ACT Teacher Quality Institute

Board of Senior Secondary Studies

Government Schools Education Council

Non-government Schools Education Council

ACT TEACHER QUALITY INSTITUTE ANNUAL REPORT 2014-15

A. TRANSMITTAL CERTIFICATE

Ms Joy Burch MLA
Minister for Education and Training
ACT Legislative Assembly
London Circuit
CANBERRA ACT 2601

Dear Minister

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 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 2014 to 30 June 2015 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 three months of the end of the financial year.

Yours sincerely

Dr William Maiden
Board Chair
ACT Teacher Quality Institute
7   August 2015

Anne Ellis
Chief Executive Officer
7 August 2015

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B. ORGANISATION OVERVIEW AND PERFORMANCE

B.I 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 ACT teachers and to enhance the community's confidence in the teaching profession through professional regulation and practical initiatives to raise teacher quality.

Vision, mission and values of the Institute

Our Vision

TQI is a key enabler of a high quality teaching workforce in the ACT.

Our Mission

Teacher quality initiatives build the profession in the ACT and enhance the education of students.

Our Values

- Respect
- Integrity
- Collaboration
- Excellence
- Innovation.

Role, functions and services of the Institute

Our Role

TQI is charged with integrating standards-based quality measures into professional regulation as teachers enter and progress through career stages in the profession in order to enhance student outcomes. TQI emphasises collaboration across school sectors and between teachers, schools and universities. TQI promotes continuous professional learning and development and the professionalism of all teachers in the ACT.

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 of teachers, and increased levels of skill, knowledge, expertise and professionalism
- determine standards for, facilitate and issue directions for, the ongoing professional learning and development of teachers
- develop and apply codes of practice about the professional conduct of teachers
- determine standards, including assessment and certification standards, for the 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 teacher education and professional learning;
- advice and training on standards and certification, accreditation of programs and teacher registration
- facilitation of collaborative 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 1.

The Chief Executive Officer, Ms Anne Ellis, is responsible for the day-to-day operations of TQI, supported by a small staff of 10.6 FTE.

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. Therefore, 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 and Training Directorate in relation to minor financial accounting and internal audit matters.

Planning Framework

The TQI Strategic Plan is developed on a four-year cycle and is reviewed annually. The current Strategic Plan approved by the Board (for the period 2011-14) identifies the following key focus areas:

- Establish the Institute in line with legislative requirements.
- Implement TQI regulatory responsibilities for teacher registration and accreditation of teacher education courses.
- Lead cross-sectoral implementation of the *Australian Professional Standards for Teachers* to enhance quality education for ACT students.
- Lead cross-sectoral collaboration in teacher quality initiatives with ACT schools and universities.
- Facilitate and participate in national and local research relevant to teacher professional standards and learning.

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:

- 9 September 2014
- 2 December 2014
- 31 March 2015
- 9 June 2015.

The Minister made six appointments to the Board during the reporting period as follows:

- Ms Diane Joseph was reappointed as the member nominated by the Director-General (section 15(2)(c).
- Mrs Narelle Hargreaves OAM was reappointed as the community representative (section 15(2)(l).
- Associate Professor Carolyn Broadbent was reappointed as the member nominated by the Australian Catholic University, ACT Campus (section 15(2)(i).
- Ms Lyn Caton was reappointed as the member nominated by the NSW/ACT Independent Education Union (section 15(2)(g).

- Associate Professor David Paterson was appointed as the member nominated by the University of Canberra (section 15(2)(h). This position had been previously filled by Professor Geoffrey Riordan whose appointment expired on 15 August 2014.
- Ms Kerrie Heath was appointed as the member representing teachers and principals of government schools (section 15(2)(j). This position had been previously filled by Ms Wendy Cave whose appointment expired on 15 August 2014.

All of the above appointments are for a period of three years.

Table 1: TQI Board members and meeting attendance 2014-15

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	2
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	4
Ms Kerrie Heath	BEd, DipEd	Teaching profession in government schools	3
Mr Glenn Fowler	BA(Hons),GradDipEd	Australian Education Union, ACT Branch	4
Mrs Narelle Hargreaves OAM	BEd, FACE, FACEL ACT	Community representative	4

Member	Qualifications	Role	Number of meetings attended
Ms Anne Coutts	BSc(Hons), GradCertEd, MEd	Association of Independent Schools of the ACT	3
Mr Michael Lee	BA, GradDipEd, GradDip (Religious Ed), MEd	Teaching profession in non-government schools	4
Associate Professor David Paterson	BEd, MEdAdmin, PhD, FACE	University of Canberra	4

B.2 PERFORMANCE ANALYSIS

OVERVIEW

The TQI Act provides an integrated regulatory and quality improvement framework for the teaching profession in the ACT in accordance with national professional standards and national agreements on education reform. The primary focus of the Institute remains the continued professionalisation of the ACT teaching workforce.

The 2014-15 reporting year is the final year of the Institute's first Strategic Plan. Key achievements against the Strategic Plan over this reporting year include:

Consolidating the Regulatory framework for the teaching profession in the ACT

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

- only approved teachers under the TQI Act can work in ACT schools
- all teachers must comply with the TQI *Code of Professional Practice and Conduct*
- teachers must report on 20 hours of professional learning completed by them in the previous 12 months to renew their registration.

Over the reporting period, TQI conducted an extensive communication program to ensure that all ACT teachers received advice about the regulatory requirements that impact on them. For example, the *Code of Professional Practice and Conduct* was promoted to all teachers through their registration documentation, through a poster campaign made available to all ACT schools, and through induction workshops for beginning teachers.

TQI refined and strengthened support for early career teachers and mentor/supervising teachers by the development of separate guides for provisionally registered teachers and for their guidance panels. The *Guide for Provisionally Registered Teachers* and the *Guide for Professional Guidance Panels of Provisionally Registered Teachers* support the progression of beginning teachers from provisional to full registration. They provide guidance on links to the Professional Standards for Teachers and evidence-based documentation of teaching practice. The *Guide for Professional Guidance Panels* also supports integration of full registration assessment with existing employer probation and professional learning processes. TQI has provided 12 cross-sectoral workshops for beginning teachers and teacher-mentors/supervisors on progression to full registration, with over 280 teachers attending.

TQI also completed implementation of the mandatory professional learning for teacher

registration in the registration renewal process for 2015. Of the 7114 teachers renewing registration for 2015, 93% (6625) fully met the mandatory professional learning requirements for registration in the year preceding renewal. The remaining 7% (489) arranged professional learning variation plans with TQI to meet their obligations.

Under the regulatory framework, there are important obligations imposed on all employers of teachers in ACT schools to help support the integrity of that framework and to help maintain community confidence in all ACT teachers. Over the reporting period, employers in all school sectors took action on these reporting obligations under the legislation. The Institute resolved with employers and teachers two cases of potential non-compliance with ss.28 and 29 of the Act during the reporting period. TQI also suspended the registrations of three teachers and cancelled one.

Embedding high quality professional learning and development of teachers

The mandatory professional learning prescribed for renewal of teacher registration in the ACT is comparable to that required of professionally registered teachers in other Australian jurisdictions which have implemented the national education reform agreements on teacher quality improvement. It brings the profession in the ACT into line with similar requirements for other professions in the Territory and provides a range of flexible means by which teachers can meet the requirements for renewal of their registration.

The 2014-15 reporting period was the initial year of implementation of mandatory professional learning. Consequently, TQI undertook a range of communication measures to ensure teachers received advice about their obligations. This included an online multimedia presentation, workshops and weekly drop-in sessions, as well as a promotional poster campaign ('It's time to log on!') reminding teachers of the need to record their professional learning.

In the reporting period, TQI also upgraded its online professional learning recording system to provide improved support to teachers and supervisors.

The teacher online Professional Learning Profile incorporates links to the *Australian Professional Standards for Teachers* to facilitate development of individual teacher learning goals and activities and recording of professional reflections. Online and printable graphs and data for both teachers and supervisors facilitate the management of professional learning at a school and individual teacher level throughout the school year.

As an important quality assurance measure, TQI also assisted providers of professional learning programs who were seeking accreditation of their programs by providing extensive advice on the standards-based documentation required for accreditation. TQI has also provided the data available from teacher evaluations of accredited programs to the relevant program providers so that quality improvements can be taken into consideration by the providers for future programs.

Details of programs accredited 1 July 2014 to 30 June 2015 are listed in Attachment 1 to this report.

Embedding professional standards in teaching practice

TQI believes that the *Australian Professional Standards for Teachers* provide a key tool for raising the quality of the ACT teaching workforce.

To help embed the Standards in the teaching practice of ACT teachers, over the reporting period TQI:

• supported individual teachers seeking higher levels of certification (against the 'Highly Accomplished' and 'Lead' levels of the Standards) through information sessions and evidence preparation workshops

• supported the pool of Certification trained assessors in the ACT, through

  - supplementing their numbers by overseeing the training of 21 additional assessors

  - assessor writing workshops which provide professional support to existing nationally trained certification assessors in the ACT, and

  - assessor refresher workshops which ensure the

quality of annual ACT certification processes

- provided a range of on-line aids for teachers (e.g. digital portfolio opportunities for professional evidence and analysis of practice by teachers)
- contributed to national moderation and evaluation of certification processes.

TQI chairs the national network on professional standards of the Australian Teacher Regulatory Authorities (ATRA). The inaugural meeting of this network held at TQI on 9 February 2015 explored variations in jurisdictional approaches to standards-based assessments for regulatory and teacher quality purposes.

Progressing pre-service teacher education program accreditation

Under s.11(1)(g) of the Act, TQI has the function to accredit education programs for pre-service teachers. The Act further specifies in s.76(a) the criteria to be applied for the accreditation of teacher education programs.

Over the reporting period, TQI:

- developed its Initial Teacher Education Program Accreditation policy, which was approved by the Board at its September 2014 meeting
- completed the accreditation of the teacher education program for the University of Canberra Master of Teaching (M.Teach) degree
- began the accreditation process for the University of Canberra primary and secondary B.Ed. degrees
- provided accreditation training for expert panel members and university educators involved in the program accreditation processes
- hosted and presented at a number of workshops for pre-service teachers, university educators, and supervising teachers with the University of Canberra and the Australian Catholic University (Canberra), and
- conducted consultations for the TQI project on the Professional Experience component of Initial

Teacher Education programs with over 250 principals, teachers, pre-service teachers and university educators.

The 2015 Report of the federal Teacher Education Ministerial Advisory Group (TEMAG) cited the ACT Government submission to the TEMAG inquiry into initial teacher education as providing examples of best practice. The collaborative career-progression model for pre-service teacher education, which has been pursued by TQI since its inception, was highly recommended by the report of the TEMAG inquiry.

The Australian Government response to the TEMAG report identified five areas of focus for further improvements to the quality of the teaching workforce and has tasked the Australian Institute for Teaching and School Leadership (AITSL) with progressing them in collaboration with education stakeholders, including teacher regulatory authorities in the States and Territories:

- Stronger quality assurance of teacher education courses.
- Rigorous selection for entry to teacher education courses.
- Improved and structured practical experience for teacher education students.
- Robust assessment of graduates to ensure classroom readiness.
- National research and workforce planning capabilities.

The principal recommendations of the TEMAG report are already in progress throughout many TQI initiatives and practices and all relate closely to TQI responsibilities.

In view of the legislative responsibilities of TQI, and the progress already in train in the ACT on the majority of the TEMAG recommendations, the Minister requested TQI to take the leading role in the ACT implementation of the TEMAG report recommendations. The TQI Board's Professional Experience Committee has been re-constituted as the Initial Teacher Education Committee in acknowledgement of the key importance of this

work. It includes representatives from all key ACT education stakeholders including employers, teachers, ACT Universities providing Initial Teacher Education and teacher unions.

Enhancing collaboration

TQI continues to place high priority on facilitating collaborative practices across the teaching profession as a whole in the ACT.

Over the reporting period, TQI:

- continued its cross-sectoral teacher mentoring network with meetings each term
- initiated a cross-sectoral beginning teacher network to support early-career teachers and their supervisors and mentors, and
- supported research examining the experience of teachers moving from provisional to full registration conducted jointly by Ms Mary Gallagher at the Australian Catholic University (Canberra) and Dr Misty Adoniou at University of Canberra.

TQI also continues to maintain strategic relationships with national bodies such as AITSL, ATRA, the Australian Council for Educational Leadership (ACEL) and the Australian Council of Educational Research (ACER).

Over the reporting period, TQI:

- played a key role in the first national Certification moderation between certifying authorities held in July 2014 and February 2015
- facilitated the engagement of State and Territory regulatory authorities in the National Teacher Workforce Data project (NTWD), to develop the NTWD report released on 12 November 2014 at the National Teacher Workforce Evidence Forum held at the Australian Government Department of Education, and
- presented as part of an expert panel at the forum on opportunities for collaboration in gathering teacher workforce evidence.

Cross-sectoral panel with Louise Hanlon (DOE) and Professor John Hattie (AITSL) discussing the TEMAG report.

Outlook

TQI will continue to facilitate the embedding of the *Australian Professional Standards for Teachers* into teaching practice in ACT schools. Demand from ACT teachers for certification against the higher levels of the standards is expected to increase as a result of workplace changes affecting a significant proportion of teachers.

