Annexed Reports

ANNEXURE A - EARLY CHILDHOOD POLICY AND REGULATION

Early Childhood Strategy

The ACT Government committed to developing an Early Childhood Strategy for the ACT in its 2016 Supporting Parents Plan election commitment, to harness early childhood education across the Territory and get it right for future generations.

The *Early Childhood Strategy* will be designed to position the ACT for long-term educational success by ensuring every young child across Canberra has access to quality early childhood education. The four key elements will be:

> increasing access, equity and affordability;

> enhancing the education and care workforce and qualifications;

> providing seamless transitions from early education and care to school; and

> maximising the benefit to children.

In the ACT, government and non-government providers deliver a variety of early childhood education and care services for children from birth to 12 years of age. These services include those approved under the National Quality Framework (NQF), those licensed under the *Children and Young People Act 2008*, programs delivered by the Directorate, and additional informal programs delivered by community organisations, such as playgroups.

The *Early Childhood Strategy* will create a connected/coherent policy context that will improve collaboration between government and non-government providers to improve equitable access to early childhood education and deliver a more seamless user experience for children and families. It will look to coordinate approaches across Government and, in partnership with non-government organisations, to deliver an aligned education and care framework, and maximise investment into early childhood services in the ACT.

The *Early Childhood Strategy* will bring to fruition a commitment in the *Future of Education Strategy* and will align with the evidence presented in the *Lifting our Game* report, commissioned by States and Territories.

This report aligns closely with the ACT Government's vision for quality early childhood education and the key elements of the *Early Childhood Strategy*. The evidence applied in *Lifting our Game* is fundamentally the same as that considered in developing the *Early Childhood Strategy*.

A key component of the *Early Childhood Strategy* is delivering a phased approach to 15 hours per week, 600 hours per year of free, universal, quality early childhood education for three year-olds in the ACT.

In June 2019, the ACT Government announced it is investing $2.2 million towards equitable access to early childhood education in 2020. This investment includes:

> delivering the first phase of 15 hours per week, 600 hours per year of free, universal quality early childhood education for three year-olds in the ACT with priority need;

> supporting the Aboriginal and Torres Strait Islander Early Years Engagement Officers who connect families with Koori Preschool, Child and Family Centres, and schools;

> delivering a pilot program to provide after-hours care for ACT Government for four year-old preschool children;

> expanding the existing Koori Preschool program for four year-olds to 15 hours per week and delivering a co-design process to ensure Aboriginal and Torres Strait Islander children have high quality and culturally appropriate services;

> expanding the Prep-for-Pre program to support parents to engage with the child's learning prior to starting school; and

> providing subsidised training to the education and care sector to support children with trauma.

Early Childhood Advisory Council

In August 2017, the Minister for Education and Early Childhood Development, Yvette Berry MLA, established the Early Childhood Advisory Council to bring together representatives of the education and care sector to strengthen partnerships between the ACT Government and the sector (https://www.education.act.gov.au/early-childhood/early-childhood-advisory-council).

The Council's current term is to July 2020. The table below lists the members of the Council as at 30 June 2019.

Table 49 Early Childhood Advisory Council members

Name	Institution	Area of representation
Cathy Hudson (Chair)	Policy Advisor and Deputy Chair ACECQA Board	Independent Chair
Director-General (Deputy Chair)	ACT Education	Government
Simon Bennett	Anglicare	Not for profit and early childhood
Jodie Ledbrook	YMCA Canberra	Community not for profit
Bernadette Carbin	YWCA Canberra	Community not for profit
Alice Castrission	Catholic Education Canberra and Goulburn	Catholic Education
Peter Curtis	Australian Education Union – ACT Branch	Peak body
Carly Freeman	ACT Aboriginal and Torres Strait Islander Advisory Group	Community representative
Joanne Garrisson	Association of Independent Schools ACT	Independent Schools Association
Sandy Leitch	Early Childhood Australia	Peak body
Lee Maiden	Communities@Work	Community not for profit and Family Day Care
Bruce Papps	Northside Community Service	Community not for profit
Reesha Stefek	Woden Early Childhood Centre	Independent not for profit
Lisa Syrette	AIS Site Services Branch	Independent not for profit
Symmone Turner	Preschool Teachers Professional Association	Professional association

