







**ANNEX REPORTS**



# ACT TEACHER QUALITY INSTITUTE ANNUAL REPORT 2015-16

## A. TRANSMITTAL CERTIFICATE



Mr Shane Rattenbury MLA  
Minister for Education  
ACT Legislative Assembly  
London Circuit  
CANBERRA ACT 2601

Dear Minister

This Report has been prepared under the *Annual Reports (Government Agencies) Act 2004* and in accordance with the requirements under the *Annual Report Directions*.

It has been prepared in conformity with other legislation applicable to the preparation of the Annual Report by the ACT Teacher Quality Institute.

I certify that the attached Annual Report is an honest and accurate account and that all material information on the operations of the ACT Teacher Quality Institute during the period 1 July 2015 to 30 June 2016 has been included.

I hereby certify that fraud prevention has been managed in accordance with Public Sector Management Standards, Part 2.

Section 13 of the *Annual Reports (Government Agencies) Act 2004* requires that you cause a copy of the Report to be laid before the Legislative Assembly within 15 weeks of the end of the financial year.

Yours sincerely

Dr William Malden  
Board Chair  
ACT Teacher Quality Institute  
5 September 2016

Anne Ellis  
Chief Executive Officer  
5 September 2016

## B. ORGANISATION OVERVIEW AND PERFORMANCE

### B.1 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 and 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

ACT teachers uphold and embody the standards of the profession to enhance the education of students.

#### Our purpose

To implement professional regulation and to lead teacher quality initiatives to ensure the professional standing of ACT teachers and to enhance community confidence in the ACT teaching profession.

#### Our Values

- > Respect
- > Integrity
- > Collaboration
- > Excellence
- > Innovation
- > Learning

### ROLE, FUNCTIONS AND SERVICES OF THE INSTITUTE

#### Our Role

TQI's role in relation to the ACT teaching profession stems from the TQI Act. It undertakes its responsibilities by integrating the direct regulation of the teaching workforce with specific strategic measures designed to raise the quality of that workforce including, importantly, embedding the *Australian Professional Standards for Teachers* in the teaching practice of all ACT teachers. This integrated approach covers all ACT teachers as they enter, and progress through, career stages in 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

TQI functions 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;
- > promote and encourage the continuous professional learning and development (including increased levels of skill, knowledge, expertise and professionalism) of teachers working in the ACT;
- > determine standards for, and facilitate and issue directions for, the ongoing professional learning and development of teachers working in the ACT;
- > develop and apply codes of practice about the professional conduct of teachers working in the ACT;
- > determine standards, including assessment and certification standards, for the ACT teaching profession; and
- > accredit education programs for pre-service teachers and teachers.

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:

- > professional regulatory services;
- > quality assurance of initial teacher education and ongoing professional learning;
- > advice and training on standards and certification, accreditation of programs and teacher registration;
- > facilitation of collaborative teaching practice; and
- > promotion of continuing development and professionalism.

## ORGANISATIONAL STRUCTURE, ENVIRONMENT AND PLANNING FRAMEWORK

### Our structure

TQI is governed by a Board comprised of key ACT education stakeholders, the teaching profession, and the ACT community. Current Board membership is set out in Table 2.

The Chief Executive Officer, Ms Anne Ellis, is responsible for the day-to-day operations of TQI, supported by a small staff (numbering 11 FTE as at 30 June 2016).



Mr Julien O'Connell AM, Pro-Chancellor, Ms Anne Ellis, TQI CEO, Associate Professor Patrick McArdle, Campus Dean, The Hon John Fahey AC, Chancellor at ACU 2016 Graduation after Ms Ellis delivered occasional address.

### Operating Environment

TQI is a Territory authority for the purposes of the *Financial Management Act 1996* (FMA).

By a declaration issued by the Treasurer in February 2012 [*Financial Management (Territory Authorities) Declaration 2012 (No. 1)*], TQI has been exempted 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 direction issued by the 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.

For the purpose of the *Annual Reports (Government Agencies) Act 2004*, TQI comes within the definition of 'public authority'.

Accordingly, TQI has prepared this annual report to comply with section 6(1) of that Act and in accordance with the requirements referred to in the *Chief Minister's Annual Report Directions* issued under section 9 of that Act.

Owing to its modest budget and staff resources, TQI has established administrative arrangements with the Education Directorate in relation to minor financial accounting and internal audit matters.

### Planning Framework

At its December 2015 meeting, the TQI Board approved a new strategic planning document: *TQI Strategic Direction 2015-19*. Under this new direction, TQI will focus its efforts on the following four key areas:

- > sustaining a comprehensive registration framework for all teachers working or intending to work in the ACT, and embedding the *Australian Professional Standards for Teachers* in the teaching practice of ACT teachers, including individual teachers seeking higher levels of certification against the 'Highly Accomplished' and 'Lead' levels of the Standards;
- > implementing comprehensive reforms of initial teacher education in the ACT, including accrediting teacher education courses delivered by ACT universities and developing innovative practical approaches to better prepare initial teachers entering the profession;
- > promoting increased engagement by all ACT teachers in high quality professional learning and reflection; and
- > collecting a wide range of strategic data to provide the necessary evidence for local and national research efforts aiming to enhance teacher quality and student learning.

The achievements against each of these key focus areas over the reporting period is discussed in B2 below.

### 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 Chief Executive Officer. The appointment of a member, other than the Chief Executive Officer, must be for a term no longer than three years. A person may be reappointed for a further term of three years. The Chief Executive Officer 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*. Other members of the Board are not entitled to be paid for the exercise of their Board functions.

The Board met on four occasions during the reporting period:

- > 1 September 2015
- > 1 December 2015
- > 29 March 2016
- > 24 May 2016.

The Minister made one appointment to the Board during the reporting period as follows:

- > Ms Kerrie Heath resigned as the member representing teachers and principals of government schools (section 15(2)(j)).
- > Ms Julie Murkins, Principal, Lake Tuggeranong College, was appointed as the member representing teachers and principals of government schools (section 15(2)(j)) on 23 November 2015.

The above appointment is for a period of three years.

**TABLE 2: TQI BOARD MEMBERS AND MEETING ATTENDANCE 2015-16**

Member	Qualifications	Role	Number of meetings attended
Dr William Maiden PSM	TeachCert, BA, MLitt, MEdAdmin, PhD, FACE, FACEL ACT	Chair	4
Ms Anne Ellis	BA, DipEd, GradDip (InfMgt), FACEL	Chief Executive Officer, TQI	4
Associate Professor Carolyn Broadbent	PhD, MEd(Research), BEd, DipTeach, TPTC, FACE, FACEL	Australian Catholic University, ACT Campus	4
Ms Diane Joseph	BSc, FACEL	Director-General, Education and Training	1
Ms Moira Najdecki	MEdLeadership, GradDip (Religious Ed), GradCert (Religious Ed), MA, DipEd, BA, FACEL ACT	Catholic Education Office	3
Ms Lyn Caton	DipEd, GradCert Religious Ed, DipA (App)	NSW/ACT Independent Education Union	1
Ms Kerrie Heath	BEd, DipEd	Teaching profession in government schools	1
Mr Glenn Fowler	BA(Hons), GradDipEd	Australian Education Union, ACT Branch	4
Mrs Narelle Hargreaves OAM	BEd, FACE, FACEL ACT	Community representative	4
Ms Anne Coutts	BSc(Hons), GradCertEd, MEd	Association of Independent Schools of the ACT	3
Mr Michael Lee	BA, GradDipEd, GradDip (Religious Ed), Med, FACEL	Teaching profession in non-government schools	4
Associate Professor David Paterson	BEd, MEdAdmin, PhD, FACE	University of Canberra	4
Ms Julie Murkins	MIL (Masters, Instructional Leadership) BA, GradDipEd	Teaching profession in government schools	2

## B.2 PERFORMANCE ANALYSIS

### Overview

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 comprehensive framework that closely 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. The ACT 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.

The 2015-16 reporting year is the first year of the Institute's second *Strategic Direction 2015-2019*. Key achievements against the Strategic Direction over this reporting year are discussed below.

#### 1. Sustaining a comprehensive registration framework and embedding the Australian Professional Standards for Teachers

Key elements of the registration framework established by the TQI Act and subordinate legislation include the requirements that:

- > only teachers approved under the TQI Act can work in ACT schools;
- > all teachers must comply with the TQI Code of Professional Practice and Conduct; and
- > in order to renew their registration annually, teachers must report on 20 hours of professional learning completed by them in the previous 12 months (this issue is discussed in detail in sub-section 3 below).

Over the reporting period, TQI continued comprehensive communication to all ACT teachers about their professional regulatory responsibilities including registration, professional learning and conduct. TQI also refined the online registration renewal process and enhanced the functionality of the online 'Teacher Portal'.

Other targeted initiatives included the development

of a range of practical tools to support provisionally registered teachers in their progression to Full registration, and the delivery of workshops for first year and final year teacher education students. These workshops, supported by the University of Canberra and the Australian Catholic University, focused on ACT teacher registration requirements and professional evidence and reflection against the professional standards.

In the period to 30 June 2016 TQI provided 19 cross-sectoral workshops for beginning teachers and teacher mentors/supervisors and school leaders on the progress to Full registration, with over 266 teachers attending.

Under the regulatory framework, there are also important obligations imposed on all employers of teachers in ACT schools. These obligations support the integrity of the regulatory framework and help to maintain community confidence in the teaching profession in the ACT.

Over the reporting period, employers in all school sectors took action on these reporting obligations. As a consequence, TQI imposed additional conditions on the registration of four ACT teacher, suspended the registrations of three teachers, and cancelled the registration of two teachers.

One of the key responsibilities of TQI is to make the *Australian Professional Standards for Teachers* known across the ACT teaching profession and to embed the Standards in the professional practice of all teachers. This work has included enhanced communications and partnerships with universities, schools and teacher employers.

Further, TQI is the certifying authority for ACT teachers seeking higher levels of certification against the 'Highly Accomplished' and 'Lead' levels of the *Australian Professional Standards for Teachers*.

Over the past three years, TQI has placed emphasis on ensuring that the necessary foundations for a smooth process of certification in the ACT are in place. TQI has aimed to first ensure that there are large numbers of ACT school leaders from across the schooling sectors trained as national certification assessors. There are now 80 trained certification assessors in the ACT which is 40% of the national cohort of certification assessors.

Second, TQI has aimed to ensure interested ACT teachers are fully informed about the benefits of certification to themselves and their students and about the rigour of the process. In the past 12 months, information sessions and evidence preparation workshops have been attended by over 230 teachers.

A further important development over the reporting period was the launch of a national *Highly*

*Accomplished and Lead Teacher (HALT) Network by the Federal Minister for Education and Training, Senator the Hon Simon Birmingham. The Network will develop national action plans to promote certification. The ACT had a high number of representatives at the initial meeting of the Network which was led by renowned educators Professor John Hattie, University of Melbourne and Dr Yong Zhao, University of Oregon.*



*Mrs Kathy Kinnane, St Clare's College, Mr Anthony Vandermolen, Montessori School and Mrs Kristine Stewart, Ngunnawal Primary School undertaking certification assessor training.*

## **2. Implementing comprehensive reforms of initial teacher education**

Reform of initial teacher education programs has been a national priority for Education Ministers for several years. Consistent with its legislative responsibilities to accredit education programs for pre-service teachers in the ACT (see s.11(1)(g) and s.76(a) of the Act), TQI has taken the lead role in progressing these reforms in the Territory.

Over the reporting period, TQI completed the accreditation of the initial teacher education programs of the University of Canberra, and worked with the Victorian Institute of Teachers to complete the accreditation of the Australian Catholic University programs for its ACT campus. All initial teacher education programs to be offered in 2017 by ACT universities are now accredited.

Further, Education Ministers at the 11 December 2015 Education Council meeting endorsed revised national Standards and Procedures for Accreditation of Initial Teacher Education Programs in Australia. The revised accreditation standards and procedures are designed to lift the quality of initial teacher education programs, and to ensure that program graduates are ready to teach.

The revised national accreditation standards and procedures require providers of ITE programs to:

- > demonstrate greater transparency in the selection of students through publication of the selection criteria and student cohort data;

- > develop formal written partnership agreements to support every professional experience placement;
- > ensure that every initial teacher education graduate has successfully completed the National Literacy and Numeracy Test;
- > develop and implement a plan for demonstrating program outcomes, including program impact;
- > provide clearly defined pathways that lead to a primary subject/curriculum specialisation for every primary initial teacher education graduate;
- > ensure that every initial teacher education graduate has demonstrated readiness to teach through successful completion of a final year teaching performance assessment; and
- > report annually to accreditation authorities on a broad range of data required for monitoring the success of initial teacher education programs and for the National Data Strategy.

TQI has the lead role in implementing these revisions in relation to the ACT. TQI has commenced consultation with ACT education stakeholders on local requirements that will enhance the intended improvements sought through the revised national standards and procedures. This work will be completed and implemented during the 2016-17 transition of current initial teacher education programs in accordance with the revised standards and procedures.