TQI will also continue to promote high quality professional learning and professional engagement by teachers.

A major focus of TQI developmental effort will be on work flowing from the TEMAG Report and national initiatives directed towards improving Initial Teacher Education and accreditation processes, as well as on reporting of teacher workforce data.

The TQI Strategic Plan is being re-developed for the period 2015-18.

TQI received funding in the ACT Budget 2015-16 for enhancements to its business system to support improved recording of the professional learning and professional practice requirements of the regulatory framework. Work will commence before the end of 2015 and is expected to be completed by 2019.

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 the TQI Strategic Plan. Strategic risks, their assessment and treatments, are approved by the 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 and Training 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 10.6 FTEs. The staff gender ratio is 81% female, 19% 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 interstate network meetings with other jurisdictions, participation in Whole-of-Government communities

of practice and administrative courses. Topics covered included the assessment of teacher qualifications, teacher registration consistency, mutual recognition across jurisdictions, the national Initial Teacher Education accreditation framework, International English Language Testing System (IELTS), regulation and risk management, records management and data analysis and reporting.

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 2014-15 in accordance with the direction issued by the Minister for Education and Training under section 25 of the Act.

	Note No.	Actual 2015 $'000
INCOME		
Revenue		
Government Payment for Output	1	976
Interest		43
Other Revenue	2	793
Grants	3	19
Total Revenue		**1,831**
EXPENSES		
Employee Expenses		1,422
Superannuation Expenses		211
Supplies and Services	4	714
Total Expenses		**2,347**
Operating (Deficit)/Surplus		**(516)**
Cash at bank at the end of 2014-15		**733**

Notes forming part of revenue and expenditure:

1. The appropriation is drawn down by the Education and Training 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:

	2014 $'000
Property Maintenance	7
Materials and Services	284
Database Development	190
Travel and Transport	15
Administrative	30
Financial	2
Operating Lease	91
Grants	95
714	**714**

C.3 CAPITAL WORKS

During the reporting period TQI expended the rolled over capital funds remaining from the 2012-13 capital budget allocation for its business system and online capabilities. Development in the period focused on the delivery of online functionality for teacher recording and reflecting on Professional Learning for registration purposes.

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 improvements to its business system to support improved recording of professional learning and the professional practice requirements of the regulatory framework.

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 7,615 approved teachers as at 30 June 2015. 787 teachers were newly approved during the reporting period.

Approved Teachers by Approval Type

Permit to Teach 1%

Provisional Registration 15%

Full Registration 84%
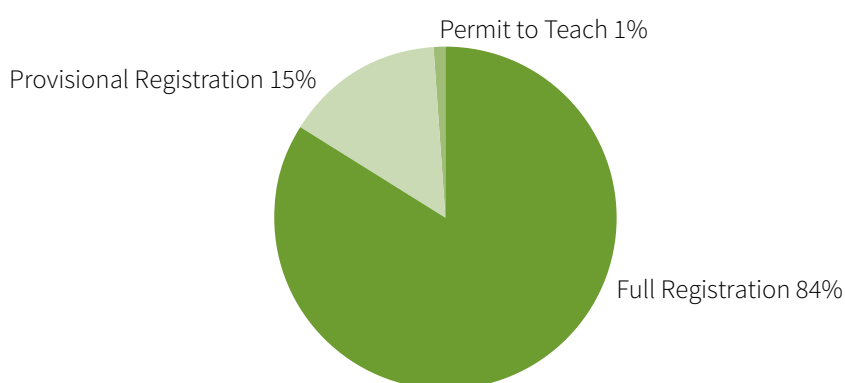
Approved Teachers by Employer and Gender

Sector	Number of teachers	% of approved teachers	% female	% male
Catholic Education	1299	17%	79%	21%
Education and Training Directorate	4508	60%	77%	23%
Independent Schools	1443	19%	67%	33%
Not Currently Teaching in the ACT	319	4%	74%	26%

1. Figures exclude approved teachers whose employment status is not recorded with TQI.
2. A teacher may have more than one employer.
3. Not Currently Teaching in the ACT refers to people with TQI approval who are recorded with TQI as **not** currently teaching in an ACT School.
4. 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	7398	3042	644	1372	123
Percentage of approved teachers reporting	97.1	40.0	8.5	18.0	1.6

1. A teacher may have multiple qualifications.
2. Figures displayed only for levels 7-10 of the Australian Qualifications Framework.
3. Qualifications for approved teachers who were registered under Transitional arrangements in 2011 are self-reported.

H. MINISTERIAL DIRECTIONS

TQI is required to report on Ministerial Directions as follows:

a) a copy of any direction given under section 25 of the TQI Act during the year;

b) a statement by the institute about action taken during the year to give effect to any direction given (whether before or during the year) under this section; and

c) anything else prescribed by regulation.

Over the reporting period:

a) No s25 directions were given.

b) No action is required.

c) No additional matters have been prescribed by regulation.

Freedom of Information

The *ACT Freedom of Information Act 1989* (the FOI Act) aims to extend, as far as possible, the right of the community to access information in the possession of the ACT Government. As an ACT Government authority, TQI is subject to the FOI Act.

This right of access is limited by certain exceptions and exemptions specified in the FOI Act. These include the private and business affairs of persons in respect of whom information is collected and held by TQI. As well, the TQI Act limits access to the personal information held on individual teachers on the teachers' register maintained by TQI (see, in particular, Div 4.4 of the TQI Act).

TQI has prepared the following statements under sections 7, 8, and 79(2), of the FOI Act.

The Section 7 Statement concerns the publication of information about functions and documents of TQI. The Section 8 Statement refers to documents in the possession of TQI that are available for inspection. The Section 79(2) statement details the actual requests for access to documents under the FOI Act in the reporting period.

Section 7 Statement

Organisational functions and powers

TQI administers the TQI Act. The organisational functions and powers of TQI under that Act are described in Section B.1 of this Report.

Documents available on request and without charge

Documents within this category include publications produced by TQI on various aspects of its activities.

Documents available under the FOI Act

Such documents may include:

- general records, including minutes of meetings, agendas, background papers, and policies
- administrative records including correspondence
- personnel records
- records held in connection with TQI functions
- financial records
- contracts.

People seeking information are encouraged first to contact TQI before using the more formal FOI process.

For more information contact:
ACT Teacher Quality Institute
02 6205 8867
tqi@act.gov.au

Section 8 Statement

Section 8 of the FOI Act requires TQI to make available a list of documents TQI staff use when making decisions.

The principal documents are:

- *Teacher Registration and Permit to Teach Policy*
- *TQI Procedure for Review of Registration*
- *Teacher Registration Qualifications Policy*
- *Australian Qualifications Framework*
- *Continuing Professional Learning and Program Accreditation Policy*
- *Continuing Professional Learning Program – TQI Accreditation Guide June 2015*
- *TQI National Certification of Highly Accomplished and Lead Teachers Policy*
- *2015 ACT Certification of Highly Accomplished and Lead Teachers – TQI ACT Certification Guide*
- *2015 ACT Certification of Highly Accomplished and Lead Teachers – Assessor Handbook*
- *Australian Professional Standards for Teachers*

- *2015 – Progressing from Provisional to Full Registration – A Guide for Professional Guidance Panels of Provisionally Registered Teachers*
- *2015 – Progressing from Provisional to Full Registration – A Guide for Provisionally Registered Teachers.*

Section 79(2) Statement

TQI received no FOI requests during the reporting year.

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
- 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

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JAMISON CENTRE ACT 2614
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ATTACHMENT I

2014-15 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
2015 ACTMEN Conference	ACT Music Educators Network Inc
3PReggs	3P Learning Australia Pty Limited
AAMT Conference 2015: Learn, Lead, Link - Day 1	Mathematics Association of NSW Inc
AAMT Conference 2015: Learn, Lead, Link - Day 2	Mathematics Association of NSW Inc
AAMT Conference 2015: Learn, Lead, Link - Day 3	Mathematics Association of NSW Inc
AATE & ALEA Post Conference Institute - The Two Sisters CAFÉ Approach	ALEA
ABC, 123, Do Re Mi - Orff Schulwerk for the everyday classroom.	Orff Schulwerk Association of NSW Inc.
ACT ACTIVATE 2015	Peak Phys Ed
ACT Masterclass for ACTivate	Peak Phys Ed
ACT Teacher Mentor Program Days 4-5	Education Institute, University of Canberra
ACTATE: Sharing the Secrets of Success 2015	ACT Association for the Teaching of English (ACTATE)
ACT-Indigenous Success Project – targeting ACT-IS teachers	University of Canberra (Student Engagement)
Acting For the Fun of It	Acting For the Fun of It
Adapt and Learn Together	asOne Therapy
Adolescents Struggling with Literacy: Meeting Their Instructional Needs	Susan Galletly Literacy Plus
Advocacy: Making Children's Voices Heard and Getting Action Happening	Communities@Work
AFMLTA/MLTA Ready? Set? Go! Australian Curriculum: Languages Workshop	Modern Language Teachers Association of the Australian Capital Territory Incorporated

Program name	Provider
African Drumming Course 2015	Drum Effect
Algebra as Story-telling	Australian Mathematics Trust
Algorithmic Thinking - Digital Technology	Australian Mathematics Trust
Alison Clark Beyond spelling	DSA Dyslexia SPELD ACT
All Things Choral	KMEIA ACT Inc
An Actor Prepares	Acting For the Fun of It
Animated Gif production in Photoshop	School of Art Australian National University
Anxiety & Depression Workshop (late Primary school/ High School/ College)	i talk mental health
'Appy Hour! and Music Technology in the Classroom!	Orff Schulwerk Association of NSW Inc.
Asia Education Foundation Forum - Building Asia Capability in ACT Schools	Modern Language Teachers Association of the Australian Capital Territory Incorporated
ASIC MoneySmart Teaching Lead Teacher Program	Australian Securities and Investments Commission (ASIC)
Australian Curriculum Senior Secondary: Sharing the Journey	ACT Association for the Teaching of English (ACTATE)
Australian Literature in the English Classroom	ACT Association for the Teaching of English (ACTATE)
Autism Awareness and Strategies for the Educational Environment - Online	TTA
Batyr@School for Teachers	Batyr Australia Limited
Behaviour Management for Beginning Teachers	The Dynamic Learning Group
Big Picture Education Foundation	Big Picture Education
Bright But Struggling 1	Australian Gifted Support Centre
Brush Up Your Shakespeare	Acting For the Fun of It
Building Learning Power in Practice	Better Learners Australia Pty Ltd
Building Strong Teaching Teams	Dragonfly Consulting & Coaching Pty Ltd
Capitalising on Curiosity AATE & ALEA National Conference Day One	ALEA

Program name	Provider
Capitalising on Curiosity AATE & ALEA National Conference Day Three	ALEA
Capitalising on Curiosity AATE & ALEA National Conference Day Two	ALEA
Chinese cultures and language teaching	The Australian School of Contemporary Chinese (ASCC)
Choice, Music and the Curriculum	ANU Music Program
Common Eye Diseases	RIDBC Renwick Centre
Connected Educator Summit 2015: Be the change	Syba Signs
CONSEA ACT 2014	Science Educators Association for ACT (SEA ACT)
Conversations For Life	OzHelp Foundation
Conversations for Life Facilitator course	OzHelp Foundation
Cracking the Hard Class	The Dynamic Learning Group
Creatively exploring digital printing in photography and the visual arts	School of Art Australian National University
Curating Digital Collections for the Australian Curriculum Workshop	Syba Signs
Curriculum of giving for student and staff wellbeing and engagement	Education Institute, University of Canberra
Curriculum of giving for student and staff wellbeing and engagement (2 hour)	Education Institute, University of Canberra
Curves from Apollonius to Bezier	UNSW School of Mathematics and Statistics
Dance - Kindergarten to Year 2	Canberra Dance Theatre
Dance Around the World	Orff Schulwerk Association of NSW Inc.
Dealing With Scientific Misconceptions	Science Educators Association for ACT (SEA ACT)
Developing Differentiated Curriculum for Gifted Learners - Part 1	Gateways Education
Developing Differentiated Curriculum for Gifted Learners Part 2	Gateways Education
Developing Inquiry-Based Science Lessons	The Ian Potter Foundation Technology Learning Centre

