

The image features a large, light purple rectangle on the left side. To its right, a white triangular area is formed by the intersection of a diagonal line from the top-right corner of the purple rectangle and a horizontal line. This white area contains the text "ANNEXED REPORTS". Below the white area, a dark purple triangle is visible, also defined by the same diagonal line and a horizontal line. The overall design is minimalist and geometric.

# ANNEXED REPORTS

# ACT Teacher Quality Institute Annual Report 2017-18

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## A. TRANSMITTAL CERTIFICATE



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

Dear Minister

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

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

We 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 2017 to 30 June 2018 has been included.

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

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

Yours sincerely

Dr William Maiden PSM OAM  
Board Chair  
ACT Teacher Quality Institute

7/9 September 2018

Ms Anne Ellis  
Chief Executive Officer  
ACT Teacher Quality Institute

7/9 September 2018

# COMPLIANCE STATEMENT

The ACT Teacher Quality Institute (TQI) Annual Report must comply with the 2018 Annual Report Directions (the Directions). The Directions are found at the ACT Legislation Register: [www.legislation.act.gov.au](http://www.legislation.act.gov.au).

The Compliance Statement indicates the subsections, under the five Parts of the Directions that are applicable to the ACT Teacher Quality Institute and the location of information that satisfies these requirements:

## PART 1 DIRECTIONS OVERVIEW

The requirements under Part 1 of the Directions relate to the purpose, timing and distribution, and record keeping of annual reports. The TQI Annual Report complies with all subsections of Part 1 of the Directions.

In compliance with Section 13 Feedback, Part 1 of the Directions, contact details for TQI are provided within the TQI Annual Report to provide readers with the opportunity to provide feedback.

## PART 2 DIRECTORATE AND PUBLIC SECTOR BODY ANNUAL REPORT REQUIREMENTS

The requirements within Part 2 of the Directions are mandatory for all directorates and public sector bodies and TQI complies with all subsections. The information that satisfies the requirements of Part 2 is found in the Annual Report as follows:

- A. Transmittal Certificate;
- B. Organisational Overview and Performance, inclusive of all subsections; and
- C. Financial Management Reporting, inclusive of all subsections.

## PART 3 REPORTING BY EXCEPTION

TQI has no information to report by exception under Part 3 of the Directions for the 2017-18 reporting period.

## PART 4 DIRECTORATE AND PUBLIC SECTOR BODY SPECIFIC ANNUAL REPORT REQUIREMENTS

The following subsections of Part 4 of the 2018 Directions are applicable to TQI and can be found within the Annual Report

- I. Ministerial Directions.

## PART 5 WHOLE OF GOVERNMENT ANNUAL REPORTING

All subsections of Part 5 of the Directions apply to TQI. Consistent with the Directions, the information satisfying these requirements is reported in the one place for all ACT Public Service directorates, as follows:

- N. Community Engagement and Support, see the annual report of Chief Minister, Treasury and Economic Development Directorate;

- O. Justice and Community Safety, including all subsections O.1 – O.4, see the annual report of the Justice and Community Safety Directorate;
- P. Public Sector Standards and Workforce Profile, including all subsections P.1 – P.3, see the annual State of the Service Report; and
- Q. Territory Records, see the annual report of Chief Minister, Treasury and Economic, Development Directorate.

ACT Public Service Directorate annual reports are found at the following web address:

[http://www.cmd.act.gov.au/open\\_government/report/annual\\_reports](http://www.cmd.act.gov.au/open_government/report/annual_reports)

## B. ORGANISATION OVERVIEW AND PERFORMANCE

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### B.1 ORGANISATIONAL OVERVIEW

The ACT Teacher Quality Institute (TQI) is an independent statutory authority established by the *ACT Teacher Quality Institute Act 2010* (TQI Act) to build the professional standing of all ACT teachers and to enhance the community's confidence in the teaching profession through professional regulation and practical initiatives to raise teacher quality.

### VISION, PURPOSE AND VALUES OF THE INSTITUTE

#### OUR VISION

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

#### OUR PURPOSE

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

#### OUR VALUES

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

### ROLE, FUNCTIONS AND SERVICES OF THE INSTITUTE

#### OUR ROLE

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

The ultimate goal of all its endeavours is to help enhance the learning outcomes of ACT school students.

## FUNCTIONS AND SERVICES

TQI functions set out in section 11 of the TQI Act are to:

- > register or grant permits-to-teach to eligible people;
- > keep a register of, and records relating to, teachers working or intending to work in the ACT;
- > promote and encourage the continuous professional learning and development (including increased levels of skill, knowledge, expertise and professionalism) of teachers working in the ACT;
- > determine standards for, and facilitate and issue directions for, the ongoing professional learning and development of teachers working in the ACT;
- > develop and apply codes of practice about the professional conduct of teachers working in the ACT;
- > determine standards, including assessment and certification standards, for the ACT teaching profession; and
- > accredit education programs for pre-service teachers and practising 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:

- > direct regulatory services with respect to the ACT teaching profession;
- > quality assurance of initial teacher education programs in ACT universities; and
- > quality assurance with respect to professional learning programs for ACT teachers.

TQI also:

- > provides advice and training to ACT teachers in relation to all aspects of the *Australian Professional Standards for Teachers*;
- > facilitates collaborative teaching practice across the ACT teaching profession; and
- > promotes the continuing development and professionalism of ACT teachers.

## ORGANISATIONAL STRUCTURE, OPERATING 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 numbering 8.76 FTE as at 30 June 2018.

### OPERATING ENVIRONMENT

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

By a declaration issued by the Treasurer in February 2012 [*Financial Management (Territory Authorities) Declaration 2012 (No. 1)*], TQI has been exempted from certain provisions of the FMA. For example, TQI is not required to produce a detailed statement of intent, statement of performance, or annual financial statement. However, in accordance with the direction issued by the Minister for Education and Training under section 25 of the TQI Act, TQI is required to provide a summary of its income and expenses each financial year in its annual report.

For the purpose of the *Annual Reports (Government Agencies) Act 2004*, TQI comes within the definition of ‘public authority’. Accordingly, TQI has prepared this annual report to comply with section 6(1) of that Act and in accordance with the requirements referred to in the 2018 Annual Report Directions issued under section 9 of that Act.

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

## PLANNING FRAMEWORK

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

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

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

## TQI GOVERNING BOARD

Section 15(2) of the TQI Act sets out the composition of the TQI Board and requires the Minister to appoint the members of the Board (other than the Chief Executive Officer). The appointment of a member, other than the Chief Executive Officer, must be for a term no longer than three years. A person may be reappointed for a further term of three years. The Chief Executive Officer is a non-voting member of the Board. Remuneration for the Chair is determined by the ACT Remuneration Tribunal in accordance with the provisions of the *Remuneration Tribunal Act 1995*. Other members of the Board are not entitled to be paid for the exercise of their Board functions.

The Board met on four occasions during the reporting period:

- > 29 August 2017;
- > 5 December 2017;
- > 27 March 2018; and

> 19 June 2018.

The Minister made six appointments, each for a period of three years to the Board during the reporting period as follows:

Ms Meredith Whitten resigned in November 2017 as the member nominated by the Education Directorate Director-General (section 15(2)(c), and was replaced by Ms Meg Brighton on 17 May 2018.

Ms Lyn Caton's term as the member nominated by the NSW/ACT Independent Education Union (section 15(2)(g) expired on 4 September 2017. Ms Caton was replaced by Ms Berna Simpson who was appointed on 6 September 2017;

Associate Professor David Paterson's term as the member on the Board nominated by the University of Canberra (15(2)(h) expired on 4 September 2018. He was replaced by Associate Professor Wayne Hawkins who was appointed on 5 September 2017.

Associate Professor Wayne Hawkins resigned in November 2017 as the member on the Board nominated by the University of Canberra (15(2)(h). He was replaced by Professor Ting Wang who was appointed on 17 May 2018.

Associate Professor Carolyn Broadbent's term as the member on the Board nominated by the Australian Catholic University (15(2)(i) expired on 4 September 2017. She was replaced by Dr Judith Norris who was appointed on 5 September 2017.

Ms Narelle Hargreaves' term as the community member on the Board nominated under section (15(2)(l) expired on 11 August 2017. She was replaced by Dr Kaye Price who was appointed on 5 September 2017.



**TABLE 1: TQI BOARD MEMBERS AND MEETING ATTENDANCE 2017-18**

<b>Member</b>	<b>Qualifications</b>	<b>Role</b>	<b>Appointment period</b>	<b>Meetings attended</b>
Dr William Maiden PSM OAM	TeachCert, BA, MLitt, MEdAdmin, PhD, FACE, FACEL	Chair	30 May 2017 – 29 May 2020	4
Ms Anne Ellis	BA, DipEd, GradDip (InfMgt), FACEL	Chief Executive Officer, TQI	NA	3
Ms Claudia Hale	BA Teaching, BA Education	A/g Chief Executive Officer, TQI	NA	1
Ms Meredith Whitten	BA, Grad Dip Lib Studies, Grad Dip Off Admin, Grad Dip Gov and Com Law	Deputy Director-General, Business Services Division, Education Directorate	16 June 2016 – Nov 2017	1
Ms Meg Brighton	BA, MCom	Deputy Director-General, Education Directorate	18 May 2018 – 17 May 2021	1
Associate Professor Carolyn Broadbent	DipTeach, TPTC, MEd (Research), BEd, FACE PhD, FACEL	Australian Catholic University, ACT Campus	5 Sept 2014 – 4 Sept 2017	1
Dr Judith Norris	DipTeach, Grad Dip Ed; MEd Admin; PhD.	Australian Catholic University, ACT Campus	5 Sept 2017 – 4 Sept 2020	2
Mr Timothy Elliott	DipTeach, BEd, MEdLeadership.	Catholic Education Office	17 March 2017 – 16 March 2020	4
Ms Berna Simpson	Teachers' Cert, BA, Dip Ed, Grad Cert, MEd	NSW/ACT Independent Education Union	5 Sept 2017 – 4 Sept 2020	3
Mr Glenn Fowler	BA(Hons), GradDipEd	Australian Education Union, ACT Branch	19 Aug 2016 – 18 Aug 2018	3
Ms Anne Coutts	BSc(Hons), GradCertEd, MEd	Association of Independent Schools of the ACT	21 March 2017 – 20 March 2020	4

Member	Qualifications	Role	Appointment period	Meetings attended
Mr Michael Lee	BA, GradDipEd, GradDipRE, MEd, FACEL	Teaching profession in nongovernment schools	27 Sept 2016 – 26 Sept 2019	2
Associate Professor David Paterson	BEd, MEdAdmin, PhD, FACE	University of Canberra	5 Sept 2014 – 4 Sept 2017	1
Professor Ting Wang	BA, MEdLeadership, PhD	University of Canberra	18 May 2018 – 17 May 2021	1
Ms Julie Murkins	BA, GradDipEd; MIL	Teaching profession in government schools	24 Nov 2014 - 23 Nov 2018	4
Dr Kaye Price	DipTeach, BEd, MEd; PhD	Community representative	5 Sept 2017 – 4 Sept 2020	2

## BOARD COMMITTEES

The TQI Board has four committees which met a number of times during the reporting period. The Teacher Professional Registration Committee met three times; the Initial Teacher Education Committee met three times; the Professional Learning and Development Committee met four times; and the Standards and Professional Practice Committee met three times.

## ABORIGINAL AND TORRES STRAIT ISLANDER REPORTING

In the 2017-18 period, TQI accredited 30 professional learning programs which had content specifically related to standard 1.4 (Strategies for teaching Aboriginal and Torres Strait Islander students) and 2.4 (Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non- Indigenous Australians) of the *Australian Professional Standards for Teachers*. In this reporting period, 11% of teachers participated in one or more of these programs.

## B.2 PERFORMANCE ANALYSIS

### OVERVIEW

The primary focus of the ACT Teacher Quality Institute remains the continuous improvement in the quality and professionalism of the ACT teaching workforce with the aim of enhancing the learning outcomes of all ACT school students. The TQI Act provides the regulatory regime within which the Institute pursues its goals.

Under the TQI Act, the teaching profession in the ACT is governed by a comprehensive framework that closely integrates regulatory provisions with a range of specific initiatives designed to assist all ACT teachers to improve their performance, at all stages of their careers. The framework integrates

- > preparation for the profession for initial teachers;
- > national professional standards;
- > high quality professional learning; and
- > formal accreditation and registration requirements.

The ACT framework accords with national agreements on education reform. Importantly, the approach in the ACT emphasises continuous quality improvement rather than simply a registration process for teachers.

Under the TQI regulatory framework, important obligations are imposed on all employers of teachers in ACT schools to support the integrity of that framework and to help maintain community confidence in the teaching profession. Over the reporting period, employers in all school sectors took action on these reporting obligations under the legislation. In response to these reports, TQI cancelled the registration of one teacher and suspended the registration of one teacher.

The 2017-18 reporting year is the third year of the Institute's *Strategic Direction 2015-2019*. Key achievements against the Strategic Direction over this reporting year are discussed below.

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

Key elements of the registration framework established by the TQI Act and subordinate legislation are:

- > only teachers approved under the TQI Act can work in ACT schools;
- > all teachers must comply with the TQI Code of Professional Practice and Conduct;
- > all teachers must record and reflect on a minimum of 20 hours of professional learning annually on the TQI portal;
- > all teachers must have a current Working with Vulnerable People (WwVP) registration; and
- > teachers seeking Full registration must completed a minimum of 20 days of professional teaching practice in the previous year.

TQI employs a range communication channels, including infographics, Facebook, principal updates, workshops and teacher networks to ensure all ACT teachers and teacher employers understand the regulatory framework, including the integration of the *Australian Professional Standards for Teachers*. Significant communications in the reporting period included:

- > TQI's public Facebook page, which continues to grow, attracting nearly 800 followers. Through Facebook, teachers receive timely professional content, and information about cross sectoral workshops, network opportunities and other initiatives supporting the ACT teaching profession. Feedback on post engagement is used to inform future directions for the page. The most popular posts are those which highlight the work of ACT teachers.
- > a voiceover PowerPoint, launched in August 2017, outlining the process of progressing to Full Registration. This has been viewed 367 times as at June 30, 2018.
- > 24 cross-sectoral workshops for beginning teachers and teacher mentors/supervisors and school leaders on the process for progression to Full Registration. More than 399 teachers attended.

In addition, the regulatory regime was enhanced by amendments to the *Reportable Conduct and Information Sharing Legislation Amendment Act 2017* which amended the *Children and Young People Act 2008*. The amendments allow a designated entity or 'child safety information sharing entity' to

proactively share information with another designated entity or child safety information sharing entity. The legislation prescribes TQI to be an entity to which information may be provided. The amendments to the *Ombudsman Act 1989* allow the Ombudsman to share information with prescribed entities if the Ombudsman is satisfied the information is relevant to the safety, health or well-being of a child. These changes strengthen reportable conduct information sharing among entities with responsibility for the safety, health and well-being of children. During the reporting period, TQI received information from the Ombudsman and TQI responded to one request from the Ombudsman to provide information.