Selection of members was based not only on representation of their respective organisations but on their individual skills and expertise. The Council has provided advice on proposals arising from the development of the *Early Childhood Strategy*, with significant level of consultation taking place with the Council in 2018–19 through five face-to-face meetings held across Canberra.

In addition, a full day workshop was held in April 2019 with the Council and invited experts from school and education and care systems, to discuss how best to improve collaboration between government and non-government education and care providers. The goal of the workshop was to test and consider the risks, benefits and requirements of possible partnership approaches for the *Early Childhood Strategy*.

Inter-Directorate Committee

In July 2018, the Directorate established the Early Childhood Strategy Inter-Directorate Committee (IDC) to provide advice that gives a whole of government perspective in relation to early childhood.

The IDC was also set up to ensure that the *Early Childhood Strategy* has strong synergies with cross-directorate initiatives that engage with and impact on children. In December 2018, the Directorate formed the IDC working group to support the work of the IDC. The working group meets two weeks prior to the IDC and provides advice for IDC members on topics such as sharing data between directorates to ensure consistency of service delivery for families, and better connecting Government services to provide pathways for children into early childhood education.

Early Childhood Strategy Community Consultation

To ensure the *Early Childhood Strategy* best meets the needs of the community, the Directorate held a targeted consultation process from November 2018 to April 2019. Conversations were held with children, families, educators and the wider community.

The consultation process was designed to be focused and targeted, capturing detailed qualitative feedback from stakeholders, and hearing the voices of those who would benefit most from increasing access to quality early childhood education, particularly those experiencing vulnerabilities or disadvantage.

Through the process, 101 children, 138 families, 105 members of the education and care workforce, and 28 peak bodies and associations were consulted. Ten written submissions were received through the YourSay website. The findings include:

> a longer-term, strategic and collaborative approach to early childhood education and care in the ACT is welcomed;

> an equitable and affordable approach to early childhood education will enhance life outcomes for all children;

> providing access to early childhood education for children who may be experiencing vulnerability or disadvantage is supported, but must be achieved without stigma and through trusted relationships; and

> educators play an important role in a child's early years. The disparity in wages and conditions across the sector should be addressed.

Participants hope the *Early Childhood Strategy* will encourage the community to recognise and value the educational benefits of quality early childhood education, including the educators who provide this essential service.

Implement Supporting Parents Plan

The Directorate is progressing the components of the ACT Government's 2016 Supporting Parents Plan election commitment, including the development of the *Early Childhood Strategy* to continue to drive access to quality early childhood education.

The *Early Childhood Strategy* is informed by the abundance of national and international evidence that shows the benefits that quality early childhood education brings for children, families, and wider society.

The *Early Childhood Strategy* will be the plan for early childhood education in the ACT over the next decade, in line with the *Future of Education Strategy*.

Consultation with the Early Childhood Advisory Council, IDC and working group, and with the ACT's education and care sector is supporting the development of the *Early Childhood Strategy*.

Early Childhood Education and Care Workforce

On 1 February 2019, the Productivity Commission released its Report on Government Services (RoGS) chapter that covers childcare, education and training.

The RoGS report shows that the ACT had 61.7 per cent of primary contact staff in early education and care services with a relevant formal qualification at, or above, Certificate III. While this figure is one of the lowest in the country it shows an 11.1 per cent improvement for the ACT since the *2013 Early Childhood Education and Care National Workforce Census* for Certificate III graduates.

The *2016 Early Childhood Education and Care National Workforce Census* report shows that 34.4 per cent of educators nationally, in a Child Care Benefit approved service, are studying towards a qualification.