Over the reporting period, TQI also consulted with ACT education stakeholders including employers, teachers, universities providing initial teacher education programs and teacher unions to progress the development of a 'professional experience framework' for pre-service teachers in ACT schools for implementation from 2017. High quality professional experience is critically important to ensuring that newly qualified teachers are ready to teach.

## **3. Promoting increased engagement by all ACT teachers in high quality professional learning and reflection**

Research has consistently shown that teachers who maintain their skills by pursuing relevant professional learning opportunities throughout their careers are more effective in the classroom.

Accordingly, in order to renew their registration, each year all ACT teachers must satisfy a minimum level of 20 hours of professional learning. Flexibility is given to ACT teachers so that they can tailor their professional learning to meet their specific needs and those of their schools.

This minimum level of professional learning is comparable to that required of teachers in those



Australian jurisdictions who have implemented the national education reform agreements on teacher quality improvement. It has also brought the local teaching profession into line with similar requirements for other professions in the ACT.

TQI has developed an online professional learning recording system - the 'Professional Learning Profile' - to provide practical help for all ACT teachers to meet their obligations in this area. This online system incorporates links to the *Australian Professional Standards for Teachers* to facilitate the development of individual teacher learning goals and activities. A number of user-friendly features assist teachers to search for accredited programs of relevance to them, and to record the programs that they completed.

Professional learning, to be effective, must be more than passive attendance at a course or program. Accordingly, the professional learning recording system requires teachers to reflect on their professional learning against their learning goals using the Standards.

The system can also provide data to Principals to facilitate the management of professional learning at a school and individual teacher level throughout the school year.

Of the 7251 teachers renewing registration for 2016, 7014 (97%) fully met the mandatory professional learning requirements for registration in the year preceding renewal. The remaining 237 (3%) arranged professional learning variation plans with TQI to meet their obligations.

It is particularly significant that ACT teachers recorded more than 253,000 hours of professional learning in the year preceding their 2016 registration. This amounts to an average of 35 hours per teacher – well above the mandated 20 hours minimum professional learning.

During the 2015-16 reporting period, TQI approved 512 applications for accreditation of professional learning programs. As an important quality assurance measure, TQI also assisted providers of professional learning programs with advice on the standards-based documentation required for accreditation. TQI also provided the data available from teacher evaluations of courses and programs so that the relevant providers of those courses can improve the quality and/or relevance of their future programs.

#### 4. Collecting strategic data for research efforts aiming to enhance teacher quality and student learning

One of the five areas of focus identified in the TEMAG report for further improvement to the quality of the teacher workforce was national research and workforce planning capabilities.

The revised national *Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures* require the two ACT universities offering initial teacher education programs to collect and report a broad range of data and evidence on students and program outcomes to TQI on an annual basis. In addition, the universities have to develop a plan for demonstrating evidence of the impact of their programs on both initial teacher education students and school students as the basis of future accreditation of their programs.

In March 2016, Education Council tasked the Australian Institute of Teaching and School Leadership (AITSL) with scoping the development of a national strategy for initial teacher education and teacher workforce data. The purposes of the strategy include evaluating the outcomes of initial teacher education, supply and demand modelling for workforce planning, and measuring the impact and effectiveness of teaching. This stage of the development is to be completed by the end of 2016. TQI represents the ACT on the National Data Strategy Project Scoping Reference Group, which has been established to oversee this important work.

During the reporting period, TQI has continued to build the capacity of its business system to collect and report on the data collected from registered teachers during the registration renewal period and the reporting of completed professional learning. Improvements will ensure that TQI remains well-placed to participate in the national strategy for initial teacher education and teacher workforce data.

The enhanced data collection has enabled TQI to support schools in managing the professional learning of teachers through the provision of online reports on professional learning programs completed by teachers.

Also during the reporting period, the final findings of TQI-commissioned research, conducted by Ms Mary Gallagher at the Australian Catholic University (Canberra) and Dr Misty Adoniou at University of Canberra, have informed the implementation of support processes for teachers progressing from Provisional to Full registration in the ACT. The findings of this research were disseminated through a variety of forums including the cross-sectoral Teacher Mentoring Network in Term 2, 2016.

In addition, TQI continued to build the research and evaluation capacity of ACT teachers through the *Growing a Culture of Learning – Workshop and Master Class Pilot Program*, conducted in collaboration with Professor Ting Wang from the University of Canberra in August 2015. TQI offered 30 ACT teachers the opportunity to participate in a free pilot workshop and Master Class from certified teachers observing high level practice. Professor Wang explored the features of collaborative enquiry based on her research on high-performing school systems internationally, followed by a workshop on practice analysis from TQI staff. The Master classes that followed were conducted in schools by teachers recognised through certification as Highly Accomplished or Lead teachers, matched with participants who teach in the same band of schooling/teaching area. This approach generated high-level discussions, analysis of practice and cross-sectoral professional learning communities of leading educators.

## Outlook

Professional learning, integrated with the *Australian Professional Standards for Teachers* (the Standards), will continue to be a central plank of the Institute's strategic efforts.

TQI will communicate with all ACT teachers to ensure both that they understand their minimum professional learning obligations so that they can maintain their registration, and to reinforce the strong links between professional learning and the standing of the teaching profession within the ACT community. The enhancements to the Institute's online business system (funded in the 2015-16 ACT Budget) will deliver an even more user-friendly interface for the teaching workforce. Work on the enhancements will be finished in the 2019 school year.

TQI sees embedding the Standards in the teaching practice of all ACT teachers as one of its key ongoing objectives. A major focus of TQI efforts will be on continuing to increase the numbers of ACT school leaders trained to assess teachers for certification at the higher levels of the Standards (i.e. the 'Highly Accomplished' and 'Lead' teacher levels). The goal is that each year, for the next four years an additional 25 ACT school leaders will be trained. The additional assessors will not only provide a sustainable cohort for the assessment of certification applicants but build capacity within ACT schools for standards-based development of teachers.

TQI will continue to pursue a wide range of strategies aimed at improving the quality of newly qualified entrants to the teaching workforce. During 2017, all initial teacher education programs accredited by TQI and offered in the ACT will transition to the revised national standards and procedures for initial teacher

education programs. The proposed professional experience framework, incorporating school/university partnerships and a final year teaching performance assessment, is key to the success of the initial teacher education reforms.

The enhanced business system should also allow TQI to collect and undertake more complex analyses of the ACT teaching workforce. This will be of assistance to all ACT teacher employers and principals, school leaders and members of the teaching profession.

TQI will also continue to place high priority on facilitating cross-sectoral collaborative practices across the teaching profession as a whole in the ACT. It will continue to build on past initiatives in this area such as the initiation of its 'casual teacher' network, with meetings each term to support casual teachers with professional learning and a forum for professional dialogue.

All these initiatives are intended to deliver a more highly skilled and professional teaching workforce within the ACT. Accordingly, over time, this stronger workforce will be in a position to ensure improved student outcomes across all school sectors.

## B.4 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 TQI Strategic Direction. Strategic risks, their assessment and treatments, are approved by TQI Board. *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 staff. *Project risks* are identified in project plans and for ICT projects within the project guidelines approved by Shared Services. The responsibility for assessing and responding to project risks lies with TQI project managers and project steering committees.



## B.5 INTERNAL AUDIT

TQI is covered by the audit arrangements of the Education Directorate audit framework.

## B.6 FRAUD PREVENTION

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.

## B.7 WORKPLACE HEALTH AND SAFETY

In the reporting period TQI has had no incidents requiring reporting under the *Work Health and Safety Act 2011*.

## B.8 HUMAN RESOURCES MANAGEMENT

### Staffing Profile

TQI has a small staff comprising the Chief Executive Officer and 11 FTEs. The staff gender ratio is 77% female, 23% male. Staff are supplemented by seconded staff from schools across the sectors for specific programs.

### Professional Development

TQI staff attended a range of professional development activities including internal TQI training, Whole-of-Government initiatives and specialist external programs. This has included participation in national initiatives, interstate network meetings with other jurisdictions, participation in Whole-of-Government communities of practice and administrative courses. Topics covered included initial teacher education panel training, national certification training, educational leadership, Whole-of-Government systems training, project management, business analysis and technical system administrator training.

## C. FINANCIAL MANAGEMENT REPORT

### C.1 FINANCIAL MANAGEMENT ANALYSIS

TQI continues to operate in a sound financial manner. The ACT Government and registration fees remain the primary sources of revenue for TQI.

### C.2 FINANCIAL STATEMENTS

The summary report below shows the details of income and expenses for TQI for the financial year 2015-16 in accordance with the direction issued by the Minister for Education and Training under section 25 of the Act.

	Note No.	Actual 2016 \$'000
<b>INCOME</b>		
<b>Revenue</b>		
Government Payment for Output	1	998
Interest		23
Other Revenue	2	803
Grants	3	48
<b>Total Revenue</b>		<b>1,872</b>
<b>EXPENSES</b>		
Employee Expenses		1,394
Superannuation Expenses		220
Supplies and Services	4	471
<b>Total Expenses</b>		<b>2,085</b>
<b>Operating (Deficit)/Surplus</b>		<b>(213)</b>
<b>Cash at bank at the end of 2015-16</b>		<b>457</b>

Notes forming part of revenue and expenditure:

1. The appropriation is drawn down by the Education Directorate and passed on to TQI.
2. Other Revenue consists of own source revenue from registration fees. This revenue is seasonal and is mainly collected between January and March when registrations are renewed.
3. Grant from Australian Institute for Teaching and School Leadership.
4. Supplies and Services consists of:

	Actual 2016 \$'000
Property Maintenance	13
Materials and Services	291
Database Development	5
Travel and Transport	23
Administrative	27
Financial	1
Operating Lease	111
Grants	0
	471

### C.3 CAPITAL WORKS

In the 2015-16 Budget, TQI was allocated \$1.57 million across four years, commencing 1 July 2015. The funding was provided to further enhance digital service delivery, particularly in the areas of real time reporting for all ACT teachers and schools and information to support strategic teacher workforce planning. During the reporting period TQI expended the capital funding allocated for the 2015-16 financial year.

### C.4 ASSET MAINTENANCE

The TQI business system is the single most significant asset of the Institute. Maintaining and updating that system is a key operational consideration. As noted above, TQI received additional funding in the 2015-16 Budget for the business system.



## C.5 GOVERNMENT CONTRACTING

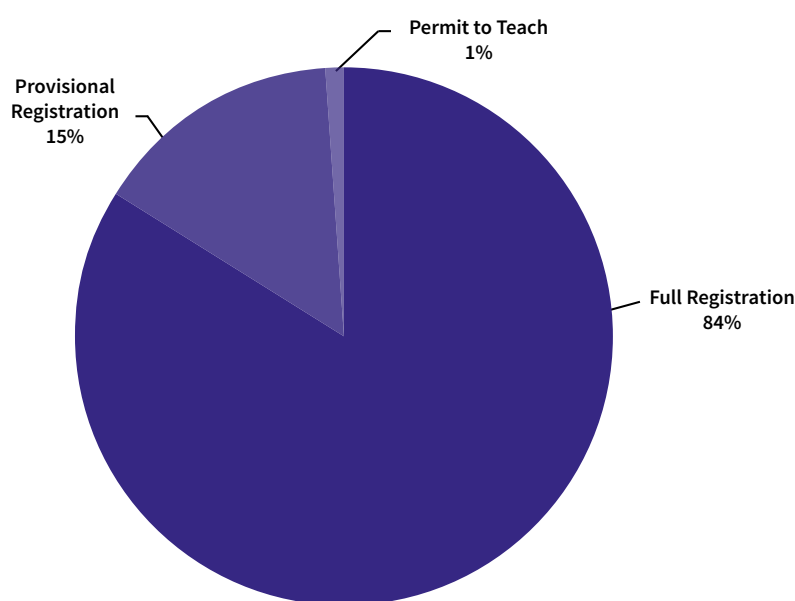
Procurement processes undertaken by TQI comply with the ACT Government procurement legislative framework. Procurement decisions are authorised by the appropriate delegate within TQI. TQI utilises Whole-of-Government procurement arrangements to seek advice and support in relation to procurement and contract management issues.

## E.2 ACT TEACHER WORKFORCE ANALYSIS

### ACT Teacher Workforce Analysis

This section provides key data on the ACT teacher workforce derived from information provided by teachers as part of the registration process. It also reports on other specific matters required by section E.2 of the *Chief Minister's Annual Report Directions*.

There were 7,656 approved teachers as at 30 June 2016. 745 teachers were newly approved during the reporting period.



### APPROVED TEACHERS BY EMPLOYER AND GENDER

Sector	Number of teachers	% of approved teachers	% female	% male
Catholic Education	1313	17%	80%	20%
Education Directorate	4581	60%	77%	23%
Independent Schools	1465	19%	67%	33%
Not currently teaching in an ACT school	294	4%	77%	23%

1. Figures exclude approved teachers whose employment status is not recorded with TQI.
2. A teacher may have more than one employer.
3. Teachers working in the Central Office of an employer are included in the sector numbers.