To help embed the *Australian Professional Standards for Teachers* in the ACT teaching profession, TQI continues to conduct the annual certification process to assess and recognise expert teachers in the ACT as 'Highly Accomplished' and 'Lead' teachers (HALT). TQI's strategic focus continues to be to support applicants and assessors and to advocate across the three sectors, public, Catholic and Independent, for HALT expertise to be leveraged for school improvement in schools and sectors. TQI's certification activities are as follows:

- > providing cross-sectoral information sessions about certification;
- > hosting a workshop and masterclasses presented by Highly Accomplished and Lead teachers (HALT) for potential applicants;
- > presenting preliminary workshops for certification applicants;
- > providing renewal of certification workshops for HALT teachers;
- > hosting HALT network meetings and the ACT HALT Network Google community;
- > providing new assessor information sessions and new assessor training sessions for school leaders;
- > providing assessor briefings and update training for experienced certification assessors; and
- > liaising with *Australian Institute of Teaching and School Leadership* (AITSL) to progress national teacher certification.

During the annual certification process in 2017, a further 15 ACT teachers achieved certification, bringing the total in the ACT to 61. In November 2017 nine ACT Highly Accomplished and Lead teachers successfully renewed their teacher certification. During the national pilot program in 2012, these teachers were among the first cohort in the nation to achieve certification, initially granted for five years.

In early 2018 TQI trained 25 school leaders as new certification assessors supporting the goal of having a Teacher Standards expert in each ACT school. TQI also provided 12 assessors with TQI Assessor Update Training to promote assessor confidence in the verification and judgements they provide, and to continue building their capacity as instructional leaders.

In 2017 TQI commissioned an analysis of the certification process five years into its implementation. Data was collected about the certification process from the ACT education community through online questionnaires and face-to-face focus groups. Assessor training was considered by respondents to be the most significant professional learning addressing the Teacher Standards and standards-based practice. The value of the cross-sectoral approach and of professional networks established through certification was similarly endorsed by applicants, assessors and school leaders. The majority of assessors and successful applicants are positive about the impact on school improvement. They have become advocates for the process, although mindful of the challenge of balancing certification with their other educational priorities.

In light of the analysis, TQI continues to work with all stakeholders in leveraging the Standards-based expertise of assessors and the high-level teaching practice of certified teachers to support school

improvement. In particular, TQI will continue to advocate for the integration of certification more closely with school-based professional learning.

AITSL hosted the national HALT Summit in Canberra for the first time in March 2018 with the focus on expertise and impact. In partnership with ACT employers, schools and teachers, TQI showcased the growing impact of certification in the ACT. HALTs at ACT public, Catholic and Independent schools demonstrated their high-level practice for interstate delegates, and for visiting keynote speakers from the US National Board for Professional Teaching Standards (NBPTS), Peggy Brookins and Kristen Hamilton.

During the Summit, ACT TQI hosted a cross-sectoral panel of ACT certified teachers, certification assessors and school leaders.



*Cross-sectoral panel of ACT certified teachers, school leaders and assessors*

The panel highlighted the value of assessor training and certification assessment for deepening the understanding of school leaders of the Teacher Standards and building their instructional leadership capacity to support teachers across the career stages.

Minister Yvette Berry MLA introduced ACT certified teacher, Ms Glynis Steward, as the keynote speaker for the Summit Gala Dinner. As a Lead teacher, Glynis exemplifies the compounding effect that an instructional leader of her calibre, in the role of 'impact coach', has on growing collective teacher expertise and improved outcomes for students.

## 2. Implementing comprehensive reforms of initial teacher education

High quality preparation of future teachers is a key to enhancing the quality of the teaching workforce and hence to improving education outcomes for all ACT school students. In the ACT, the TQI has legislative responsibilities for accrediting Initial Teacher Education (ITE) programs under s.11 (1)(g) and s.76(a) of the TQI Act.

To 30 June 2018, TQI has accredited a total of 22 ITE programs, 16 at the undergraduate level, offered in the ACT by the University of Canberra and the Australian Catholic University.

The University of Canberra submitted two Master level ITE programs for accreditation early in 2018. The Master of Secondary Teaching program is a significant revision of the existing program and the Master of Primary Teaching is a new program to replace the current Bachelor of Primary Education (Graduate Entry) program. Both programs are being assessed against the accreditation requirements of the revised accreditation standards and procedures. If accredited by TQI, these programs will be offered from 2019.

New accreditation standards and procedures have been approved by Education Ministers and will be progressively rolled out over the next accreditation period.



A significant component of TQI's leadership of high quality preparation of the teacher workforce for the ACT was the development and launch of the *ACT Professional Experience Framework*. High quality professional experience is critically important to ensuring that newly qualified teachers are ready to teach. The Framework is the collaborative work of and a commitment by the key education stakeholders responsible for the preparation of future teachers. Universities, teacher employers, schools and the TQI worked together to develop the Framework to ensure that professional experience in ACT schools is a positive and supportive experience for initial teacher education students.

The framework articulates the conditions necessary for high quality professional experience and outlines three implementation strategies:

- > strong formal school/university partnerships;
- > an ACT Ready to Teach assessment comprising a final year teaching performance assessment combined with the final professional experience assessment; and
- > the development of a register of ITE students undertaking professional experience in ACT schools.

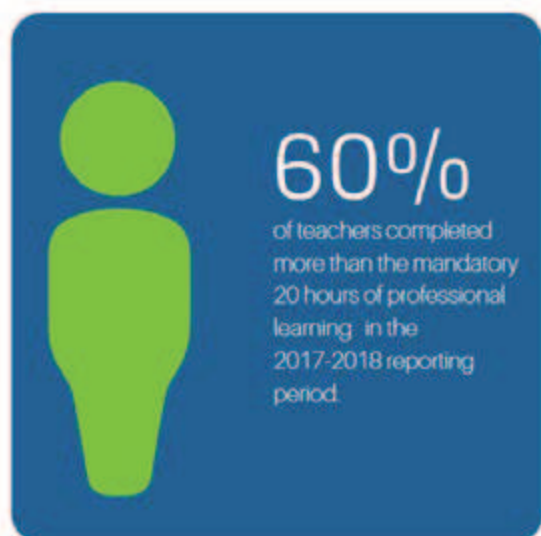


*Minister Yvette Berry (third from right) with preservice teachers from University of Canberra and Australian Catholic University at the launch of the Professional Experience Framework*

TQI continues to work in partnership with AITSL and teacher regulatory bodies to ensure a high level of consistency in the judgement of panels assessing ITE programs for accreditation. TQI participated in standards setting exercises designed to establish an agreed understanding of the meaning of 'meeting the standard' when assessing program accreditation submissions. TQI also partnered with the Queensland College of Teachers (QCT) and the NSW Education Standards Authority (NESA) in a research project: *Quality Assurance of National Accreditation Decisions - a case study of policies and processes implemented across three jurisdictions*. The project report was provided to AITSL and other teacher regulatory authorities.

TQI has facilitated the training of additional ITE accreditation panel members in the ACT to increase the number to 22, including five trained panel chairs. Trained accreditation panel members are eligible to participate in local and interstate accreditation panels. These panel members have participated in panels assessing ITE programs offered by universities in Victoria, Tasmania, Western Australia, Queensland and New South Wales.

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



2017-18 was another impressive year of achievement against this Strategic Direction. ACT teachers recorded more than 258,239 hours of professional learning (PL) in the year preceding their 2017 registration.

Sixty percent of teachers completed more than the mandatory 20 hours of PL in the reporting year.

An average of 31.4 hours of professional learning activities per teacher was recorded and reflected on.

*Professional learning participation*

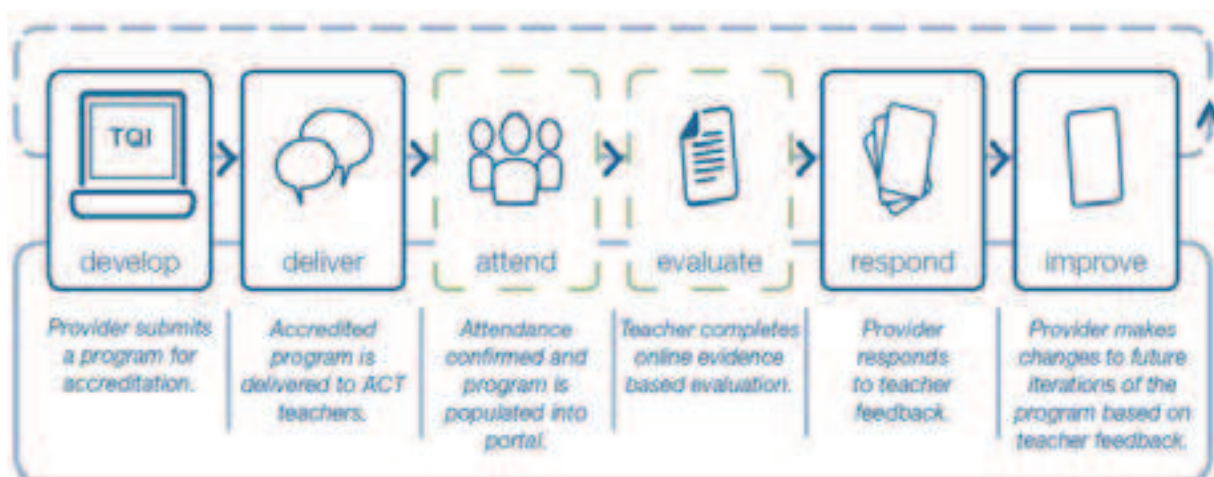
Of the 7,470 teachers renewing registration for 2018, 98% fully met the mandatory professional learning requirements for registration in the year preceding renewal. The remaining 2% arranged professional learning variation plans with TQI to meet their obligations.

To help to embed the Standards, the TQI online recording system explicitly links the *Australian Professional Standards for Teachers* to individual teacher, sector and school learning goals. This function helps individual teachers to identify professional learning activities that are relevant to the content and practice of their teaching and supports them as effective teaching professionals.

The ACT Professional Learning framework is recognised nationally as supporting a strong professional learning culture that focuses on teacher and school leader reflective practice and professional growth. The ACT framework allows for seamless integration with employers and school performance and development frameworks. It nurtures a high-achieving professional learning culture where teachers continue to reflect on their learning using the Standards.

During the reporting period TQI assisted the ACT Education Directorate in the development of their Performance and Development framework to link to the professional learning undertaken as part of the teachers' registration requirement.

The TQI Professional Learning and Development Committee continues to plan future refinements to the TQI professional learning framework. TQI identified through an environmental scan the need to emphasise the importance of program evaluation. The evidence based evaluation process supports teachers in providing feedback on the impact of their learning. Teachers complete the TQI program evaluation for all accredited programs they attend. This information is used when TQI assesses programs for re-accreditation and all future applications submitted by a provider.



*Professional learning accreditation process*

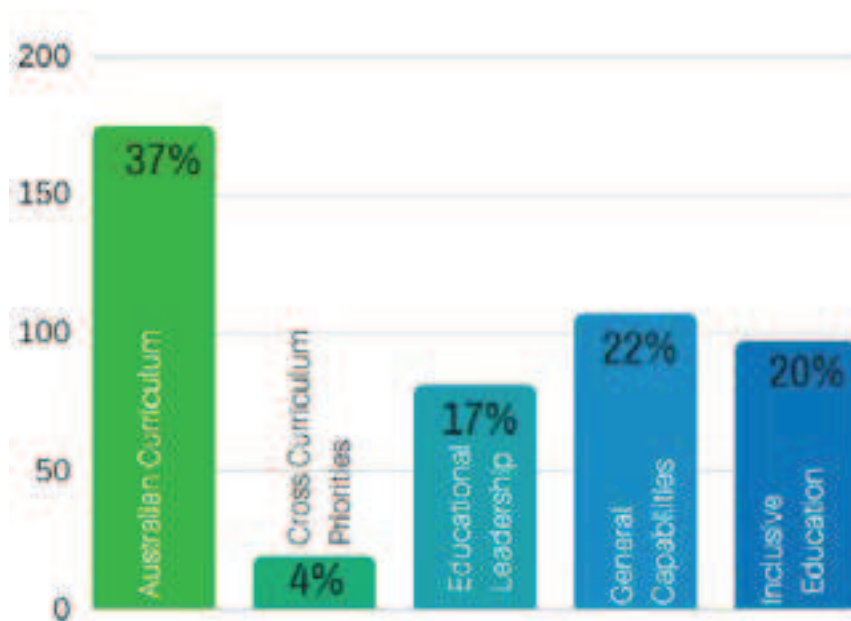
During the reporting period TQI communicated to all providers the importance of evaluation data and the significant impact the evaluation data has on future programs being available for accreditation. TQI worked with employers to communicate the legislative requirements and ensure rigour in the verification process.

There were 518 TQI accredited professional learning programs available during the reporting period. Of these programs, 80 had been accredited for a second year. The TQI's Professional Learning and Development Committee has formalised high level descriptor categories (aligned with the Australian Curriculum) for all professional learning programs accredited by the TQI. Providers of programs must specify the category (or categories) in which their program fits when they submit it for accreditation. By using the high level categories, TQI is better able to be informed about the gaps in professional learning programs being offered to ACT teachers and work with providers to address categories that have limited offerings. The breakup of the 518 programs under the five categories is as follows:

- > Australian curriculum (37%);
- > cross curriculum priorities (4%);
  - Aboriginal and Torres Strait Islander Histories and Cultures;
  - Asia and Australia's Engagement with Asia;
  - Sustainability, Innovation and Entrepreneurship.
- > educational leadership (17%);
- > general capabilities (22%); and
- > inclusive education (20%).

Details of professional learning programs accredited 1 July 2017 to 30 June 2018 are listed in Attachment 1 to this report.





*Professional learning program categories*

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

TQI is continuing to embed its 'digital first' strategy through improvements to the online business system (enhanced by new capital funding over four years from 2015-16)). Enhancements to the business system are designed to improve both the user interface and the data collection and reporting capability. The TQI Teacher Portal, the teachers' front-end to the business system, enables registered teachers to manage and update their information in real time. Because of its online business system TQI now has a comprehensive store of teacher workforce data, including professional learning information, which can be readily analysed for reporting and research. This data store enables TQI to:

- > participate in national initiatives such as the Australian Teacher Workforce Data Strategy;
- > contribute to ACT initiatives including the Future of Education Strategy; and
- > support ACT schools in managing the professional learning of teachers through the provision of online reports on professional learning programs completed by teachers.

In the reporting period TQI invested in the QLIK software. This business intelligence and visualisation software has enabled TQI to use the data collected through our customer relationship management system and provide comprehensive reports to our committees and board.

