



SECTION B

CONSULTATION AND SCRUTINY REPORTING

B1	Community engagement	54
B2	Internal and external scrutiny	64
B3	Legislative Assembly committee inquiries and reports	68
B4	Legislation report	73

B1 Community engagement

The Directorate undertakes regular community engagement activities through community consultation processes, stakeholder relations and community partnership programs. The Directorate's community engagement activities are aligned with the ACT Government's community engagement initiative.

The Director-General and other Directorate staff meet on a regular basis with the executive of the ACT Council of Parents and Citizens Associations, the Australian Education Union, the Catholic Education Office, the Association of Independent Schools and the ACT Principals' Association to discuss key issues and progress on major initiatives.

Major advisory and consultation groups

Government and Non-government Schools Education Councils

The Government Schools Education Council and the Non-government Schools Education Council provide opportunities for the community to have an important role in formulating advice to the Government on public and non-government school education policy.

Community and education members representing significant stakeholder groups form the membership of both councils. The Directorate provides secretariat support for these councils including compilation of their annual reports which are annexed to this report.

Aboriginal and Torres Strait Islander Education Consultative Group

The Aboriginal and Torres Strait Islander Education Consultative Group (the Group) consults with ACT Aboriginal and Torres Strait Islander communities to provide advice to the ACT and Commonwealth Governments on education and training programs and initiatives under the *National Aboriginal and Torres Strait Islander Education Action Plan* (the Plan).

The Group continued to meet regularly during 2011-12 and contributed to a number of policy directions including the Australian Curriculum, the Review of Funding for Schooling and the Plan. The Group held four community forums to provide information and receive feedback about local and national policies and programs. The Group also contributed to the design process of new schools to foster a culturally inclusive environment.

The Group participated in the 2011 Aboriginal and Torres Strait Islander Education Conference in Darwin. The conference presented a valuable opportunity for professional development, team building and to refine the focus of the Group.

ACT Safe Schools Taskforce

The ACT Safe Schools Taskforce (the Taskforce) provides a forum to discuss concerns raised by stakeholders, the Minister and the community relating to school safety. The Taskforce continued to meet regularly during 2011-12 to discuss and develop innovative solutions to address ongoing and emerging school safety concerns.

The Taskforce is made up of representatives from the Directorate, the Catholic Education Office, ACT Association of Independent Schools, ACT Policing, the Youth Advisory Council, the ACT Principals' Association, unions, school parent associations, the Canberra Preschool Society and the Human Rights Commission.

Key achievements of the Taskforce included strengthening links with ACT Policing, advising on the nature of school safety audits and reviewing policies that provide guidance and direction to schools in promoting safe school environments.

The Taskforce supported the Directorate's 'It's a Matter of Respect' countering racism conference opened by Minister Bourke on 16 March 2012, as part of activities for the National Day of Action against Bullying and Violence. Teachers and students from public and non-government schools gained a greater understanding of the impact of racism and developed strategies to counter racism in schools.

Disability Education Reference Group

The Disability Education Reference Group (DERG) is a community consultative forum convened by the Director-General. The DERG provides an opportunity for the community to formulate advice to the Directorate on the education of students with a disability in ACT public schools.

Membership of the DERG includes organisations representing principals, the Australian Education Union, parent associations and other government and community organisations involved in the support of people with disability and their families.

During the reporting period, the DERG provided feedback and guidance on the following:

- the ACT approach to the *More Support for Students with Disabilities National Partnership*
- the Directorate's involvement in the trial of the collection of nationally consistent data on students with disability
- the implementation of the Directorate's Transport Review Survey
- the Directorate's draft guide to disability education services for parents and carers of students with disability
- the Directorate's development and delivery of training workshops for parents and carers of students with disability
- community and Directorate activities such as the Post-School Expo, Post-School Transitions programs and the Therapy Assistants Pilot program.