Program name	Provider
Differentiated Instruction – Proven Strategies for Success.	TTA
Differentiating the Curriculum!	Promoting Learning International
Digital Storytelling for Language Production by EAL/D students	ATESOL ACT
Digital video compositing with green screen	School of Art Australian National University
Driving Energy Efficiency Through Student Engagement	ACT Environment and Planning Directorate
Dysgraphia, Dyscalculia and Working Memory for Primary Teachers	The Dyslexia-SPELD Foundation of WA (Inc)
Dysgraphia, Dyscalculia and Working Memory for Secondary Teachers	The Dyslexia-SPELD Foundation of WA (Inc)
Dyslexia and SLD	DSA Dyslexia SPELD ACT
Educating Gifted and Talented Students	Australian Gifted Support Centre
Education for Sustainability in Your School Grounds Workshop	ACT Environment and Planning Directorate
Education for Sustainability Through School Food Gardens	ACT Environment and Planning Directorate
Emotional Intelligence for Teachers	4D Learning
Ensuring A Gentle Start: Effective Earliest Word Reading Instruction for At-Risk Readers	Susan Galletly Literacy Plus
ETD - Understanding Gifted Learners: Planning The Way Forward	Gateways Education
Everyday encounters, transformative learning	Communities@Work
Everyone Everyday - A teachers toolkit for the inclusion of people with disability	Disability ACT
Experimental Science Unit Planning Workshop	Kerry Lever
Folk Songs and Games Across the Curriculum	ANU Music Program
Food&ME Nutrition Education	Nutrition Australia ACT Incorporated
Foundations in Early Mathematics	The Association of Independent School of NSW
From Page to Stage	Acting For the Fun of It

Program name	Provider
Fun with Dramatising the Curriculum	ANU Music Program
Fun with Music and Art 2015	ANU Music Program
GEM Literacy: Dialogue	GEM Literacy
Good to great to innovate- Recalculating the route K-12+	Australian Council for Educational Leaders (ACEL)
Grammar & Comprehension ACE: Practical Activities K-6	Sally Robinson-Kooi, Literacy and TESOL Consultant, Bridging with Blocks
Grammar knowledge for teachers	Education Institute, University of Canberra
Guided Inquiry Design for the Australian Curriculum: Putting it into Practice	Syba Signs
Hands-On Design Thinking	The Ian Potter Foundation Technology Learning Centre
Hands-On Design Thinking Intro 3D Design	The Ian Potter Foundation Technology Learning Centre
Hands-On History: European Scientists and Experiments	The Ian Potter Foundation Technology Learning Centre
Hands-On Science Activities to Inspire Students and Teachers	The Ian Potter Foundation Technology Learning Centre
Hands-On with Heat	Kerry Lever
IB Making the PYP Happen	International Baccalaureate - Asia Pacific
Identifying Learning Difficulties	DSA Dyslexia SPELD ACT
Inclusive Education	National Institute for Christian Education
Innovative assessment in the face of changing curriculum: testing times.	Australian Curriculum Studies Association
Inquiry Learning and the Nature of Science Seminar	Science Time Education
Inquiry Learning Using Hands On Science	The Ian Potter Foundation Technology Learning Centre
Introduction and Implementation of Professional Learning Teams (PLTs) and Cycles of Inquiry.	DavisGreig Consultancy
Introduction to Consumer and Financial Literacy Education for Teachers- ASICsMoneySmart Teaching	Australian Securities and Investments Commission (ASIC)
JASON Learning - Climate: Seas of Change 1 Day	Gateways Education

Program name	Provider
JASON Learning - Tectonic Fury 1 Day	Gateways Education
Keeping Problem Solving at the centre	Australian Mathematics Trust
Kodaly in the Secondary Classroom	KMEIA ACT Inc
Learn how to teach your class grammar for the Australian Curriculum	DR Judith Ann Reardon
Learn the Piano in 3 Hours	ANU Music Program
Leaving To Learn	Big Picture Education
Lets Sing and be Merry - Orff Schulwerk today.	Orff Schulwerk Association of NSW Inc.
Literacy and Numeracy Coaching Academy	Independent Schools Queensland
Little Scientists - Water Workshop	Communities@Work
Looking at Classroom Practice	Australian Institute for Teaching and School Leadership (AITSL)
Love Learning Conference 2015	3P Learning Australia Pty Limited
Making it Work: Autism Spectrum Disorder, Adjustment and Modification	One Certification Ltd.
Mapping, designing and implementing a curriculum program	Eduwebinar Pty Ltd ATF Professional Learning Network
Mathletics Certification Level 1	3P Learning Australia Pty Limited
Mathletics Certification Level 2	3P Learning Australia Pty Limited
Measuring Student Reading Progress for Schools PL workshop	MultiLit Pty Ltd
Mental Health and Wellbeing of Young People Seminar	Generation Next
MEP Basic Principles and Practice	ANU Music Program
MEP Early Childhood Course - 2015	ANU Music Program
MEP Primary Course - 2015	ANU Music Program
Message Stick learning - Creation time (Module 2)	Education Dreaming
Message Stick Learning - Creation time (Workshop Module 2)	Education Dreaming

Program name	Provider
Message Stick learning - Indigenous Kinship systems (Module 5)	Education Dreaming
Message Stick Learning - Indigenous Kinship systems (Workshop Module 5)	Education Dreaming
Message Stick learning - Indigenous Language groups of Australia (Module 4)	Education Dreaming
Message Stick Learning - Indigenous Language groups of Australia (Workshop Module 4)	Education Dreaming
Message Stick learning - Indigenous Stories of the Dreaming (Module3)	Education Dreaming
Message Stick Learning - Indigenous Stories of the Dreaming (Workshop Module 3)	Education Dreaming
Message Stick learning - Indigenous Weather Seasons (Module 6)	Education Dreaming
Message Stick learning - Snapshot Indigenous people today (Module 1)	Education Dreaming
Message Stick Learning - Snapshot Indigenous people today (Workshop Module 1)	Education Dreaming
Mini COGE	School of Education UNSW
MiniLit Professional Learning Workshop	MultiLit Pty Ltd
MLTA ACT Inc. Mini-Conference 23 August 2014	Modern Language Teachers Association of the Australian Capital Territory Incorporated
MOVE UP! for High Schools and Colleges	Ausdance ACT
MOVE UP! for Primary 5/6	Ausdance ACT
MultiLit Reading Tutor Program Professional Learning Workshop	MultiLit Pty Ltd
MultiLit Word Attack Skills Extension Professional Learning Workshop	MultiLit Pty Ltd
Music in the Primary Classroom	Sydney Symphony Orchestra
Music through Children's Literature	Orff Schulwerk Association of NSW Inc.
Musica Viva Teacher Forum, Discovering Your Voice-Singing in the Early Childhood Classroom	Musica Viva Australia

Program name	Provider
Musica Viva Teacher Forum, The ANZAC Legacy Through Music	Musica Viva Australia
Ógham Soup Live Performance Plus Professional Development	Musica Viva Australia
Online Module-Introduction to Consumer & Financial Literacy Education - MoneySmart Teaching	Australian Securities and Investments Commission (ASIC)
Orff Schulwerk Levels - Movement	Orff Schulwerk Association of NSW Inc.
Orff Schulwerk Levels - Orchestration	Orff Schulwerk Association of NSW Inc.
Orff Schulwerk Levels - Technique and Improvisation	Orff Schulwerk Association of NSW Inc.
Orff Schulwerk Levels - Vocals (singing)	Orff Schulwerk Association of NSW Inc.
Orff Schulwerk Levels -Pedagogy	Orff Schulwerk Association of NSW Inc.
Orff Shulwerk Levels - Recorder	Orff Schulwerk Association of NSW Inc.
Pedagogy: An Indigenous Perspective	NSW ACT Independent Education Union
Playing With Grammar	ALEA
Population Growth and the Logistic Curve	UNSW School of Mathematics and Statistics
Positive Behaviour Management and Pedagogy	Education Institute, University of Canberra
Positive Partnerships: Supporting School age students on the autism spectrum	Partnerships between Education and the Autism Community (Positive Partnerships)
Positive Partnerships: Supporting School age students on the autism spectrum (5-day equivalent)	Partnerships between Education and the Autism Community (Positive Partnerships)
'Power through the pen' Writing to Increase Literacy and Learning Across Content Areas	ALEA
PreLit Professional Learning Workshop	MultiLit Pty Ltd
Primary Printmaking: Simple classroom printmaking techniques	School of Art Australian National University
Professional learning in Chinese teaching: Chinese writing	The Australian School of Contemporary Chinese (ASCC)
Professional support session for Experienced Teacher Action Research applicants	The Association of Independent School of NSW
Public Speaking and Presentation Skills	4D Learning

Program name	Provider
Reading and Writing Through Inquiry	International Baccalaureate - Asia Pacific
Scaffolding Literacy	Education Institute, University of Canberra
Science By Doing PL Program	Australian Academy of Science
Science Inquiry Skills	Science Educators Association for ACT (SEA ACT)
Seminar: Technology and the Future	Design and Technology Teachers Association ACT
Seminar: Technology and the Future - Programming	Design and Technology Teachers Association ACT
Simple instruments - Hands On Activities to enhance music-making	ANU Music Program
Spelling – a repertoire approach	Education Institute, University of Canberra
Spelling in the primary school years	Tessa Daffern
Spell-It Professional Learning Workshop	MultiLit Pty Ltd
Stronger Smarter Leadership Program (SSLP)	Stronger Smarter Institute
Success in Transitions Conference - Day 1	Imagine More Ltd
Success in Transitions Conference - Day 2	Imagine More Ltd
Summative Assessment	Communities@Work
Supervising Preservice Teachers program - Unpacking the Graduate Standards module	Australian Institute for Teaching and School Leadership (AITSL)
Supervising Preservice Teachers program - Effective Partnerships module	Australian Institute for Teaching and School Leadership (AITSL)
Supervising Preservice Teachers program - Making Judgements module	Australian Institute for Teaching and School Leadership (AITSL)
Supervising Preservice Teachers program - Practice Analysis module	Australian Institute for Teaching and School Leadership (AITSL)
Supporting Children and Adolescents with Vision Loss	RIDBC Renwick Centre
Supporting Children with Additional Needs in Mainstream Settings	Communities@Work
Supporting Students with Hearing Loss in Mainstream Classrooms	RIDBC Renwick Centre

Program name	Provider
Supporting teachers through the Experienced Teacher Action Research Pilot Project	The Association of Independent School of NSW
Sustainable Energy: an unbiased Review of Options	TTA
Synthetic Phonics – Fast and Fun	TTA
Teaching Children Social Skills; Strategies for Early Childhood Teachers	Communities@Work
Teaching English Grammar and Vocabulary for Writing and Reading	TTA
Teaching Essay Writing	Jeanne O'Malley
Teaching Mathematics	National Institute for Christian Education
Teaching Primary Drama: Creative Movement for Drama	Pip Buining
Teaching Primary Drama: Fundamentals, The Elements & Improvisation	Pip Buining
Teaching Primary Drama: Process Drama & Playbuilding	Pip Buining
Teaching to the Instructional Needs of Children with Reading Weakness: Theory & Practice	Susan Galletly Literacy Plus
The Core Skills of Public Speaking	4D Learning
The three R's Risk, Resilience & Recovery	i talk mental health
The Written Curriculum	International Baccalaureate - Asia Pacific
Thinking Schools, Thinking Students: Creating a Tool Box for Thinking	Australian Catholic University Limited
Trauma informed teaching	Therapeutic Welfare Interventions Pty Ltd
Understanding digital printing in photography and the visual arts	School of Art Australian National University
Use of the interactive whiteboard in the French class	Alliance Française de Canberra
User Group Meeting	Empowered Learning
Using Digital Communication Technology for Science Lessons	The Ian Potter Foundation Technology Learning Centre

Program name	Provider
Using Quizzes in the Classroom - Create, Play, Share	Quizling Pty Ltd
Voice Works	UC Music (University of Canberra)
Voting in the Classroom	Australian Electoral Commission
Waste and Recycling in Schools - educational and fun!	ACT Environment and Planning Directorate
When are we going to use this?	Australian Mathematics Trust
Why oracy is critical for improving inferential comprehension	ATESOL ACT
Winter Warmers	KMEIA ACT Inc
Working Memory Difficulties – Effective Classroom Instruction	DSA Dyslexia SPELD ACT
Writing Your Philosophy	Communities@Work
Written Language: The Preparation, Process and Product	Montessori Australia Foundation
Yarnin' Circles	Communities@Work
Zeeko Live Performance Plus Professional Development	Musica Viva Australia

School based Professional Learning programs

Program name	Provider
A Balanced Numeracy Program	Gordon Primary
A lens on the Australian Curriculum: Creative and critical thinking	Turner School
A Pathway to Cultural Competence	Catholic Education Office
A Pathway to Cultural Competence - Day 3	Catholic Education Office
A Pathway to Cultural Competence for Executive staff	Catholic Education Office
Aboriginal Contact Teacher Network Meeting	Catholic Education Office
Accepting the Challenge: Action Inquiry Program	Central Office ETD

Program name	Provider
ACER: National School Improvement Tool (NSIT) - 3 days	Central Office ETD
Achievement Standards and Success Criteria at Campbell High	Campbell High
Achievement Standards linked to Programming and Reporting	Latham Primary
Adolescent Mental Health for Teachers	Canberra Girls' Grammar School
Adolescents Struggling with Literacy:	Namadgi School
Advanced Skills: Coaching Teachers in Essential Skills	Central Office ETD
Analysing Spelling to Differentiate Student Learning	St Matthew's Primary
Aspiring Leaders Program - Day 3	(ETD) School Leadership
Aspiring Leaders Program - Day 4	(ETD) School Leadership
Aspiring Leaders Program 2015 - Day 1	(ETD) Learning and Teaching Branch
Aspiring Leaders Program 2015 - Day 2	(ETD) Learning and Teaching Branch
Assessment - Inquiry and Discovery	Good Shepherd Primary
Assessment For Learning	St Monica's Primary
Assessment for Learning: Numeracy	Sts Peter and Paul Primary
Assessment Strategies	Wanniassa Hills Primary
Australian Children's Television Foundation and the Australian Curriculum	Central Office ETD
Australian Curriculum: Languages	Central Office ETD
Australian Curriculum: The Arts	Central Office ETD
Authentic Literacy Practises	St Clare of Assisi Primary
Becoming a Professional Learning Community	Belconnen High
Behaviour Guidelines @ Latham	Latham Primary
Being people of Justice and Equity	Sacred Heart Primary
Ben Walden: Leadership on Stage (Part A)	Central Office ETD