In May 2017, Education Ministers considered a scoping report on the development of a national strategy for initial teacher education and teacher workforce data and agreed to fund a four year project to implement the strategy. An Oversight Board, charged with implementing the strategy, commenced work in September 2017. TQI is one of the teacher regulatory authority representatives on the Oversight board. The strategy identified teacher regulatory authorities as the primary sources of teacher workforce data for each jurisdiction. The Australian Teacher Workforce Data strategy (ATWD) will inform development of the foreshadowed Teaching Workforce Plan and the data collected annually will be made available for teacher workforce research.

In May this year, TQI facilitated the release of the workforce discussion paper as part of the development of the Future of Education strategy. The discussion paper was accompanied by a survey delivered to all ACT registered teachers by TQI.

Following the launch of the ACT Professional Experience framework in May 2018, work commenced on developing the specifications for the Professional Experience register. This register will collect information on the operation of professional experience in ACT schools and allow data to be collected on the experience of both the initial teacher education student and the school during professional experience placements. This data will be made available to the ATWD, ACT universities and teacher employers for analysis and research.

## OUTLOOK

Four major initiatives will influence the focus of TQI activities in the coming year:

- > the ACT Government Future of Education (FoE) 2018 strategy;
- > outcomes of the Royal Commission into Institutional Responses to Child Sexual Abuse;
- > the National Review of Teacher Registration processes; and
- > Teacher Ministerial Advisory Group (TEMAG) reforms.

The above agenda, as well as the ongoing work of teacher registration, accreditation of teacher education programs, embedding professional standards and HALT and assessor certification, makes for a complex and exciting year for TQI to continue its work to ensure the ACT has a proficient and reputable teaching profession.

Under both national and FoE agendas, HALT and assessor certification will continue to be a priority for TQI in the next reporting period. Focus will be on training of certified assessors and managing the certification assessment process for applicants to be 'Highly Accomplished' or 'Lead' teachers.

The ACT's FoE strategy reinforces TQI as being a critical arm of the education portfolio. As the FoE action plan is developed, TQI will have a key role in ensuring quality teachers for all ACT schools.

The *Royal Commission into Institutional Responses to Child Sexual Abuse* 2017 Report made five recommendations to the COAG Education Council about the information that all teacher registration bodies should include in teacher registers, and how and when that information should be shared across jurisdictions. TQI is represented on the Senior Officials Working Group which is developing responses to the Royal Commission's recommendations. These responses will be considered by the Education Council in December 2018.

In September 2017, Education Ministers agreed to a national review of teacher registration to ensure processes are consistent and rigorous, with an emphasis on teacher quality. The Review was tasked with advising on how the national teacher registration framework, originally endorsed by Education Ministers in 2011, is currently working and on potential areas for improvement.

The expert panel conducting the review held consultations sessions for ACT stakeholders in early May 2018. Following this consultation, the ACT Government provided a submission in response to the review's discussion paper. The submission highlighted the success of the ACT teacher registration processes, which align closely with the national teacher registration framework and the focus on quality improvement. It also described the progress made to embed the *Australian Professional Standards for Teachers* into the processes and procedures of TQI and ACT schools. The findings and recommendations of the review will be considered by Education Ministers later in 2018. It is anticipated there will be implications for the work of TQI.

Implementation of TEMAG reforms continues through 2018 and 2019 with finalisation of the teaching performance assessment for initial teacher education graduates and the introduction of the primary specialisation to all initial teacher education primary programs. In September 2018, Education Ministers will consider a proposal to strengthen the consistency of initial teacher education program accreditation decisions through standards setting exercises and other quality assurance strategies. This work will involve strong national collaborative engagement of teacher regulatory and teacher education providers over next few years leading into the 2020 accreditation cycle.

Implementation of the ACT Professional Experience framework, especially the Professional Experience register will be a key focus for TQI during 2018 and 2019. The strengthening of professional experience agreements between schools and universities aligns with strategies in the FoE to ensure that initial teacher education graduates are ready to teach in ACT schools.

The above initiatives will deliver a more highly skilled and professional teaching workforce for the ACT and consequently improved student outcomes across all school sectors.

## B.4 RISK MANAGEMENT

TQI pursues integrated risk management in all planning and operational processes. Risks particular to TQI arising from its legislative mandate are identified and assessed for management at a range of levels within TQI.

*Strategic Risks* are identified as a part of the development and review of the TQI Strategic Direction. Strategic risks, their assessment and treatments, are approved by TQI Board. *Operations/Service level risks* are identified in TQI service standards, policies and procedures. The responsibility for assessing and responding to operational level risks lies with the Chief Executive Officer and TQI staff. *Project risks* are identified in project plans and for ICT projects within the project guidelines approved by Shared Services. The responsibility for assessing and responding to project risks lies with TQI project managers and committees.

## B.5 INTERNAL AUDIT

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

## B.6 FRAUD PREVENTION

Fraud prevention measures incorporating procedural checks and balances to minimise the risk of financial and other fraud are included in TQI policies and procedures, particularly those involving financial transactions and regulatory activities.

## B.7 WORKPLACE HEALTH AND SAFETY

In the 2017-18 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 8.76 FTE. The staff gender ratio is 55.6% female, 44.4% male as at 30 June 2018. Staff are supplemented by seconded staff from schools across the sectors for specific programs.

### PROFESSIONAL DEVELOPMENT

TQI staff attended a range of professional development activities including internal TQI training, Whole-of-Government initiatives and specialist external programs. This has included participation in national initiatives, interstate network meetings with other jurisdictions, international conferences, participation in Whole-of-Government communities of practice and administrative courses. Topics covered included initial teacher education panel training, national certification, national standards, new Whole-of-Government initiatives, effective communications and leadership training.

## C. FINANCIAL MANAGEMENT REPORT

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### 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 2017-18 in accordance with the direction issued by the Minister for Education and Training under section 25 of the Act.

	Note No.	Actual 2018 \$'000	Actual 2017 \$'000
<b>INCOME</b>			
<b>Revenue</b>			
Controlled Recurrent Payments	1	1,226	1,234
Interest		22	16
Registration Fees		923	864
Grants and Other	2	8	-
<b>Total Revenue</b>		<b>2,179</b>	<b>2,114</b>
<b>EXPENSES</b>			
Employee Expenses		1,292	1,373
Superannuation Expenses		180	209
Supplies and Services	3	486	463
Depreciation		362	334
<b>Total Expenses</b>		<b>2,320</b>	<b>2,379</b>
<b>Operating (Deficit)</b>		<b>(141)</b>	<b>(265)</b>

Notes forming part of revenue and expenditure:

1. The appropriation is drawn down by the Education Directorate and on passed on to TQI.

2. Grants and Other Revenue primarily consists of resources received free of charge relating to legal services provided by the ACT Government Solicitor Office.

3. Supplies and Services consists of:

	2018 \$'000	2017 \$'000
Property Maintenance	70	62
Materials and Services	255	197
Travel and Transport	18	29
Administrative	23	75
Financial	3	3
Operating Leases	117	97
<b>Total</b>	<b>486</b>	<b>463</b>

4. Cash totalled \$0.7 million at the end of 2017-18 (\$0.5 million at the end of 2016-17).

At the end of the reporting period, TQI held a cash reserve of \$106,792 to cover future leave liabilities.

## C.3 CAPITAL WORKS

In the 2015-16 Budget, TQI was allocated \$1.57 million across four years, commencing 1 July 2015. The funding was provided to further enhance digital service delivery, particularly in the areas of real time reporting for all ACT teachers and schools and information to support strategic teacher workforce planning. During the reporting period TQI expended the capital funding allocated for the 2017-18 financial year.

## C.4 ASSET MAINTENANCE

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

## C.5 GOVERNMENT CONTRACTING

Procurement processes undertaken by TQI comply with the ACT Government procurement legislative framework.

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

During the reporting period, TQI entered into no notifiable contracts.

## F.2 ACT TEACHER WORKFORCE ANALYSIS

### ACT Teacher Workforce Analysis

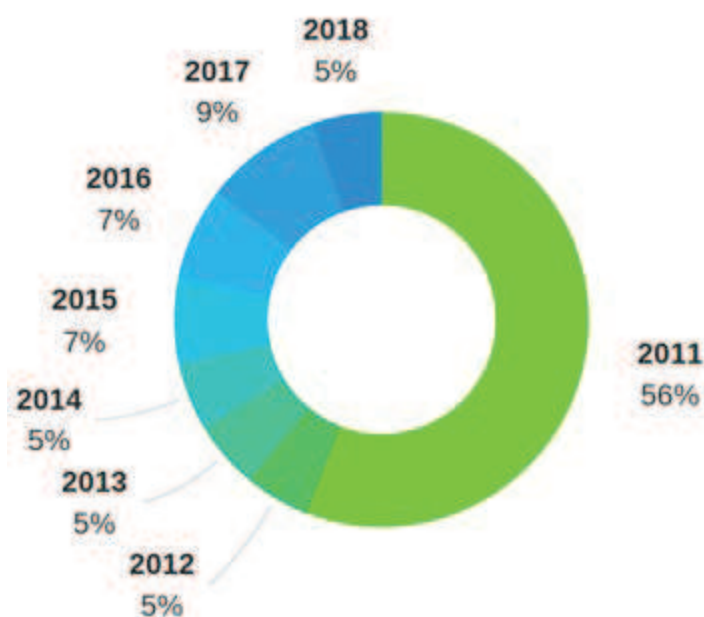
This section provides key data on the ACT teacher workforce derived from information provided by teachers as part of the registration process. It also reports on other specific matters required by section F.2 of the *Chief Minister's Annual Report Directions*.

There were 7,468 approved renewal applications as at 30 June 2018. In addition, 497 teachers were newly approved since January 2018.

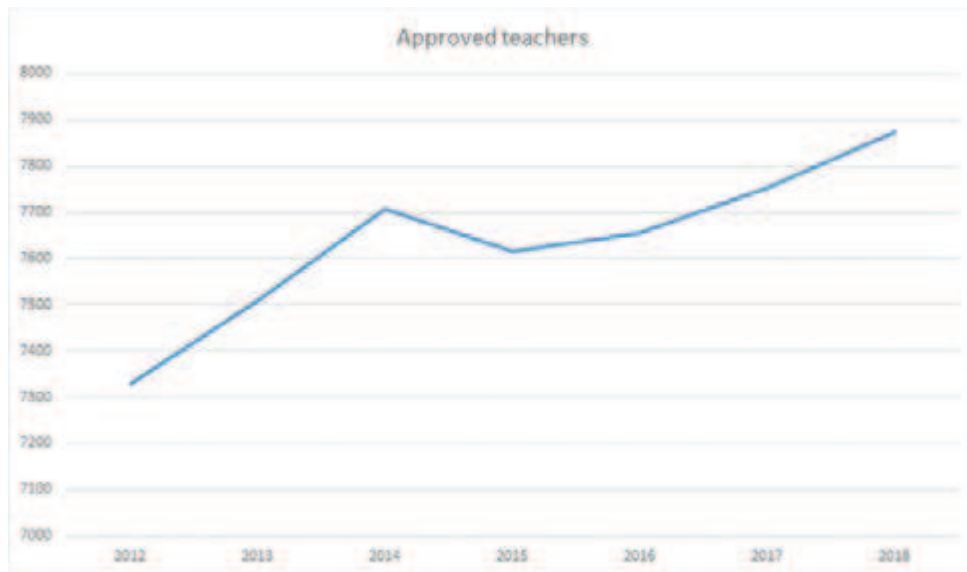
#### APPROVED RENEWAL APPLICATIONS BY APPROVAL TYPE



#### APPROVED TEACHERS BY YEAR FIRST APPROVED







#### APPROVED TEACHERS BY GENDER



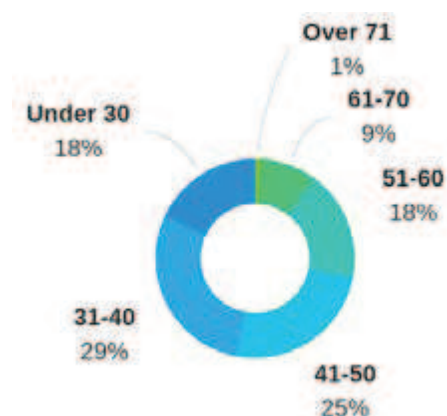
#### APPROVED TEACHERS BY EMPLOYER



## APPROVED TEACHERS BY AGE

During the reporting year the age distribution of registered teachers is described below.

<b>Under 30 years of age</b>	<b>18%</b>
31-40	29%
41-50	25%
51-60	18%
61-70	9%
Over 71 years of age	1%



## TEACHER QUALIFICATIONS

	<b>Bachelor Degree</b>	<b>Graduate Diploma/ Certificate – All</b>	<b>Graduate Diploma/ Certificate – Education</b>	<b>Masters Degree</b>	<b>Doctoral Degree</b>
Number of approved teachers reporting	7,544	2,747	2,283	1,568	131
Percentage of approved teachers reporting	96%	35%	29%	20%	2%

# I. MINISTERIAL DIRECTIONS

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Over the reporting period no directions were given by the Minister under s.25 of the TQI Act.

# P. PUBLIC INTEREST DISCLOSURE

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The *Public Interest Disclosure Act 2012* defines the types of wrongdoing that fall within the definition of disclosable conduct. Disclosable conduct includes any activity by an individual or an ACT Public Sector entity that:

- > is illegal;
- > misuses or wastes public money or resources;
- > is misconduct;
- > is maladministration;
- > presents a danger to the health or safety of the public; and/or
- > presents a danger to the environment.