As of 30 June 2019, there are 79 government preschools and 20 non-government preschools in the ACT. Approximately 90 per cent of preschool program educators have a university qualification, which places the ACT in the top two jurisdictions in the country.

Since the introduction of the NQF in 2012, the ACT Government has supported the growth of qualified staff for the education and care sector, with particular attention being given to the changes in qualification requirements for early childhood educators as part of the NQF.

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

In 2014-15, the first 25 scholarships were awarded and, throughout 2015-16 and 2016-17 a further 50 were offered. During 2017, an evaluation was conducted on the success of the Program and, consistent with feedback from the Early Childhood Advisory Council, the scholarship program was revised.

The scholarship program provides for four scholarships per year, each to a maximum value of $25,000 for the life of the scholarship. The scholarships support full-time study over four years or part-time study over eight years. Additional funding of up to $4,000 per scholarship is available to support employers' backfill while the student undertakes the practical component of their study.

The program also enables employers to partner with the Directorate to provide an equivalent contribution to a scholarship, thereby creating the option of two scholarships for the cost of one.

An additional $4,000 per scholarship Is also available for students to attend a four-week placement within the ACT Regulatory Authority as part of their final year of study. This funding will help providers and students by increasing capability and capacity in knowledge of compliance and governance frameworks expected by the NQF.

In June 2019 there were 47 scholarship holders studying towards a degree in early childhood education, including 13 successful recipients from the 2018-19 scholarship round.

Universal Access to Early Childhood Education: National Partnership Agreement

The National Partnership for Universal Access to Early Childhood Education (NP UAECE) is a keystone to ensuring young children have free universal access to early childhood education in the year before school. This is a joint funding contribution between States and Territories and the Australian Government to provide 600 hours per year of free public preschool education, in the year before commencement of formal schooling. Its objective is to support universal access and improve participation in quality early childhood education for four year-olds with a focus on Aboriginal and Torres Strait Islander children and children experiencing vulnerabilities or disadvantage.

The ACT Government is the major contributor of free preschool by providing 12 hours a week. The NP UAECE provides an additional three hours to make a total of 15 hours of free preschool a week.

Since 2016-17 the Australian Government has offered one-year extensions to the NP UAECE. In late 2018, the Australian Government offered another one-year extension for the 2018 and 2019 calendar years.

While the ACT acknowledges that extension of funding for one year is better than no extension, year-to-year agreements to contribute funding does not provide certainty in this important area. The ACT continues to advocate with other States and Territories for a long-term funding agreement for universal access to free preschool for four year-olds.

The 2018 and 2019 NP UAECE and the ACT Implementation Plan are available on the Australian Government's Federal Financial Relations website.

As a requirement of the NP UAECE 2018, the ACT's performance was measured against six performance indicators in the partnership. Initial assessment indicates that the ACT did not meet performance indicator 3.2 for the NP UAECE for 2018, being:

'The proportion of enrolled Indigenous children enrolled in the year before full-time school in quality early childhood education programme(s) for 600 hours per year.'

In the ACT, Aboriginal and Torres Strait Islander families have the option of enrolling their children in a universal preschool program or the Koori preschool program, or both. However, the application of the enrolment data is giving a numerical measure of the indicator that does not match with the Territory's success in both outcomes and outputs under the NP UAECE.

An additional small group of children was identified in data held by the Commonwealth as being enrolled in a quality early childhood education program(s) that were available for less than 600 hours per year.

The Directorate is working with the Australian Government on further examining data held by the Australian Government to ensure reliable and accurate information is used to inform assessment of the ACT's performance for the NP UAECE.

Education & Care Services National Law – ACT Regulatory Authority

The first three to four years of life substantially impact a child's learning and development trajectory. Children's brains develop rapidly from birth, with healthy brain development setting the foundation for learning and positive social relationships.