Excellence and Enterprise Stakeholder Forum

The Directorate established the Excellence and Enterprise Stakeholder Forum in 2011-12 to consult with the ACT community on projects and initiatives stemming from the *Excellence and Enterprise* framework. Membership of the Forum comprised of individuals and organisations with a connection, commitment and interest in the education of the young people in the ACT.

The Forum provided stakeholders with opportunities for their active participation and connection with projects and initiatives of the *Excellence and Enterprise* framework. The Forum met quarterly during 2011-12. The Directorate provided comprehensive information to the Forum and the broader community through the *Quarterly Action Report* and Key Directions Information Sheet on the implementation of projects and initiatives of the *Excellence and Enterprise* framework.

In 2011-12, the Forum provided feedback to the Excellence and Enterprise Steering Group on initiatives resulting from the *Excellence and Enterprise* framework, including submissions for the Secondary Schooling Innovation Fund.

Major community consultations

Aboriginal and Torres Strait Islander consultation

During the reporting period, the Directorate undertook the development of an updated Reconciliation Action Plan (RAP) and revised terms of reference for the Aboriginal and Torres Strait Islander Education Consultative Group.

The Directorate consulted with the RAP Working Group and parents and carers of Aboriginal and Torres Strait Islander students to update the existing RAP. All participants (around 20) supported the revision and contributed to the updated RAP which builds on the work achieved during the implementation of the first RAP.

Four officers of the Directorate along with four members of the Group formed a consultative forum to review and revise terms of reference of the Group. The collaborative work resulted in the revised terms of reference and an updated website.

Consultation on engaging young people in education and training

The ACT Youth Commitment requires all agencies and providers to commit to ensure that all young people up to the age of 17 are engaged in education, training or employment.

The Directorate consulted with a wide range of stakeholders with 64 participants contributing to the development of the Re-engaging Youth Network Boards initiative. The initiative was launched on 28 May 2012 to engender a greater level of cooperation and collaboration across all providers and agencies in supporting young people who are disengaged, or at risk of disengaging, from education or training. One board has been established in each of the four school networks.

Membership of the boards is drawn from schools, government agencies, community organisations and youth service providers. Each board is chaired by a prominent member of the local business community.

Vocational education and training community consultation

The Directorate consulted with the community on VET options through quarterly VET Forums. The VET Forums provided opportunities for face-to-face engagement between Directorate staff and VET stakeholders in the ACT.

During the reporting period, four forums were held with approximately 100 participating stakeholders in attendance. Participants included representatives from registered training organisations, group training organisations, Australian Apprenticeship Centres and members of industry and training sector organisations. Topics at the forums included:

- the emerging training and tertiary environment within the context of local and national reform
- consultation on contractual arrangements between the Directorate and training providers and updates to funded program requirements
- Directorate business processes and systems.

Schools capital works

During the reporting period, the Directorate continued stakeholder consultation on the design for a number of new schools, new capital works at existing schools and on the projects funded under the Australian Government's Building the Education Revolution (BER) program.

Table B1.1: Consultation on schools capital works

Project	Consultation process	Groups/ Individuals	Number consulted	Outcome
Harrison Secondary School	Regular meetings	Harrison School representatives	Numbers varied between meetings	Finalisation of secondary school design and completion of project
Bonner Primary School	Meetings and community consultations	Design Working Group (DWG), Gungahlin Community Council, Harrison School community	36 members invited to DWG, number of attendances varied for each meeting	Finalisation of design Construction commenced on 30 January 2012 with proposed completion in February 2013
Franklin Early Childhood School	Meetings and community presentations	DWG, Gungahlin Community Council	Numbers varied between meetings	Finalisation of design Construction commenced on 23 January 2012 with proposed completion in January 2013