Program name	Provider
Ben Walden: Leadership on Stage (Part B)	Central Office ETD
Big Ideas in Secondary Mathematics	Merici College
Blue Gum January 2015	Blue Gum Community School
Blue Gum Pre School Jan 2015	Blue Gum Community School
Building Teacher Capacity through classroom observation	Aranda Primary
BYOD – Practical Approaches	Calwell High
Canberra REAIE Network Meetings	Canberra Grammar School
Career Adviser Mentor Program	Central Office ETD
Category 3 Theory Of Knowledge	Canberra Girls' Grammar School
Catholic Education and Australian Catholic University Mentors' Training Day	Catholic Education Office
CBLH Differentiation in the Classroom	Campbell High
CHANGE2	Central Office ETD
Chatz with Jatz - Class Act	St Edmund's College
Chatz with Jatz - Visible Learning	St Edmund's College
Circle Time: Advanced Application of the Circle Time Process	Central Office ETD
Circle Time: Strengthening Relationships in the P-10 Classroom	Central Office ETD
Cluster PLCs for Transition - Campbell HS, Lyneham HS, Dickson College	Dickson College
CoCoaching ("Enhancing the quality of conversations in school communities")	North Ainslie Primary
COG - Conversations that enable Opportunities for Growth	Good Shepherd Primary
Collaboration in PLCs	Majura Primary
Collaborative Applications for Educators - Part 1	Merici College
Collaborative Applications for Merici Educators	Merici College

Program name	Provider
Collaborative Coaching @ Murrumbidgee Education and Training Centre	Murrumbidgee Education And Training Centre - Bimberi
Collaborative Problem Solving	Central Office ETD
Colleges Conference Ten: 2015	Hawker College
Combined EALD, Literacy and Numeracy Professional Learning Forum Term 4	Central Office ETD
Combined Literacy, Numeracy and EAL/D Professional Learning Forum	(ETD) Learning and Teaching Branch
Communities of Practice at Dickson College	Dickson College
Conversations for Life	(ETD) Student Engagement and Student Wellbeing Branch
Cooperative Reading with Information Texts	Gordon Primary
Count Me In Too (CMIT)	Central Office ETD
Count Me In Too (CMIT) Facilitator Training	Central Office ETD
Creating a Whole School Formative Assessment System	Weetangera Primary
Creating communities of engaged writers	Rosary Primary
Creating Communities of Engaged Writers	St Benedict's Primary
Cultural Awareness Program	Telopea Park School
Curriculum - Understanding By Design	St Bede's Primary
Curriculum of Giving Parts 1 and 2	Daramalan College
Curriculum Renewal: UBD	Campbell Primary
Curtin values and pedagogy	Curtin Primary
Design Thinking for the Classroom	Brindabella Christian College
Designing and Validating Quality VET Assessment	Catholic Education Office
Designing, Implementing and Monitoring Reading in your school	(ETD) Learning and Teaching Branch
Developing a Community of Practice (CPL Program) - Primary School	Canberra Grammar School

Program name	Provider
Developing a Literacy Block	Canberra Grammar School
Developing a school-wide culture of continuous learning	St Thomas the Apostle Primary
Developing A Shared Vision (Jnr School)	Radford College
Developing A Shared Vision and Embedding Best Practice	Radford College
Developing Content Knowledge in Disciplines through Reading of Complex Texts	(ETD) Learning and Teaching Branch
Developing Differentiated Curriculum for Gifted Learners Part 2	(ETD) Learning and Teaching Branch
Developing High Quality Assessment Tasks for Improved Student Outcomes	St Mary MacKillop College
Differentiated Problem Solving	Amaroo School
Differentiation in the School Setting	Forrest Primary
Differentiation: A Focus on Learning	Lyneham Primary
Disability Standards for Education e-learning online package	(ETD) Student Engagement and Disability Services Branch
Discovering and Incorporating Aboriginal Cross-Curriculum Priorities	St Matthew's Primary
EAL/D Professional Learning and Leadership Forum - bringing the fact sheets out of the box 1	(ETD) Learning and Teaching Branch
EALD Teachers' Professional Learning Forum Term 1	Central Office ETD
Early Childhood Education Network Sessions : Promoting Parental Engagement	Central Office ETD
Early Childhood Education Network Sessions: (Session 3 2014)	Central Office ETD
Early Childhood Education Network Sessions: (Session 4 2014)	Central Office ETD
Early Years Module - 1	(ETD) Learning and Teaching Branch
Early Years Module - 2	(ETD) Learning and Teaching Branch
Early Years Module - 3	(ETD) Learning and Teaching Branch

Program name	Provider
Early Years Module - 4	(ETD) Learning and Teaching Branch
Early Years Network Sessions - The Outdoor Challenge	(ETD) Learning and Teaching Branch
Early Years Network Sessions - Unpacking the Cultural Literacy Pack	(ETD) Learning and Teaching Branch
eLearning: Interactive PDFs	Merici College
Embedded Formative Assessment	Sacred Heart Primary
Embedding Aboriginal and Torres Strait Islander histories and cultures in the learning program	Central Office ETD
Embedding Formative Assessment	Belconnen High
Embedding Formative Assessment	Wanniassa School
Embracing the Australian Curriculum through Team Teaching to meet individual needs	John Paul College
Engage! Inspire! Read! Building a reading culture in schools	Marist College
Engaging Students in Reading and Writing	Holy Spirit Primary
Engaging students through inquiry based pedagogy	Gold Creek School
Engaging Students with Performance Poetry	Canberra Girls' Grammar School
Engaging through Environment	(ETD) Learning and Teaching Branch
Enhance 2014: Bring Your Own Device (BYOD)	Telopea Park School
Enhance 2014: Digital Citizenship	Telopea Park School
Enhance 2014: Flipped Classroom and Blended Learning	Telopea Park School
Enhance 2014: Google Tools	Telopea Park School
Enhance 2014: Social Media, Digital & Information Literacy, and Web 2.0 Tools	Telopea Park School
Enhancing Learning through Inquiry	Holy Trinity Primary
Enhancing Student Learning: Virtual Drives	Merici College
Ensuring A Gentle Start to Literacy	Namadgi School

Program name	Provider
Essential Skills and Beyond	Central Office ETD
Essential Skills for Classroom Teachers	Central Office ETD
Exploring Mathematics Theory and Practice at Palmerston District Primary School with Carol Spencer	Palmerston District Primary
First Steps Reading	Hawker Primary
First Steps Reading (2nd Edition)	Central Office ETD
First Steps Speaking and Listening	Central Office ETD
First Steps Writing (2nd edition)	Central Office ETD
Flipping the Classroom with Canvas	St Edmund's College
Formative Assessment and Mathematics	Gordon Primary
Formative Assessment in Practice	Richardson Primary
Functional Behaviour Assessment (FBA)	Central Office ETD
Functional Grammar	St Francis Xavier College
Further Development of Mathematical Problem Solving	St Clare of Assisi Primary
Gifted and Talented PL - Differentiating the Curriculum	Gungahlin College
Gold Creek School Restorative Practices	Gold Creek School
Google in your classroom - taking it to a new level	Marist College
Google Summit - Keynote Presentations	(ETD) People and Performance, Any Other Branch
Gordon Primary Curriculum- Practice & Pedagogy	Gordon Primary
Grammatikus	St Edmund's College
Hattie and the Teaching Standards	Emmaus Christian School
Healthy Learning Communities	Canberra Montessori School
Helping Students with Working Memory Difficulties	Emmaus Christian School
How do I guide students to become more effective writers and spellers?	St Jude's Primary
ICT Resources in your Classrooms	Marist College

Program name	Provider
Implementing Primary Connections from Kinder to Year 6	Good Shepherd Primary
Improving Pedagogy for Casual Teachers	Catholic Education Office
Improving Student Outcomes through a Coaching approach	Catholic Education Office
Improving student outcomes through Evidence Based Practices	Canberra College
Improving Student Outcomes through Raised Expectations	St Mary MacKillop College
Improving Teacher Capacity for Quality Conversations with Student, Teachers & Parents	St Thomas Aquinas Primary
Inclusive Education: DDA & DSE: Disability Discrimination Act & Disability Standards in Education	St Francis Xavier College
Inclusive Education: Processes: Working Effectively with Inclusive Education Assistance	St Francis Xavier College
Increasing Numeracy outcomes for students from preschool to Year Six	St Joseph's Primary
Inquiry Learning	Richardson Primary
Inquiry Maths at Red Hill School	Red Hill Primary
Inquiry-based Integrated Curriculum	St Clare of Assisi Primary
Integration of the Australian Curriculum	Sacred Heart Primary
Intentional Differentiation	Macgregor Primary
International Baccalaureate Workshops – Art	Narrabundah College
International Baccalaureate Workshops – Languages	Narrabundah College
Introducing the MYP at Gold Creek	Gold Creek School
Introduction to Deep Democracy	Orana Steiner School
Investigating with Intent	Macgregor Primary
iPad Pedagogy and Practice	St Bede's Primary
iPads for Learning	St John the Apostle Primary

Program name	Provider
Jervis Bay Teacher Mentor Program	Jervis Bay Primary
Journaling In Maths	Kaleen Primary
Kagan Cooperative Learning	Daramalan College
Kagan Day 2 Day 3 2014	Merici College
Kaleen Primary - Building the Capability and Capacity of our Teams	Kaleen Primary
Kaleen Primary – Using the Australian Curriculum to improve student outcomes -Mathematics PD	Kaleen Primary
Kids Matter - Component 3	Mount Rogers Primary
KidsMatter Component 2 SEL	O'Connor Cooperative School
KidsMatter Component 2 Wanniassa Hills	Wanniassa Hills Primary
KidsMatter Primary- Component 2 at St Monica's Evatt	St Monica's Primary
Leading Improvements in Numeracy	North Ainslie Primary
Leading Learners @ Holy Family	Holy Family Parish Primary School
Learning by Design	Lanyon High
Learning Difficulties Harrison School	Harrison School
Learning From Practice at Cranleigh	Cranleigh School
Learning in the Local: Pedagogy of Place Orana Steiner School Staff Conference 2015	Orana Steiner School
Learning Support Contact Day	Catholic Education Office
Lending A Hand- Module 2 of Understanding and Responding Trauma	Central Office ETD
Literacy 1: Writing	St Edmund's College
Literacy 2: Writing	St Edmund's College
Literacy and Numeracy at Melrose	Melrose High
Literacy and Numeracy Professional Learning Forum Term 1	Central Office ETD

Program name	Provider
Looking At Classroom Practice	St Clare's College
Looking at Classroom Practice and the Classroom Practice Continuum	Catholic Education Office
Making Connections in Maths	Chapman Primary
Making Jesus Real	Catholic Education Office
Making Learning Visible in the KPG	Maribyrnong Primary
Making the PYP Happen Gold Creek School	Gold Creek School
Mathematics in the Primary Classroom	St John Vianney's Primary
Maths for Early Learners with Rob Vingerhoets	Southern Cross Early Childhood School
Maximising Student Outcomes - Response to Intervention	Kingsford Smith School
MCC BYOD Readiness	Marist College
Meeting the Needs of Diverse Learners using Assessment for Learning.	Torrens Primary
Mental Computation at Namadgi School	Namadgi School
Mental Computation: Teaching Fractions	Namadgi School
Mentoring At St Anthony's (MASA)	St Anthony's Parish Primary
Mentoring at St Francis of Assisi	St Francis of Assisi Primary
Middle Years Mental Computation (MYMC) 1. Introduction	Central Office ETD
Middle Years Mental Computation (MYMC) 2. Addition and Subtraction	Central Office ETD
Middle Years Mental Computation (MYMC) 3 Multiplication and Division	Central Office ETD
Middle Years Mental Computation (MYMC) Facilitator Training	(ETD) Learning and Teaching Branch
Middle Years Mental Computations: 4 Percentages	Central Office ETD
Mind Matters Caroline Chisholm School	Caroline Chisholm School
MTS Numeracy Planning and Programming	Mother Teresa Primary School