## APPROVED TEACHERS QUALIFICATIONS

	Bachelor Degree	Graduate Diploma/ Certificate – All	Graduate Diploma/ Certificate – Non Education	Masters Degree	Doctoral Degree
Number of approved teachers reporting	7101	2776	740	1398	127
Percentage of approved teachers reporting	93%	36%	10%	18%	2%

A teacher may have multiple qualifications.

Figures displayed only for levels 7-10 of the Australian Qualifications Framework.

Qualifications for approved teachers who were registered under Transitional arrangements in 2011 are self-reported.

## H. MINISTERIAL DIRECTIONS

Over the reporting period no directions were given by the Minister under s.25 of the 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
- > presents a danger to the environment.

No disclosures were received in the reporting period.

**For more information contact:**

**The secretariat, the Chief Executive Officer or the Board Chair of TQI:**

**Secretariat:**

**ACT Teacher Quality Institute**

**Ms Anne Ellis**

**Chief Executive Officer**

**ACT Teacher Quality Institute**

**Dr William Maiden**

**Board Chair**

**ACT Teacher Quality Institute**

**PO Box 263**

**JAMISON CENTRE ACT 2614**

**Telephone: 02 6205 8867**



# ATTACHMENT 1

## 2015-16 ACCREDITED PROFESSIONAL LEARNING PROGRAMS

(Section E.2 of the *Chief Minister's Annual Report Directions* requires that TQI's annual report include the education programs available for the professional learning and development of teachers.)

### NON SCHOOL BASED PROFESSIONAL LEARNING

Program name	Provider
3PLLC2016	3P Learning Australia Pty Limited
3PReggs	3P Learning Australia Pty Limited
5 Circles of Dreaming Landscapes Course (Online Modules for Early Educators)	Education Dreaming
Acting For the Fun of It	Acting For the Fun of It
AFL PD	AFL NSWACT
AFMLTA/MLTAACT Inc. Ready?Set?Plan! Australian Curriculum - Languages	Modern Language Teachers Association of the Australian Capital Territory Incorporated
African Drumming Course 2016	Drum Effect
After the Bomb: An Introduction	The Association of Independent School of NSW
AIS ICT Integration Conference 2015	The Association of Independent School of NSW
AISACT NCCD Moderation Session	Association of Independent Schools of the ACT
AISACT Teaching, Learning and School Leadership Colloquium 2015	Association of Independent Schools of the ACT
Akoustic Odyssey Live Performance Plus Professional Development	Musica Viva Australia
ALEA Unconference - Literacy Speed Dating!	ALEA
An Actor Prepares	Acting For the Fun of It
Analysing student data to inform programming, teaching and assessment	The Association of Independent School of NSW
Anxiety & Depression Workshop (late Primary school/ High School/ College)	i talk mental health
ANZIAM Mathematics Education Workshop	UNSW Canberra
Archimedes and the Law of the Lever	UNSW School of Mathematics and Statistics
Archimedes and the Law of the Lever (2)	UNSW School of Mathematics and Statistics
Assessment and Management of Students with Vision Loss	RIDBC Renwick Centre
Assisting struggling readers in primary classes: Kaye Lowe	Primary English Teaching Association Australia
Australian Schools Colloquium Day 6	National Excellence in Schools Leadership Institute
Autism Awareness and Strategies for the Educational Environment	TTA
Big Picture Education Foundation	Big Picture Education
Book Week A.C.T	Zart
Bright But Struggling 1	Australian Gifted Support Centre
Brush Up Your Shakespeare	Acting For the Fun of It
Certificate of Christian Education (Design)	National Institute for Christian Education

Program name	Provider
Chinese Cultural Context and Chinese Teaching	The Australian School of Contemporary Chinese (ASCC)
Chinese Teaching Strategies	The Australian School of Contemporary Chinese (ASCC)
Chinese teaching: classroom management	The Australian School of Contemporary Chinese (ASCC)
Choice, Music and the Curriculum	ANU Music Program
Coaching Accreditation Program	Growth Coaching International Pty Ltd
Cognitive Coaching-PD20150617-Gungahlin Network	Hawker Brownlow Professional Learning Solutions
College Conference 2016 - 2hr version	ACT Public Colleges Professional Learning Committee
Colleges Conference 2016	ACT Public Colleges Professional Learning Committee
CONSEA ACT 2016	Science Educators Association for ACT (SEA ACT)
Contemporary Perspectives on Learning and Instruction in Spelling	Primary English Teaching Association Australia
Conversations For Life.	OzHelp Foundation
Country and Place and Indigenous Protocols (Online module: 8)	Education Dreaming
Dance for the Primary Classroom	Ausdance ACT
Dance Ready with Move Up!	Ausdance ACT
Dance Ready with Move Up! for Primary teachers	Ausdance ACT
Delivering Pleasurable Food Education	Stephanie Alexander Kitchen Garden Foundation
Delivering sustainability Education through the Curriculum	ACT Environment and Planning Directorate
Delivering the MYP	International Baccalaureate - Asia Pacific
Developing a Growth Mindset in your Classroom	Australian Catholic University Limited
Developing Differentiated Curriculum for Gifted Learners - Part 1	Gateways Education
Developing differentiated curriculum using conceptual frameworks - Part One	Association of Independent Schools of the ACT
Differentiating the Curriculum and Assessment for Gifted Learners	Gateways Education
Differentiating the Curriculum! - 1	Promoting Learning International
Digital Citizenship, Skills Development & Curriculum Connections	Eduwebinar Pty Ltd
Digital Citizenship: Advanced Skills & Leadership (ONLINE)	Syba Signs
Digital Citizenship: Core Concepts & Practice (ONLINE)	Syba Signs
Driving Climate Change for Pastoral Care and Student Wellbeing	The Association of Independent School of NSW
Driving Energy Efficiency Through Student Engagement	ACT Environment and Planning Directorate
Dynamic Geometry and Algebra with GeoGebra	TTA
EdTechTeam Canberra Summit 2016	EdTechTeam Pty Ltd
Educating Gifted and Talented Students	Australian Gifted Support Centre
Education for Sustainability Through School Food Gardens	ACT Environment and Planning Directorate
Educator Wellbeing	Communities@Work
Effective Use of Interactive Whiteboards	Class Cover Pty Ltd
Emotional Intelligence for Teachers	4D Learning
Every Chance to Dance	Kulture Break
Everyone Everyday	Disability ACT
Everyone Everyday - A teachers toolkit for the inclusion of people with disability (5 hours)	Disability ACT
Everyone Everyday - A Toolkit for Inclusion - 2 hour	Disability ACT
Folk Songs and Games Across the Curriculum	ANU Music Program

Program name	Provider
Food&ME - Preschool	Nutrition Australia ACT Incorporated
Food&ME K-6	Nutrition Australia ACT Incorporated
Food&ME Preschool	Nutrition Australia ACT Incorporated
Foundation Knowledge of Australian Indigenous People - Primary Educators (Online module:1)	Education Dreaming
From Page to Stage	Acting For the Fun of It
Fun with Dramatising the Curriculum	ANU Music Program
Fun with Music and Art 2015	ANU Music Program
GEG Canberra Term 4 Workshop	GEG Canberra
Gifted and underachieving -Strategies for the classroom	Australian Gifted Support Centre
Gifted Education - Identification and teaching	Australian Gifted Support Centre
Grammar Basics	English for Work
Group Dynamics and Conflict Management	Communities@Work
IB Diploma Programme Category 2 Subject Workshops	International Baccalaureate - Asia Pacific
IB Diploma Programme Subject Specific Seminars Category 3	International Baccalaureate - Asia Pacific
Identifying, Understanding and Developing Programs for Gifted Learners in Mixed Ability Classrooms	Gateways Education
Inquiry Learning, Investigations, and Misconceptions	Science Time Education
Introduction to Consumer and Financial Literacy Education for Teachers- ASICsMoneySmart Teaching	Australian Securities and Investments Commission (ASIC)
Is it behaviour or is it Communication?	Imagine More Ltd
Lamp - Leading & Mentoring Program 2016	Dragonfly Consulting & Coaching Pty Ltd
Launching the MYP	International Baccalaureate - Asia Pacific
Learn the Piano in 3 Hours	ANU Music Program
Linking Principles of Pedagogy to 21st Century learning and student engagement	DavisGreig Consultancy
Little Scientist - Air Workshop	Communities@Work
Macquarie Literacy Program (MacqLit) Professional Learning Workshop	MultiLit Pty Ltd
Making the PYP happen	International Baccalaureate - Asia Pacific
Managing Assessment in the MYP	International Baccalaureate - Asia Pacific
Managing Challenging Behaviours in Schools	Association of Independent Schools of the ACT
Mathletics Certification Level 1_16	3P Learning Australia Pty Limited
Mathletics Certification Level 2_16	3P Learning Australia Pty Limited
Measuring Student Reading Progress for Schools PL workshop	MultiLit Pty Ltd
Media Marketing and Teen Girls: Building Confidence and Resilience	Helen Roe Coaching
Mental Health and Wellbeing of Young People Seminar 2016	Generation Next
Mentoring Pre-service Teachers	Australian Catholic University Limited
MEP Basic Principles and Practice	ANU Music Program
MEP Early Childhood Course - 2015	ANU Music Program
MEP Kidsing for Kindergarten	ANU Music Program
MEP Kidsing for pre-school	ANU Music Program
MEP Kidsing for Year 1	ANU Music Program
MEP Kidsing for Year 2	ANU Music Program



Program name	Provider
MEP Kidsing for Year 3	ANU Music Program
MEP Kidsing for Year 4	ANU Music Program
MEP Kidsing for Year 5	ANU Music Program
MEP Kidsing for Year 6	ANU Music Program
MEP Primary Course - 2015	ANU Music Program
Message Stick Learning - Dreaming (Module 2)	Education Dreaming
Message Stick Learning - Seasonal Knowledge (Module 6)	Education Dreaming
Mind Brain Education Conference 2016	Pearson Australia
Mini COGE	School of Education UNSW
MiniLit Professional Learning Workshop	MultiLit Pty Ltd
MLTA ACT Inc. Joe Dale Workshop - 'Harnessing Google in the Languages Classroom'	Modern Language Teachers Association of the Australian Capital Territory Incorporated
MLTA ACT Inc. Mini-Conference 15 Aug 2015 - CLIL	Modern Language Teachers Association of the Australian Capital Territory Incorporated
MoneySmart maths for primary teachers (online)	Australian Securities and Investments Commission (ASIC)
Morris Gleitzman's Writing School	ALEA
Move Up with Ballet Basics for the Classroom	Ausdance ACT
Move Up! Indigenous Interactive Lecture/Workshop for Primary & Secondary teachers.	Ausdance ACT
MultiLit Positive Teaching for effective classroom behaviour management (primary schools)	MultiLit Pty Ltd
MultiLit Reading Tutor Program Professional Learning Workshop	MultiLit Pty Ltd
MultiLit Word Attack Skills Extension Professional Learning Workshop	MultiLit Pty Ltd
Musica Viva Teacher Forum - Dr Anita Collins	Musica Viva Australia
Musica Viva Teacher Forum - Sound In Motion	Musica Viva Australia
Musica Viva Teacher Forum- Music and Maths	Musica Viva Australia
National Mentoring for Science and Mathematics Teachers:Online workshops	Education Institute, University of Canberra
National Science Teachers' Summer School (NSTSS)	National Youth Science Forum
National Visual Art Education Conference 2016	National Gallery of Australia
Nolan printmaking workshop for art teachers	Canberra Museum and Gallery
Online Module-Introduction to Consumer & Financial Literacy Education - MoneySmart Teaching	Australian Securities and Investments Commission (ASIC)
Open Inquiry in the Classroom	Science Educators Association for ACT (SEA ACT)
Orff from the Ground Up - Orff-full Beginnings	Orff Schulwerk Association of NSW Inc.
Parliament of Youth on Sustainability - Teacher Information Sessions	SEE-Change
PCM Part 1 - What Makes Us Tick?	Square Leg Pty Ltd
People Leadership Workshop	Association of Independent Schools of the ACT
Planning for Active and Energetic Children	Communities@Work
Play Writing Workshop	Cultural Facilities Corporation
Playing to Their Strengths	A.C.T. Down Syndrome Association
Powerful Writing Strategies	3P Learning Australia Pty Limited
PreLit Professional Learning Workshop	MultiLit Pty Ltd
Primes, Modular Arithmetic and RSA Encryption	UNSW School of Mathematics and Statistics