Project	Consultation process	Groups/ Individuals	Number consulted	Outcome
Molonglo (Coombs) Primary School	Meetings and community presentations	Design User Group (DUG) comprising representatives of the Directorate and school principals, DWG	Numbers varied between meetings There were three DUG and two DWG meetings held during the year	Design progressed to the Final Sketch Plan (FSP) stage with consultation on the FSP to be held
Canberra College - Performing Arts Centre	Meetings and school consultations	DWG, theatre consultants, school executive, specialist teachers, acoustic engineers	Varied depending on the issue or speciality	Project is in final stages of construction
Red Hill Primary School expansion	Meetings and school consultations	School principal and design consultants on the Red Hill Primary School works French Australian Preschool (FAPS) representatives on the separation of facilities, local community consultation on traffic and parking study	Four Red Hill Primary School executive members on Red Hill extension, school informed the school community FAPS principal on separation works tasks, consultant advisor on land separation, various groups on parking and traffic, including local services	Completion of separation of FAPS facilities School expansion works in final stages of refurbishment and construction Community consultation on traffic improvements, external to the school site
Majura Primary School expansion	Meetings and school consultations	DWG, school staff and members of school community	Numbers varied between meetings and presentations	Agreed and approved design options with school principal and school staff
Macgregor Primary School expansion	Meetings and school consultations	DWG, school staff and members of school community	Numbers varied between meetings and presentations	Agreed and approved design options with school principal and school staff
Duffy Primary School expansion	Initial meeting	School staff, school board and school community representatives	Five school staff, six members of school board and three Directorate staff	Commenced process for design works

Project	Consultation process	Groups/ Individuals	Number consulted	Outcome
Taylor Primary School – rectification works	Various community forums – 15 and 22 March and 22 and 23 May 2012	Members of the Taylor and Namadgi school communities and staff	A large number from both school communities and staff attended	Initial consultations on condition of Taylor Primary School Further consultation with the Taylor Primary School community to occur during the design stage process
Preschool expansions (nine preschools)	Meetings and school consultations	DWG, school staff, preschool staff and preschool associations	Numbers varied between meetings and presentations	Design options agreed Tender process for construction commenced for Griffith Preschool Work at Red Hill Preschool completed Deakin, Reid, Ainslie Baker Gardens, Hackett, Downer, Watson and Lyneham Preschools into final phase of design
Canberra College Cares (CCCares) Program	Meetings and DUG consultations	DUG comprising Canberra College and CCCares representatives, expert consultant from University of Canberra	Numbers varied between five to 12 participants	Finalisation of functional design brief, appointment of design consultant
Malkara School – hydrotherapy pool	DWG meetings	School board, school staff, hydrotherapy pool specialists, pool specialists and other hydrotherapy pool builders and owners	25 invited members	School expansion works are in final stages of refurbishment and construction
Trade Training Centre	Meetings and consultations with schools	DWG, consultations with school personnel, industry training experts, architects and training authorities	30	Final sketch plans being developed

Project	Consultation process	Groups/ Individuals	Number consulted	Outcome
Car Parks and Traffic Safety Program	Meetings and school consultations	School boards, P&C Associations, Roads ACT, traffic engineers and school administration officers	12	Three car parks to be developed, one out to tender for construction and two in design phase
Environment – Solar Schools: 19 schools in round one and 27 schools in round two	Meetings and school consultations	School staff	Varied between school sites	Introduction of project and contractors and confirmation of location of roof mounted solar panels and pulse meters
Installation of Artificial Grass Surfaces (five schools)	Meetings and school consultations	School principal and business manager at each school at each phase of the project leading up to tender out phase	Numbers varied between schools - two to eight school staff	Sign-off of installation of artificial grass and other artificial surfaces to specified areas within the school grounds and agreement to coordinate with construction works at all schools
Landscape improvements – pilot projects	Meetings, school consultations and community presentations	School principal and business manager at each school Presentations to the school boards and P&C Associations at Giralang and Aranda Primary Schools	Varied between meetings and presentation session	Sign-off of design concept and agreement to coordinate with construction works at all schools
Landscape improvements – high schools (five schools)	Initial meetings to commence projects	School principal and business manager	Two staff members at each school	Introduction of project and initial discussions on school expectations and surveys to be conducted Agreement and cooperation of five schools to improve landscapes

Project	Consultation process	Groups/ Individuals	Number consulted	Outcome
Ngunnawal Primary School - new classroom pod	Meetings	School principal and executive staff School provided information to school community and affected residents	Three school staff	Construction completed in August 2011

Source: Schools Capital Works Branch

Major community partnerships

Community partnerships are important to the social and economic sustainability of the ACT. Partnerships help schools to respond effectively to the educational needs and opportunities of their communities.