Program name	Provider
Multi-sensory Intensive Phonics Instruction in K-2	Emmaus Christian School
MYMC Decimals	Central Office ETD
MYMC Fractions	Central Office ETD
Namadgi Kidsmatters Component 3	Namadgi School
Numeracy - How can we differentiate?	St Vincent's Primary
Numeracy Essentials (1)	Catholic Education Office
Numeracy Essentials (2)	Catholic Education Office
Numicon - Caroline Chisholm School	Caroline Chisholm School
Online Learning and Collaboration Tools and Resources	Hawker College
Online Learning: Autism Spectrum Disorder	Central Office ETD
Online Learning: Dyslexia and Significant Reading Difficulties	Central Office ETD
Online Learning: Motor Coordination Difficulties (MCD)	Central Office ETD
Online Learning: Speech, Language and Communication Needs (SLCN)	Central Office ETD
Online Learning: Understanding and Managing Behaviour	Central Office ETD
Online Learning: Understanding Hearing Loss	Central Office ETD
Operation TALE at St Thomas More's	St Thomas More's Primary
PALLsACT#2: Module Three - Primary	(ETD) Learning and Teaching Branch
PALLsACT#2: Module Three - Secondary	(ETD) Learning and Teaching Branch
PALLsACT#2: Reading Institute Day - Primary	(ETD) Learning and Teaching Branch
PALLsACT#2: Reading Institute Day - Secondary	(ETD) Learning and Teaching Branch
Pastoral Care of Students 2015	Merici College
PBIS – Practical Strategies & Restorative practices	Calwell High
PD in your PJs: The Power of Chrome	Canberra Girls' Grammar School

Program name	Provider
Pedagogy, Learning Spaces and Project Based Learning	Brindabella Christian College
Peer Mentoring at Garran Primary School	Garran Primary
Planning for Early Childhood Experiences across all Learning Areas	Maribyrnong Primary
Planning for Literacy 2015	Calwell Primary
Planning For Maths 2015	Calwell Primary
PLC Differentiation Practical Processes	Calwell High
Positive Behaviour in Schools Model	Calwell High
Primary Connections	Jervis Bay Primary
Programming through Understanding by design	Catholic Education Office
Programming through Understanding by Design - Curriculum and Assessment	John Paul College
Protective Behaviours	Central Office ETD
PTSD - Supporting Student Outcomes, their Families and Teachers	St Mary MacKillop College
QT Rounds assessment Facilitator workshop	Canberra College
Quality Assessment	St Clare of Assisi Primary
Quality Teaching Rounds	Farrer Primary
Radford College Junior School Peer Based Professional Learning Program	Radford College
Reflective Practice	Mother Teresa Primary School
Relationships, Thinking Skills and ICT	Burgmann Anglican School
Responding to Intervention through Professional Learning Communities	St Michael's Primary
Response to Intervention	Mount Rogers Primary
Restorative Practices Merici College 2015	Merici College
Riding the Dragon of Change	Lake Tuggeranong College

Program name	Provider
Ron Ritchhart 'Culture of Thinking'	Canberra Girls' Grammar School
Rules of Engagement	Calwell High
SAMR: Redefinition - Audio Engineering	Merici College
SAMR: Redefinition - Stop Motion Animation	Merici College
SAMR: Using Redefinition in the Classroom	Merici College
School Improvement Literacy Project	St Thomas More's Primary
School Webpages and Digital Resources Supporting the Australian Curriculum	Kaleen Primary
School Wide Pedagogy at St Thomas More's	St Thomas More's Primary
Science and Religion NOT Science or Religion or God	St Francis Xavier College
Seven Steps to Writing Success	Burgmann Anglican School
Shaping Learning through Formative Assessment	Holy Spirit Primary
SJO Integration and School Wide Pedagogy	St Joseph's Primary
Socrative in the Classroom	St Francis Xavier College
South Weston High School Network PL Day 2015	Mount Stromlo High School
Strategic Cultural Awareness Day with Grant Sarra	(ETD) People and Performance, Any Other Branch
Student Assessment	St Thomas Aquinas Primary
Student Pathways Planning Leader Program	(ETD) Student Engagement Branch, All other Areas
Successful Learning Through Successful Practice - Literacy	Mother Teresa Primary School
Supporting Children's Wellbeing	Isabella Plains Early Childhood School
Sustainability – Embedding practice in the Early Learning Centre	Mother Teresa Primary School
Sustainability in Early Childhood	Holy Trinity Primary
Tactical Teaching: Reading	Central Office ETD
Tactical Teaching: Speaking and Listening	Central Office ETD

Program name	Provider
Taking risks in play: going beyond the fence	Mother Teresa Primary School
Talk for Writing	Emmaus Christian School
Talking about Teaching and Learning	St Clare's College
Targeting Challenging Behaviour	Central Office ETD
Targeting Educational Performance	Catholic Education Office
Teacher Inquiry Program (MPSTIP) Phase:2	Macquarie Primary
Teacher of Reading	St Francis Xavier College
Teaching English Additional Language Learners (Mainstream Classroom), Principals and Leaders	Central Office ETD
Teaching English Additional Language Learners (mainstream classroom): Primary School teachers	Central Office ETD
Teaching English Additional Language Learners (mainstream classroom): Secondary School Teachers	Central Office ETD
Teaching Meditation to Children	Catholic Education Office
Teaching Writing in the Inquiry Classroom	Holy Trinity Primary
Team building, KidsMatter and social/emotional learning	Fraser Primary
Team-Teach	Central Office ETD
Technology and the Theorists - What, When, how and Why?	Mother Teresa Primary School
The Australian Curriculum and the Mathematics Framework	St John the Apostle Primary
The Differentiated Classroom and Students With a Disability	Brindabella Christian College
The Education Researcher	Holy Family Parish Primary School
The Gospels as a form of Literature – How do I read them?	Catholic Education Office
The Heart of Christian Teaching: More than a patchwork quilt.	Trinity Christian School

Program name	Provider
The heart of Christian Teaching; More than a patchwork quilt .Part 2	Trinity Christian School
The Heart of the Matter: Establishing and Implementing School Values	Gungahlin College
The Liturgy of the Church and Classroom Prayer	Catholic Education Office
The Planning Cycle;where have we come from and where do we go from here?	Mother Teresa Primary School
The Planning Matrix and how it can work for you?	Malkara School
The SAMR Ladder	Good Shepherd Primary
Thinking about Spelling in Writing	Canberra Girls' Grammar School
Thriving in Times of Change	Lyneham High
Transdisciplinary Maths learning through Inquiry pedagogies	Gold Creek School
Transforming Teaching and Learning - Module 3	Catholic Education Office
Transforming Teaching and Learning Module 1	Catholic Education Office
Transforming Teaching and Learning Module 2	Catholic Education Office
Transforming Teaching and Learning Module 4	Catholic Education Office
Treasures New and Old through UbD	St John Vianney's Primary
Understanding and developing the Growth Mindset Model	Canberra High
Understanding and Responding to Trauma	Central Office ETD
Understanding by Design	Ainslie School
Understanding GAFE for Use in the Classroom	Amaroo School
Understanding how trauma effects student learning	Kaleen Primary
Understanding Learning Difficulties	Central Office ETD
Understanding Lesson Study	Canberra Grammar School
Understanding the Diverse Learners in Primary Classrooms: Why some succeed and some do not.	Torrens Primary

Program name	Provider
Understanding the role of Protective Behaviours in student learning	Kaleen Primary
Understanding the Sacraments-Confirmation	Catholic Education Office
Unwrapping the Standards	Macgregor Primary
Using assessment to inform and improve practice	Kaleen Primary
Using Data to Improve Student Outcomes in Literacy and Numeracy	St Mary MacKillop College
Using Data to Support Student Learning	Holy Spirit Primary
Using documentation to enhance student learning	Canberra Girls' Grammar School
Using ICT to Enhance Learning and Teaching	Burgmann Anglican School
Using ICT to Support Student Outcomes	St Mary MacKillop College
Using PODD communication books	Malkara School
Using Scholar in the classroom	Lanyon High
Using SMART NAPLAN data to inform teaching	Marist College
Using technology in the 21st Century Learning Environment	Marist College
Using technology to connect home and school.	Mother Teresa Primary School
Using Technology to improve student outcomes at ADHS	Alfred Deakin High
Using the Quality Teaching Framework to Review a Semester of Assessment	St Francis Xavier College
Visible Learning	St Clare's College
Vocal Health for Teachers	Trinity Christian School
Voice in the Western, Secular, Post-Modern World	Brindabella Christian College
Web Literacy: Web Searching, Curation	Merici College
Wellbeing Workshop	Central Office ETD
Whole School Approach – Classroom Management and Student Engagement	Macgregor Primary

Program name	Provider
Whole School Positive Behaviour Support	Cranleigh School
Working Like a Mathematician.	St Francis Xavier College
Writers Workshop at Red Hill School	Red Hill Primary
Writing - Where to now?	St Vincent's Primary

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:

Full Registration	
Full registration is only available to experienced applicants who meet the criteria specified below.	
Qualification(s)	Completion of at least four years of higher education (full-time or equivalent) study including an accredited initial teacher education program accredited in Australia, leading to the achievement of a recognised qualification. Overseas qualifications will be accepted if they are assessed by TQI as equivalent.
Teaching experience	180 school teaching days in the previous five year period before the day the application is made.
Abilities, knowledge and skills	TQI must be satisfied that the person has the abilities, knowledge and skills of a comparable level to those in the 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.
Suitability to teach	TQI will use a current Working with Vulnerable People (Background Checking) (WwVP) registration to satisfy itself of the applicant's suitability to teach.
English language proficiency	TQI must be satisfied that the applicant meets the English language requirements specified in the Act. Applicants who have not undertaken the required four full years of higher education study in English in Australia, New Zealand, the United Kingdom, the United States of America, Canada or the Republic of Ireland, must provide proof of an academic IELTS test undertaken in the two years prior to the date of the application with scores of at least band 8 in Speaking and Listening and at least band 7 in Reading and Writing.

Provisional Registration

Provisional registrants meet the qualification requirement for full registration but have not yet accumulated the required teaching experience or skills and abilities for Full registration. It is the appropriate category for Graduate entry and applicable as an interim measure when an applicant may meet the requirements for full registration but is unable at the time to provide the relevant supporting evidence.

Qualification(s)	Completion of at least four years of higher education (full-time or equivalent) study including an accredited initial teacher education program accredited in Australia, leading to the achievement of a recognised qualification. Overseas qualifications will be accepted if they are assessed by TQI as equivalent.
Suitability to teach	TQI will use a current Working with Vulnerable People (Background Checking) (WwVP) registration to satisfy itself of the applicant's suitability to teach.
English language proficiency	TQI must be satisfied that the applicant meets the English language requirements specified in the Act. Applicants who have not undertaken the required four full years of higher education study in English in Australia, New Zealand, the United Kingdom, the United States of America, Canada or the Republic of Ireland, must provide proof of an academic IELTS test undertaken in the two years prior to the date of the application with scores of at least band 8 in Speaking and Listening and at least band 7 in Reading and Writing.

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.

Suitability to teach	TQI will use a current Working with Vulnerable People (Background Checking) (WwVP) registration to satisfy itself of the applicant's suitability to teach.
English language proficiency	TQI must be satisfied that the applicant meets the English language requirements specified in the Act. Applicants who have not undertaken the 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, may be considered appropriate.

ACT Teacher Quality Institute Regulation 2010 Part 2A

Assessment standards required to be met by teachers

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

Certification	Only available to experienced applicants who meet the eligibility criteria and assessment requirements specified below.
Certification assessment	Based on the submission of direct evidence of teacher practice and the direct observation of classroom practice conducted by nationally trained ACT assessors.
Eligibility criteria to apply for Certification	• Australian or New Zealand citizenship or Australian permanent residency visa. • Satisfactory assessment in recent annual performance assessments, i.e. two annual assessments for Highly Accomplished or three annual assessments for Lead. • Full registration with the ACT Teacher Quality Institute.

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

The **collection of evidence required for assessment**	• Annotated evidence of teacher practice accounting for each of the descriptors in all seven of the Highly Accomplished or Lead level Standards (up to 35 artefacts in total). • Lesson observation reports. • Teacher reflection on the direct evidence as a written statement addressing the Standards. • A written description of a Lead initiative for Lead applications. • Referee statements.
The **direct observation of classroom practice**	• Classroom observation. • Discussion with the principal and other colleagues. • Professional discussion with the applicant.

BOARD OF SENIOR SECONDARY STUDIES ANNUAL REPORT 2014–2015

AUSTRALIAN CAPITAL TERRITORY
BOARD OF SENIOR SECONDARY STUDIES

B S S S

Ms Joy Burch MLA
Minister for Education and Training
ACT Legislative Assembly
London Circuit
CANBERRA ACT 2601

Dear Minister

I am pleased to submit the Annual Report of the Board of Senior Secondary Studies for the year ending 30 June 2015.

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 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 Board of Senior Secondary Studies during the period 1 July 2014 to 30 June 2015 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 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

Lyons Education Centre, 67 Launceston Street LYONS ACT 2606   GPO Box 158 CANBERRA ACT 2601 Ph: 6205 7181 Fax: 6205 7167

SECTION B: ORGANISATION OVERVIEW AND PERFORMANCE

B.I 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 the Territory through moderation procedures
- gain the widest possible recognition for the credentials awarded by the Board
- service the information needs of the community.