Program name	Provider
Professional Learning in Chinese teaching: spoken Chinese	The Australian School of Contemporary Chinese (ASCC)
Programming for the Australian Curriculum - Technologies	Design and Technology Teachers Association ACT
Public Speaking and Presentation Skills	4D Learning
Quizzes in the Classroom	Quizling Pty Ltd
Responding well to people labelled as having "Challenging Behaviour"	Imagine More Ltd
Rethinking the Collection: Principles and Practice for 21C School Libraries	Syba Signs
Robot Bird Creative Writing - Divergent to Convergent Thinking Works	ALEA
Rugby League International Games Coach (Secondary Teacher) Accreditation Workshop	National Rugby League
Rugby League Modified Games Coach (Primary Teacher) Accreditation Workshop	National Rugby League
Safe Cycle Year 5 and 6	Physical Activity Foundation
School Based Gifted and Talented Program Part 1	Australian Gifted Support Centre
Sharing the Secrets of Success 2016	ACT Association for the Teaching of English (ACTATE)
Showcasing 'Best Practice' Sustainability Education- Primary	ACT Environment and Planning Directorate
Showcasing 'Best Practice' Sustainability Education - Secondary Schools	ACT Environment and Planning Directorate
Shrewd Brass Live Performance Plus Professional Development	Musica Viva Australia
Simple instruments - Hands On Activities to enhance music-making	ANU Music Program
Simply Music Technology!	Orff Schulwerk Association of NSW Inc.
Smarter Assessment	NSW ACT Independent Education Union
SoSAFE- Promoting students' social safety	Sexual Health and Family Planning ACT
Spelling in the primary school years	Tessa Daffern
Spell-It Professional Learning Workshop	MultiLit Pty Ltd
Starting Stop.Motion.Nolan for primary teachers	Canberra Museum and Gallery
Strategic Planning	CIT Solutions
Strategies for Supporting Students with Hearing Loss	RIDBC Renwick Centre
Stress Free Rest Times	Communities@Work
Stronger Smarter Leadership Program (SSLP) 2016	Stronger Smarter Institute
Student Wellbeing Conference 2015	The Association of Independent School of NSW
Sue Larkey Online Programme	Education Events
Supervising Preservice Teachers - Effective Partnerships	Australian Institute for Teaching and School Leadership (AITSL)
Supervising Preservice Teachers - Making Judgements	Australian Institute for Teaching and School Leadership (AITSL)
Supervising Preservice Teachers - Practice Analysis	Australian Institute for Teaching and School Leadership (AITSL)
Supervising Preservice Teachers - Unpacking the Graduate Standards	Australian Institute for Teaching and School Leadership (AITSL)
Sustainable Energy an unbiased Review of Options	TTA
Synthetic Phonics Fast and Fun	TTA
Tai Chi and tennis balls: Haptic techniques for teaching pronunciation	ATESOL ACT
Teacher Resilience & Wellbeing	Celebrity Teacher
Teacher Resilience and Wellbeing	Celebrity Teacher
Teacher Wellbeing	i talk mental health

Program name	Provider
Teaching English Grammar and Vocabulary for Writing and Reading (Secondary and Middle School)	TTA
Teaching Essay Writing	Jeanne O'MALLEY
Teaching Mathematics	National Institute for Christian Education
Teaching Playwriting	Kirsty Budding
Teaching Primary Drama: Fundamentals, The Elements & Improvisation	Pip Buining
Teaching Primary Drama: Playbuilding	Pip Buining
Teaching Primary Drama: Process Drama & Creative Movement	Pip Buining
TECHnow Technology Teachers Conference 1	Design and Technology Teachers Association ACT
The 3 R's Risk, Resilience & Recovery	i talk mental health
The Accidental Counsellor Training (Face to Face)	Human Connections
The Accidental Counsellor Training (Online)	Human Connections
The Art of Playwriting	Kirsty Budding
The Fear-less Teacher	4D Learning
The NET-Generation: Practical Evidence for Schools	The Association of Independent School of NSW
The Power of Storytelling ad Puppetry	ALEA
Toward a Positive Understanding of Autism Spectrum Disorder	Education Events
Train the Trainer Read&Write for Google Workshop	Greg O'Connor - Independent Consultant
Transdisciplinary Learning in the PYP	International Baccalaureate - Asia Pacific
Transverse Mentoring for Intergenerational Women	PunkPD
Turning your maths classroom into an engaged learning environment	TTA
UC AMSPP Conference	Education Institute, University of Canberra
UC AMSPP Design Mentees and Mentor workshops	Education Institute, University of Canberra
Understanding Gifted Learners: Planning The Way Forward	Association of Independent Schools of the ACT
Understanding Play - Superhero and Gun Play	Communities@Work
Understanding the Australian Curriculum Civics and Citizenship	Australian Catholic University Limited
Understanding the Visual Spatial Thinking System of students with ASD, ADHD and Dyslexia	Australian Gifted Support Centre
Universal Design for Learning	The Association of Independent School of NSW
Unstoppable Learning: Unleash the learning potential of your students	Solution Tree Australia
Ursula Dubosarsky's Writing Workshop	ALEA
Using data to track and plan for student learning	The Association of Independent School of NSW
Voting in the Classroom	Australian Electoral Commission
Waste and Recycling in Schools - educational and fun!	ACT Environment and Planning Directorate
Words Their Way: 5 Steps for Classroom Use	Pearson Australia



## SCHOOL BASED PROFESSIONAL LEARNING PROGRAMS

Program name	Provider
10 Essential Skills Revisited	Belconnen High
2015 Dirrum Dirrum Conference	Radford College
2016 Leadership Summit, Leading Transformational Schools	(EDU) School Leadership
2016 Pastoral Care Program- Love and Mercy	Merici College
A Growth Mindset with BYOD Principles	Calwell High
A Growth Mindset: What does this mean for assessment and feedback?	Burgmann Anglican School
A Pathway to Cultural Competence 2016	(CE) Religious Education and Curriculum Services
A Pathway to Cultural Competence for Executive staff 2016	(CE) Religious Education and Curriculum Services
A positive approach to educating and engaging boys	Alfred Deakin High
A Whole School Approach to Teaching Grammar and Punctuation	Sts Peter and Paul Primary
ACER training in National School Improvement Tool (NSIT)	(EDU) School Leadership
Achieving a stronger culture of learning through effective differentiation	Daramalan College
ACT Indonesian Teachers' Professional Learning Programme Day 1	(EDU) Learning and Teaching Branch
Active and Reflective Programming	(EDU) Learning and Teaching Branch
Addressing Student Needs Through Data and Curriculum	Mother Teresa Primary School
Advanced Skills: Coaching Teachers in Essential Skills	(EDU) Student Engagement and Student Wellbeing Branch
Agreed Practice at Duffy Primary School	Duffy Primary
An Introduction to Writer's Workshop using the 6+1 traits	Radford College
Art in the Classroom	Telopea Park School
Arts up Front	Instrumental Music Program
ASA Conference, Canberra	Canberra Grammar School
Asian Engagement: Developing Understanding & Capabilities	Canberra Grammar School
Assessing Reading in the Early Years K-3: A Refresher	Holy Trinity Primary
Assessment at Calwell	Calwell Primary
Assessment for Learning	Brindabella Christian College
Assessment Workshop	Torrens Primary
Australian Curriculum: Health and Physical Education	(EDU) Learning and Teaching Branch
Beginner: Google Classroom	Lanyon High
Blue Gum Philosophy and Practice 2016	Blue Gum Community School
Breaking the Stereotype II	St Edmund's College
Bringing It All Together: Evaluating and Improving Classroom Practice	St Mary MacKillop College
Bringing the Fact Sheets out of the box	Macgregor Primary
Building Inquiring Minds	Turner School
BYOD and Differentiated Assessment	Calwell High
Canberra College 2016 Literacy Strategies PL	Canberra College
Canberra REAIE Professional Learning Community	Canberra Grammar School
Case management approaches for gifted learners: The use of ILPs as a program strategy	(EDU) Learning and Teaching Branch

Program name	Provider
Catering for ALL Students.	Burgmann Anglican School
Catholic Education LEAD Conference 2016	(CE) School Services
Chatz with Jatz - Start with Why	St Edmund's College
Chatz with Jatz - Start With Why by Simon Sinek	St Edmund's College
Christian Education workshop	Covenant Christian School
Circle Time: Advanced Application of the Circle time Process	(EDU) Student Engagement and Student Wellbeing Branch
Collaborative Problem Solving	(EDU) Student Engagement and Student Wellbeing Branch
Combined Literacy, Numeracy and EALD Forum	(EDU) Learning and Teaching Branch
Combined Literacy, Numeracy and EALD Professional Learning Forum	(EDU) Learning and Teaching Branch
Conceptual development in Number with Peter Sullivan	St Anthony's Parish Primary
Connect, Succeed, Thrive	St Monica's Primary
Connecting the Australian Curriculum with current research	Good Shepherd Primary
Conversations for Life Version 2	(EDU) Student Engagement and Student Wellbeing Branch
Cooperative Reading and the Australian Curriculum	Gordon Primary
Cooperative Reading K-6	Gordon Primary
Count Me In Too (CMIT)	(EDU) Learning and Teaching Branch
Creating A Community of Practice	Radford College
Creating a Culture of Inclusion	Sacred Heart Primary
Critical Thinking in the classroom	Emmaus Christian School
CSYMA National Teacher Formation Conference	St Edmund's College
Curriculum at Calwell	Calwell Primary
Curriculum Practice	Sacred Heart Primary
Daily Five and Reader's Workshop - Macgregorised!	Macgregor Primary
Dan Haesler - Growth Mindset Session 2	Lanyon High
Dan Haesler: Morning Session	Lanyon High
Data use	Emmaus Christian School
Developing a Community of Practice (CPL Program 2016) - Primary School	Canberra Grammar School
Developing Differentiated Curriculum for Gifted Learners	(EDU) Learning and Teaching Branch
Developing Differentiated Curriculum for Gifted Learners Part 3	(EDU) Learning and Teaching Branch
Developing Language Through PlayScripts- Harrison School	Harrison School
Developing Mathematics Inquiry Lessons From Australian Curriculum	North Ainslie Primary
Diane Siemon - Big Ideas in Number	Holy Family Parish Primary School
Differentiated Frameworks for Gifted and Talented Education	Yarralumla Primary
Differentiating for learners 1	Curtin Primary
Differentiation 1	St Edmund's College
Differentiation in the Classroom	Emmaus Christian School
Differentiation: Challenging all students with pedagogy & assessment.	St Mary MacKillop College
Differentiation: responding to the needs of all learners	Fraser Primary
Disciplinary Literacy in the Secondary Years	Campbell High

Program name	Provider
Diving for Pearls: Let's Go Deep Into Cross-Curricular Differentiated Learning	Orana Steiner School
Duffy Primary School: Formative Assessment and Visible Learning	Duffy Primary
EAL/D Teachers' Professional Learning Forum Term 1	(EDU) Learning and Teaching Branch
EAL/D Teachers Professional Learning Forum Term 3	(EDU) Learning and Teaching Branch
EALD Fact Sheets	Majura Primary
Early Childhood Music Workshop	Instrumental Music Program
Educating Boys in the 21st Century Dr Ian Lillico	Marist College
Effective Spelling	Chapman Primary
Effective Spelling Strategies	Southern Cross Early Childhood School
Effective Spelling Strategies	O'Connor Cooperative School
E-Learning of EAL/D Fact Sheet Modules	Alfred Deakin High
Embedding Critical Reflection in an early Childhood Setting	Mother Teresa Primary School
Engaging with data through action inquiry	(EDU) Student Engagement Branch, All other Areas
English as an Additional Language or Dialect PL (EALD)	(CE) Religious Education and Curriculum Services
Engoori at Gilmore: How do we want to be together?	Gilmore Primary
ESL in the mainstream for the early learner	(EDU) Learning and Teaching Branch
Essential Skills and Beyond	(EDU) Student Engagement and Student Wellbeing Branch
Essential Skills for Classroom Teachers	(EDU) Student Engagement and Student Wellbeing Branch
Evidence Based Instruction	Black Mountain School
Exploring Mathematics Theory and Practice informed by Carol Spencer.	Palmerston District Primary
Exploring open-ended investigations in Numeracy	St Vincent's Primary
Exploring visual arts within the Australian Arts curriculum	Rosary Primary
First Steps 2nd Edition Reading	(EDU) Learning and Teaching Branch
First Steps 2nd Edition Speaking and Listening	(EDU) Learning and Teaching Branch
First Steps 2nd Edition Writing	(EDU) Learning and Teaching Branch
Focus on Practice: Intentional Teaching	(EDU) Learning and Teaching Branch
Formative Assessment in Action	Richardson Primary
Formative Assessment Practices	Belconnen High
Functional Behaviour Analysis	(EDU) Student Engagement and Student Wellbeing Branch
Google Apps for Education (GAPE) for beginners	Lanyon High
Google Read & Write	Lanyon High
Gowrie Curriculum Implementation (AC Version 8)	Gowrie Primary
Gowrie Strategic Plan and Teacher Implementation	Gowrie Primary
Grammar, Marking and Feedback	Calwell Primary
Guiding Young Children's Behaviour – Louise Porter	Blue Gum Community School
Healthy Minds	Canberra Girls' Grammar School
High Possibility Classrooms	Brindabella Christian College
High Possibility Classrooms : A Framework for Action	Canberra Girls' Grammar School
How to make the most of Teacher Mentoring & Classroom Observations	Trinity Christian School
ICT PD	Hughes Primary