The Directorate has a number of specific partnerships with ACT community groups who support public education. These include Capital Chemist Group, Country Women's Association, Paperchain Bookstore Manuka, National Australia Bank, Rotary Club, Binutti Construction Pty Ltd, Hawker Brownlow Education and Teachers Mutual Bank.

Capital Chemist Group awarded a scholarship of \$500 to two students from each public high school for their demonstrated commitment to academic endeavour or citizenship during year 10 in 2011. The scholarship was given for continuing senior secondary education through a tertiary package or completing an apprenticeship.

Country Women's Association awarded grants of \$350 to seven students commencing year 12 in 2012. The students (from public and non-government schools) were selected on the basis of their aptitude and commitment to completing their schooling in the face of challenges and hardships.

Paperchain Bookstore Manuka supported, through a contribution of \$10,000, the 2011 Chief Minister's Reading Challenge. Prizes comprised book vouchers for winning and participating schools from public and non-government sectors. Paperchain Bookstore also supported the 2011 Year 10 Excellence Awards with a \$5,000 contribution to the presentation event and \$50 vouchers for each student award.

Box B1.1: Paperchain Year 10 Excellence Awards



Paperchain Year 10 Excellence Awards for Outstanding Achievement in the High School Years were held on 5 December 2011. Awards were presented to students from ACT public high schools who excelled in academic work and extracurricular activities including peer mentoring, sports, state and national competitions and charity work.

The awards celebrated student growth as a learner, a person and a school and community member. The awards recognised the strength of students in ACT public schools and the excellence of the educators who work with them.

Paperchain Bookstore Manuka was the main sponsor of the awards.

Rotary Club of Canberra City (RCCC) manages and runs the Canberra Careers Market (CCM) every August. Through a memorandum of understanding, the Directorate assisted the RCCC with promoting, advertising and organising school visits to the CCM. In 2011, more than 7,000 students from the ACT and regional NSW visited the CCM held at the Australian Institute of Sport.

The ACT Training Excellence Awards is the premier VET community event in the ACT. The 2011 awards were held on 8 September to reward and recognise the outstanding achievements of apprentices, trainees, school students, employers, colleges, registered training organisations and industry within the VET sector. The Vikings Group continued its partnership with the Directorate by supporting the awards financially and through the provision of the venue and staff.

The Schools First program encourages best practice in school-community partnerships that demonstrate improved outcomes for students. Schools First is sponsored by the National Australia Bank along with the Foundation for Young Australians and the Australian Council for Educational Research. In 2011, four ACT public schools won awards for their ideas involving community partnerships.

Erindale College received a \$50,000 Schools First Impact award for their Indigenous School-based Traineeship Program developed in partnership with the Indigenous community organisation, the Indigenous Social Inclusion Company. The program supported 17 students in 2011. All eight year 12 participants also completed their ACT Year 12 Certificate in 2011 and were employed or studying full-time in 2012.

The Schools First Seed Funding award worth \$25,000 was shared between Lanyon High, Bonython Primary and Gordon Primary Schools for their 'Connecting through Giving' project in partnership with the Southern ACT Catchment Group (Kambah) and the University of Canberra. The partnership was developed to educate students from the schools about giving to the community, to the environment, to the school and to each other.

The ACT Refugee Day Committee presented scholarships of \$250 to 13 students making good progress during their studies at the Directorate's Introductory English Centres or CIT. The scholarships were awarded to refugee students who were in need of financial assistance.

Binutti Construction Pty, Hawker Brownlow Education and Teachers Mutual Bank provided both financial and in-kind professional development opportunities to the 2012 Public Education Award winners.

Other community associations supporting public education include ACT Children's Week, the Returned & Services League of Australia Woden Valley Sub-Branch Incorporated, School Volunteer Program ACT Incorporated and the Australian Business Community Network.