The Board is committed to:

- a general education of high standards providing equal opportunity for all students to the end of year 12
- freedom of choice of courses for students supported by expert advice
- senior secondary college responsibility for course development
- senior secondary college responsibility for the assessment of its students
- shared responsibility for education
- open access to information.

Twenty five ACT colleges and eight schools located in China, Fiji, Indonesia and Papua New Guinea are approved to deliver courses certificated by the Board. These are listed in Appendix C. Black Mountain School commenced delivery of Board registered year 11-12 courses in February 2015.

Our Lady of the Sacred Heart International School, New Ireland, PNG commenced delivery of Board accredited year 11-12 courses in February 2015. In June 2015 Weifang Hanting No 1 High School, Shandong, China received Board approval to commence delivery of Board accredited year 11-12 courses from September 2015.

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
- 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
- a high quality, high equity curriculum, assessment and certification system that caters for all students.

During 2014-2015, 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 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. 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. From the beginning of 2016 all colleges will deliver the Australian Curriculum in English, history, mathematics and science.

The Board commenced a Review of Year 12 Certification in 2014 and appointed a committee to investigate a range of key issues including the types of certificates, the minimum requirements, the literacy and numeracy requirements and the recognition of outside learning. The committee made ten recommendations to the Board in August 2014. All recommendations were approved including an increase in the minimum requirements for the award of the ACT Senior Secondary Certificate and the introduction of a course in English as a requirement.

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 will deliver its recommendations to the Board in October 2015.

Processing of year 12 results occurred on schedule and certificates were issued to ACT colleges on Sunday 14 December 2014 for distribution to students. Over 11,000 certificates were produced by the Board for students in year 12 and over 1,000 vocational qualifications were issued for students in year 10.

Key focus areas over the next year will include preparation for the full implementation of courses embedding the Australian Curriculum, the implementation of recommendations coming from the Review of Curriculum, the introduction of a Unique Student Identifier (USI) for all students seeking VET qualifications and the investigation of online literacy and numeracy testing.

INTERNAL ACCOUNTABILITY

Board membership

The BSSS Act (s8) creates a board with a broad membership of 14 from the many stakeholders in senior secondary education. Members, other than the Director-General of the Education and Training Directorate, are appointed by the Minister for Education and Training for a period of up to three years. Members can be reappointed if they are eligible. The Chair and one member were reappointed in January 2015.

The Australian National University nominee appointed from 2013-2015 resigned in February 2015 and the ACT branch, Australian Education Union nominee appointed from 2013-2015 resigned in February 2015, nominees from both organisations have been submitted to the Minister for appointment.

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 2: Board membership as at 1 July 2014

Member	Affiliation	Initial appointment	Appointment expires	Meetings attended July-Dec 2014
Ms Rosemary Follett AO	Chair	1 January 2012	31 December 2014	3/3
Ms Sue Maslen	Canberra Institute of Technology	11 April 2014	31 December 2016	3/3
Ms Louise Mayo	Vocational education and training organisations	17 May 2011	31 December 2016	2/3
Professor Richard Baker	Australian National University	1 January 2013	31 December 2015	3/3
Professor Robert Fitzgerald	University of Canberra	1 January 2013	31 December 2015	2/3
Ms Rita Daniels	Association of Independent Schools	25 June 2009	31 December 2014	3/3
Mr David Wentworth-Perry	ACT Branch, Australian Education Union	11 April 2014	31 December 2016	2/3
Mr Angus Tulley	Catholic Education Commission	1 January 2013	31 December 2015	3/3
Mrs Kerrie Grundy	ACT Principals' Association	19 November 2013	31 December 2015	3/3
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	3/3
TBA	ACT and Region Chamber of Commerce and Industry			0/3
Ms Judy van Rijswijk	ACT Trades and Labour Council	1 January 2013	31 December 2015	1/3
Ms Leanne Wright	Delegate of the Director –General, Education and Training Directorate	July 2012	Ongoing	1/3

The Board has six scheduled meetings each calendar year. The Board met on three occasions from July-December 2014.

Table BSSS 3: Board membership as at 30 June 2015

Member	Affiliation	Initial appointment	Appointment expires	Meetings attended Jan-June 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	2/3
Professor Richard Baker	Australian National University	1 January 2013	31 December 2015	1/3
Professor Robert Fitzgerald	University of Canberra	1 January 2013	31 December 2015	0/3
Ms Rita Daniels	Association of Independent Schools	25 June 2009	31 December 2017	3/3
TBA	ACT Branch, Australian Education Union			0/3
Mr Angus Tulley	Catholic Education Commission	1 January 2013	31 December 2015	3/3
Mrs Kerrie Grundy	ACT Principals' Association	19 November 2013	31 December 2015	2/3
Mr Hugh Boulter	ACT Council of Parents & Citizens Associations	1 January 2013	31 December 2015	2/3
Ms Julie Sengelman	Association of Parents & Friends of ACT Schools	11 April 2014	31 December 2016	2/3
TBA	ACT and Region Chamber of Commerce and Industry			0/3
Ms Judy van Rijswijk	ACT Trades and Labour Council	1 January 2013	31 December 2015	1/3
Ms Leanne Wright	Delegate of the Director-General, Education and Training Directorate	July 2012	Ongoing	1/3

The above Board has met on three occasions from January to June 2015.

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 2013 and 2014 is included in Appendix B.

Table BSSS 4: 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.

COMMUNITY ENGAGEMENT AND SUPPORT

The Board facilitates community input through representation on committees, course writing teams, accreditation panels, working parties and at consultation forums. Groups represented include parents, teachers, principals, tertiary institutions, industry, business and unions.

The Board web site was redeveloped in 2014 to provide improved functionality and compliance with WCAG 2.0 accessibility guidelines. At its June meeting the Board approved the opening of Facebook and Twitter accounts to provide alternative channels of communications with the wider community.

The Board encourages and welcomes both positive and negative feedback and is committed to responding to complaints in a timely and positive manner. This enables staff, students, parents and community members to contribute to the Board's continuous improvement strategy. The Board's Feedback and Complaints policy is available on its website. The Board received no formal complaints in 2014-15.

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 Review of ACARA, the Review of VET in Public Colleges and the Review of the Interstate Transfer Index (ITI).

Two courses across two senior secondary Australian Curriculum subjects were written by teachers. They are ESL and Geography. Colleges may trial these courses with a view to full implementation in 2017.

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

In 2014-2015, course frameworks in the Arts and Geography have been revised and endorsed by the Board. Thirty seven courses were approved for delivery to year 11-12 students from 2015 and 16 teams are currently developing courses for implementation from 2016. These courses are reviewed by expert panels of teachers, representatives from tertiary institutions, industry and the community, which provide advice on accreditation to the Board. A list of the panels that met to consider courses in 2014-2015 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 2014 and March 2015.

Year 12 outcomes 2014

In 2014, 4,569 students met the requirements for an ACT Year 12 Certificate. This included 4,405 students enrolled in ACT colleges, including CIT Pathways College, and 164 students enrolled in overseas colleges. In the ACT, this represented 91.5 percent of year 12 students compared with 94.8 percent in 2013. There was a decrease in the percentage of males and females achieving a Year 12 Certificate from 2013 to 2014.

Of the Year 12 Certificate receivers, 2,912 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 2,788 students enrolled in ACT colleges and 124 students enrolled in overseas colleges.

One hundred and fifteen students (49 females, 66 males) from 16 colleges completed an H course through the Australian National University Secondary College or the University of Canberra Accelerate Program in 2014. Of these students, 12 completed a course in Mathematics, 18 in Physics, 30 in Chemistry, 20 in Conservation Biology, 24 in Japanese, 4 in IT and 3 in Design. Seventy one students (68 percent) used their scaled H course score in their ATAR calculation.

To achieve an ACT Year 12 Certificate, students are required to study a minimum of 17 standard units, which form at least three accredited courses from 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 2014, 76.1 percent of Year 12 Certificate receivers (Standard Package) completed 20 or more standard units and 76.6 percent of Year 12 Certificate receivers completed five or more accredited courses from different course areas. These percentages are similar to those in 2013.

Figure BSSS 1 displays the percentage of Year 12 Certificate receivers achieving a TES from 1999 to 2014. In 2014, 59.1 percent of ACT students receiving a Year 12 Certificate also received a TES. This is lower than in 2013.
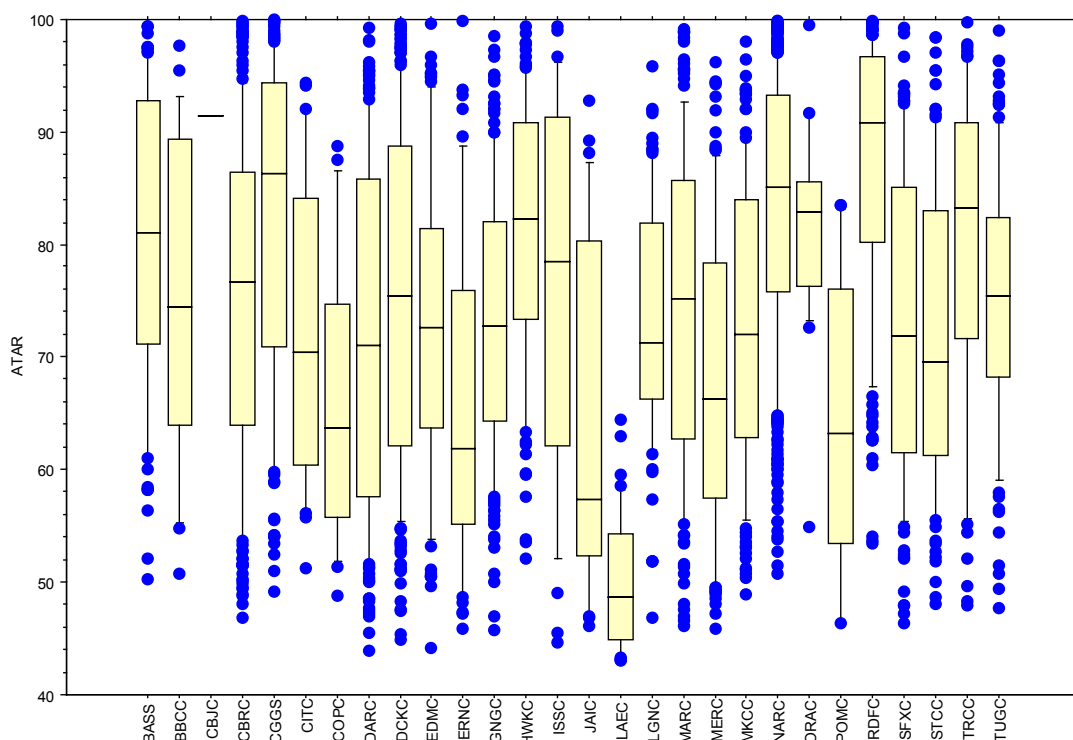
Figure BSSS 1: Year 12 Certificate receivers with a Tertiary Entrance Statement, 1999 to 2014
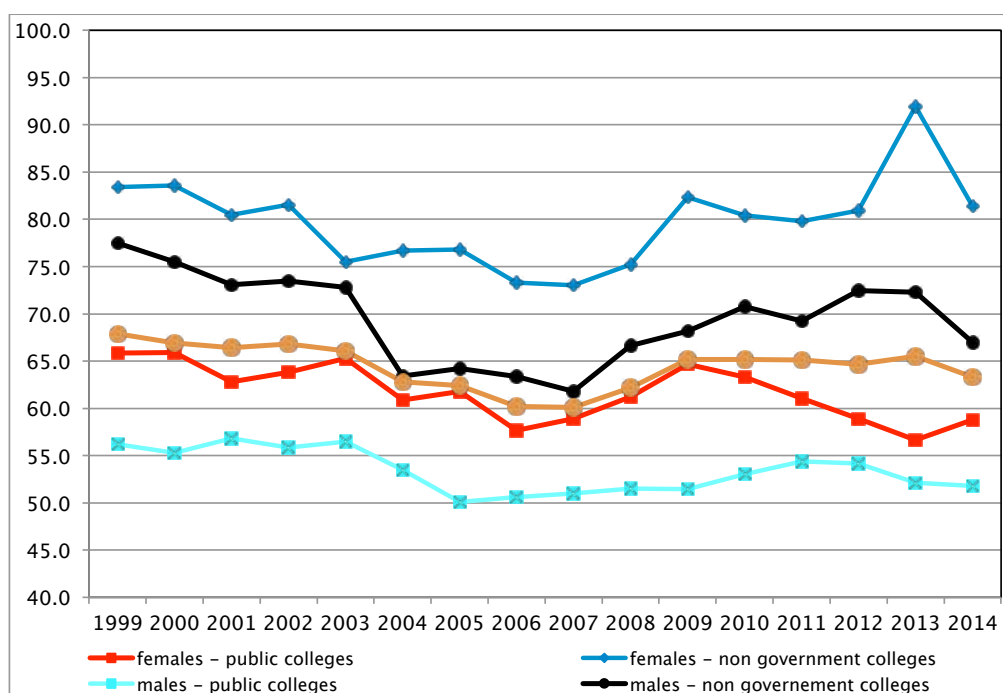
Source: ACT Board of Senior Secondary Studies
Note: From 2006 students classified as Mature Age are included in the data.