No disclosures were received in the reporting period

For more information contact the secretariat, the Chief Executive Officer or the Board Chair of TQI:

Secretariat:

ACT Teacher Quality Institute

Ms Anne Ellis

Chief Executive Officer

ACT Teacher Quality Institute

Dr William Maiden

Board Chair

ACT Teacher Quality Institute

PO Box 263

JAMISON CENTRE ACT 2614

Telephone: 02 6205 8867

## Attachment 1

### Details of programs accredited 1 July 2017 to 30 June 2018

Organisation	Program
(CE) Religious Education and Curriculum Services	Student Centred Inquiry Led Learning in Literacy (K-6) Introductory Course
(CE) Religious Education and Curriculum Services	Sacred Scriptures and Our Lives
(CE) Religious Education and Curriculum Services	The Theology of the Body - Teenagers and Sexuality Part 1
(CE) Religious Education and Curriculum Services	The Theology of the Body - Teenagers and Sexuality Part 2
(CE) Religious Education and Curriculum Services	The Lost Sacrament of Reconciliation
(CE) Religious Education and Curriculum Services	The Eucharist - Our Celebration as Source, Summit and Centre
(CE) Religious Education and Curriculum Services	Prayer Experiences for Students and Staff
(CE) Religious Education and Curriculum Services	English as an Additional Language or Dialect PL (EALD)
(CE) Religious Education and Curriculum Services	Student Centred Inquiry Led Learning in Literacy (K-6) For Kindergarten Teachers
(CE) Religious Education and Curriculum Services	Understanding Islam
(CE) Religious Education and Curriculum Services	Understanding Our Jewish Roots
(CE) Religious Education and Curriculum Services	Catholic Education Conference 'Students Yearn to Learn'
(CE) Religious Education and Curriculum Services	A Pathway to Cultural Competence
(CE) Religious Education and Curriculum Services	A Pathway to Cultural Competence 2
(CE) Religious Education and Curriculum Services	Speech, Language and Communication Needs

Organisation	Program
(CE) Religious Education and Curriculum Services	Understanding and Supporting Behaviour
(CE) Religious Education and Curriculum Services	Understanding Autism
(CE) Religious Education and Curriculum Services	The Gospel of Matthew
(CE) Religious Education and Curriculum Services	The Creed
(CE) Religious Education and Curriculum Services	CSYMA Teacher Retreat (Porta Fidei)
(CE) Religious Education and Curriculum Services	Reading Assessment in the Early Years
(CE) Religious Education and Curriculum Services	Languages Teachers Professional Learning -Catholic Education Canberra and Goulburn
(CE) Religious Education and Curriculum Services	Religious Education and Spirituality in the Early Years
(CE) School Services	LEAD Conference Day 1
(CE) School Services	LEAD Conference Day 2
(EDU) Inclusion and Engagement Branch	Online Training (OLT) Dyslexia and Significant Reading Difficulties
(EDU) Inclusion and Engagement Branch	Online Training (OLT) Autism Spectrum Disorder
(EDU) Inclusion and Engagement Branch	Online Training (OLT) Understanding Hearing Loss
(EDU) Inclusion and Engagement Branch	Online Training (OLT) Motor Coordination Difficulties
(EDU) Inclusion and Engagement Branch	Online Training (OLT) Speech, Language and Communication Needs
(EDU) Inclusion and Engagement Branch	Online Training (OLT) Understanding and Supporting Behaviour

Organisation	Program
(EDU) Inclusion and Engagement Branch	Individual Learning Plans (ILP) The Process Induction Workshop
(EDU) Inclusion and Engagement Branch	Team Teach V2.0
(EDU) Inclusion and Engagement Branch	Essential Skills
(EDU) Learning and Teaching Branch	Count Me In Too (CMIT)
(EDU) Learning and Teaching Branch	Middle Years Mental Computation (MYMC) Introduction
(EDU) Learning and Teaching Branch	Middle Years Mental Computation (MYMC) Addition and Subtraction
(EDU) Learning and Teaching Branch	Middle Years Mental Computation (MYMC) Multiplication and Division
(EDU) Learning and Teaching Branch	Middle Years Mental Computation (MYMC) Fractions
(EDU) Learning and Teaching Branch	Middle Years Mental Computation (MYMC) Decimals
(EDU) Learning and Teaching Branch	Middle Years Mental Computation (MYMC) Percentages
(EDU) Learning and Teaching Branch	First Steps 2nd Edition Writing
(EDU) Learning and Teaching Branch	First Steps 2nd Edition Reading
(EDU) Learning and Teaching Branch	First Steps 2nd Edition Speaking and Listening
(EDU) Learning and Teaching Branch	Tactical Teaching: Reading
(EDU) Learning and Teaching Branch	Tactical Teaching: Speaking and Listening
(EDU) Learning and Teaching Branch	E-learning course for professionals and practitioners working with families from pre-birth to eight

Organisation	Program
(EDU) Learning and Teaching Branch	Principals as Numeracy Leaders ACT (PANL ACT) - Day One
(EDU) Learning and Teaching Branch	Principals as Numeracy Leaders ACT (PANL ACT) - Day Two
(EDU) Learning and Teaching Branch	Principals as Numeracy Leaders ACT (PANL ACT) - Day Three
(EDU) Learning and Teaching Branch	Principals as Numeracy Leaders ACT (PANL ACT) - Day Four
(EDU) Learning and Teaching Branch	Working Together Makes a Difference
(EDU) Learning and Teaching Branch	Evaluating Gifted Programs
(EDU) Learning and Teaching Branch	Understanding Gifted Learners: Planning the Way Forward
(EDU) Learning and Teaching Branch	Twice Exceptional (2e) and Underachieving Gifted Students: Identification & Intervention
(EDU) Learning and Teaching Branch	C2C:The Arts Secondary School focus
(EDU) Learning and Teaching Branch	C2C: The Arts Primary School focus
(EDU) Learning and Teaching Branch	C2C: HPE Workshop - Respectful Relationships Secondary School focus
(EDU) Learning and Teaching Branch	C2C: HPE Workshop Primary School focus
(EDU) Learning and Teaching Branch	Developing differentiated curriculum
(EDU) Learning and Teaching Branch	Case Management Approaches for Gifted Learners
(EDU) Learning and Teaching Branch	Educators as Researchers
(EDU) Learning and Teaching Branch	The Guidelines for ACT Career Development Practitioners Workshops

Organisation	Program
(EDU) Learning and Teaching Branch	Koori Preschool Educators' Professional Learning Day
(EDU) Learning and Teaching Branch	Australian Curriculum Overview and Principal's Master Class
(EDU) Learning and Teaching Branch	Australian Curriculum Overview and Australian Curriculum Update
(EDU) Learning and Teaching Branch	Australian Curriculum Series: 'Overview', 'Update', 'Masterclass', 'AC & SAS', 'AC & Differentiation
(EDU) Learning and Teaching Branch	Unpacking Achievement Standards and Levels of Performance
(EDU) Learning and Teaching Branch	Standards Based Planning and Assessment
(EDU) Learning and Teaching Branch	Promoting Children's Learning
(EDU) Learning and Teaching Branch	Term 3 EAL/D Teachers Professional Learning Forum
(EDU) Learning and Teaching Branch	2017 Labour market and Beyond plus Job Jumpstart
(EDU) Learning and Teaching Branch	Koori Preschool Educators' Professional Learning Day - Looking Back - Acting Forward
(EDU) Learning and Teaching Branch	Term 4 Teachers Professional Learning Forum (EAL/D)
(EDU) Learning and Teaching Branch	Vocational Education & Training (VET)
(EDU) People and Performance, Any Other Branch	Positive Classroom Environments and Safe Sensory Spaces
(EDU) School Leadership	Aspiring Leaders Program - Cohort 2, 2017-18
(EDU) School Leadership	Aspiring Leaders Program - Mentor Program
(EDU) School Leadership	National School Improvement Tool Training 2017



Organisation	Program
(EDU) School Leadership	Visible Learning Plus 2017 (Namadgi School Only)
(EDU) Student Wellbeing Branch	Protective Behaviours Training
(EDU) Student Wellbeing Branch	Trauma Responsive Education
(EDU) Student Wellbeing Branch	Wellbeing- An Introduction
(EDU) Student Wellbeing Branch	PBL Tier 1 Universal Preventions Reload Training
(EDU) Student Wellbeing Branch	Protective Behaviours Workshop
(EDU) Student Wellbeing Branch	Understanding Learning Difficulties, Specific Learning Disorders and Dyslexia
(EDU) Student Wellbeing Branch	ACT Positive Behaviour for Learning (PBL) Coach Training
(EDU) Student Wellbeing Branch	ACT Positive Behaviour for Learning (PBL): Tier 1 Universal Facilitator Training
(EDU) Student Wellbeing Branch	Wellbeing Workshop - The Healthy Mind Platter
(EDU) Student Wellbeing Branch	ACT Positive Behaviour for Learning (PBL) Tier 1 Universal Facilitator Training DAY 3
(EDU) Student Wellbeing Branch	Positive Behaviour for Learning Tier 1 - Classroom Systems
4D Learning	Emotional Intelligence for Teachers
4D Learning	Confident Public Speaking
4D Learning	Having Difficult Conversations with Adults
4D Learning	The Keys to Personal Effectiveness (Beyond Time Management!)

Organisation	Program
ACT Association for the Teaching of English (ACTATE)	Engaging with the concepts of English
ACT Association for the Teaching of English (ACTATE)	2017 Sharing the Secrets of Success Conference
ACT Association for the Teaching of English (ACTATE)	Teaching Writing Digitally
ACT Association for the Teaching of English (ACTATE)	Film as Text
ACT Association for the Teaching of English (ACTATE)	Visual Ideas: Texts and Strategies
ACT Environment and Planning Directorate	Educating for Sustainability in your School Grounds
ACT Environment and Planning Directorate	Waste and Recycling at your School
ACT Environment and Planning Directorate	Delivering Sustainability Education through the Curriculum
ACT Environment and Planning Directorate	Driving energy and water efficiency through student engagement
ACT Environment and Planning Directorate	Best practice sustainability in action - Senior Schools
ACT Environment and Planning Directorate	Best-practice sustainability in action - Primary
ACT Music Educators Network Inc	ACTMEN Conference 2017 "PLAY , CREATE, INSPIRE"
ACT Public Colleges Professional Learning Committee	Colleges Conference 2017
Acting For the Fun of It	Approaches to Acting
Acting For the Fun of It	Playing Shakespeare
Acting For the Fun of It	The Living Text - From Page To Stage
Acting For the Fun of It	Devising Theatre

Organisation	Program
AFL NSWACT	AFL PD
ALEA	Powerful literacy learning with digital technology with Lisa Kervin
ALEA	2017 ALEA Unconference - Literacy Speed Dating!
ALEA	Powerful Literacy Strategies to Strengthen Inquiry Learning
ALEA	Ink to Paper: Becoming a conscientious writer
ALEA	ALEA ACT Leadership Unconference
Alliance Française de Canberra	Differentiation in the classroom and use of authentic documents
Amaroo School	Collaborative Teams: Learning By Doing
Amaroo School	Understanding Engagement & Wellbeing
Amaroo School	WeMatter @ Amaroo School – Module 2
ANNA COMERFORD	Neuroscience, Mindfulness and Peace (NMP)
ANU Music Program	Learn the Piano in 3 Hours
ANU Music Program	MEP Kidding for pre-school
ANU Music Program	MEP Kidding for Kindergarten
ANU Music Program	MEP Kidding for Year 1
ANU Music Program	MEP Kidding for Year 2
ANU Music Program	MEP Kidding for Year 3

Organisation	Program
ANU Music Program	MEP Kidsing for Year 4
ANU Music Program	MEP Kidsing for Year 5
ANU Music Program	MEP Kidsing for Year 6
ANU Music Program	Choice, Music and the Curriculum
ANU Music Program	Folk Songs and Games Across the Curriculum
ANU Music Program	Fun with Dramatising the Curriculum
ANU Music Program	Fun with Music and Art
ANU Music Program	MEP Early Childhood Course
ANU Music Program	MEP Primary Course
ANU Music Program	MEP Basic Principles and Practice
ANU Music Program	Simple Instruments - Hands on activities to enhance music-making
Aranda Primary	Grammar for Writing
Arawang Primary	Making Maths Meaningful
Association of Independent Schools of the ACT	Programs for gifted learners: Understanding and Implementing Grouping and Acceleration Programs
Association of Independent Schools of the ACT	Personal Leadership Workshop
Association of Independent Schools of the ACT	Twice Exceptional and Underachieving Gifted Students: Identifying and catering for their needs.

Organisation	Program
Association of Independent Schools of the ACT	AISACT 2017 Colloquium: Leading Improved Student Engagement
Association of Independent Schools of the ACT	Cross Sectoral NCCD Analysis for Primary/Secondary Schools
ATESOL ACT	Spelling - a repertoire approach
ATESOL ACT	The Role of Classroom Talk in building Curriculum Knowledge: implications for EAL students
Ausdance ACT	Dance Ready with Move - Primary
Ausdance ACT	Dance Ready with Move Up - High School & College
Australian Academy of Science	Primary Connections: Managing student inquiries
Australian Academy of Science	Primary Connections: Best practice in planning using backward design
Australian Catholic University Limited	Building collaborative communities of philosophical inquiry in schools
Australian Catholic University Limited	Mentoring Pre-service Teachers
Australian Council of Health Physical Education and Recreation (ACHPER)	30th ACHPER International Conference
Australian Council of Health Physical Education and Recreation (ACHPER)	Quality Health and Physical Education Seminar
Australian Electoral Commission	Voting in your classroom
Australian Gifted Support Centre	Introduction to Educating Gifted and Talented Students.
Australian Gifted Support Centre	Bright but struggling an Introduction
Australian Gifted Support Centre	Under performing Gifted students - causes and strategies.

Organisation	Program
Australian Gifted Support Centre	Visual Spatial Thinking System of 2e learners
Australian Gifted Support Centre	Identifying and Teaching Gifted Students
Australian Institute for Teaching and School Leadership (AITSL)	Supervising Preservice Teachers - Effective Partnerships
Australian Institute for Teaching and School Leadership (AITSL)	Supervising Preservice Teachers - Practice Analysis
Australian Institute for Teaching and School Leadership (AITSL)	Supervising Preservice Teachers - Making Judgements
Australian Institute for Teaching and School Leadership (AITSL)	Supervising Preservice Teachers - Unpacking the Graduate Standards
Australian National University	Mindfulness in Schools Professional Learning Workshop
Australian Securities and Investments Commission (ASIC)	MoneySmart maths for primary teachers
Australian Securities and Investments Commission (ASIC)	Introduction to consumer and financial literacy education for Teachers
Australian Securities and Investments Commission (ASIC)	Online: Introduction to consumer and financial literacy education for Teachers
Batyr Australia Limited	batyr@school Teacher PD
Behaveability	Positive Behaviour Management. Thinking Habits. Teacher Self-Care
Behaviour Zen Pty Ltd	Teaching students with Autism Spectrum Disorder
Behaviour Zen Pty Ltd	Emotional Regulation for Oppositional, Aggressive & Anxious Student
Behaviour Zen Pty Ltd	Assessing - Managing - Preventing - Challenging Behaviour

Organisation	Program
Behaviour Zen Pty Ltd	Teaching Students Affected By Trauma
Belconnen High	Getting started with GAFE
Belconnen High	Embedding GAFE in pedagogy
Big Picture Education	Online Project-Based Learning Course
Big Picture Education	Assessment via Exhibition Online
Black Mountain School	Curriculum for students with Intellectual disability
Black Mountain School	Augmentative and Alternative Communication
Blue Gum Community School	Blue Gum Philosophy and Practice 2017
Blue Gum Community School	Image, Context, Curriculum
Board of Senior Secondary Studies	Introduction to the Board of senior Secondary Studies
Board of Senior Secondary Studies	Executive Teachers BSSS workshop
Board of Senior Secondary Studies	Assessment and Marking Workshop (AST)
Board of Senior Secondary Studies	Principles of Assessment
Bonython Primary	Inquiring into Inquiry - Building inquiry mindsets
Brindabella Christian College	Mind Matters for Brindabella College
Burgmann Anglican School	Towards Whole School Wellbeing - An Appreciative Inquiry Summit
Burgmann Anglican School	Learning, Assessment and the Australian Curriculum