International and national evidence demonstrates that participation in quality early learning programs has significant benefits for young children because it makes the most of the brain's keen ability to absorb information and acquire skills early in life.

Children who have accessed quality, structured early learning programs are more likely to make a successful transition to school, stay longer in school, continue to engage in further education and fully participate in employment and community life as adults. These children experience these benefits irrespective of their family, social or economic context.

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

The NQF for the education and care sector established the National Law and a uniform approach to the regulation and quality assessment of the education and care sector. The Director-General of the Education Directorate is the ACT's Regulatory Authority.

As at 30 June 2019, the ACT had 358 services approved under the National Law. The National Law places obligations upon the ACT Regulatory Authority — Children's Education and Care Assurance (CECA) — to undertake investigation, compliance, enforcement, and assessment and rating functions against the NQS.

The Regulatory Authority is comprised of the following teams:

> Quality Assurance;

> Audit and Risk Management; and

> Investigation.

Quality Assurance

The key objective of quality assurance is to assist providers and services in their journey of continuous improvement in delivering quality early childhood education and care to children. CECA's Quality Assurance team undertakes the assessment and rating process of the sector in accordance with the National Law. This process provides several benefits:

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

Under the National Law, services are assessed and rated against the NQS.

Following an assessment, an overall rating is given dependent on evidence collected across seven quality areas:

> Educational program and practice;
> Children's health and safety;
> Physical environment;
> Staffing arrangements;
> Relationships with children;
> Collaborative partnerships with families and communities; and
> Governance and leadership.

There are five rating levels within the assessment and rating process as follows:

> Excellent rating, awarded by Australian Children's Education and Care Quality Authority (ACECQA);
> Exceeding National Quality Standard;
> Meeting National Quality Standard;
> Working Towards National Quality Standard; and
> Significant Improvement Required.

As at 30 June 2019, the ACT had 358 services approved under the National Law. Of these, 328 have a quality rating, representing approximately 91 per cent of services. The nominal capacity of the sector is approximately 28,000 full time places for children.

As at 30 June 2019, the positioning of education and care services in the ACT was:

> 0 (0%) had a Significant Improvement Required rating;
> 81 (25%) had a Working Towards rating;
> 91 (28%) had a Meeting rating;
> 154 (46%) had an Exceeding rating; and
> 2 (1%) had an Excellent rating.

Figure 22 Education and care sector services awarded a quality rating as at 30 June 2019
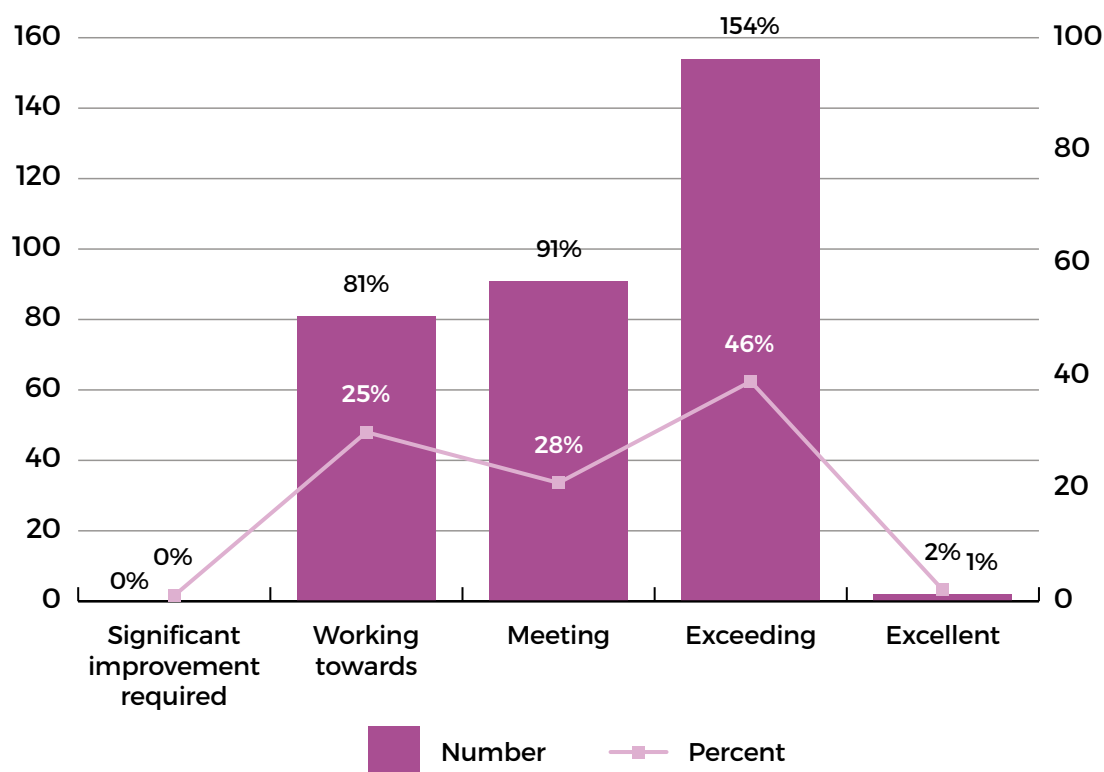
Source: Australian Children's Education & Care Quality Authority