Program name	Provider
Implementing ABLES and The National Curriculum in a Specialist School	Cranleigh School
Inclusive Education - Working Effectively with Inclusive Education Assistants	St Francis Xavier College
Individual Learning Plans (ILP) The Process Induction Workshop 2015	(EDU) Student Engagement and Disability Services Branch
Individual Learning Plans (ILP) The Process Induction Workshop 2016	(EDU) Student Engagement and Disability Services Branch
Inquiry Learning using the conceptual model at Maribyrnong Primary	Maribyrnong Primary
Inquiry-based relief teaching: A practical approach	Macquarie Primary
Integrated Inquiry	Charles Conder Primary
Integrating iPads into Koori Preschool	(EDU) Learning and Teaching Branch
Integrating Mobile Technology in the Classroom	St Francis of Assisi Primary
Interdisciplinary Learning	Gold Creek School
Introduction to Circle Time	(EDU) Student Engagement and Student Wellbeing Branch
Introduction to Inquiry Based Learning	Canberra Girls' Grammar School
Introduction to Professional Learning Communities	University of Canberra High School Kaleen
Introduction to Second Step - SEL Program	(EDU) Student Engagement and Student Wellbeing Branch
Investing in Teacher Capacity	Narrabundah Early Childhood School
Investing in Teacher Practice: Adam Voight	Richardson Primary
Italian Language in Music and the Music of Italian	(EDU) Learning and Teaching Branch
JBS Writing Professional Development	Jervis Bay Primary
Kagan iPads and Brain Friendly Thinking	St Francis Xavier College
Kaleen Primary – Using Data to Improve Teaching and Learning	Kaleen Primary
Kids Matter Component 3	Gordon Primary
Kids Matter Component 3	St Monica's Primary
KidsMatter - Social and Emotional Learning, Restorative Practice and Circle Time for Chapman Primary	Chapman Primary
KidsMatter Component 1	St Michael's Primary
KidsMatter in the PDHPE Syllabus	St Vincent's Primary
KidsMatter: Component 1 and 2	St Matthew's Primary
KidsMatter: Component 2 Staff Training	Caroline Chisholm School
Koori Preschool Professional Learning Day - Encountering Place	(EDU) Learning and Teaching Branch
Language Learning Space	(EDU) Learning and Teaching Branch
Lanyon Cluster Action Research 2016	Lanyon High
Leadership Conference 2015	Catholic Education Office
Leading Improvements in Primary Mathematics	Theodore Primary
Literacy and Numeracy PL Forum February 2016	(EDU) Learning and Teaching Branch
LTC Professional Learning Communities	Lake Tuggeranong College
Making Connections for Quality Learning	St Clare of Assisi Primary
Making it a Success: Sue Larkey	Fraser Primary
Malarkey PLAYwork	Ainslie School
Mapping Australian Curriculum v8 to IB planning docs	Miles Franklin Primary
Mathematics - from assessment and evidence to learning	Gordon Primary

Program name	Provider
Mental Health and Wellbeing of Children and Adolescents	Good Shepherd Primary
Middle Years Mental Computation (MYMC) Addition and Subtraction	(EDU) Learning and Teaching Branch
Middle Years Mental Computation (MYMC) Decimals	(EDU) Learning and Teaching Branch
Middle Years Mental Computation (MYMC) Fractions	(EDU) Learning and Teaching Branch
Middle Years Mental Computation (MYMC) Introduction	(EDU) Learning and Teaching Branch
Middle Years Mental Computation (MYMC) Multiplication and Division	(EDU) Learning and Teaching Branch
Middle Years Mental Computation (MYMC) Percentages	(EDU) Learning and Teaching Branch
Mind Matters 2016	Caroline Chisholm School
MindMatters - Modules 1 & 2	Harrison School
MindMatters, through the Principals Institute of Australia – Module 1 & 2 (Online Course)	Trinity Christian School
Mindset - Happiness	Calwell Primary
More than drawing- Authentic engagement with Visual Art.	St Thomas Aquinas Primary
Namadgi Mental Computation: Teaching Decimals	Namadgi School
Neuroscience and music learning - the next step for learning	Instrumental Music Program
Numeracy Essentials	(CE) Religious Education and Curriculum Services
Numeracy Essentials (3)	Catholic Education Office
Numeracy Essentials Nos 2 & 3 - Professor Peter Sullivan.	(CE) Religious Education and Curriculum Services
NumUp	St Francis Xavier College
OLT Autism Spectrum Disorder	(EDU) Student Engagement and Disability Services Branch
OLT Dyslexia and Significant Reading Difficulties	(EDU) Student Engagement and Disability Services Branch
OLT Motor Coordination Difficulties	(EDU) Student Engagement and Disability Services Branch
OLT Speech, Language and Communication Needs	(EDU) Student Engagement and Disability Services Branch
OLT Understanding and Managing Behaviour	(EDU) Student Engagement and Disability Services Branch
OLT Understanding Hearing Loss	(EDU) Student Engagement and Disability Services Branch
Online Learning and Collaboration Tools and Resources	Farrer Primary
Online Training course: Speech, Language and Communication Needs - 1	(CE) Religious Education and Curriculum Services
Online Training course: Speech, Language and Communication Needs:	(CE) Religious Education and Curriculum Services
Online Training course: Understanding and Managing Behaviour - 1	(CE) Religious Education and Curriculum Services
Online Training course: Understanding Autism Spectrum Disorders	(CE) Religious Education and Curriculum Services
Online Training course: Understanding Autism Spectrum Disorders - 1	(CE) Religious Education and Curriculum Services
Online Training course: Understanding & Supporting Behaviour	(CE) Religious Education and Curriculum Services
Online Training course: Understanding Motor Coordination Difficulties	(CE) Religious Education and Curriculum Services
PANTHERS - developing a Sports Leadership Program in High Schools	Alfred Deakin High
Part 2 - Developing differentiated curriculum for gifted and talented students	(EDU) Learning and Teaching Branch
Part 3 - Summative and Formative Assessment with Gifted Learners	(EDU) Learning and Teaching Branch
PAT Testing - Data Analysis	St Edmund's College
Pathways Website Leader Program	(EDU) Student Engagement Branch, All other Areas

Program name	Provider
Pedagogical Approaches for Successful Learners	Gordon Primary
Pedagogy Practices and Curriculum Development	St John the Apostle Primary
Pedagogy Practices and Data Development	St John the Apostle Primary
Peer Observations	Belconnen High
Phonics & Teaching Spelling	Trinity Christian School
Positive Behaviour for Learning: Tier 1 Universal facilitator training	(EDU) Student Engagement and Student Wellbeing Branch
Positive Behaviour Management and Pedagogy	Daramalan College
Positive Behaviour Management and Pedagogy	Maribyrnong Primary
Positive Behaviour Support: Intro to complex & challenging behaviours	The Galilee School
Practical skills in differentiation for the classroom and assessment	Canberra High
Prayer Experiences for Students and Staff	(CE) Religious Education and Curriculum Services
Principles of Pedagogy	St Bede's Primary
Professional Learning Communities at Work	Franklin Early Childhood School
Professional Learning Teams at Kingsford Smith School	Kingsford Smith School
Professional Learning Teams within a PLC	St Michael's Primary
Professional Practice Teams	Dickson College
Program of Inquiry Review	North Ainslie Primary
Programming for Gifted Learners: Understanding and implementing grouping and accelerated programs	(EDU) Learning and Teaching Branch
Protective Behaviours School Training	(EDU) Student Engagement and Student Wellbeing Branch
Protective Behaviours Training	(EDU) Student Engagement and Student Wellbeing Branch
QT Assessment Rounds	Red Hill Primary
Quality Curriculum & Writing	Curtin Primary
Reading Matters: Literacy in the home-school transition	(EDU) Learning and Teaching Branch
Reflective Practice 2	Emmaus Christian School
Restorative and Relational Practices in the school setting	Red Hill Primary
Restorative Practice	St Monica's Primary
Reviewing the way we report student learning	(CE) School Services
Sacred Scriptures and Our Lives	(CE) Religious Education and Curriculum Services
Scaffolded Literacy at Harrison School	Harrison School
School Vision and Curriculum Organisation	St Bede's Primary
Secondary School Pastoral Care and Improving Learning Outcomes for Students at Radford College	Radford College
Seeds of Growth	St Joseph's Primary
SEL: Friendly Schools Plus	(EDU) Student Engagement and Student Wellbeing Branch
Semester 2 PL Workshops at Melrose	Melrose High
Smart Thinking - Justin Coulson	Lanyon High
South/Weston Network High Schools: The AC and Learning Differences.	Telopea Park School
Spectator's Guide to Worldviews	Brindabella Christian College
Spelling for Life	Palmerston District Primary
STM English TALE	St Thomas More's Primary



Program name	Provider
Strategies for Tracking Improvement	Calwell High
Strategies to Support Students with ASD in the Mainstream Classroom	Gowrie Primary
Student/Staff Wellbeing	Hughes Primary
Support at Preschool - Positive and Practical Behaviour Support in Preschool	(EDU) Student Engagement and Disability Services Branch
Supporting readers and writers in the classroom	Giralang Primary
Tactical Teaching: Reading	(EDU) Learning and Teaching Branch
Tactical Teaching: Speaking and Listening	(EDU) Learning and Teaching Branch
Targeted Literacy Strategies	Forrest Primary
Targeting Challenging Behaviour	(EDU) Student Engagement and Student Wellbeing Branch
Teacher Inquiry Program (MPSTIP) Phase:3	Macquarie Primary
Teacher of Reading 2016	St Francis Xavier College
Teachers New to Schools Implementing Inquiry Focused Literacy Blocks	(CE) Religious Education and Curriculum Services
Teaching English Additional Language Learners in the Mainstream classroom	Lyons Early Childhood School
Teaching ESL Students in Mainstream Classrooms (TESMC) - Modules 1-5	(EDU) Learning and Teaching Branch
Teaching ESL Students in Mainstream Classrooms (TESMC) - Modules 6-9	(EDU) Learning and Teaching Branch
Teaching Human Sexuality in a Catholic Context	Catholic Education Office
Teaching Professional Standards: From Proficient to Lead	St Francis Xavier College
Teaching Spelling and Grammar in Context	Floreay Primary
Team-Teach V2.0	(EDU) Student Engagement and Student Wellbeing Branch
The Australian Curriculum and EALD Learners	(EDU) Learning and Teaching Branch
The essential role of phonics when moving from talking to writing.	Gordon Primary
The Eucharist - Our Celebration as Source, Summit and Centre	(CE) Religious Education and Curriculum Services
The Influence of Teaching - Emotions, Mindsets and Agency	Lyneham High
The Lost Sacrament of Reconciliation	(CE) Religious Education and Curriculum Services
The Power of Chrome	Canberra Girls' Grammar School
The Theology of the Body - Teenagers and Sexuality Part 1	(CE) Religious Education and Curriculum Services
The Theology of the Body - Teenagers and Sexuality Part 2	(CE) Religious Education and Curriculum Services
The Third Teacher	St Matthew's Primary
TherapyACT Assistance Program	Southern Cross Early Childhood School
Transforming Teaching and Learning - Module 6	Catholic Education Office
Trauma Responsive Education	(EDU) Student Engagement and Student Wellbeing Branch
Twice Exceptional and Underachieving Gifted Students: Identification and Intervention	(EDU) Learning and Teaching Branch
Understanding how trauma can impact student learning	Kaleen Primary
Understanding the role of Protective Behaviours and the impact on student learning	Kaleen Primary
Understanding the Sacraments-Eucharist	Catholic Education Office
Understanding the Sacraments-Reconciliation	Catholic Education Office
Update - Understanding Learning Difficulties	(EDU) Student Engagement and Student Wellbeing Branch
Using Assessment in Mathematics to improve Pedagogy	St John Vianney's Primary

Program name	Provider
Using Data to Develop the Systematic use of Formative Assessment to improve Differentiation	John Paul College
Using data to inform our practice	Lanyon High
Using Evidence for School Improvement	Catholic Education Office
Using Google Apps to enhance collaboration	Aranda Primary
Using the DISC Model to develop teacher capacity	(CE) School Services
Using UbD to Improve Teaching Practice	St Thomas Aquinas Primary
Visible Learning Foundation Day	Arawang Primary
Voice in the Western, Secular, Post-Modern World	Brindabella Christian College
Wellbeing- An Introduction	(EDU) Student Engagement and Student Wellbeing Branch
Wellbeing Workshop	(EDU) Student Engagement and Student Wellbeing Branch
Whole School Approach – Classroom Management and Student Engagement	University of Canberra High School Kaleen
Why the Year of Mercy?	(CE) Religious Education and Curriculum Services
Writing Assessment Practices	(EDU) Learning and Teaching Branch
Writing every day with word walls	St Vincent's Primary
Writing Modules from Queensland Literacy and Numeracy Academy	Trinity Christian School

# ATTACHMENT 2

## ASSESSMENT STANDARDS REQUIRED TO BE MET BY TEACHERS.

(Section E.2 of the *Chief Minister's 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:

<b>Full Registration</b> Full registration is only available to experienced applicants who meet the criteria specified below.	
<b>Qualification(s)</b>	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.
<b>Teaching experience</b>	180 school teaching days in Australia or New Zealand in the previous five year period before the day the application is made.
<b>Abilities, knowledge and skills</b>	TQI must be satisfied that the person has the abilities, knowledge and skills of a comparable level to those in the Proficient level of the Australian Professional Standards for Teachers. 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 who can attest to the professional practice of the applicant.
<b>Suitability to teach</b>	TQI will use a current Working with Vulnerable People (Background Checking) (WwVP) registration to satisfy itself of the applicant's suitability to teach.
<b>English language proficiency</b>	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.
<b>Provisional Registration</b> 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.	
<b>Qualification(s)</b>	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.
<b>Suitability to teach</b>	TQI will use a current Working with Vulnerable People (Background Checking) (WwVP) registration to satisfy itself of the applicant's suitability to teach.
<b>English language proficiency</b>	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.

