School Board	131, 134
School cleaners	264

School Environment	158, 160, 267, 270
School Review	28, 81, 82, 124
Scrutiny	97
Security and Emergency Management	34, 169
Senior Secondary Certificate	50, 51, 60, 137
Set Up for Success: An Early Childhood Strategy	7, 19, 20, 21, 29, 31, 74, 84, 85, 88, 91, 95, 166, 167, 266
Strategic Plan	8, 21, 25, 29, 66, 82, 154, 158, 162
STEM (Science, Technology, Engineering and Mathematics)	66, 68-70,
Student Retention	47
T	
Tertiary Entrance Statement (TES)	50
Three-year-old initiative	7, 85, 86, 90, 91
Transport	163, 257, 260, 261
Transportable Classrooms	257, 260, 261
U	
Uniform (school)	77, 130
V	
Values	14, 20, 21, 29, 47, 49, 63, 84, 87, 91, 107, 115, 155, 268
Vision	8, 14, 19, 21, 55, 67
Vocational Education and Training (VET)	60, 74, 75
W	
Water consumption	159
Work Health and Safety	269
WorkSafe ACT	141, 142, 168
Y	
Youth Advisory Council	59



Annual Report **21**
22

Education Directorate