The ACT has approximately 75 per cent of services with a quality rating of meeting or above, in contrast to 73.2 per cent at this time in 2018.

The percentage of services with an 'Exceeding' rating has risen to 46 per cent, marginally higher than 45 per cent last year and significantly increased from 42 per cent two years ago.

The percentage of services with a 'Working Towards' has further reduced to 25 per cent, from 26.8 per cent last year and 32 per cent two years ago.

Audit and Risk Management

CECA's Audit and Risk Management team undertakes compliance audits and risk assessment audits of education and care services. Compliance audits help to ensure that services are meeting their minimum requirements as set out by the National Law and Regulations.

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

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

The risk levels of services are valued from 1- 5 using the following categories:

> Very low risk;

> Low risk;

> Medium risk;

> High risk; and

> Very high risk.

In 2018, the team introduced a "top five" compliance segment for regular Education and Care Sector meetings, which highlights common themes and trends in non-compliances. It is one of the opportunities to inform the sector in order to prevent harm or hazard to children.

During the 2018-19 financial year, the Audit and Risk Assessment team carried out 214 compliance audits. The team also conducted 15 risk audits in response to incidents that required a rapid response and 11 audits to monitoring compliance action taken.

Investigations

CECA'S Investigation team assesses any information received that indicates there may have been a contravention of the National Law, where the contravention represents a risk, or potential risk, to the safety, health and well-being of children. Officers in the Investigation team hold a qualification equivalent to Certificate IV in Government (Investigations), Diploma of Government (Investigations) or training of a police or criminal justice standard.

In 2018-19 the team processed 1,010 notifications. Of those notifications, 45 matters were investigated, and four matters were subject to both investigation and risk audit.

At the end of June 2019, approximately 18 investigations were in progress, 37 cases were closed during the year, of which 17 were carried over from 2017-18.

Major areas of investigation were: allegations of harm to children; non-compliant staffing arrangements; inadequate supervision; and missing or unaccounted for children.

Compliance Actions

As at 30 June 2019, CECA had taken 60 compliance actions. Compliance actions range from administrative letters to conditions on provider or service approvals; enforceable undertakings; emergency action notices; compliance directions; compliance notices; suspensions or cancellations of provider or service approvals; and prohibition of individuals.

A further 22 compliance actions were issued to cancel provider or service approvals where those providers or services were not actively engaged in education and care.

Assessment and ratings completed with legislated timeframes

The target for the Accountability Indicator for Assessment and ratings completed within legislated timeframes is 100 per cent. This indicator measures the percentage of quality assessment and rating of education and care services completed by Authorised Officers within legislated timeframes.