Organisation	Program
Calwell High	Positive Behaviour @ Calwell - In the Classroom
Calwell High	Using Data Effectively
Calwell High	Vision and Inspiration in the Classroom
Calwell High	Literacy in Every Classroom
Calwell High	PB@C: Dealing with behaviour in the classroom
Calwell Primary	Calwell PS - Promoting a Positive School Culture
Campbell High	Formative Assessment and Differentiation @ Campbell High
Canberra Girls' Grammar School	The Power of Chrome
Canberra Girls' Grammar School	Using G Suite for Teaching, Learning & Collaboration
Canberra Girls' Grammar School	Assessment for Learning
Canberra Girls' Grammar School	CGGS Innovation through Practice Conference 2017
Canberra Grammar School	Canberra REGGIO Network
Canberra Grammar School	Literacy Consultancy- Kerry Allen
Canberra Grammar School	Canberra Grammar School CPL Primary Program 2017
Canberra Grammar School	Focus on Formative Feedback and Improved Student Learning at Canberra Grammar School
Canberra Grammar School	Focus on Formative Feedback and Improved Student Learning
Canberra High	Theory to Practice



Organisation	Program
Canberra Mathematical Association	Hands-On Problem Solving - Further Inspiration for Maths In Your Classroom - using Student Questions
Canberra Museum and Gallery	Starting STOP.MOTION.Nolan for primary teachers
Canberra Museum and Gallery	Nolan printmaking workshop for teachers - stamp and stencil
Canberra Museum and Gallery	Unpacking THE ART BOX for Primary Teachers
Canberra Potters Society	Art Basics - Composition and Design
Cannan Consulting	Enhancing the performance and development culture in your school
Chapman Primary	KidsMatter Component 3 - Working with Parents and Carers
Chapman Primary	Inquiry Learning
Charles Weston Primary	Working with EALD learners
Clarendon Consultancies	The Classroom. The Teacher. Behaviour, Engagement. Learning Performance.
Class Cover Pty Ltd	Effective Use of Interactive Whiteboards
Commonwealth Scientific and Industrial Research Organisation (CSIRO)	An introduction to the Atlas of Living Australia
Cool Australia	Analyse the Impact of Everyday Objects 2017
Cool Australia	Teach Caring for Country Using Fire 2017
Cool Australia	Teach Indigenous Land Management Using Fire 2017
Cool Australia	Use Primary Maths to Measure Waste 2017

Organisation	Program
Cool Australia	Use Secondary Maths to Measure Waste 2017
Cool Australia	Get Creative with STEM
Covenant Christian School	The Abolition of Man: Lectures
Crackerjack Education	Knowledge Circle - Indigenous People of Australia Module
Crackerjack Education	Knowledge circle – weather seasons module
Crackerjack Education	Indigenous Knowledge Circle Training - How to Engage Australian Students in Indigenous Studies
Cranleigh School	Trauma Based Practices at Cranleigh
Cultural Facilities Corporation	Play Writing Workshop
Cultural Facilities Corporation	Theatre: Springboard for learning
Cultural Facilities Corporation	Out of the Box - Advanced Theatre-Making Techniques
Curtin Primary	Curtin....teaching matters
Curtin Primary	Focus on what matters - student and staff wellbeing
Curtin Primary	Developing differentiated curriculum using conceptual frameworks
Daramalan College	Standards, moderation and judgement in practice
Daramalan College	Teaching with Heart
Daramalan College	The Heart of Pedagogy

Organisation	Program
Daramalan College	Increasing student engagement and well-being with Positive Education
Daramalan College	Planning for thinking and learning
Daramalan College	When less is more; improving clarity and concision in writing
Dr Christopher Longhurst	Using Technology in IB mathematics
Dragonfly Consulting & Coaching Pty Ltd	Reflecting on Practice Through the Classroom Practice Continuum
Drum Effect	African Drumming Course
Duffy Primary	Duffy Primary School: Response to Intervention
EdTechTeam Pty Ltd	Farrer Primary PD days
EdTechTeam Pty Ltd	Torrens Primary PD Day
EdTechTeam Pty Ltd	Duffy Primary PD Day
EdTechTeam Pty Ltd	2017 EdTechTeam Summit featuring Google for Education
Education Cross Sector ACT	Everyone Everyday train the trainer program
Education Cross Sector ACT	Everyone Everyday - A Toolkit for Inclusion
Education Events	Sue Larkey Online Programme
Education Events	Toward a Positive Understanding of Autism Spectrum Disorder
Education Events	Making it a Success with Sue Larkey

Organisation	Program
Education Events	Understanding Autism Spectrum Disorder with Tony Attwood
Education Institute, University of Canberra	Early Learning STEM Australia (ELSA)
EduInfluencers	High Performing Teams - Flourish
EduInfluencers	High Performing Teacher - 360 Feedback
Emmaus Christian School	Health and the Australian Curriculum
Emmaus Christian School	Mind Matters/Kids Matter Component 1
English for Work	Grammar Basics Workshop
Esri Australia & SSSI (Surveying and Spatial Sciences Institute)	Let's Locate! Harnessing spatial technology in the classroom and beyond
Fadden Primary	Student Wellbeing
Forrest Primary	Transdisciplinary Learning
Forrest Primary	Forrest Primary School Data Literacy- Beyond Numbers
Fraser Primary	The Power of Inquiry
Gamarada Universal Indigenous Resources	Class Room Safety and Self Care for Teachers and Students
Gateways Education	Developing differentiated curriculum using conceptual frameworks
Gateways Education	Day 1 - Understanding Gifted Learners: Planning The Way Forward
Gateways Education	Understanding and Catering for the Needs of Highly to Profoundly Gifted Learners

Organisation	Program
Generation Next	Mental Health and Wellbeing of Young People Seminar, 2017
Gilmore Primary	Philosophy, principles and practice
Gilmore Primary	Response to Intervention: Oral language
Gilmore Primary	Our next most powerful step: Cultural Integrity in ACT Public Schools
Gold Creek School	Working with EALD Learners
Good Shepherd Primary	Spelling Strategies and Vocabulary Building
Gordon Primary	Mathematics - from assessment and evidence to learning
Gordon Primary	The Gordon Way- Pedagogy and Practice
Gowrie Primary	Gowrie Coaching and Mentoring Model
Growth Coaching International Pty Ltd	Introduction to Leadership Coaching
Growth Coaching International Pty Ltd	Foundations of Coaching
Growth Coaching International Pty Ltd	Peer Coaching - Positive Conversations about Teaching Practice
Growth Coaching International Pty Ltd	Performance Development: Coaching the Aust Prof Stand for Teachers
Harrison School	Developing Japanese Using the Australian Curriculum
Harrison School	Planning and pedagogy for effective inquiry
Harrison School	Harrison School Social and Emotional Learning Program

Organisation	Program
Hawker Primary	Tough Conversations: Managing emotional encounters with staff or parent
Health Improvement Branch, ACT Health, ACT Government	Food&ME Kindergarten - Year 6 Professional Learning Online Course
Health Improvement Branch, ACT Health, ACT Government	Food&ME Preschool Professional Learning Online Course
Health Improvement Branch, ACT Health, ACT Government	It's Your Move: Safe Cycle for High Schools Professional Learning Online Course
Health Improvement Branch, ACT Health, ACT Government	Safe Cycle Years 5&6 Professional Learning Online Course
Health Improvement Branch, ACT Health, ACT Government	Entrepreneurs: It's Your Move Teacher Professional Learning
Helen Roe Coaching	Media Marketing and Teen Girls: Building Confidence and Resilience
Helen Roe Coaching	Media Marketing Literacy for Teachers of Teen Girls Online Program
Holy Spirit Primary	Cultivating Growth Mindset: a Professional Learning Community
Hughes Primary	Unpacking KidsMatter at Hughes Primary: Component 1 & 2
Hughes Primary	Essential Spelling
Human Connections	The Accidental Counsellor Training (Online)
Human Connections	The Accidental Counsellor Training (Face to Face)
i talk mental health	The 3 Rs Risk, Resilience & Recovery
i talk mental health	Teacher Wellbeing 1

Organisation	Program
i talk mental health	Anxiety & Depression
i talk mental health	"Internet Addiction" from a mental health perspective
Imagine More Ltd	Is it behavior or is it communication?
Information Technology Educators ACT	Digital Technologies Workshop - Australian Computing Academy
Information Technology Educators ACT	InTEACT Conference 2017
Information Technology Educators ACT	InTEACT Workshops 2017
Instrumental Music Program	Arts Up Front Conference 2017
International Baccalaureate - Asia Pacific	Making the PYP happen
International Baccalaureate - Asia Pacific	Category 2 PYP: The Exhibition
International Baccalaureate - Asia Pacific	Category 1 MYP: Implementing the MYP Curriculum: subject specific workshops)
International Baccalaureate - Asia Pacific	Category 1 MYP: Introductory in-school workshop - Launching the MYP
International Baccalaureate - Asia Pacific	Category 2 Diploma Programme: Subject workshops
International Baccalaureate - Asia Pacific	Diploma Programme Category 3: Subject Specific Seminars
International Baccalaureate - Asia Pacific	Category 2 PYP: Assessment
International Baccalaureate - Asia Pacific	Category 3 PYP: Inquiry
International Baccalaureate - Asia Pacific	Category 3 PYP: The Role of the Coordinator

Organisation	Program
International Baccalaureate - Asia Pacific	Category 2 PYP: Pedagogical Leadership
International Baccalaureate - Asia Pacific	Category 2 PYP: Teaching and Learning
International Baccalaureate - Asia Pacific	Category 3 MYP: Approaches to Learning/Building self-directed learners through approaches to learning
International Baccalaureate - Asia Pacific	Category 2 MYP: MYP subject-group teachers: Delivering the MYP curriculum
International Baccalaureate - Asia Pacific	Category 3 MYP: Creating Authentic Units
International Baccalaureate - Asia Pacific	Category 3 MYP: Projects
International Baccalaureate - Asia Pacific	Category 1 MYP: Implementing the MYP Curriculum - Heads of school and MYP Coordinators
International Baccalaureate - Asia Pacific	Category 1 PYP: Introduction to the IB Programme Standards for Administrators
International Baccalaureate - Asia Pacific	Category 3 Diploma Programme: Approaches to Teaching and Learning in the DP
International Baccalaureate - Asia Pacific	Category 3 PYP: Concept-based learning
International Baccalaureate - Asia Pacific	Category 3 PYP: Encouraging children's creative instincts in the classroom
International Baccalaureate - Asia Pacific	Category 1 PYP: An introduction to the PYP curriculum model
International Baccalaureate - Asia Pacific	Category 3 PYP: Reading and Writing through Inquiry
Into English Pty Ltd	Discovery Creative Writing Online Course
Italian Language School	Italian in cinema, and Italy of the cinema
James Anderson	The Growth Mindset Teacher



Organisation	Program
Jervis Bay Primary	JBS - Embedding Quality Writing into Practise
John Paul College	How Students Learn: Using Hattie's Approach to enhance JPC's Model of Learning
JP International College	Applying the Socratic Method: Teaching Critical Thinking in a classroom
Kairos Consultancy & Training	Classroom Planning for Inclusion - Working with Curriculum Frameworks
Kingsford Smith School	Writing Skills Across the Curriculum Embedding "Logonliteracy" tools.
KMEIA ACT Inc	Early Childhood Music Workshop
Kulture Break	Every Chance to Dance
Lanyon High	Google Read&Write
Lyneham High	Student Engagement and Learning
Lyneham High	A positive approach to engaging boys
Lyneham High	Empowering Students to be Creative and Resilient
Lyons Early Childhood School	Effective Spelling Strategies in a Word Conscious Classroom
Macquarie Primary	Intersections: Exploring educator identity in the 21st century (Teacher Inquiry Program Phase 4)
Majura Primary	6 + 1 writing traits
Malkara School	Music speaks beyond words
Malkara School	ABLES, AusVELS and the National Curriculum in a Specialist School

Organisation	Program
Maribyrnong Primary	Response to Intervention
Maribyrnong Primary	SEL model at Maribyrnong
Marist College	Relationships- Teachers, students and parents
Marist College	MindMatters at Marist - Modules 1 & 2
Marist College	Design & Technology in the Classroom
Mathematics Association of NSW Inc	AAMT Conference 2017: Capital Maths - Day 1
Mathematics Association of NSW Inc	AAMT Conference 2017: Capital Maths - Day 2
Mathematics Association of NSW Inc	AAMT Conference 2017: Capital Maths - Day 3
Mawson Primary	Developing differentiated curriculum using conceptual frameworks, assessment strategies and inquiry
Mawson Primary	Building Cultural Competence
Melba Copland School	Reading Comprehension Knowledge for Secondary Teachers
Merici College	United in Hope
Miles Franklin Primary	Transdisciplinary curriculum mapping using IB key concepts
Modern Language Teachers Association of the Australian Capital Territory Incorporated	Multimedia for Language Teachers - a Joe Dale Workshop
Modern Language Teachers Association of the Australian Capital Territory Incorporated	MLTA ACT Inc. Mini-Conference: Teaching with Comprehensible Input
Modern Language Teachers Association of the Australian Capital Territory Incorporated	AFMLTA Ready?Set?Go! and Plan! Australian Curriculum: Languages Professional Learning Program

Organisation	Program
Modern Language Teachers Association of the Australian Capital Territory Incorporated	AFMLTA Ready?Set?Assess! Australian Curriculum: Languages Professional Learning Program
Modern Language Teachers Association of the Australian Capital Territory Incorporated	Neurolinguistics and Language Learning
Mother Teresa Primary School	Inquiry Maths
Mount Stromlo High School	South Weston High School Network Day 2017
MultiLit Pty Ltd	MiniLit Professional Learning Workshop
MultiLit Pty Ltd	Macquarie Literacy Program (MacqLit) Professional Learning Workshop
MultiLit Pty Ltd	MultiLit Reading Tutor Program Professional Learning Workshop.2
MultiLit Pty Ltd	PreLit Professional Learning Workshop (MultiLit)
MultiLit Pty Ltd	Spell-It Professional Learning Workshop (MultiLit)
MultiLit Pty Ltd	Word Attack Skills Extension Professional Learning Workshop (MultiLit)
MultiLit Pty Ltd	Measuring Student Reading Progress for Schools Professional Learning Workshop
MultiLit Pty Ltd	Positive Teaching for effective classroom behaviour management (primary schools)
MultiLit Pty Ltd	MultiLit Reading Tutor Program Professional Learning Online Course
Muse Consulting	Neuroscience and Music Education Coaching Program
Musica Viva Australia	Passion for Percussion in the Primary Classroom