The Directorate's *Corporate Sponsorship* policy provides guidance on corporate sponsorships, either cash or in-kind.

Social media

The Directorate continued to provide the community with updates on public school activities, programs and services through the ACT Public Schools Facebook page. Since the start of the page in mid-2009 the number of people who have nominated the Facebook page as part of their social network exceeded 600. A number of public schools used Facebook and Twitter social media sites to extend communication options with school communities. The Directorate's Twitter site followers numbered over 350 and the immediacy of the medium has proved useful in promoting school and Directorate events to specialist audiences including media.

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B2 Internal and external scrutiny

The Directorate's activities are subject to scrutiny through a range of processes. These include our internal corporate governance and auditing processes and through parliamentary committees, courts, the ACT Civil and Administrative Tribunal, the ACT Auditor-General's Office, the ACT Ombudsman, the ACT Human Rights Commissioners for Discrimination, for Disability and for Children and Young People, and the Privacy Commissioner in the Office of the Australian Information Commissioner.

Internal scrutiny

The Directorate has strong organisational controls in place to maintain an appropriate level of internal scrutiny and to support its legislative functions, objectives and performance targets.

Core governance arrangements including management accountability processes are supplemented by strong internal audit and risk management functions and the role of the senior executive responsible for business integrity risk.

Each of these aspects of security is discussed in other sections of this annual report as detailed below:

- financial reporting and accountabilities in Section A5 and A6
- internal audit and risk management in Section C1
- fraud control and management in Section C2
- corporate governance framework in Section C5.

Complaints resolution

The Directorate's Liaison Unit welcomes and values feedback on a broad range of enquiries, concerns and complaints regarding public schools and the central office. Enquiries range from school matters to Directorate policies. Parental issues regarding school based matters are directed to principals in the first instance. For further assistance, the Directorate's Community Liaison team offers parents and the community direct and skilled assistance in responding to their concerns. The Directorate ensures that matters are dealt with in a proactive and timely manner. All schools and branches in the central office have a designated complaints officer.

All formal complaints are handled under the provisions of the Directorate's *Complaints Resolution* policy. The policy outlines the principles for management of complaints and provides information about timeframes, processes and a complainant's right to ask for a review of the response received if they are not satisfied. It does not cover complaints made by members of staff about matters associated with their employment, which are dealt with through procedures outlined in industrial agreements. The policy is available at all public schools and on the Directorate's website.

Complaints in relation to child abuse and neglect are referred to the Office for Children, Youth and Family Support within the Community Services Directorate.

There were two formal complaints lodged with the Directorate during the reporting period. The complaints were resolved to the satisfaction of the clients.

External scrutiny

External appeals, complaints and reviews

The Directorate's Legal Liaison Section coordinates responses to appeals and complaints made under a range of administrative law and human rights provisions. These include:

- *Ombudsman Act 1989* (ACT)
- *Human Rights Commission Act 2005* (ACT)
- *Discrimination Act 1991* (ACT)
- *Disability Discrimination Act 1992* (Commonwealth)
- *Human Rights and Equal Opportunity Act 1986* (Commonwealth)
- *Privacy Act 1988* (Commonwealth).

During the reporting period the Directorate received eight new inquiries under these legislative provisions. Six of these remain on-going and two were closed by the ACT Human Rights Commission as being dealt with to the Commission's satisfaction.

Seven matters remained unresolved from the previous reporting period. During this reporting period, one of these matters was resolved through conciliation, two were withdrawn and the remaining four were closed by the Commission under section 78(1) of the *Human Rights Commission Act 2005*.

Privacy complaints

No privacy complaints were received by the Directorate from the Office of the Privacy Commissioner, now part of the Office of the Australian Information Commissioner, during 2011-12.

Workplace protection orders

Two applications (on behalf of schools) were made to the Magistrate's Court for workplace protection orders during 2011-12.