### Full Registration

Full registration is only available to experienced applicants who meet the criteria specified below.

### 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. 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.

<b>Suitability to teach</b>	TQI will use a current Working with Vulnerable People (Background Checking) (WwVP) registration to satisfy itself of the applicant's suitability to teach.
-----------------------------	--

<b>English language proficiency</b>	TQI must be satisfied that the applicant meets the English language requirements specified in the Act. Applicants who have not undertaken the higher education study, leading to the award of the qualification in their area of specialisation 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 7 in Reading and Writing. 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

#### Assessment standards required to be met by teachers

Certification against Highly Accomplished and Lead level of the Australian Professional Standards for Teachers

<b>Certification</b>	Only available to experienced applicants who meet the eligibility criteria and assessment requirements specified below.
----------------------	---

<b>Certification assessment</b>	Based on the submission of direct evidence of teacher practice and the direct observation of classroom practice conducted by nationally trained ACT assessors.
---------------------------------	--

<b>Eligibility criteria to apply for Certification</b>	<ul style="list-style-type: none"><li>&gt; Australian or New Zealand citizenship or Australian permanent residency visa.</li><li>&gt; Satisfactory assessment in recent annual performance assessments, i.e. two annual assessments for Highly Accomplished or three annual assessments for Lead.</li><li>&gt; Full registration with the ACT Teacher Quality Institute.</li></ul>
--	--

**Current Certification standards** - required to be met by teachers who elect to apply.

<b>The collection of evidence required for assessment</b>	<ul style="list-style-type: none"><li>&gt; 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).</li><li>&gt; Lesson observation reports.</li><li>&gt; Teacher reflection on the direct evidence as a written statement addressing the Standards.</li><li>&gt; A written description of a Lead initiative for Lead applications.</li><li>&gt; Referee statements.</li></ul>
---	--

<b>The direct observation of classroom practice</b>	<ul style="list-style-type: none"><li>&gt; Classroom observation.</li><li>&gt; Discussion with the principal and other colleagues.</li><li>&gt; Professional discussion with the applicant.</li></ul>
---	---



# ACT BOARD OF SENIOR SECONDARY STUDIES ANNUAL REPORT 2015-16

## SECTION A. TRANSMITTAL CERTIFICATE



AUSTRALIAN CAPITAL TERRITORY  
BOARD OF SENIOR SECONDARY STUDIES



Mr Shane Rattenbury MLA  
Minister for Education  
ACT Legislative Assembly  
London Circuit  
CANBERRA ACT 2601

Dear Minister

I am pleased to submit the Annual Report of the ACT Board of Senior Secondary Studies for the year ending 30 June 2016.

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

It has been prepared in conformity with other legislation applicable to the preparation of the Annual Report by the ACT Board of Senior Secondary Studies.

I certify that the attached Annual Report is an honest and accurate account and that all material information on the operations of the ACT Board of Senior Secondary Studies during the period 1 July 2015 to 30 June 2016 has been included and that it complies with the Chief Minister's Annual Report Directions.

I hereby certify that fraud prevention has been managed in accordance with Public Sector Management Standards, Part 2.

The Annual Report of the ACT Board of Senior Secondary Studies is annexed to the administrative report of the Director-General of the Education and Training Directorate.

I commend the Annual Report to you.

Yours sincerely

Rosemary Follett AO  
Chair  
12 July 2016

## SECTION B: PERFORMANCE REPORTING

### B.1 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; and
- > 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; and
- > open access to information.

Twenty five ACT colleges and seven schools located in Fiji, Indonesia and Papua New Guinea are delivering courses certificated by the Board. These schools are listed in Appendix C. Students from Kimbe International School, Kimbe, New Britain, Papua New Guinea received ACT Senior Secondary Certificates for the first time in December 2015. Students from Our Lady of the Sacred Heart International School, Kavieng, New Ireland, Papua New Guinea will receive ACT Senior Secondary Certificates for the first time in December 2016.

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.

In 2013 the Board developed a new strategic plan to guide its activities for the period 2014-2016. The key focus areas for the Board are:

- > an informed and effective response to international, national and local initiatives; and
- > a high quality, high equity curriculum, assessment and certification system that caters for all students.

Four amendments were made to the BSSS Act 1997 in August 2015.

- > Specific mention of the delivery of BSSS curriculum, assessment and certification services to overseas school was included.
- > Board membership was increased to include a nominee from the ACT Campus of the Australian Catholic University.
- > Provision was made for proxy voting by Board members.
- > The Act was amended in relation to the business and industry nominee. This was necessary because of the merger of the ACT and Region Chamber of Commerce and Industry with the Canberra Business Council.

During 2015-16, the Board continued to provide advice to the Australian Curriculum, Assessment and Reporting Authority (ACARA) on the senior years' Australian Curriculum and to discuss with ACARA implementation of the Australian Curriculum in the ACT. The Board commenced a trial implementation of ACT year 11-12 courses embedding the Australian Curriculum from the beginning of 2014 and commenced full implementation from the beginning of 2016. The ACT is one of three jurisdictions to have commenced delivery of year 11-12 courses embedding the Australian Curriculum. The others are South Australia and Western Australia. In 2016, the Office of the Board has been assisting Tasmania with its planned implementation of the Australian Curriculum.

Full implementation of the ESL and Geography courses integrating the Australian Curriculum will occur in 2017.

The Board commenced a Review of Senior Secondary Curriculum in 2015 and appointed a committee to investigate a range of key issues including a vision statement, design specifications for courses, organisation of course frameworks and the purpose and scope of registered units. The committee delivered its recommendations to the Board in October 2015. The recommendations included:

- > vision and principles for ACT Senior Secondary curriculum;
- > revision of policy and procedures for Registered units;
- > ACT BSSS senior secondary courses design specifications alignment with ACARA senior secondary course design specifications;
- > reduction in multiple courses in a subject area;
- > revision of the course development cycle;
- > lead college role and responsibilities for development of courses;
- > organisation of course frameworks; and
- > relationship between course frameworks and course areas.

In August 2014, the Review of Certification committee recommended to the Board that the Assessment and Certification Committee (ACC) explore online, adaptive literacy and numeracy testing developed with a view to:

- a. implementing online, adaptive literacy and numeracy testing in the ACT for years 10 to 12;
- b. deciding on how and to what extent students' literacy and numeracy attainment could be reported on the ACT Senior Secondary Certificate; and
- c. determining how students who do not meet the requisite level of literacy/numeracy can gain the necessary support to do so.

The Board approved the recommendation and the investigation is ongoing. Negotiations were held throughout 2015 with the Western Australian School Curriculum and Standards Authority (SCSA) resulting in two ACT trials of the SCSA's Online Literacy and Numeracy Assessment (OLNA) tool. In November 2015, year 10 students from four schools across the three sectors participated in the OLNA Reading, Numeracy and Writing tasks. The trial provided valuable information to the schools and to the students on literacy and numeracy standards including detailed diagnostics on those students who fell below the Australian Core Skills Framework (ACSF) level 3 in

literacy and/or numeracy. The trial also provided an indication of the technological capabilities of the individual schools in relation to online testing.

In 2016, a more extensive trial was conducted with year 10 and year 11 students across eleven schools sitting the Reading and Numeracy components of the OLNA. This extended trial provided insights into the issues associated with rolling out the test on a larger scale and once again gave the schools valuable data on students' literacy and numeracy levels.

In 2016, the Office of the Board of Senior Secondary Studies (OBSSS) organised a celebration of the 40th Anniversary of the ACT Senior Secondary System. In 1976, the ACT commenced delivery of its own senior secondary certificate. The report *Secondary Schools for Canberra* provided the blue print for the new system with its recommendation to replace external exams by continuous assessment where results were moderated using a system wide scaling test. Another key recommendation was the introduction of senior secondary colleges in the public sector. The OBSSS took the lead in celebrating this milestone with current and past members of the ACT education community.

The reunion was held at the Canberra College Performing Arts centre in April and attended by well over 100 significant contributors to the system, past and present, including the Minister for Education. The centrepiece of the evening was presentations from three of the pioneers who recounted tales of the early days framed by a backdrop slide presentation of photographs contributed by schools.

The presenters were:

- > Professor Richard Campbell – Chair, *Secondary Schools for Canberra, Report 1974*; Chair ACT Schools Authority 1979-1985;
- > Ms Julia Ryan – President Canberra District Historical Society; Foundation Teacher, School without Walls; and
- > Dr Mick March – Foundation Principal, Narrabundah College.

Three of the four public college foundation principals were able to attend. This event enabled current educators to connect with individuals who played a role in the formation of the ACT Senior Secondary system. Moreover, the event created a platform for imagining the future.

Processing of year 12 results occurred on schedule and certificates were issued to ACT colleges on Tuesday 15 December 2015 for distribution to students. Over 9,900 certificates were produced by the Board for students in year 12 and over 1,300 vocational qualifications were issued for students in year 10.



Key focus areas over the next year will include the ongoing implementation of courses embedding the Australian Curriculum, the implementation of recommendations coming from the Review of

Curriculum, the continuing investigation of online literacy and numeracy testing, and the upgrading of the moderation database within the BSSS certification database.





# INTERNAL ACCOUNTABILITY

## Board membership

The BSSS Act (s8) creates a board with a broad membership of 15 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 for a period of up to three years. Members can be reappointed if they are eligible. One new member was appointed to the Board and three members were reappointed in February 2016.

Nominees from the following four organisations have been submitted to the Minister for appointment:

- > Canberra Institute of Technology nominee appointed from 2014-2016 resigned in December 2015;
- > Association of Parents and Friends of ACT Schools appointed from 2014-2016 resigned in October 2015;

- > Australian Catholic University, addition to the BSSS Act; and
- > Business and Industry organisations' representative in the ACT, rewording to the BSSS Act.

## Remuneration for Board members

The Chair is the only member eligible to receive remuneration, at a rate determined by the ACT Remuneration Tribunal.

## Ethical standards

Prior to appointment, Board members are provided with the *Bowen Code of Conduct* as a guide to ethical behaviour. Members 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*.

TABLE BSSS 1: BOARD MEMBERSHIP AS AT 1 JULY 2015

Member	Affiliation	Initial appointment	Appointment expires	Meetings attended July-Dec 2015
Ms Rosemary Follett AO	Chair	1 January 2012	31 December 2017	3/3
Ms Sue Maslen	Canberra Institute of Technology	11 April 2014	31 December 2016	2/3
Ms Louise Mayo	Vocational education and training organisations	17 May 2011	31 December 2016	1/3
Professor Royston Gustavson	Australian National University	31 July 2015	31 December 2017	2/3
Professor Robert Fitzgerald	University of Canberra	1 January 2013	31 December 2015	3/3
Ms Rita Daniels	Association of Independent Schools	25 June 2009	31 December 2017	2/3
Mr Stewart Clode	ACT Branch, Australian Education Union	31 July 2015	31 December 2017	3/3
Mr Angus Tulley	Catholic Education Commission	1 January 2013	31 December 2018	3/3
Mrs Kerrie Grundy	ACT Principals' Association	19 November 2013	31 December 2018	1/3
Mr Hugh Boulter	ACT Council of Parents & Citizens Associations	1 January 2013	31 December 2015	3/3
Ms Julie Sengelman	Association of Parents & Friends of ACT Schools	11 April 2014	31 December 2016	1/3
TBA	Business and Industry organisations' representative in the ACT			0/3
Ms Judy van Rijswijk	ACT Trades and Labour Council	1 January 2013	31 December 2018	3/3
Ms Leanne Wright	Delegate of the Director-General, Education Directorate	July 2012	October 2015	1/3

The Board has six scheduled meetings each calendar year. The Board met on three occasions from July-December 2015.