Organisation	Program
Musica Viva Australia	Musica Viva presents: Teranga Live Performance Plus Professional Development
Musica Viva Australia	Doctor Stovepipe Live Performance Plus Professional Development
Musica Viva Australia	Musica Viva Teacher Forum: Storytelling Through Music
Musica Viva Australia	Building a Music Program From the Ground Up
Narrabundah Early Childhood School	Real Schools - Restorative Practice
National Institute for Christian Education	CEN Conference NSW 2017
National Rugby League	Rugby League International Games Coach (Secondary Teacher) Accreditation Workshop
National Youth Science Forum	NYSF's National Science Teachers Summer School
Ngunnawal Primary	Teaching and Learning at Ngunnawal Primary School.
Nutrition Australia ACT Incorporated	Food&ME K-6
Nutrition Australia ACT Incorporated	Food&ME - Preschool
Office of the eSafety Commissioner	Office of the eSafety Commissioner Teacher Essentials PD
OnGuard Safety Training Pty Ltd	OnGuard Safe Operating Procedures Currency - Metal
OnGuard Safety Training Pty Ltd	OnGuard Safe Operating Procedures Currency Training - Timber
OnGuard Safety Training Pty Ltd	OnGuard Safety Training - 2 hrs Update for Existing Clients
OnGuard Safety Training Pty Ltd	OnGuard Safety Training ... 3 hours training for new clients

Organisation	Program
Orana Steiner School	Deep Listening : to Ourselves, the Land & Others
Orana Steiner School	Social Emotional Learning for Students: KidsMatter Component 2 Training
Orff Schulwerk Association of NSW Inc.	Orff Schulwerk Levels 1,2 &3 Recorder
Orff Schulwerk Association of NSW Inc.	Orff Schulwerk Levels 1, 2 & 3 Technique and Improvisation.
Orff Schulwerk Association of NSW Inc.	Orff Schulwerk Levels 1,2 & 3 Pedagogy
Orff Schulwerk Association of NSW Inc.	Orff Schulwerk Levels 1,2 & 3 Vocals
Orff Schulwerk Association of NSW Inc.	Orff Schulwerk Levels 1, 2 & 3 Orchestration
Orff Schulwerk Association of NSW Inc.	Orff Schulwerk Levels 1,2 & 3 Movement
Orff Schulwerk Association of NSW Inc.	An Introduction to Orff Schulwerk and the Brown Books by Sir Richard Gill
Palmerston District Primary	Science and Sustainability
Partnerships between Education and the Autism Community (Positive Partnerships)	Positive Partnerships: Concurrent Program
Pearson Australia	High Impact Teaching Strategies for Primary Educators
Pearson Australia	Words Their Way: A Practical Classroom Approach to Word Study
Pearson Australia	Working Memory Conference
Physical Activity Foundation	Safe Cycle for years 5/6
Pip Buining	Teaching Primary Drama: Playbuilding

Organisation	Program
Pip Buining	Teaching Primary Drama: Process Drama & Creative Movement
Pip Buining	Teaching Primary Drama: The Elements & Improvisation
Pip Buining	Teaching Primary Drama: Integrating Drama Across The Curriculum
Primary English Teaching Association Australia	Contemporary Perspectives on Learning and Instruction in Spelling
Propsysh	Understanding, Treating & Managing School Refusal
Propsysh	The 2017 Mental Health in Schools Conference
QL2 Dance	'Make A Move' - Seminar 1
QL2 Dance	'Make A Move' - Seminar 2
Quality Teaching Australia	The Humble Paragraph Toolkit: paragraph writing for secondary school students
Quizling Pty Ltd	Quizzes in the Classroom - Engagement, Collaboration and Community in any classroom
Radford College	The use of data to improve student outcomes
Radford College	Positive Education in the Classroom
Radford College	Visible Learning, Data Personalising Learning and Teacher Professional Reflection
Rascality Education	Drones 101 for Teachers
Red Hill Primary	Building a Feedback Culture
Richardson Primary	Adam Voigt 2

Organisation	Program
Richardson Primary	Cooperative Learning in context
Sacred Heart Primary	KidsMatter Component 1: Positive School Environment at Sacred Heart
Sacred Heart Primary	KidsMatter Component 2
School of Education UNSW	Mini COGE
Science Educators Association for ACT (SEA ACT)	CONSEAACT 2017
Science Time Education	Inquiry Learning, Investigations, and Misconceptions
SEE-Change	Parliament of Youth on Sustainability Teacher Information Sessions
Sexual Health and Family Planning ACT	SoSAFE! User Training Program (2017 ACT)
Sounds-Write Australia	Sounds-Write - Day 3 and 4
Sounds-Write Australia	Sounds-Write Linguistic Phonics Programme: Day 1 & 2 (2017)
Southern Cross Early Childhood School	Developing an Effective Writing Program
Southern Cross Early Childhood School	Maths is not "Tricky" with Rob Vingerhoets
St Bede's Primary	Kids Matter - Component 1
St Benedict's Primary	Improving How Students Learn
St Clare of Assisi Primary	Effective Spelling Instruction
St Clare of Assisi Primary	Arithmetic Strategies

Organisation	Program
St Clare of Assisi Primary	STEM Within Inquiry
St Edmund's College	Chatz with Jatz - Teaching Digital Natives
St Edmund's College	Developing Knowledge of Data and Differentiation in relation to NSIT.
St Francis of Assisi Primary	Understanding Sacred Scripture
St Francis Xavier College	Tactical Teaching - Writing
St Francis Xavier College	Supporting our Most Vulnerable Students
St John the Apostle Primary	A whole-school approach to improving student achievement
St John the Apostle Primary	Kids Matter Component 2
St John Vianney's Primary	Schoolwide Positive Behaviour
St Mary MacKillop College	Effective Feedback for Learning
St Matthew's Primary	Collaborating on Student Achievement in Writing
St Matthew's Primary	KidsMatter Component 3.
St Monica's Primary	Kids Matter Component 4
St Thomas Aquinas Primary	Implementing Inquiry Learning
St Vincent's Primary	Visible Learning - improving how students learn
St Vincent's Primary	KidsMatter: A Whole School Approach
Stephanie Alexander Kitchen Garden Foundation	Delivering Pleasurable Food Education



Organisation	Program
Stronger Smarter Institute	Stronger Smarter Leadership Program (SSLP) 2016
Sydney Symphony Orchestra	TunEd UP!
Sydney Symphony Orchestra	ToppED-Up2017
Tactile Theory Pty Ltd	Introduction to teaching using LEGO MINDSTORMS EV3®
Tanya Young	Student Led Learning Strategies
Telopea Park School	QT Rounds facilitator Training
Telopea Park School	The AC, Inquiry, and Pedagogy for an ACT Library Scope and Sequence
Tennis ACT	Tennis for Primary Schools
Tessa Daffern	Data-driven teaching and personalised learning in spelling
The Association of Independent School of NSW	Familiarisation Stage 6 English syllabus
The Association of Independent School of NSW	Stage 6 History Familiarisation
The Association of Independent School of NSW	Data Informed Classroom Practice
The Association of Independent School of NSW	Creative approaches to Assessment in Languages in the ACT
The Association of Independent School of NSW	Differentiated Classroom Practice K - 10
The Association of Independent School of NSW	Making Assessment Count
The Australian School of Contemporary Chinese (ASCC)	Enhancing Chinese Teaching and Learning with Technology
The Dynamic Learning Group	Behaviour Management for Beginning Teachers ACT

Organisation	Program
The Ian Potter Foundation Technology Learning Centre	Questacon's Pilot Primary STEM Program – Part One
The Ian Potter Foundation Technology Learning Centre	Questacon Pilot Primary STEM Program - Part Two
The Ian Potter Foundation Technology Learning Centre	Questacon trial Primary Engineering program
The Ian Potter Foundation Technology Learning Centre	Questacon's Pilot Primary STEM Program – Part Three
The Shepherd Centre	An Introduction to Hearing Loss
The Shepherd Centre	101 Ideas to Climb the Listening and Spoken Language Ladder
The Shepherd Centre	Uncurling the Cochlea
The Shepherd Centre	Let's Speak About Speech
The Shepherd Centre	Back On Track: How do we measure and address rates of progress in children with hearing loss
The Shepherd Centre	Unpacking the Challenges
The Shepherd Centre	Bouncing with the Babies: Setting our babies with hearing loss on paths for optimal success
The Shepherd Centre	Confident Kids_ Enhancing social skills in children with HL, from infancy including school age
Torrens Primary	Advanced Assessment Workshop
Trinity Christian School	Mind Matters for Trinity Christian School
Trinity Christian School	Mind Matters For Trinity Christian School Part 2
Trinity Christian School	Kids Matter Primary

Organisation	Program
Trinity Christian School	Worldviews and Culture in Education Contexts
TTA	Autism Awareness and Strategies for the Educational Environment
TTA	Synthetic Phonics Fast and Fun
TTA	Sustainable Energy an unbiased Review of Options
Turner School	Building Learning Assets and Dispositions into your classroom
Turner School	Education Revolution: Having impact with technology in the 21st Century
University of Canberra High School Kaleen	Growth Mindset
UNSW School of Mathematics and Statistics	Archimedes and the Law of the Lever (2017)
UNSW School of Mathematics and Statistics	Curves from Apollonius to Bezier (2017)
UNSW School of Mathematics and Statistics	Population Growth and the Logistic Curve (2017)
UNSW School of Mathematics and Statistics	Primes, Modular Arithmetic and RSA Encryption (2017)
UNSW School of Mathematics and Statistics	Conditional Probability
Wanniassa School	Influence and Inspire Module 1 & 2
Wanniassa School	Taking Visible Learning Research Meta analyses to Classroom Practice
Wanniassa School	Influence and Inspire Modules 3 and 4
Wanniassa School	Influence and Inspire Modules 5 and 6

Organisation	Program
Yarralumla Primary	PBL and the Australian Curriculum
Yarralumla Primary	GAFE Tools for Language Classroom
Zart	Book Week 2017
Zart	Master & elements of art -Inspired by Van Gogh

# Board of Senior Secondary Studies Annual Report 2017-18

## SECTION B: PERFORMANCE REPORTING

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### B.1 Organisational Overview

The Board of Senior Secondary Studies (the Board) was established in 1991 and the *Board of Senior Secondary Studies Act 1997* (the BSSS Act) was enacted in January 1998.

The key functions of the Board are to:

- > provide students with ACT Senior Secondary Certificates, Tertiary Entrance Statements and vocational certificates
- > maintain the credibility and acceptance of courses through a regular accreditation program
- > monitor and support the validity of assessment in years 11 and 12
- > improve the comparability of standards across ACT and overseas schools through moderation procedures
- > gain the widest possible recognition for the credentials awarded by the Board
- > service the information needs of the community.

The Board is committed to:

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

Twenty five ACT colleges and seven schools located in Fiji, Indonesia, Papua New Guinea and China are delivering courses certificated by the Board. These schools are listed in Appendix B. Students from the Australian Curriculum Centre, Shanghai, China received ACT Senior Secondary Certificates for the first time in December 2017.

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 2016 the Board developed a new Strategic Plan to guide its activities for the period 2017-2021. Work on several aspects of the plan commenced in 2017.

The plan differs from previous plans in three major respects. Firstly, the aims of the new plan are strategic in nature as opposed to previous plans which have been mainly operational. Secondly, the plan is the first BSSS Strategic Plan to be made available to the wider community in a publication format on the BSSS web site and on social media. Finally, the plan will run over five years rather than three as has been the case with previous plans. This allows for longer term strategic objectives to be addressed.

The key focus areas of the plan are:

- > Community engagement – Working collaboratively with community groups to identify, address or discuss issues that impact the well-being of students
- > Tertiary partnerships – establishing collaborative partnerships with the Australian tertiary sector who share common goals, knowledge and resources
- > Digital assessment – innovating in the adoption of the methods or tools that educators use to evaluate, measure and document academic readiness, learning progress and skill acquisition of students
- > Quality assurance – maintaining a desired level of quality in all programs, products and services delivered by the BSSS
- > Global education – integrating multiple dimensions, perspectives and citizenships into the BSSS senior secondary system
- > Sustainability – Bringing an entrepreneurial mindset to governance, programs and financial planning to ensure long term relevance, sustainability and economic viability.

Key focus areas over the next year will be based on the Board's latest Strategic Plan.

Rosemary Follett AO completed her second three year term as Board Chair in December 2017. In June 2018, after an open selection process, the Minister for Education appointed Roberta McRae OAM as the new Board Chair. Roberta currently holds the position of Director, Graduate Diploma of Legal Practice (GDLP) in the School of Legal Practice, ANU.

Roberta has a distinguished record of public service as highlighted by her Order of Australia Medal for contribution to migrant services, her work as a volunteer for Legal Aid ACT, consultancy in the national context for the Department of Health and Aged Care across a range of health training programs, distribution initiatives for computer technologies all over Australia through Commonwealth and State Government Departments and Agencies, and broad experience across a range of Ministerial appointments. Roberta also served as a member of the ACT Legislative Assembly with distinction.

In 2017, the Board established an Innovation Committee with the following terms of reference.

- > To advise the Board on the implementation of the Board's Strategic Plan
- > To recommend to the Board additions to the Strategic Plan
- > To advise the Board of innovative practices in senior secondary education in other jurisdictions and internationally
- > To provide the Board with an Annual Report.

Processing of year 12 results occurred on schedule and certificates were issued to ACT colleges on Tuesday 12 December 2017 for distribution to ACT students. Over 10,000 certificates were produced by the Board for students in year 12 and over 500 vocational qualifications were issued for students in year 10.

## Internal Accountability

### BOARD MEMBERSHIP

The BSSS Act (s8) creates a board with a broad membership of 15 from the many stakeholders in senior secondary education. Members, other than the Director-General of the Education Directorate, are appointed by the Minister for Education for a period of up to three years. Members can be reappointed if they are eligible. Four new members were appointed to the Board and one member was reappointed.

**Table BSSS 1: Board membership as at 1 July 2017**

Member	Affiliation	Initial appointment	Appointment expires	Meetings attended July-Dec 2017
Ms Rosemary Follett AO	Chair	1 January 2012	31 December 2017	3/3
Ms Anita Wesney	Canberra Institute of Technology	16 July 2016	31 July 2019	2/3
Ms Louise Mayo	Vocational education and training organisations	17 May 2011	31 December 2019	3/3
Professor Royston Gustavson	Australian National University	31 July 2015	31 December 2017	1/3
Professor Nick Klomp	University of Canberra	17 February 2016	31 December 2018	2/3
Dr Judith Norris	Australian Catholic University	16 July 2016	31 July 2019	2/3
Ms Rita Daniels	Association of Independent Schools	25 June 2009	31 December 2017	3/3
Mr Peter Clayden	ACT Branch, Australian Education Union	28 November 2017	27 November 2020	1/1
Mr Angus Tulley	Catholic Education Commission	1 January 2013	31 December 2018	1/3
Mrs Kerrie Grundy	ACT Principals' Association	19 November 2013	31 December 2018	3/3
Mr Hugh Boulter	Association of Parents & Friends of ACT Schools ACT	16 July 2016	31 July 2019	2/3
Mr Adam Miller	Council of Parents & Citizens Associations	28 November 2017	27 November 2020	0/1
Mr John Nott	Business and Industry organisations' representative in the ACT	16 July 2016	31 July 2019	2/3
Ms Judy van Rijswijk	ACT Trades and Labour Council	1 January 2013	31 December 2018	2/3
Mrs Tracy Stewart	Delegate of the Director-General, Education Directorate	1 October 2015	Ongoing	1/3

The Board has six scheduled meetings each calendar year. The Board met on three occasions from July-December 2017.