External audits

The Auditor-General's Office (Audit Office) is an observer on the Directorate's Audit Committee. During 2011-12, the Audit Office conducted audits on the annual financial statements, statement of performance and early childhood schooling.

The Audit Office issued an unqualified audit report on the Directorate's 2010-11 financial statements and an unqualified Report of Factual Findings on the 2010-11 statement of performance.

The Audit Office made a number of recommendations for improving administrative effectiveness of early childhood schooling. The Directorate agreed in full or in part with the recommendations. The Directorate has implemented several recommendations. The planning for the implementation of the remainder of the recommendations is underway.

Table B2.1: External audits conducted by the Audit Office, 2011-12

Report title	Recommendations/outcome of inquiry	Response to the outcome of inquiry
2010-11 Financial Audits Report number: 5/2011 Tabled: 21 December 2011	<p>The Audit Office issued an unqualified audit report on the Directorate's 2010-11 financial statements and an unqualified Report of Factual Findings on its 2010-11 statement of performance.</p> <p>The Audit Office recommended improvements to:</p> <ul style="list-style-type: none"> the review of salary break-up reports in schools and the central office major variance explanations in the financial statement and statement of performance. 	<p>The Directorate agreed with the recommendations and:</p> <ul style="list-style-type: none"> has implemented a process of fortnightly salary reviews in schools and the central office will improve the clarity and level of detail for major variance explanations in future reports.

Report title	Recommendations/outcome of inquiry	Response to the outcome of inquiry
<p>Early Childhood Schooling</p> <p>Report number: 3/2012</p> <p>Tabled: 12 June 2012</p>	<p>The Audit Office reviewed the administrative effectiveness of the Directorate's delivery of early childhood schooling.</p> <p>The Audit Office recommended to:</p> <ul style="list-style-type: none"> • combine administrative responsibility and developing key performance indicators for the service delivery of all early childhood responsibilities including childcare • enhance planning for early childhood schooling programs, administration, business and risk management • improve clarity on roles, responsibilities and accountabilities for the delivery of early childhood schooling programs • improve clarity of early childhood schooling objectives • conduct regular evaluations of early childhood schooling programs • review fee subsidy structures • develop administrative and procedural guidance to ensure the birth to eight wrap around services model is realised • identify opportunities to extend the reach of Koori Preschool Programs to the Aboriginal and Torres Strait Islander community • review current policy and management arrangements for placement of Early Intervention Program services • review the feasibility of providing transport to Early Intervention Program students • maintain, monitor and report on the number of applications and enrolments for Preschool Early Entry Programs. 	<p>The Directorate has agreed in full or in part with the recommendations.</p> <p>The Directorate has:</p> <ul style="list-style-type: none"> • incorporated planning for targeted programs within the ACT Public Schools Enrolment Projections and increased analysis of programs to best meet the needs of targeted groups • implemented improved data collection systems and reporting processes. <p>In addition, the Directorate will:</p> <ul style="list-style-type: none"> • investigate processes in consultation with CMCD and CSD to consider combining administrative responsibilities • review its documentation to more clearly articulate roles, responsibilities, accountabilities and objectives • evaluate the Early Childhood Schools Initiative in 2014 • review the current model of ACT fee subsidy • refine the enrolment policy for early childhood schools • seek to improve relationships with the Aboriginal and Torres Strait Islander community • review current arrangements for the placement of Early Intervention Program services and the feasibility of transport support to Early Intervention Program students.

Source: Information, Communications and Governance Branch

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B3 Legislative Assembly committee inquiries and reports

The Standing Committee on Education, Training and Youth Affairs (the Standing Committee) and the Select Committee on Estimates (the Select Committee) conduct inquiries and prepare reports on issues relevant to operational and strategic functions of the Directorate.

The Standing Committee finalised and tabled Report 6: *Report on Annual and Financial Reports 2009-2010* relating to the Directorate during 2010-11. The government response was tabled in the Legislative Assembly on 20 September 2011. The ACT Government responses to the Committee reports are available at <http://www.parliament.act.gov.au>

The Select Committee presented its *Report on Appropriation Bill 2011-2012* on 21 June 2011. The Directorate reported the government response in the *Annual Report 2010-11*. The Directorate implementation is reported in this section.