Figure BSSS 2 illustrates the range of ATARs across colleges for 2014.

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 Year 12 Certificate and TES receivers who completed an accredited course in the nominated areas.

Table BSSS 1: Selected courses on Year 12 Certificates and Tertiary Entrance Statements, 2013 and 2014

Course Area	Percentage of ACT Year 12 Certificate receivers who completed a course in the area		Percentage of ACT TES receivers who completed a course in the area	
	2013	**2014**	**2013**	**2014**
English/English as a second language (ESL)	97.8	96.9	99.7	99.7
Mathematics	90.6	91.3	91.7	94.4
Information Technology	10.3	10.1	10.2	10.9
Sciences	42.2	43.5	54.8	57.2
History	17.2	16.5	21.2	20.0
Languages	15.5	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, 63.8 percent of ACT students used scaled course scores from four different course areas in the calculation of their ATAR. This is an increase of 0.8 percent from the 2013 cohort.

There are no compulsory courses in the ACT, however, the above data shows that 96.9 percent of ACT Year 12 Certificate receivers and 99.7 percent of TES receivers completed a course in English/ESL, and 91.3 percent of ACT Year 12 Certificate receivers and 94.4 percent of TES receivers completed a course in Mathematics.

The Board recognises on a student's Year 12 Certificate the contribution of learning undertaken outside the college environment during years 11 and 12. In 2014, 1,190 students received such recognition under Recreational Activities, 930 students received recognition under Community Involvement and 186 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 2014, this included 605 year 10 students and 1,136 year 12 students. Of these students, 21 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 2014. It should be noted that students may have received more than one vocational Certificate.

Figure BSSS 3: Number of students receiving vocational certificates, 2014 by college and year level
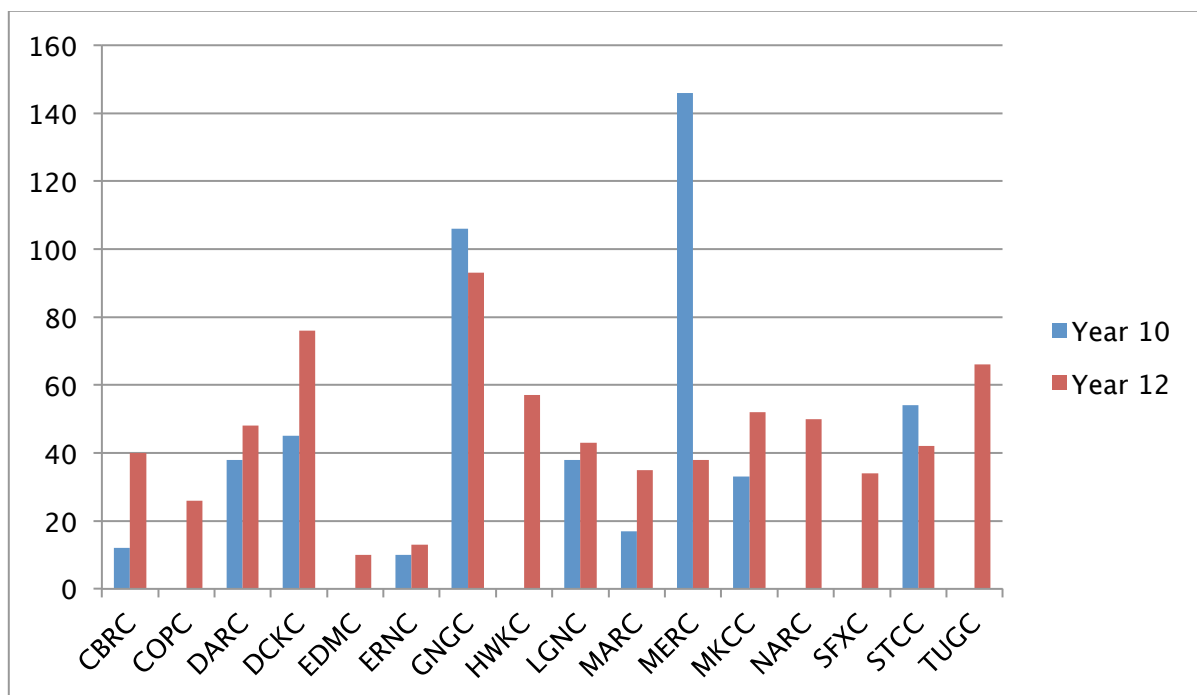
In addition to vocational studies undertaken during years 11 and 12 in colleges, vocational programs undertaken with external RTOs can contribute to the requirements for year 12 certification and be included on the ACT Year 12 Certificate. In 2014, vocational qualifications achieved through an external RTO and registered by the Board were recognised on the Year 12 Certificate as an E course. In 2014, seven students were awarded an E course. The E courses were in the areas of Business and IT.

In 2014:

- 366 year 12 students achieved a vocational qualification through an external RTO, which was recognised on their Year 12 Certificate
- this is an increase compared to 2013 of 41 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
http://www.bsss.act.gov.au

APPENDIX A: SECTIONS NOT COVERED ELSEWHERE IN THIS REPORT

Section Title	Reporting
Ecologically Sustainable Development	Covered within Directorate report.
Risk Management and Internal Audit	Covered within Directorate report.
Fraud Prevention	Covered within Directorate report.
Legislative Assembly Inquiries and Reports	There were no direct implications for the Board in Legislative Assembly committee inquiries and reports in 2014-2015.
Auditor- General and Ombudsman Reports	Covered within Directorate report.
Public Interest Disclosure	Covered within Directorate report.
Freedom of Information	Freedom of information requests are processed through the Directorate. The Board received no Freedom of Information requests in 2014-2015.
Human Rights Act	Covered within Directorate report.
Territory Records Act	Covered within Directorate report.
Legal Services Directions	Covered within Directorate report.
Notices of Non Compliance	Covered within Directorate report.
Bushfire Risk Management	Covered within Directorate report.
Commissioner for the Environment	Covered within Directorate report.
Human Resources Management	Covered within Directorate report.
Learning and Development	Covered within Directorate report.
Work Health and Safety	Covered within Directorate report.
Workplace Relations	Covered within Directorate report.
Staff Profile	Covered within Directorate report.
Financial Management	Covered within Directorate report.
Financial Statements	Covered within Directorate report.
Capital Works	Not applicable.

Section Title	Reporting
Asset Management	Covered within Directorate report.
Government Contracting	Covered within Directorate report.
Statement of Performance	Not applicable.

APPENDIX B: BOARD COMMITTEES THAT OPERATED IN 2014–2015

Curriculum Advisory Committee 2014

Mr Angus Tulley	Chair
Ms Melissa Planten	Education and Training Directorate
Ms Jennifer Blackall	ACT Principals' Association
Ms Gina Galluzzo	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 2014

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 2014

Ms Sue Maslen	Chair
Ms Belinda Muir	Catholic Education Commission
Ms Meredith Joslin	Association of Independent Schools of the ACT
Ms Helen Witcombe	ACT Principals' Association
Mr Vince Ball	ACT Industry Training Advisor
Ms Jennifer Carmichael	Canberra Institute of Technology
Ms Anne Brown	ACT Trades and Labour Council
Ms Beth Peters	ACT and Region Chamber of Commerce and Industry
Ms Helen Uren-Randall	ACT Teachers in Vocational Education Association
Ms Ann Goleby	Education and Training Directorate
Mr Matt Williams	ACT Council of Parents & Citizens Associations

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
TBA	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 Commission
Mr Tim McNevin	Association of Independent Schools of the ACT
Ms Helen Witcombe	ACT Principals' Association
Mr Vince Ball	ACT Industry Training Advisor
Ms Ann Ehsman	Canberra Institute of Technology
Ms Anne Brown	ACT Trades and Labour Council
TBA	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

Accreditation Panels 2014-2015

Accreditation Panel	Panel Chair	School
Geography	Ms Anne Curran	Merici College
ESL	Ms Kirsten Vizjak	UC Senior Secondary College, Lake Ginninderra
Chinese	Ms Yani Tian	Dickson College
German	Ms Rhiannon Richards	Canberra Girls' Grammar School
Indonesian	Mr Kristofer Feodoroff	Office of the Board of Senior Secondary Studies
Italian	Ms Luciana Ciaccia	St Clare's College
Japanese	Ms Heidi Vellnagel	Canberra Girls' Grammar School
Spanish	Ms Tina Rodriguez	St Francis Xavier College
French	Mr Frank Keighley	Hawker College
Contemporary Transitions	Ms Marie Uren	Canberra College
Social and Community Work	Ms Marie Uren	Canberra College
Tourism and Hospitality	Ms Kaeren Sutherland	Hawker College
Live Production and Services	Ms Joella Keech	UC Senior Secondary College, Lake Ginninderra
Hindi	Mr Kristofer Feodoroff	Office of the Board of Senior Secondary Studies

APPENDIX C: INSTITUTIONS APPROVED TO DELIVER 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

Non-Government colleges	Code
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
University of Canberra	UNCC

International schools	Code
Sekolah Cita Buana, Jakarta, Indonesia	CBJC
Australian International School, Jakarta and Bali, Indonesia	JAIC
Port Moresby International School, Papua New Guinea	POMC
Kimbe International School, Papua New Guinea	KIMC
Coronation College, Lae, Papua New Guinea	LAEC
Our Lady of the Sacred Heart International School, Papua New Guinea	OLSH
International School, Suva, Fiji	ISSC
Weifang Hanting No 1 High School, China (first certification December 2017)	WFHT

Outside Private Providers
Canberra Dance Development Centre
Polish Language School
Spanish Language and Culture Program in Australia
The Australian School of Contemporary Chinese

GOVERNMENT SCHOOLS EDUCATION COUNCIL ANNUAL REPORT 2014-15

Government Schools Education Council

www.gsec.act.edu.au

GSEC
GPO Box 158
CANBERRA ACT 2601

Ms Joy Burch MLA
Minister for Education and Training
ACT Legislative Assembly
London Circuit
CANBERRA ACT 2601

Dear Minister

I pleased to submit the 2014-15 Annual Report of the Government Schools Education Council.

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 Government Schools Education Council.

I certify that the attached Annual Report is an honest and accurate account and that all material information on the operations of the Government Schools Education Council during the period 1 July 2014 to 30 June 2015 has been included.

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

The Annual Report of the Government Schools Education Council 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

Craig Curry
Chair
17July 2015

A. TRANSMITTAL CERTIFICATE

See covering letter.

B. ORGANISATION OVERVIEW AND PERFORMANCE

B.I ORGANISATIONAL OVERVIEW

The Government Schools Education Council (the Council) is established in accordance with section 54 of the Education Act 2004 (the Act).

The Council's functions are to advise the Minister on any aspect of the ACT public school system; and when asked by the Minister, to inquire into and give advice to the Minister on any aspect of the ACT public school system. Under section 66 (1) of the Act the Minister must present a copy of the advice to the Legislative Assembly.

The Council identified the following goals to be achieved in the 2014-15 year:

- to maintain a focus on key strategic, higher level issues impacting on public school education in the ACT, including the curriculum requirements for senior secondary students, funding for public education and the review of pre-service teacher education;
- to consider the continuing challenges of enhancing the image of ACT public schools and achieving both high equity and high quality;
- to continue to meet with the Non-government Schools Education Council (NGSEC); and
- to continue to actively engage in discussion with the Minister and provide advice on public education matters of importance to the Council and to Government.

The key issues considered by the Council in 2014-15 comprised:

- the findings and recommendations from the Teacher Education Ministerial Advisory Group (TEMAG) Report on Pre-service Education and the implications for the ACT;

- the recommendations from the Board of Senior Secondary Studies following the review of the requirements for the award of an ACT Year 12 Certificate;
- the ACT public schools *Branding and Positioning* project – promotion of public education and enhancing the image of public schools;
- the ACT Government's *Prevention of Violence Against Women and Children Strategy 2011-2017* and the role of schools;
- strategies for enhancing parent engagement in education and the importance of parent involvement in student learning;
- the proposal by the Minister to establish a new ACT school education advisory committee to replace the two existing councils; and
- the proposed review of Vocational Education and Training (VET) in ACT schools.

The Minister for Education and Training met with the Council to provide a briefing on current national and local issues impacting on the ACT that the Minister wished to bring to the attention of the Council. The Minister responded to questions and feedback from Council members. The Minister also elaborated on her proposal to change the current educational advisory arrangements and establish a new body to provide expert advice on key issues relevant to three ACT school networks.

At the final meeting of the Council on 11 June 2015, members identified a number of issues relevant to the delivery of education they believe may be worthy of consideration in the future. These included:

- examining the concept of digital citizenship,

including best practice strategies for leveraging technology to improve online literacy and educational outcomes;

- considering the ongoing translation, implementation and effectiveness of needs-based funding in the ACT and ensuring there are resources targeted for innovation and implementing best practice;
- focusing on the value of participative, inclusive and safe school communities;
- employing strategies to ensure ACT schools continue to be high performing, in particular, public high schools, including a review of Hedley Beare's Eleven Propositions, ensuring the use of evidence-based instruction in fundamental literacy and numeracy skills, and using data to drive meaningful change; and
- ensuring policy decisions are mindful of the needs of vulnerable students and those with particular learning and social needs, using a joined-up services approach and valuing the creativity of students.