**TABLE BSSS 2: BOARD MEMBERSHIP AS AT 30 JUNE 2016**

<b>Member</b>	<b>Affiliation</b>	<b>Initial</b>	<b>Appointment expires</b>	<b>Meetings attended July-Dec 2015</b>
Ms Rosemary Follett AO	Chair	1 January 2012	31 December 2017	3/3
TBA	Canberra Institute of Technology			0/3
Ms Louise Mayo	Vocational education and training organisations	17 May 2011	31 December 2016	2/3
Professor Royston Gustavson	Australian National University	31 July 2015	31 December 2017	2/3
Professor Nick Klomp	University of Canberra	17 February 2016	31 December 2018	2/3
Ms Rita Daniels	Association of Independent Schools	25 June 2009	31 December 2017	2/3
Mr Stewart Clode	ACT Branch, Australian Education Union	31 July 2015	31 December 2017	2/3
Mr Angus Tulley	Catholic Education Commission	1 January 2013	31 December 2018	3/3
Mrs Kerrie Grundy	ACT Principals' Association	19 November 2013	31 December 2018	3/3
TBA	ACT Council of Parents & Citizens Associations			0/3
TBA	Association of Parents & Friends of ACT Schools			0/3
TBA	Business and Industry representative organisations in the ACT			0/3
Ms Judy van Rijswijk	ACT Trades and Labour Council	1 January 2013	31 December 2018	3/3
TBA	ACT Campus, Australian Catholic University			0/3
Mrs Tracy Stewart	Delegate of the Director-General, Education Directorate	October 2015	Ongoing	2/3

The above Board has met on three occasions from January to June 2016.

## 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 of these committees in 2015 and 2016 is included in Appendix B.

TABLE BSSS 3: BOARD STANDING COMMITTEES AND THEIR ROLES

Committee	Role
Curriculum Advisory Committee	To advise the Board on national and ACT curriculum matters and overall direction of curriculum in years 11 and 12.
Assessment and Certification Committee	To advise the Board on assessment and certification policies and procedures, and the overall direction of assessment and certification in years 11 and 12.
Vocational Education and Training Committee	To advise the Board on vocational education and training issues, particularly those relating to national agreements and post-school linkages with the VET sector; and to provide advice on VET initiatives for secondary education.
Accreditation Panels	To advise the Board on the accreditation and registration of year 11-12 courses, which have been developed by teachers, industry and business groups, tertiary institutions and other organisations.

## Board Secretariat

The Board secretariat is managed by the Director of the Board and consists of 10 other staff; six teachers and four administrative officers, all employed through the Directorate. The Director reports to the Board on its legislated functions and to the Directorate on ministerial, financial, audit, human resource and other corporate functions.

## B.2 PERFORMANCE ANALYSIS

### An informed and effective response to international, national and local initiatives

The Board has continued to provide and facilitate ACT feedback on national curriculum and reporting initiatives through formal responses, teacher participation in curriculum development and surveys, consultation and membership of national working parties. The Board has made contributions to the Consultation on the Transparency of Higher Education Admissions Processes, the Review of VET in Public Colleges, the Review of the Interstate Transfer Index (ITI), the Review of the NSW/ACT meshing processes for the Australian Tertiary Admission Rank (ATAR), the National Education Evidence Base Issues Paper, the national International Baccalaureate/ATAR conversion process and the Commonwealth Government's Work Readiness Research Project.

In 2015, the Office of the Board (OBSSS) assumed responsibility for the leadership for the Australasian Curriculum and Certification Authorities (ACACA) when the Director was appointed as the Chair of ACACA and the Technical Advisor assumed responsibility for secretariat services to ACACA. ACACA is a high level forum composed of the Chief Executives of Australian and New Zealand Boards of Studies, the Chief

Executive of ACARA and a representative from the Commonwealth Department of Education.

The Board continued to support the H courses delivered under the Australian National University (ANU) Extension Program. In 2015, 121 students (61 females, 60 males) from 17 colleges completed an H course through the Australian National University Extension Program. Seventy six students (63%) used their scaled H course score in their ATAR calculation. Graduates from the Extension Program included those in the recently introduced courses in astrophysics, engineering and music.

### A high quality, high equity curriculum, assessment and certification system that caters for all students

In 2015-16, course frameworks in Commerce, Behavioural Science, Politics & Law and Integrated Learning have been endorsed by the Board. Nineteen courses were approved for delivery to year 11-12 students from 2016 and 22 teams are currently developing courses for implementation from 2017. These courses are reviewed by expert panels of teachers, representatives from tertiary institutions, industry and the community. A list of the panels that met to consider courses in 2015-16 is included in Appendix B.

The Board has continued its focus on the enhancement of assessment in colleges. Feedback on the quality and effectiveness of school-based assessment and consistency in the application of grade achievement standards has continued to be provided to colleges through system wide moderation. Over 1,000 senior secondary teachers from the ACT and overseas participated in each of the Moderation days in August 2015 and March 2016.

## Year 12 outcomes 2015

In 2015, 4,701 students met the requirements for an ACT Senior Secondary Certificate. This included 4,407 students enrolled in ACT colleges, including CIT Pathways College, and 178 students enrolled in overseas colleges. In the ACT, this represented 90.5 percent of year 12 students compared with 91.5 percent in 2014. There was a decrease in the percentage of females achieving a Senior Secondary Certificate from 2014 to 2015 and an increase in the percentage of males.

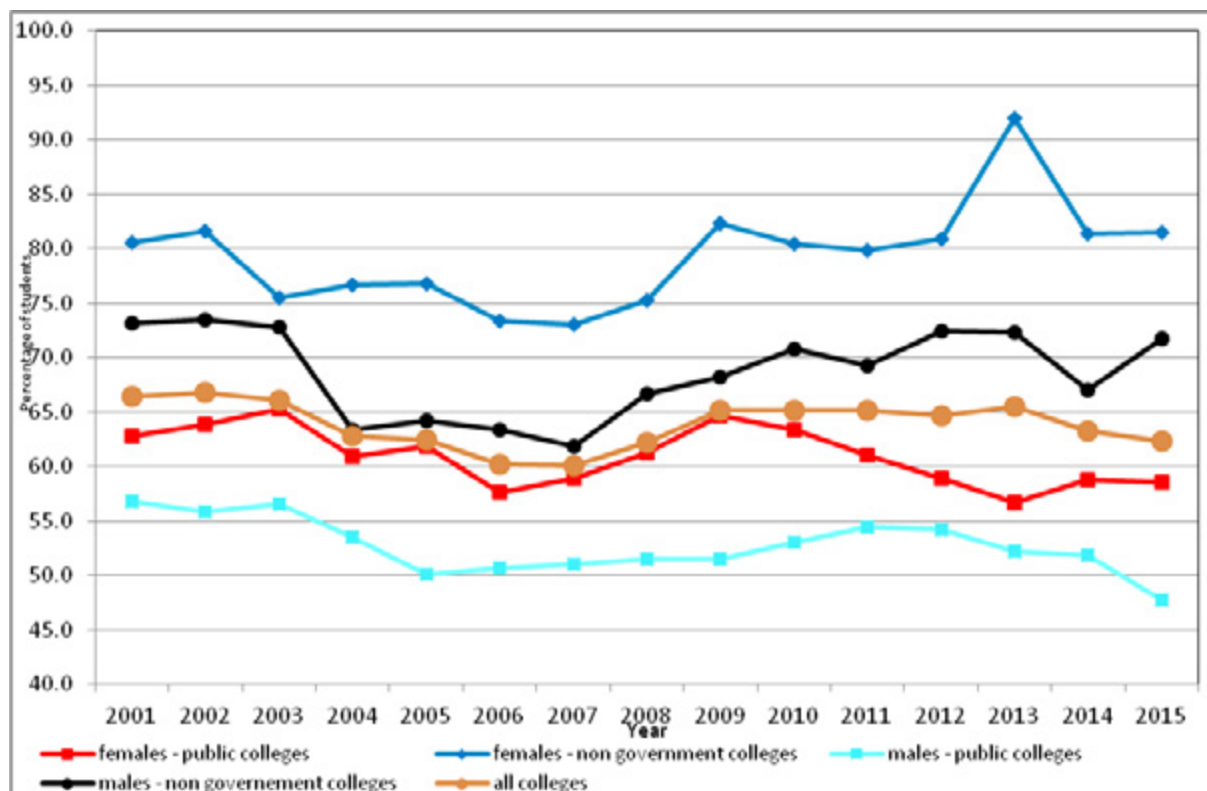
Of the Senior Secondary Certificate receivers 2,933 students also achieved a Tertiary Entrance Statement (TES), having met the requirements for university entrance and calculation of an Australian Tertiary Admission Rank (ATAR). This included 2,781 students enrolled in ACT colleges and 152 students enrolled in overseas colleges.

One hundred and twenty one students (61 females, 60 males) from 17 colleges completed an H course through the ANU Secondary College Program in 2015. Of these students, 10 completed a course in Mathematics, 9 in Physics, 7 in Astrophysics, 29 in Chemistry, 19 in Conservation Biology, 28 in Japanese, 1 in Chinese, 4 in Indonesian, 3 in Music and 11 in Engineering. Seventy six students (63 percent) used their scaled H course score in their ATAR calculation.

To achieve an ACT Senior Secondary Certificate, students are required to study a minimum of 17 standard units, which form at least four accredited courses from three different course areas. However, it is pleasing to see that a large majority of students are studying more than the minimum number of units across a broader range of course areas. In 2015, 76.5 percent of Senior Secondary Certificate receivers (Standard Package) completed 20 or more standard units and 74.2 percent of Senior Secondary Certificate receivers completed five or more accredited courses from different course areas. These percentages are similar to those in 2014.

Figure BSSS 1 displays the percentage of Senior Secondary Certificate receivers achieving a TES from 2001 to 2015. In 2015, 62.3 percent of ACT students receiving a Senior Secondary Certificate also received a TES. This is lower than in 2014 when it was 63.6%.

**FIGURE BSSS 1: PERCENTAGE OF ACT SENIOR SECONDARY CERTIFICATE RECEIVERS WHO ACHIEVED A TERTIARY ENTRANCE STATEMENT 2001 - 2015**

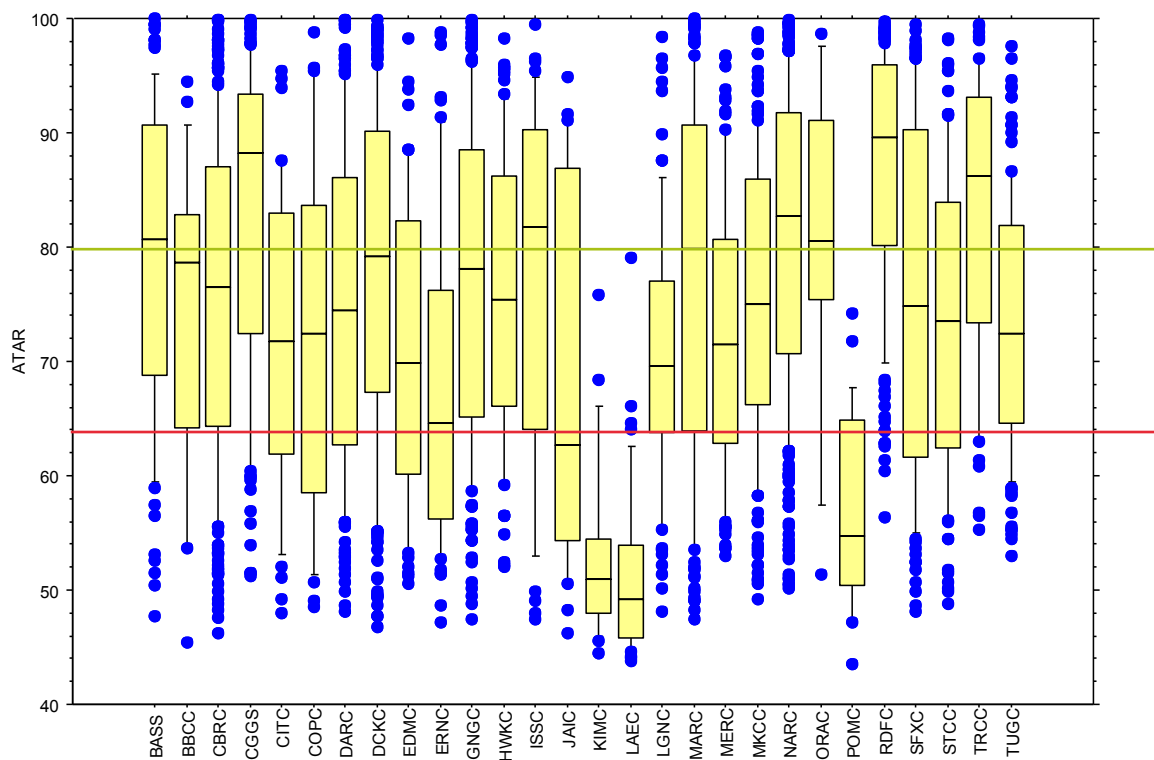


Source: ACT Board of Senior Secondary Studies

Note: From 2006 students classified as Mature Age are included in the data.



FIGURE BSSS 2: ILLUSTRATES THE RANGE OF ATARS ACROSS COLLEGES FOR 2015.