Report 6: *Report on Annual and Financial Reports 2009-2010*

Presented 5 May 2011

The ACT Government response to the *Report on Annual and Financial Reports 2009-2010* was provided to the Assembly on 20 September 2011. The Directorate responded to five recommendations.

Recommendation	Response	Implementation
1. The Committee recommends that ACT directorates provide in the outlook section of their Annual Reports an indication of the advanced planning undertaken during the reporting period to meet the department's obligations as a part of any future ACT Government budgeting objectives such as the achievement of a stipulated percentage efficiency dividend.	Agreed	The Directorate reported the efficiency savings requirement identified in the 2010-11 Budget and the future agenda of the Directorate in Section A4 Outlook of the <i>Annual Report 2010-11</i> .
2. The Committee recommends that the Directorate establish and circulate to all staff an efficiency dividend consultation plan which clearly sets out the stages of consultation and timelines for decision-making during future implementation periods.	Noted	An efficiency dividend plan was developed and circulated to all staff in 2011. Timelines clearly outlining the stages of consultation were included. Consultation plans will be developed for decision-making for future implementation periods.

Recommendation	Response	Implementation
3. The Committee recommends that the Directorate report on the percentage of students with disabilities that proceed to post-school options.	Noted	Data on students with a disability who proceed to post-school options after leaving the ACT public school system is currently not recorded on the Directorate's destination survey.
4. The Committee recommends that the Directorate review the performance reporting potential of strategic indicator 2 (Year 12 or equivalent attainment rate) and determine whether an alternative survey methodology can be developed at the local level to verify performance.	Noted	The Directorate replaced the indicator with two new strategic indicators from the 2010-11 financial year. The new indicators capture and compare the performance at both local and national levels. The new indicators are: <ul style="list-style-type: none"> • Proportion of young people aged 20-24 who attained a Year 12 Certificate or equivalent or Certificate II or above • Percentage of year 12 public school students who received a Year 12 Certificate.
5. The Committee recommends that the Directorate make clear the survey sample and methodology upon which any performance reporting has been based.	Agreed	All performance reporting in Section A8 Strategic indicators of the <i>Annual Report 2010-11</i> of the Directorate provided brief yet comprehensive information on the survey sample and methodology.

Select Committee on Estimates 2011-2012

Appropriation Bill 2011-2012

Presented 21 June 2011

The Select Committee's inquiry into *Appropriation Bill 2011-2012* provided a report with 194 recommendations on a wide range of issues. The ACT Government response, which was tabled on 28 June 2011, agreed to 68 recommendations, agreed in principle to 18 recommendations, agreed in part to four recommendations, noted 78 recommendations and did not agree to 26 recommendations.

The Directorate had responsibility for eight recommendations. Details of the recommendations and their implementation are provided below. Details of the ACT Government's response to the recommendations for which other agencies have responsibility will appear in those agencies' annual reports.

Recommendation	Response	Implementation
114. The Committee recommends that the ACT Government advises whether existing Federal funding covers the full cost of NSW students who are educated in the ACT, and what negotiations with NSW have occurred.	Agreed	The ACT receives around \$12 million for cross border students through the Commonwealth Grants Commission each year. In addition the Commonwealth Government provides per student funding based on enrolments through Specific Purpose Payments. The total funding does not meet the average cost of an ACT student. However, it meets the marginal cost of an additional student in the public school system.
115. The Committee recommends that the ACT Government provide details of all initiatives to be included in the ACT Secondary Schools Innovation Fund and how it will determine priorities for funding the various elements.	Noted	The five successful recipients of the first round of the Secondary Schooling Innovation Fund for 2011, awarded on 8 December 2011, were: <ul style="list-style-type: none"> • Gungahlin College SMART Program • Gungahlin Connected • Belconnen Connected • South/Weston Languages Hub • Big Picture Academy, Tuggeranong.
116. The Committee recommends that the ACT Government advise the Legislative Assembly of the timetable for the 'blueprint for action' in their response to the report.	Noted	The Directorate continued to provide feedback on the actions arising from the <i>Excellence and Enterprise</i> framework through the <i>Quarterly Action Report</i> (available on the Directorate's website) and regular meetings with the Excellence and Enterprise Steering Group and the Excellence and Enterprise Stakeholder Forum.
117. The Committee recommends that the ACT Government consider including teacher subject area specialities on the teachers register established under the <i>ACT Teacher Quality Institute Act 2010</i> .	Noted	Teacher specialities are already included in the data collection for the registration process. Under the provisions of the <i>ACT Teacher Quality Institute Act 2010</i> information provided through the teachers' register can only disclose whether the person holds full or provisional registration or a permit to teach. Additional information including subject specialities can be provided to employers on request.