INTERNAL ACCOUNTABILITY

The *Education Act 2004* (the Act) outlines the conditions under which the Minister may appoint or terminate the appointment of a Council member. As a statutory appointment the Standing Committee on Education, Training and Youth Affairs is consulted on proposed appointments.

Sections 56 and 57 of the Act state that the Council must consist of the Director-General and the Minister must appoint the following members of the Council:

- the chairperson
- six people who, in the Minister's opinion, have experience in one or more of the areas of business and commerce, public policy, early childhood care, education, the special needs of young people and teacher education (the community members)
- ten people who, in the Minister's opinion, represent the views of public school education

(the education members), comprising:

- two education members chosen from nominations of the peak organisation representing principals
- two education members chosen from nominations of the government teacher union
- two education members chosen from nominations of the peak organisation representing parent associations of public schools
- two education members chosen from nominations of the peak organisation representing students
- one education member chosen from nominations of organisations representing school boards
- one education member chosen from nominations of organisations representing preschool parents.

The Council met six times between 1 July 2014 and 30 June 2015 including a joint meeting with the Non-government Schools Education Council in October 2014, to discuss matters of mutual interest. The key issue examined was that of strategies for progressing parental engagement in learning within the ACT. The discussion was led by Dr Stacey Fox from the Australian Research Alliance for Children and Youth (ARACY).

Table GSEC 1: Role of council members and number of meetings attended/number of eligible meetings.

Member Name	Role	Number
Mr Craig Curry	Chair person	**6/6**
Ms Alexandra Tolmie	Community Member	**6/6**
Ms Lynne Sheville	Community Member	**4/6**
Ms Jan Tarbotton	Community Member	**6/6**
Ms Debora Evans	Community Member	**3/6**
Ms Misty Adoniou	Community Member	**3/6**
Mr Adam Stankevicius	Community Member	**4/6**
Ms Mandy Kalyvas	Education member chosen form nominations of the peak organisation representing principals	**6/6**
Ms Indigo Strudwicke	Education member chosen form nominations of the peak organisation representing principals	**4/6**
Ms Beth Dingwall	Education member (ACT Gov Schools Student Network)	**5/6**
Mr Hugh Boulter	Education member chosen form nominations of the peak organisation representing parent associations of government schools	**6/6**
Mr Roger Amey	Education member chosen for nominations of the government teacher union	**5/6**
Mr John Darcy	Education member representing Canberra Preschool Society	**1/6**
Mr Shane Gorman	Education members chosen from nominations of the peak organisation representing principals	**2/6**
Ms Wendy Cave	Education member chosen form nominations of the government teacher union	**4/6**
Mr Matthew Williams	Education member (ACT Council of P&C)	**2/6**
Ms Gai Beecher	Education member representing The Principals' Association	**2/6**
Mr Tim Kinder	Education member chosen from nominations of the peak organisation representing school boards	**5/6**
Ms Diane Joseph	Deputy Director- General	**6/6**

The Council provided a submission to the Minister for consideration in the development of the 2015-16 ACT Government Budget. Given the challenging fiscal situation for the Territory, the Council put forward one recommendation:

- That funding is directed towards increasing the number of full and part-time training opportunities for high school teachers to further strengthen and enrich the range of education programs currently offered in ACT public high schools. This professional development to be developed by well regarded tertiary institutions, through cadetships, scholarships, or part-time or full study leave, and be targeted at teaching working in specialist areas.

During the reporting period the Council provided written feedback to the Education and Training directorate on the draft *Bring Your Own Device Policy,* the draft revised *Safe and Supportive Schools Policy* and the draft *Reporting Student Achievement (Kindergarten- Year 12) Policy* and the system reporting templates. The Council Chair attended the Board of Senior Secondary Studies *Recognition of Excellence Ceremony* to acknowledge the successes of ACT students graduating from public schools and the Round Table on Preventing Violence Against Women and Children. The Chair and other Council members also attended a number of briefings and official functions on behalf of the Council.

With regard to its legislated function – *to advise the Minister on any aspect of ACT government education* – during the reporting period the Council provided the Minister with comprehensive feedback and suggestions on: the draft *Reporting Student Achievement (Kindergarten-Year 12) Policy* and the system reporting templates; the promotion of public schools, including the branding and positioning initiative; and the Minister's position paper, *Creation of an ACT School Education Advisory Committee*. The Chair also met with the Minister on a number of occasions to update the Minister on the workings of the Council and to discuss current issue with the Minister.

Remuneration for the chairperson is determined by the ACT Remuneration Tribunal in accordance with section 10(1) of the *Remuneration Tribunal Act 1995*. The current determination took effect on 1 November 2013. The chairperson is the only member to receive remuneration.

The Council has no funds for which it is responsible, and therefore does not receive or expend funds.

The Education and Training Directorate (the Directorate) provides secretariat and advisory assistance to the Council. The Council may call on directorate staff to address Council meetings or meet with members to discuss particular issues or programs relevant to the work of the Council. If required, the Council would have access to legal advice through the ACT Government Solicitor's Office.

Council sought and received updates from the Directorate on:

- The *Branding and Positioning* Strategy
- The proposed Review of Vocational Education and Training (VET) in schools, and
- The Report and recommendations from the pre-service teacher education review conducted by TEMAG.

All new members are provided with the *ACT Government Boards and Committees Code of Conduct* and asked to sign a *Code of Conduct/ Conflict of Interest Declaration Form*. These documents outline expectations regarding ethical behaviour in order to satisfy standards of probity and accountability that apply to the public sector. These documents also provide information to assist members in identifying, avoiding and disclosing potential conflicts of interest.

B.2 PERFORMANCE ANALYSIS

Not applicable.

B.3 SCRUTINY

Not applicable.

B.4 AND B.5 RISK MANAGEMENT AND INTERNAL AUDIT

Council operations are regarded as low risk and the Chair has put processes in place to monitor identified risks. No risk mitigation activities have been required.

B.6 – B.9

Not applicable.

Remaining sections of Annual Report Directions not applicable.

For more information contact the Chairperson or the secretariat for the Government Schools Education Council (GSEC):

Mr Craig Curry
Chair
Government Schools Education Council
c/- Ministerial and Commonwealth Relations
Education and Training Directorate
GPO Box 158
CANBERRA ACT 2601

GSEC Secretariat
Ministerial and Commonwealth Relations
Education and Training Directorate
GPO Box 158
CANBERRA ACT 2601
6205 9444
detgovtrelations@act.gov.au

NON-GOVERNMENT SCHOOLS EDUCATION COUNCIL ANNUAL REPORT 2014–15

Narelle Hargreaves

Chair

NON-GOVERNMENT SCHOOLS EDUCATION COUNCIL

Ms Joy Burch MLA
Minister for Education and Training
ACT Legislative Assembly
London Circuit
CANBERRA ACT 2601

Dear Minister

I am pleased to submit the 2014-15 Annual Report of the Non-government Schools Education Council.

The 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 Non-government Schools Education Council.

I certify that the attached Annual Report is an honest and accurate account and that all material information on the operations of the Non-government Schools Education Council during the period 1 July 2014 to 30 June 2015 has been included.

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

The Annual Report of the Non-government Schools Education Council 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

Narelle Hargreaves
Chairperson
20 July 2015

A. TRANSMITTAL CERTIFICATE

See covering letter.

B. ORGANISATION OVERVIEW AND PERFORMANCE

B.I ORGANISATIONAL OVERVIEW

The Non-government Schools Education Council (the Council) was established under section 106 of the *Education Act 2004* (the Act).

The Council's functions are to advise the Minister on any aspect of non-government schooling and to meet with the Government Schools Education Council to discuss matters of mutual interest. Advice provided to the Minister may be initiated by the Council or may be in response to a request from the Minister. Under section 127 of the Act the Minister must present a copy of the advice to the Legislative Assembly.

The Council identified the following goals to be achieved in the 2014-15 year:

- to meet and advise the Minister about issues related to non-government schooling in the ACT;
- to monitor the Risk Management Plan;
- to liaise with the Government Schools Education Council on matters of common interest relating to schools in the ACT;
- to articulate the strategic directions for non-government schools in terms of the education portfolio in the ACT; and
- to provide a response to any issue requested by the Minister.

The key issues considered by NGSEC in 2014-15 were as follows:

- the Council continued to monitor the Strategic Directions for Non-government School Education in the ACT;
- provided advice to the Minister regarding the applications for in-principle approval for non-government schools in the ACT;

- welcomed the Director-General and the Deputy Director-General of Education and Training to meetings to address national issues;
- contributed to the 2015-16 Budget process, key priorities included, per capita funding, a new process to support capital development in non-government schools, increased support for students with disabilities, early years teaching and learning, installation of fast broadband infrastructure, parental engagement and professional development opportunities for all teachers in both the government and non-government education sector;
- discussed the Parental Engagement Strategy and amendments to the *Education Act 2004*, to establish a Ministerial Advisory Committee at Council meetings;
- the Executive Officer of the Board of Senior Secondary Studies attended a meeting, Chairman of the Catholic Education Commission also attended a meeting to discuss the priorities for Catholic Education in the ACT;
- the Manager, Liaison Unit attended a meeting and addressed the processes for registration for non-government schools in the ACT, particularly the concept of 'in-principle approval';
- the Minister for Education and Training attended the Council meetings on two occasions to discuss national issues; the proposed ACT School Education Advisory Council; and the Education Amendment Bill 2015;
- the Council provided the Minister for Education and Training with advice and options in accordance with the position paper, 'Creation of an ACT School Education Advisory Council'; and

- the Chair of the Council represented NGSEC on the ACT Curriculum Taskforce.

At the end of June 2015, the Non-government Schools Education Council ceased to operate. During the many years of the Council's operations valuable contributions and advice has been provided to the Minister(s) about the diversity of education provisions in the ACT.

INTERNAL ACCOUNTABILITY

Section 109 of the *Education Act 2004* requires the Minister to appoint the following Council members:

- a chairperson;
- four people who represent the views of the general community (community members); and
- six people who represent the views of the non-government school sector (education members), including:
  - three education members chosen from nominations of organisations representing Catholic schools
  - one education member chosen from nominations of organisations representing non-Catholic independent schools
  - one education member chosen from nominations of the non-government school union
  - one education member chosen from nominations of organisations representing parent associations of non-government schools.

The *Education Act 2004* outlines the conditions under which the Minister may appoint or terminate the appointment of a Council member. As a statutory appointment the Standing Committee on Education, Training and Youth Affairs is consulted on proposed appointments.

During the reporting period, the Council met seven times between 1 July 2014 and 30 June 2015 including a joint meeting with the Government Schools Education Council.

Table NGSEC 1: Role of council members and number of meetings attended/number of eligible meetings

Member name	Role	Number
Mrs Narelle Hargreaves OAM	Chairperson	7/7
Dr William Maiden PSM	Community Member and Deputy Chairperson	6/7
Mrs Mary Dorrian	Education Member	1/7
Mr Paul Sykes	Community Member	7/7
Ms Prue Clarke OAM	Community Member	4/7
Mr Andrew Wrigley	Education Member	5/7
Ms Julie Sengelman	Education Member	7/7
Dr Janet Smith	Community Member	5/7
Mr Peter Fullagar	Education Member	1/7
Ms Catherine Rey	Education Member	0/7
Ms Lyn Caton	Education Member	3/7
Mr Paul Carroll	Education Member	5/7
Mr Angus Tulley	Education Member	5/7

A joint meeting was held with the Government Schools Education Council (GSEC) with special guest, Stacey Fox, Senior Research Manager, Australian Research Alliance for Children and Youth (ARACY). The focus for discussion was 'Parental Engagement'.

Remuneration for the chairperson is determined by the ACT Remuneration Tribunal in accordance with section 10(1) of the *Remuneration Tribunal Act 1995*. The current determination took effect on 1 November 2014. The chairperson is the only member to receive remuneration.

The Council has no funds for which it is responsible; therefore Council does not prepare financial statements.

The Directorate provides secretariat and advisory assistance to the Council. The Council may call on directorate staff to address Council meetings or meet with members to discuss particular issues or programs relevant to the work of the Council. If required, the Council would have access to legal advice through the ACT Government Solicitor's Office.

All new members are provided with the *ACT Government Boards and Committees Code of Conduct* and asked to sign a *Code of Conduct/Conflict of Interest Declaration Form*. These documents outline expectations regarding ethical behaviour in order to satisfy standards of probity and accountability that apply to the public sector. These documents also provide information to assist members in identifying, avoiding and disclosing potential conflicts of interest.

B.2 PERFORMANCE ANALYSIS

Not applicable.

B.3 SCRUTINY

Not applicable.

B.4 RISK MANAGEMENT

The Risk Management Plan was monitored by the Council in 2014-15 and reviewed in April 2015.

B.5 – B.9

Not applicable.

Remaining sections of Annual Report Directions not applicable.

For more information contact:
Non-government Schools Education Council
c/- Governance and Assurance
Education and Training Directorate
GPO Box 158
CANBERRA ACT 2601