**Table BSSS 2: Board membership as at 30 June 2018**

Member	Affiliation	Initial appointment	Appointment expires	Meetings attended Jan-June 2018
Ms Roberta McRae OAM	Chair	5 June 2018	4 June 2021	0/1
Ms Anita Wesney	Canberra Institute of Technology	16 July 2016	31 July 2019	3/3
Ms Louise Mayo	Vocational education and training organisations	17 May 2011	31 December 2019	3/3
Professor Royston Gustavson	Australian National University	31 July 2015	8 March 2021	1/2
Professor Nick Klomp	University of Canberra	17 February 2016	31 December 2018	2/3
Dr Judith Norris	Australian Catholic University	16 July 2016	31 July 2019	3/3
Mrs Fiona Godfrey	Association of Independent Schools	9 March 2018	8 March 2021	0/2
Mr Peter Clayden	ACT Branch, Australian Education Union	28 November 2017	27 November 2020	2/3
Mr Angus Tulley	Catholic Education Commission	1 January 2013	31 December 2018	1/3
Mrs Kerrie Grundy	ACT Principals' Association	19 November 2013	31 December 2018	3/3
Mr Hugh Boulter	Association of Parents & Friends of ACT Schools	16 July 2016	31 July 2019	3/3
Mr Adam Miller	Council of Parents & Citizens Associations	28 November 2017	27 November 2020	1/3
Mr John Nott	Business and Industry representative organisations in the ACT	16 July 2016	31 July 2019	0/3
Ms Judy van Rijswijk	ACT Trades and Labour Council	1 January 2013	31 December 2018	2/3
Mrs Tracy Stewart	Delegate of the Director-General, Education Directorate	1 October 2015	Ongoing	2/3

The above Board has met on three occasions from January to June 2018.

## REMUNERATION FOR BOARD MEMBERS

The Chair is the only member eligible to receive remuneration, at a rate determined by the ACT Remuneration Tribunal. The Chair's remuneration was reviewed in 2017 by the ACT Remuneration Tribunal and as a result was increased from \$18,655 to \$28,655 per annum.



## RISK ASSESSMENT AND MANAGEMENT

The Board operates under an MOU with the Education Directorate. The Office of the Board is a section within the Directorate. The Office of the Board provides support to the Board on policy, procedures and innovations. Under the MOU the Directorate includes the Office of the Board and its activities within its Risk Assessment and Management Framework and consults with the Board Chair as appropriate. The Office of the Board monitors areas of significant risk including data systems and end of year processing of senior secondary and vocational certificates.

## ETHICAL STANDARDS

Prior to appointment, Board members are provided with the *Bowen Code of Conduct* as a guide to ethical behaviour. Members sign a declaration that they have read and agree to observe the principles of the code, and agree to disclose all conflicts of interest that arise during their term on the Board. The Board meeting agenda has declaration of conflicts of interests as a standing item. ACT public servants on the Board are also bound by the *ACT Public Sector Management Act 1994*.

## RESOURCES AVAILABLE

Board members have access to staff at the Board Secretariat if they require assistance or advice to carry out their duties.

## STANDING COMMITTEES

The Board appoints committees and panels to provide advice on specific matters. The main standing committees and their roles are listed below; membership is for 2017 and 2018.

**Table BSSS 3: Board Standing Committees and their roles**

Committee	Role
Curriculum Advisory Committee	To advise the Board on national and ACT curriculum matters and overall direction of curriculum in years 11 and 12.
Assessment and Certification Committee	To advise the Board on assessment and certification policies and procedures, and the overall direction of assessment and certification in years 11 and 12.
Vocational Education and Training Committee	To advise the Board on vocational education and training issues, particularly those relating to national agreements and post-school linkages with the VET sector; and to provide advice on VET initiatives for secondary education.
Innovations Committee	To advise the Board on the implementation of the Board's Strategic Plan, and innovative practices in senior secondary education in other jurisdictions and internationally.
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.

**Table BSSS 4: Board Sub-Committees that operated in 2017**

Curriculum Advisory Committee 2017	
Mrs Kerrie Grundy	Chair
Ms Susan Barton Johnson	Education Directorate
Ms Melissa Planten	ACT Principals' Association
Mrs Sandra Darley	Catholic Education Office

Mr Andrew Wrigley	Association of Independent Schools of the ACT
Ms Linda Fleming - Resigned	Association of Parents & Friends of ACT Schools
Ms Xiaoyan Lu	ACT Council of Parents & Citizens Associations
Mr Andrew Pike	Canberra Business Chamber
Professor Geoffrey Riordan	University of Canberra

#### **Assessment & Certification Committee 2017**

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

#### **Vocational Education & Training Committee 2017**

Mr Hugh Boulter	Chair
Mr Mark Pincott	Catholic Education Commission
TBA	Association of Independent Schools of the ACT
Ms Helen Witcombe	ACT Principals' Association
Mr Vince Ball	ACT Industry Training Advisor
Ms Kelly Aldred	Canberra Institute of Technology
TBA	ACT Trades and Labour Council
Mr Robert Hartley	Canberra Business Chamber
N/A - Association disbanded	ACT Teachers in Vocational Education Association
Mr Michael Mahar - Resigned	Education Directorate
Mr Adam Miller - Resigned	ACT Council of Parents & Citizens Associations

**Table BSSS 5: Board Sub-Committees that operated in 2018**

#### **Curriculum Advisory Committee 2018**

Mrs Kerrie Grundy	Chair
Ms Susan Barton Johnson	Education Directorate
Mr David Briggs	ACT Principals' Association
Ms Maria O'Donnell	Catholic Education Office
Mr Andrew Wrigley	Association of Independent Schools of the ACT
Ms Jennifer Rickard	Association of Parents & Friends of ACT Schools

**Curriculum Advisory Committee 2018**

Ms Bonnie Roppola	ACT Council of Parents & Citizens Associations
TBA	Canberra Business Chamber
Dr Bernard Brown	University of Canberra

**Assessment & Certification Committee 2018**

Mr Peter Clayden	Chair
Mr Ken Gordon	Education Directorate
Mr John Alston-Campbell	ACT Principals' Association
Ms Rachel Francis-Davies	Catholic Education Office
Mr John Folan	Association of Independent Schools of the ACT
Ms Crystal Cox	ACT Council of Parents & Citizens Associations
Mr John Stenhouse	Co-opted member
Ms Lyn Mernagh	Co-opted member

**Vocational Education & Training Committee 2018**

Mr Hugh Boulter	Chair
Mr Mark Pincott	Catholic Education Commission
Ms Joanne Garrison	Association of Independent Schools of the ACT
Ms Helen Witcombe	ACT Principals' Association
Mr Vince Ball	ACT Industry Training Advisor
Ms Shari Madden	Canberra Institute of Technology
TBA	ACT Trades and Labour Council
TBA	Canberra Business Chamber
N/A - Association disbanded	ACT Teachers in Vocational Education Association
Ms Louise Selles	Education Directorate
Ms Jennifer Rickard	Associations of Parents & Friends of ACT Schools

**Innovations Committee 2018**

Dr Royston Gustavson and Ms Louise Mayo	Co-Chairs
Mr Stephen Gwilliam	ACT Education Directorate
Mr Andy Mison	ACT Principals' Association
Mrs Catherine Rey	Catholic Education Office
Ms Kath Morwitch	Association of Independent Schools of the ACT
Dr Duncan Driver	A local university
TBA	Business and industry organisation
Ms Jennifer Rickard	Association of Parents and Friends of ACT Schools
Ms Alice Cahill	Catholic School Parents Council

### **Innovations Committee 2018**

Ms Terri Reichman	ACT Council of Parents and Citizens Associations
Mr John Stenhouse	Co-opted member

**Table BSSS 6: Accreditation Panels 2017-18**

<b>Accreditation Panel</b>	<b>Panel Chair</b>	<b>School</b>
Health, Outdoor & Physical Education	Ms Jenny Hall	Canberra Girls Grammar School
Integrated Studies	Mr Kristofer Feodoroff	Office of the Board of Senior Secondary Studies
Politics	Mr Kristofer Feodoroff	Office of the Board of Senior Secondary Studies
General Science	Ms Jane O'Brien	Canberra Girls Grammar School
Philosophy	Mr Murray Chisholm	Canberra College
Industry Trades & Technology	Mr Kristofer Feodoroff	Office of the Board of Senior Secondary Studies
Business Services	Mr Kristofer Feodoroff	Office of the Board of Senior Secondary Studies

### **BOARD SECRETARIAT**

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

## **B.2 Performance Analysis**

### **AN INFORMED AND EFFECTIVE RESPONSE TO INTERNATIONAL, NATIONAL AND LOCAL INITIATIVES**

The Board has continued to provide and facilitate ACT feedback on national curriculum and reporting initiatives through formal responses, teacher participation in curriculum development and surveys, consultation and membership of national working parties. The Board has made contributions to the Consultation on the Transparency of Higher Education Admissions Processes, the Australian Curriculum, Assessment and Reporting Authority (ACARA) Review of Senior Secondary Outcomes, the National Centre for Vocational Education Research (NCVER) Review of Unique Record Identifiers, the Australasian ATAR Technical Group, the NSW/ACT Universities Admissions Centre's Technical Committee on Scaling, the Review of the NSW/ACT meshing processes for the Australian Tertiary Admission Rank (ATAR), the national International Baccalaureate/ATAR conversion process and the Australasian Curriculum, Assessment and Certification Authorities' research partnership with the University of Melbourne to investigate the benefits of Vocational Education to students after completion of secondary education.

In 2015, the Office of the Board (OBSSS) assumed responsibility for the leadership for the Australasian Curriculum, Assessment and Certification Authorities (ACACA) when the ACT BSSS Executive Director was appointed as the Chair of ACACA and the Technical Advisor assumed responsibility for secretariat services to ACACA. ACACA is a high level forum composed of the Chief Executives of Australian and New Zealand Boards of Studies, the Chief Executive of ACARA and a representative from the Commonwealth Department of Education. The Office of the Board continued to occupy this national role throughout 2016 and 2017 before handing over responsibility for 2018 and 2019 to the Victorian Curriculum and Assessment Authority.

## **A HIGH quality, high equity curriculum, assessment and certification system that CATERS FOR ALL STUDENTS**

In 2017-18, the *Shape of ACT Board of Senior Secondary Studies Curriculum frameworks* was endorsed by the Board. This paper outlines a conceptual model for organising frameworks and provision for development of discipline-based courses and increase the senior secondary system's capacity to develop integrated or interdisciplinary courses.

In order to develop quality courses that provide authentic pathways and grow the senior secondary systems capacity to be at the cutting edge of pedagogy and curriculum, partnerships were established with local universities in order to inform curriculum directions and pathways for students in a number of learning areas.

Fourteen courses were approved for delivery to year 11-12 students. Eleven were redeveloped and three are new areas for study. Courses developed include Physical Education Studies, Sports Development, Outdoor & Environmental Education and Exercise Science, Sport, Recreation and Leadership, Philosophy, Automotive Technology, Business Services, Flight, Forestry, Furniture Making and Australian & Global Politics. During this year the BSSS approved innovative courses that expand the opportunities for learning within contemporary educational directions. New courses were written in Health & Wellbeing Studies, Integrated Science and Interdisciplinary Inquiry Project. All curriculum documents were mindful of global education integrating multiple dimensions, perspectives and citizenships which aligns with our strategic plan.

The process and criteria for accrediting quality courses was reviewed and updated to include current indicators of quality curriculum. Courses are reviewed by expert panels of teachers, representatives from tertiary institutions, industry and the community, who provide advice on accreditation to the Board. A list of the panels that met to consider courses in 2017-18 is included at Table BSSS 6.

The Language Eligibility Criteria was reviewed and updated to provide guidelines on the appropriate placement of students in language courses.

The Board has continued its commitment to Vocational Education for senior secondary students. In 2018, the Board joined with all other national jurisdictions in partnering with the University of Melbourne in a research project designed to examine the wider benefits of vocational studies during the final two years of secondary education. This ambitious project will track individual students from year 12 and through their future pathways for a numbers of years to ascertain the contribution that vocational studies have made to their progress in life after school.

Funding was gained in the ACT Government Budget 2016–2017 for the upgrading of the course moderation database within the BSSS certification database (ACS). Work commenced on this project in October 2016 and was completed in time for the second Moderation Day in August 2017. The upgrade enables the Office of the Board and colleges to analyse longitudinal data on the quality assurance of their grades in courses delivered.

The upgrade of the course moderation database has been well received by teachers. On Moderation Day 2, 2017, 94 percent of teachers surveyed found it easy to use. On Moderation Day 1, 2018, this figure moved up to 95.6 percent of teachers surveyed as improvements had been made. Moderation Day provides valuable conversations for teachers about assessments. In 2017, 76 percent of teachers agreed that it was a positive professional development experience. This rose to 81 percent on Moderation Day 1 of 2018. Further Teacher Quality Institute (TQI) accredited training in assessment for the subject group leaders has been implemented this year and this has been received positively by all involved.

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 2017 and March 2018.

The Australian Curriculum Centre, based at Shanghai Paddington Bilingual School, commenced operation in February 2017 after gaining Board approval in December 2016. The first graduating cohort all gained entry to Australian universities. The Board is working closely with Austrade in China to identify other schools who may be interested in delivering the ACT Senior Secondary Certificate.

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

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

In the Strategic Plan 2017–2021, the Board has made a commitment to introduce online literacy and numeracy testing by 2020. After extensive trials of the Western Australian Online Literacy and Numeracy Assessment OLNA during 2015 and 2016, discussions were held the Western Australian School Curriculum and Standards Authority (SCSA) in 2017 and 2018 with regard to the possibility of a partnership between the ACT and WA. The possibility of a partnership with the New South Wales Education Standards Authority (NESA) has also been explored.

As part of its Strategic Plan, the Board intends to deliver the Writing Task component of the ACT Scaling Test online. Three colleges were involved in an online trial of the Writing Task in 2017 and further trials are planned for 2018. Students were surveyed at the conclusion of the trial and strongly supported the Board's plan to deliver the Writing Task online.

## **YEAR 12 OUTCOMES 2017**

In 2017, 4,683 students met the requirements for an ACT Senior Secondary Certificate. This included 4,550 students enrolled in ACT colleges, including CIT Pathways College, and 133 students enrolled in overseas colleges. In the ACT, this represented 90.7 percent of year 12 students compared with 91.2 percent in 2016.

Of the Senior Secondary Certificate receivers 2,907 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 2,815 students enrolled in ACT colleges and 92 students enrolled in overseas colleges.

One hundred and fifty seven students (76 females, 81 males) from 20 colleges completed an H course through the Australian National University Secondary College Program in 2017.