Recommendation	Response	Implementation
118. The Committee recommends that, to respond to the shortage of qualified maths and science teachers within the ACT public education system, the ACT Government bring forward the introduction of the Teach Next initiative so that public school maths and science students are not disadvantaged by teacher shortages.	Noted	The Directorate has adopted both the Teach for Australia and Teach Next programs. Teach Next applicants will commence in schools from day 1, term 3, 2012. The total number of candidates in both programs is 14 of whom seven (50%) have either or both mathematics and science as the learning specialisation in their teaching load.
119. The Committee recommends that the ACT Government provide further details of how the \$11.8 million allocation for “educational reform and provision of enhanced career paths for teachers” is to be allocated.	Agreed	The teachers’ enterprise agreement was finalised in 2011-12. The agreement funds the new Executive Teacher Professional Practice classification and targets the deputy principal as the first step in the principal classification. The agreement also supports accelerated progression through the salary scales for outstanding classroom teachers.
120. The Committee recommends that the Directorate partner with Tourism, Sport and Recreation to ensure better provision of continuing sports programs in schools for students with disabilities.	Agreed	The Directorate partners successfully with ACT Tourism, Sport and Recreation, the ACT School Sport Council and actsport to provide events for Athletes with a Disability (AWD) in our schools. These events include: <ul style="list-style-type: none"> • The ‘Be the Best You Can Be’ athletics day, an annual event since 2004 • The Deaf Sports Day which commenced in 2011 and was held on 5 July 2012 at Lyneham Netball Centre • AWD ‘Classification Day’ which is a day run in partnership with the Australian Paralympic Committee due to take place on 9 November 2012 • The annual ‘Health and PE Week’ scheduled for 17-21 September 2012 • The annual Lord’s Tavener’s Disability Multi Sport Day was also held on 23 May 2012.
121. The Committee recommends that, when the Bradley review is completed, it be tabled in the Legislative Assembly on the next available sitting day.	Noted	The <i>Report on Options for Future Collaborations of Canberra Institute of Technology and University of Canberra</i> was released on 3 August 2011.

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B4 Legislation report

The Directorate is identified against seven pieces of legislation in the Administrative Arrangements:

- *ACT Teacher Quality Institute Act 2010*
- *Board of Senior Secondary Studies Act 1997*
- *Building and Construction Industry Training Levy Act 1999*
- *Canberra Institute of Technology Act 1987*
- *Education Act 2004*
- *Training and Tertiary Education Act 2003*
- *University of Canberra Act 1989.*

The Canberra Institute of Technology, the University of Canberra, the ACT Teacher Quality Institute and the Building and Construction Industry Training Fund Authority are not part of the administrative unit of the Directorate. Therefore, the Director-General has no direct responsibility or powers delegated by the Minister for Education and Training in respect of the *Canberra Institute of Technology Act 1987*, the *University of Canberra Act 1989*, the *ACT Teacher Quality Institute Act 2010* and the *Building and Construction Industry Training Levy Act 1999*.

Amendments to the legislation notified during the reporting period are as follows:

- *Education Act 2004* amended by *Education Amendment Act 2011*, notified on 24 November 2011.

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