Under the National Law the legislated timeframe between the assessment visit and the issue of the final report and rating notice is within 60 days.

Authorised Officers from CECA conduct assessment and rating of services against the NQS. The process meets statutory requirements and a national approach to the assessment and reporting of the quality of education and care services across a variety of service settings.

The number of assessment and rating cycles conducted to completion during the 2018-19 year was 76, compared to 69 during the previous year. The target of assessment and ratings completed within legislated timeframes for the 2018-19 financial year was 100 per cent. The result for the financial year was 99 per cent. The result for the outcome is determined by calculating the number of assessment and rating cycles in which the final report and rating notices were issued within the legislated timeframe. The final report and rating notice must be sent within the reporting timeframe.

Annual compliance audit is delivered in full

The target for the Accountability Indicator for the annual compliance audit to be delivered in full is 100 per cent. This measures the percentage of compliance audits undertaken for the purpose of a minimum target number established by the EGC for the 2018-19 financial year.

The EGC sets a formal target every year. The target is approximately 10 per cent of all approved services under the National Law.

A scheduled audit of an education and care service is conducted against the minimum requirements of the National Law. The target of compliance audits for 2018-19 was 37 which met the 100 per cent target.

Refer to the audited Statement of Performance on page 200.

Sector Education and Engagement

Educate and Inform Functions

CECA is responsible for educating and informing the sector of its obligations under the NQF.

In 2018-19 the Directorate established a social media capacity for CECA with the launch on 26 March 2019 of the CECA Facebook page.

By expanding CECA's communication capabilities through Facebook, CECA has an increased communication reach to individual educators who are working directly with children and might not have the time or means to engage in CECA's face to face forums.

As at 30 June 2019, CECA's Facebook page had a following of 500 and 480 likes by individuals who work in the sector. Overall page reach between 24 and 28 June 2019 was 4,551.

Facebook content is determined from current trends CECA has identified as a priority for the sector with reference to the NQF. Other information of benefit to the sector is also conveyed using this communication channel.

CECA has engaged a Sector Engagement and Information Officer for 12 months, commencing 1 June 2019. This officer is responsible for promoting the NQF, particularly the theme of continuous improvement; developing and facilitating professional learning opportunities for the sector; developing partnerships across government and non-government organisations; and developing educational resources for the sector.

Sector Professional Learning

CECA organises and participates in a range of educative and deliberative forums with the education and care sector. In 2018-19 CECA held three Education and Care Sector Meetings in August 2018, November 2018 and March 2019.

Over 500 participants attended the meetings representing educators, managers, services and providers, and other stakeholders such as training organisations from across the sector. The meetings covered numerous important topics including:

> August 2018

- Children as citizens of their community and as drivers of change – presented by Molly Rhodin, Managing Director, Down to Earth Practical Solutions;
- Nominated Supervisor's responsibilities and obligations under the National Law – presented by CECA Investigation team;
- Developing a Quality Improvement Plan that effectively drives change – presented by CECA Quality Assurance team; and
- A KidsMatter tool for understanding children's anxiety – Presented by Kathryn Wallis, Janelle Bowler and Alicia Marshall.

> November 2018

  • Working in the Northern Territory – presented by Brigid Donohoe, Authorised Officer CECA;

  • Australian Association for Environmental Education: Working for Sustainability – presented by Vivienne Pearce - President, Sue Jones – Dancekids, and Helen McHugh – Nature Play @ Australian National Botanic Gardens; and

  • Partnership with Families – presented by Dr Fay Hadley, Senior Lecturer, Department of Educational Studies, Macquarie University.

> March 2019

  • The *Senior Practitioner Act 2018* - presented by the ACT Senior Practitioner Mandy Donley;

  • Forrest Outside of School Hours Care: Road to Excellence – presented by Ali Sewter and Kylie Keane; and

  • Perspectives on Inclusion – presented by Alicia Flack-Kone.