**Table BSSS 7: H courses studied by graduating students in 2017**

Number of Students	Course Title
14	ADVANCED CLASSICAL MUSIC - ANU
5	ADVANCED JAPANESE - ANU
12	ADVANCED JAZZ MUSIC - ANU
7	ASTROPHYSICS - ANU
19	BIODIVERSITY - ANU
27	CHEMISTRY - ANU
3	CONTINUING CHINESE - ANU
18	CONTINUING JAPANESE - ANU
24	DISCOVERING ENGINEERING - ANU
7	PERFORMING INDONESIAN - ANU
10	PHYSICS - ANU

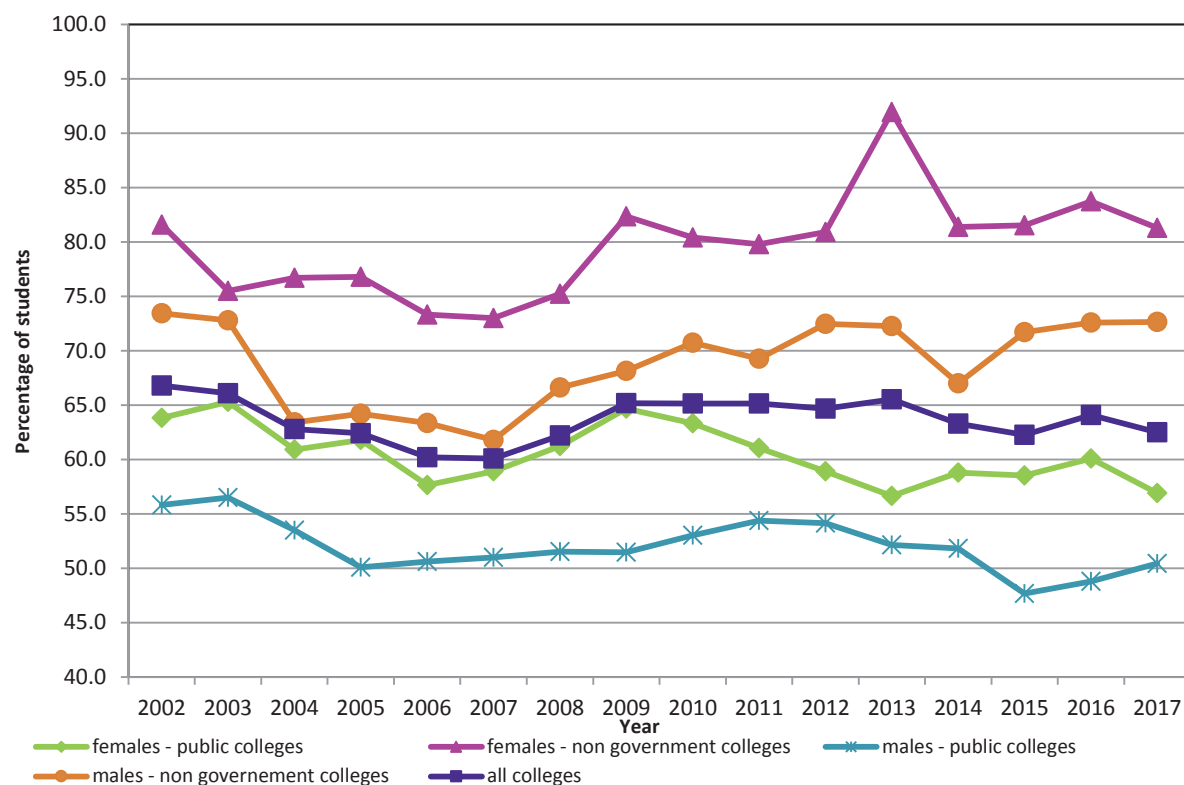
One hundred and ten students (70 percent) used their scaled H course score in their ATAR calculation.

To achieve an ACT Senior Secondary Certificate, students are required to study a minimum of 17 standard units, which form at least four accredited courses from three different course areas. However, it is pleasing to see that a large majority of students are studying more than the minimum number of units across a broader range of course areas. In 2017, 75.7 percent of Senior Secondary Certificate receivers (Standard Package) completed 20 or more standard units and 79 percent of Senior Secondary Certificate receivers completed five or more accredited courses from different course areas. These percentages have increased since 2016.

Figure BSSS 1 displays the percentage of Senior Secondary Certificate receivers achieving a TES from 2002 to 2017. In 2017, 62.1 percent of ACT students receiving a Senior Secondary Certificate also received a TES. This is lower than in 2016 when it was 64.1 percent.



**Figure BSSS 1: Percentage of ACT Senior Secondary Certificate Receivers who achieved a Tertiary Entrance Statement 2002-2017**

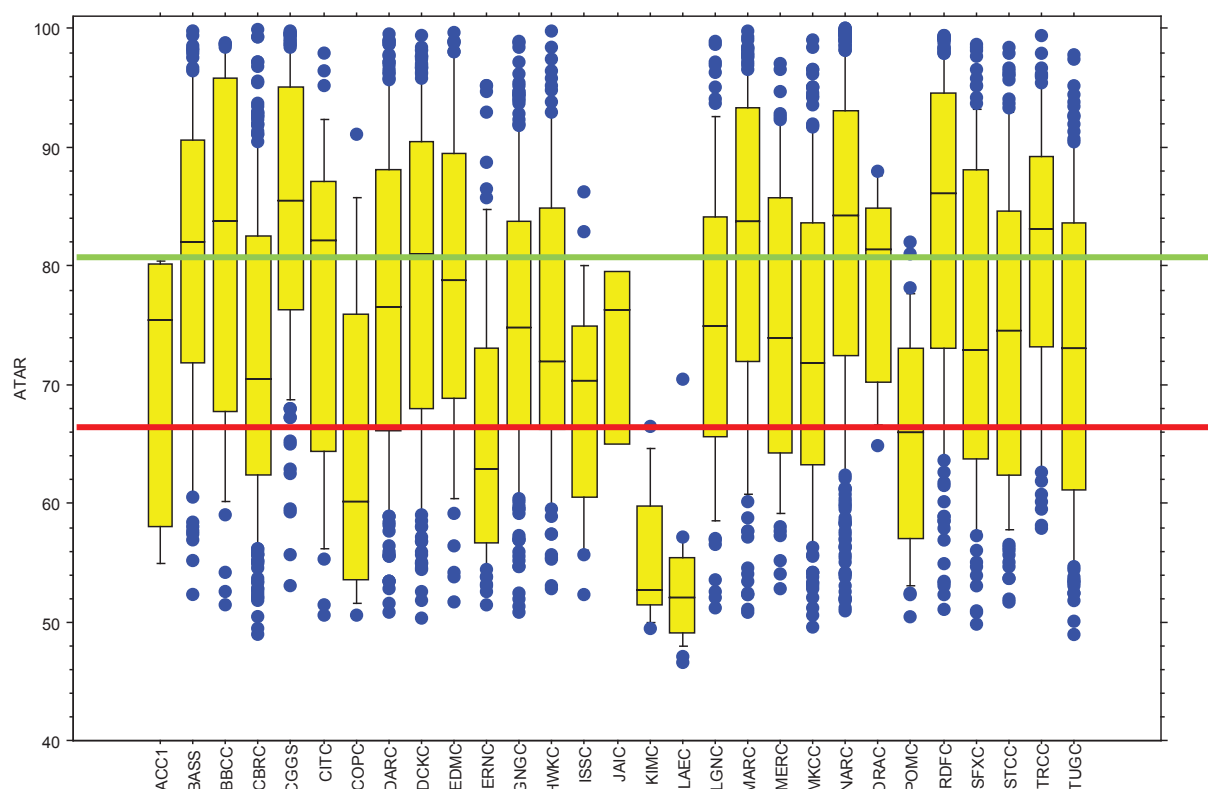


Source: ACT Board of Senior Secondary Studies

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



**Figure BSSS 2: Range of ATARs across colleges for 2017**



Source: ACT Board of Senior Secondary Studies

Note:

1. The names of the colleges are listed in Appendix B.
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, 76 percent achieved an ATAR of 65 or more.

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

**Table BSSS 8: Selected courses on Senior Secondary Certificates and Tertiary Entrance Statements, 2016 and 2017**

Course Area	Percentage of ACT Senior Secondary Certificate receivers who completed a course in the area		Percentage of ACT TES receivers who completed a course in the area	
	2017	2016	2017	2016
English/English as a second language (ESL)	100	100	100	100
Mathematics	93.2	92.0	95	94.8
Information Technology	10.3	9.5	11	9.7
Sciences	43.5	44.2	56	57.9
History	14.1	13.5	17	18.8
Languages	16.0	15.1	22	19.9

*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, 65.3 percent of ACT students used scaled course scores from four different course areas in the calculation of their ATAR. This is a decrease of 1.3 percent from the 2016 cohort.

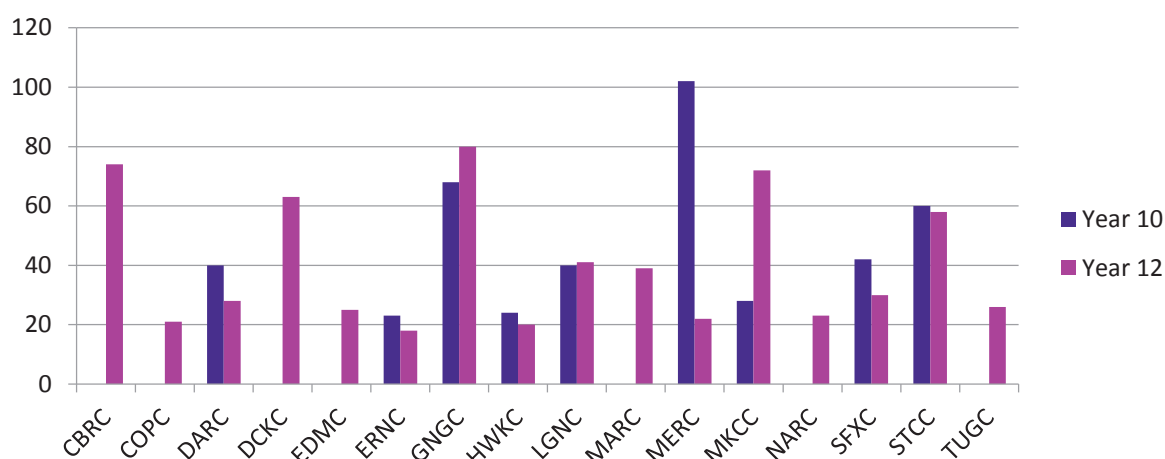
A course from the English course area is now compulsory for graduating students in the ACT. For Mathematics, 93.2 percent of ACT Senior Secondary Certificate receivers and 95 percent of TES receivers completed courses.

The Board recognises on a student's Senior Secondary Certificate the contribution of learning undertaken outside the college environment during years 11 and 12. In 2017, 957 students received such recognition for Sport and Recreation, 710 students received recognition for Community Service, 255 students received recognition for Cultural Studies and 1,077 students participated in Work Exploration (Work Experience).

The Board issues Vocational Certificates to years 10 and 12 students who have completed vocational qualifications through college based Registered Training Organisations (RTOs). In 2017, this included 520 year 10 students and 1,213 year 12 students. Of these students, 12 completed an Australian School-based Apprenticeship with their college as the RTO. In 2017, an additional 2,324 students received recognition on their Senior Secondary Certificate for undertaking an Australian School Based Apprenticeship or Traineeship with an RTO other than their home college.

The following figure displays the number of students receiving vocational certificates issued by the Board for each RTO by year level in 2017. It should be noted that students may have received more than one vocational Certificate.

**Figure BSSS 3: number of students receiving vocational certificates, 2017 by college and year level**



In addition to vocational studies undertaken during years 11 and 12 in colleges, vocational programs undertaken with external RTOs can contribute to the requirements for year 12 certification and be included on the ACT Senior Secondary Certificate. In 2017, vocational qualifications achieved through an external RTO and registered by the Board were recognised on the Senior Secondary Certificate as an E course. In 2017, 301 students were awarded an E course. The E courses were in the areas of Business, Beauty Training, Early Childhood and Companion Animal Services.

For more information contact:

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

## Appendix A: Sections not covered elsewhere in this report

Section	Reporting
B.3 Scrutiny	There were no direct implications for the Board in Legislative Assembly committee inquiries and reports in 2017-18.
B.4 Risk Management	Covered within Directorate report. See section B.4 in that report.
B.5 Internal Audit	Covered within Directorate report. See section B.5 in that report.
B.6 Fraud Prevention	Covered within Directorate report. See section B.6 in that report.
B.7 Work Health and Safety	Covered within Directorate report. See section B.7 in that report.
B.8 Human Resources Management	Covered within Directorate report. See section B.8 in that report.
B.9 Ecologically Sustainable Development	Covered within Directorate report. See section B.9 in that report.
C.1 Financial Management Analysis	Covered within Directorate report. See section C.1 in that report.
C.2 Financial Statements	Covered within Directorate report. See section C.2 in that report.
C.3 Capital Works	Covered within Directorate report. See section C.3 in that report.
C.4 Asset Management	Covered within Directorate report. See section C.4 in that report.
C.5 Government Contracting	Covered within Directorate report. See section C.5 in that report.
C.6 Statement of Performance	Covered within Directorate report. See section C.6 in that report.
I Ministerial and Director General Directions	There have been no directions to the Board

## Appendix B: Institutions delivering Board certificated courses

Public colleges	Code
Canberra College	CBRC
Dickson College	DCKC
Erindale College	ERNC
Gungahlin College	GNGC
Hawker College	HWKC
Lake Tuggeranong College	TUGC
Melba Copland Secondary School	COPC
Narrabundah College	NARC
The Woden School	WODS
University of Canberra Senior Secondary College Lake Ginninderra	LGNC
Non-Government colleges	Code
Brindabella Christian College	BBCC
Burgmann Anglican School	BASS
Canberra Girls Grammar School	CGGS
Daramalan College	DARC
Marist College Canberra	MARC
Merici College	MERC
Orana Steiner School	ORAC
Radford College	RDFC
St Clare's College	STCC
St Edmund's College	EDMC
St Francis Xavier College	SFXC
St Mary MacKillop College	MKCC
St John Paul II College	SJPC
Trinity Christian School	TRCC
Other ACT institutions	Code
CIT Pathways College	CITC
Australian National University (ANU) Extension Program	ANUC
International schools	Code
Australian Curriculum Centre, Shanghai, China	ACC1
Sekolah Cita Buana, Indonesia	CBJC
Australian International School, Indonesia	JAIC

<b>International schools</b>	<b>Code</b>
Port Moresby International School, Papua New Guinea	POMC
Kimbe International School, Papua New Guinea	KIMC
Lae International School, Papua New Guinea	LAEC
International School Suva, Fiji	ISSC
<b>Private Providers</b>	<b>Code</b>
Canberra Academy of Languages	CALC
Spanish Language and Culture Program in Australia	SPAC
The Australian School of Contemporary Chinese	ASCC