Source: ACT Board of Senior Secondary Studies

Note:

1. The names of the colleges are listed in Appendix C.
2. The central line in the box represents the median ATAR.
3. The block indicates the spread of 50 percent of the scores.
4. The single vertical line indicates the spread of the next 15 percent of scores.
5. Circles represent individual results in the top and bottom ten percent of ATARs.

The horizontal lines show an ATAR of 80 (green) and an ATAR of 65 (Red).

Of students in the ACT who achieved an ATAR, 74% achieved an ATAR of 65 or more.

The following table gives the percentage of Senior Secondary Certificate and TES receivers who completed an accredited course in the nominated areas.

**TABLE BSSS 4: SELECTED COURSES ON SENIOR SECONDARY CERTIFICATES AND TERTIARY ENTRANCE STATEMENTS, 2014 AND 2015**

Course Area	Percentage of ACT Senior Secondary Certificate receivers who completed a course in the area		Percentage of ACT TES receivers who completed a course in the area	
	2015	2014	2015	2014
<b>English/English as a second language (ESL)</b>	97.1	96.9	99.6	99.7
<b>Mathematics</b>	91.8	91.3	94.6	94.4
<b>Information Technology</b>	9.7	10.1	10.3	10.9
<b>Sciences</b>	43.1	43.5	56.5	57.2
<b>History</b>	16.3	16.5	19.8	20.0
<b>Languages</b>	15.0	15.9	20.6	21.7

Source: ACT Board of Senior Secondary Studies

Whilst the minimum number of courses from different course areas required for an ACT Tertiary Entrance Statement is two T and/or H courses, 63.9 percent of ACT students used scaled course scores from four different course areas in the calculation of their ATAR. This is an increase of 0.1 percent from the 2014 cohort.

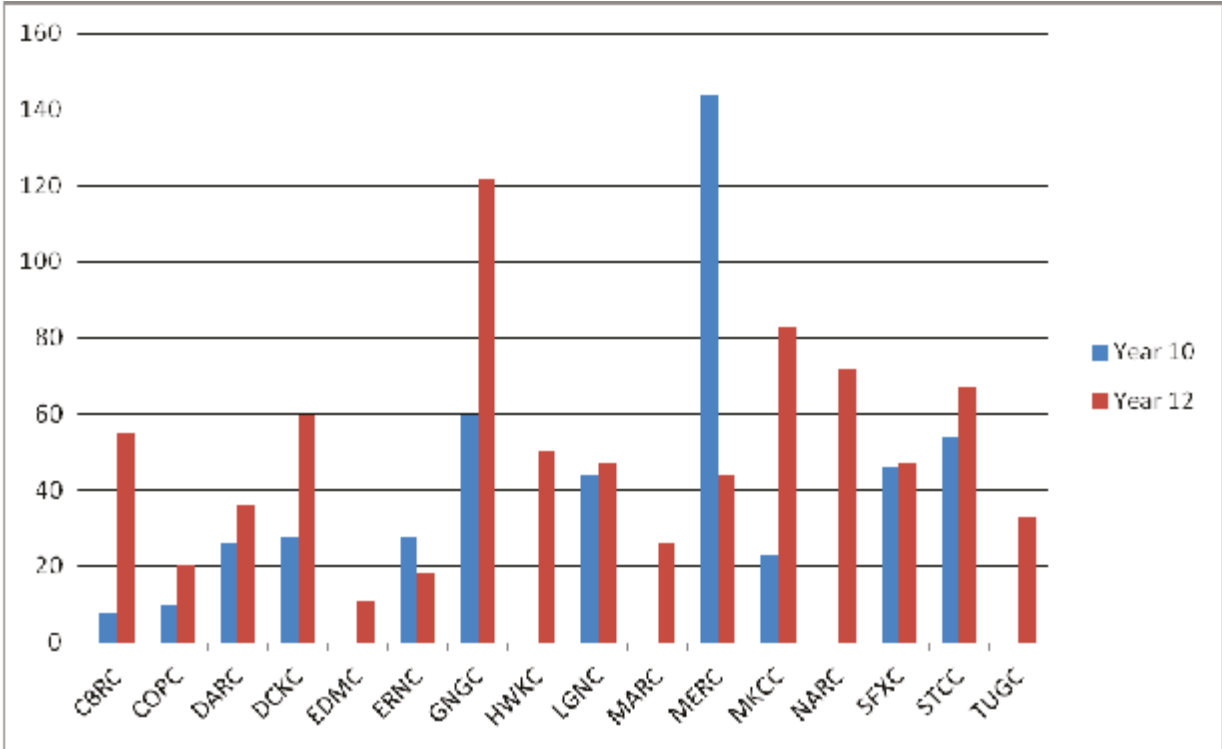
There were no compulsory courses for the 2015 graduating cohort in the ACT; however, the above data shows that 97.1 percent of ACT Senior Secondary Certificate receivers and 99.6 percent of TES receivers completed a course in English/ESL, and 91.8 percent of ACT Senior Secondary Certificate receivers and 94.6 percent of TES receivers completed a course in Mathematics. All students in the graduating cohort of 2016 will be required to have completed a course from the English framework.

The Board recognises on a student's Senior Secondary Certificate the contribution of learning undertaken outside the college environment during years 11 and 12. In 2015, 1,138 students received such recognition under Recreational Activities, 1,011 students received recognition under Community Involvement and 215 students received recognition under Recognition of Outside Learning.

The Board issues vocational certificates to years 10 and 12 students who have completed vocational qualifications through colleges as Registered Training Organisations (RTOs). In 2015, this included 556 year 10 students and 1,105 year 12 students. Of these students, 32 completed an Australian School-based Apprenticeship with their college as the RTO.

The following figure displays the number of students receiving Vocational certificates issued by the Board for each RTO by year level in 2015. It should be noted that students may have received more than one vocational certificate.

FIGURE BSSS 3: NUMBER OF STUDENTS RECEIVING VOCATIONAL CERTIFICATES, 2015 BY COLLEGE AND YEAR LEVEL



In addition to vocational studies undertaken during years 11 and 12 in colleges, vocational programs undertaken with external RTOs can contribute to the requirements for year 12 certification and be included on the ACT Senior Secondary Certificate. In 2015, vocational qualifications achieved through an external RTO and registered by the Board were recognised on the Senior Secondary Certificate as an E course. In 2015, eight students were awarded an E course. The E courses were in the areas of Business, Hair & Beauty and Hospitality.

In 2015:

- > 448 year 12 students achieved a vocational qualification through an external RTO, which was recognised on their Senior Secondary Certificate; and
- > this is an increase compared to 2014 of 82 students.

Students may receive recognition for more than one vocational qualification completed with external RTOs.

**For more information contact:**  
**The Director Board of Senior Secondary Studies**  
**GPO Box 158 CANBERRA ACT 2601**  
**(02) 620 57181**  
**[bsss.enquiries@act.gov.au](mailto:bsss.enquiries@act.gov.au)**  
**<http://www.bsss.act.edu.au>**



## APPENDIX A: SECTIONS NOT COVERED IN THIS REPORT

The following are covered in the Education Directorate Annual Report 2015-16:

*Section B Organisation Overview and Performance* - Part B.3 Scrutiny through to B.9 Ecologically Sustainable Development;

*Section C Financial Management Reporting;*

*Section D Notices on Non Compliance;*

*Section E Agency Specific Annual Report; and*

*Section H-Ministerial and Director-General Directions.*

## APPENDIX B: BOARD COMMITTEES THAT OPERATED IN 2015-16

### Curriculum Advisory Committee 2015

Mr Angus Tulley	Chair
Mr Martin Hine	Education and Training Directorate
Ms Melissa Planten	ACT Principals' Association
Ms Kathy Holding	Catholic Education Office
Mr Andrew Wrigley	Association of Independent Schools of the ACT
Ms Julie Sengelman	Association of Parents & Friends of ACT Schools
Ms Amanda Bichard	ACT Council of Parents & Citizens Associations
Ms Joy Terry	ACT and Region Chamber of Commerce and Industry
Dr Jenny Chesters	University of Canberra

### Assessment & Certification Committee 2015

Ms Rita Daniels	Chair
Mr Ken Gordon	Education and Training Directorate
Mr Peter Clayden	ACT Principals' Association
Mr Paul Carroll	Catholic Education Office
Mr John Folan	Association of Independent Schools of the ACT
Mr Matt Williams	ACT Council of Parents & Citizens Associations
Mr John Stenhouse	Co-opted member
Ms Lyn Mernagh	Co-opted member

### Vocational Education & Training Committee 2015

Ms Sue Maslen	Chair
Ms Belinda Muir	Catholic Education Office
Mr Tim McNevin	Association of Independent Schools of the ACT
Ms Helen Witcombe	ACT Principals' Association
Mr Vince Ball	ACT Industry Training Advisor
Ms Anne Ehsman	Canberra Institute of Technology
Ms Anne Brown	ACT Trades and Labour Council
Vacant	ACT and Region Chamber of Commerce and Industry
Ms Helen Uren-Randall	ACT Teachers in Vocational Education Association
Mr David Miller	Education and Training Directorate
Mr Matt Williams	ACT Council of Parents & Citizens Associations

---

**Curriculum Advisory Committee 2016**

Mrs Kerrie Grundy	Chair
Ms Josephine Andersen	Education Directorate
Ms Melissa Planten	ACT Principals' Association
Mrs Sandra Darley	Catholic Education Office
Mr Andrew Wrigley	Association of Independent Schools of the ACT
Ms Linda Fleming	Association of Parents & Friends of ACT Schools
Ms Amanda Bichard	ACT Council of Parents & Citizens Associations
TBA	Canberra Business Chamber
Professor Mike Gaffney	University of Canberra

---

**Assessment & Certification Committee 2016**

Ms Rita Daniels	Chair
Mr Ken Gordon	Education Directorate
Mr Gerard Barrett	ACT Principals' Association
Mrs Loretta Wholley	Catholic Education Office
Mr John Folan	Association of Independent Schools of the ACT
Ms Melissa Hankinson	ACT Council of Parents & Citizens Associations
Mr John Stenhouse	Co-opted member
Ms Lyn Mernagh	Co-opted member

---

**Vocational Education & Training Committee 2016**

Mr Hugh Boulter	Chair
Mr Mark Pincott	Catholic Education Office
Mr Tim McNevin	Association of Independent Schools of the ACT
Ms Helen Witcombe	ACT Principals' Association
Mr Vince Ball	ACT Industry Training Advisor
Ms Kelly Aldred	Canberra Institute of Technology
Ms Anne Brown	ACT Trades and Labour Council
TBA	Canberra Business Chamber
Association disbanded	ACT Teachers in Vocational Education Association
Mr Michael Mahar	Education Directorate
Mr Adam Miller	ACT Council of Parents & Citizens Associations

---

Accreditation Panels 2015-16		
Accreditation Panel	Panel Chair	School
Biology	Dr Anne Cleary	Merici College
Japanese	Ms Heidi Vellnagel	Canberra Girls' Grammar School
Physics	Mr David James	Daramalan College
Chemistry	Ms Cate Rosier	Narrabundah College
English	Ms Judy van Rijswijk	Canberra College
Mathematics	Mr Gerard Barrett	UC Senior Secondary College, Lake Ginninderra
Religious Studies	Mr Peter Hawes	Marist College
History	Ms Bernadette Mearns	Trinity Christian School
Design & Technology	Mr Terence Pereira	Marist College

## APPENDIX C: INSTITUTIONS DELIVERING BOARD CERTIFICATED COURSES

Public colleges	Code
Black Mountain School	BMTS
Canberra College	CBRC
Dickson College	DCKC
Erindale College	ERNC
Gungahlin College	GNGC
Hawker College	HWKC
Lake Tuggeranong College	TUGC
Melba Copland Secondary School	COPC
Narrabundah College	NARC
The Woden School	WODS
University of Canberra Senior Secondary College Lake Ginninderra	LGNC

Non-Government colleges	Code
Brindabella Christian College	BBCC
Burgmann Anglican School	BASS
Canberra Girls' Grammar School	CGGS
Daramalan College	DARC
Marist College Canberra	MARC
Merici College	MERC
Orana Steiner School	ORAC
Radford College	RDFC
St Clare's College	STCC
St Edmund's College	EDMC
St Francis Xavier College	SFXC
St Mary MacKillop College	MKCC
Trinity Christian School	TRCC



Other ACT institutions	Code
CIT Pathways College	CITC
Australian National University (ANU) Extension Program	ANUC
Canberra School of Music, ANU	MUSC

International schools	Code
Sekolah Cita Buana, Indonesia	CBJC
Australian International School, Indonesia	JAIC
Port Moresby International School, Papua New Guinea	POMC
Kimbe International School, Papua New Guinea	KIMC
Coronation College, Papua New Guinea	LAEC
Our Lady of the Sacred Heart International School, Papua New Guinea	OLSH
International School, Fiji	ISSC

#### Outside Private Providers

Polish Language School
Spanish Language and Culture Program in Australia
The Australian School of Contemporary Chinese