On 24 October 2018, CECA facilitated the Critical Reflection through Action Research Symposium with a focus on one of the new exceeding themes of the NQS, Critical Reflections.

The Symposium provided an opportunity for 275 leaders and educators within the sector to hear from others, to ask questions of an expert panel, and to gain greater understanding of what action research or practitioner enquiry is – how it promotes change and enhances quality. Presentations included:

> What is Action Research – presented by Rob Soper, thinkers.inq;

> Keeping it Fair! How do we confront our gaps in the journey of inclusion? – presented by Sharon Mathers, Aurelie Kalis and Tim Selwood, YMCA Holder Early Learning Centre;

> Honouring children and educators as capable and competent researchers whilst embracing the Early Years Learning Framework as a pedagogical thinking framework – presented by Evan Gilson, Latham Primary School – Preschool Unit;

> A community of researchers, presented by Subhadra Chapman and Michaeli Hillam, Blue Gum Community School – Preschool; and

> Growing dispositions for learning through play – presented by Mitchell Parker and Sharon Craft, Lyons Early Childhood School.

National Early Childhood Reviews: Stakeholder consultation

National Quality Framework Review

In 2019, CECA consulted with stakeholders, providers, nominated supervisors, educators and families regarding the NQF and key areas which have been identified for change. CECA facilitated four workshops during May 2019 for direct consultation and feedback, as well as publishing opportunities for services, educators and families to provide feedback through the NQF Review 'Have Your Say' website.

Topics up for discussion as part of the review included:

> the scope of services regulated under the NQF;

> application efficiency and effectiveness;

> maintaining current information about services;

> physical environment;

> sustainability of the NQF;

> regulatory approaches;

> Outside School Hours Care qualifications;

> educator qualifications;

> emergency and evacuation requirements;

> clarity of Family Day Care coordinator role;

> public awareness of service quality; and

> compliance and enforcement

From this first consultation stage, a Consultation Regulatory Impact Statement will be developed for further sector consultation to occur in early 2020. Final recommendations will be put to Ministers at the end of 2020, with the implementation of any accepted changes occurring from 2021.

Australian Children's Education and Care Quality Authority (ACECQA) Review

In 2018, Education Council commissioned a review of the operation of ACECQA. The objective of the review was to ensure ACECQA's operation remained 'fit for purpose' in the current early childhood education and care environment, and in line with the objectives and guiding principles of the National Law. KMPG was engaged to undertake the review.

In May 2019, KPMG conducted two consultations in the ACT, the first with key stakeholders and the second with authorised officers in CECA.

Topic areas included:

> ACECQA's performance: taking into account the functions assigned to ACECQA by the National Law and Education Council's Letter of Expectation;

> governance, stakeholder relations and funding; and

> Future challenges: What should ACECQA's role and functions be in the future?

The review report will be presented to Ministers at the end of 2019.

Further information may be obtained from the Executive Branch Manager, Early Childhood Policy and Regulation, (02) 6207 2143.

ANNEXURE B -ACT TEACHER QUALITY INSTITUTE 2018-19

Part A - Transmittal Certificate

ACT Government | TQI Teacher Quality Institute

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 in accordance with s7(2) of the *Annual Reports (Government Agencies) Act 2004* and in accordance with the requirements under the Annual Report Directions.

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

We certify that information in the attached Annual Report and information provided for whole of government reporting, is an honest and accurate account and that all material information on the operations of the ACT Teacher Quality Institute for the reporting period 1 July 2018 to 30 June 2019 has been included.

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

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

Yours sincerely

Dr William Maiden PSM OAM
Board Chair
ACT Teacher Quality Institute
6th September 2019

Ms Anne Ellis
Chief Executive Officer
ACT Teacher Quality Institute
6 September 2019

Compliance Statement

The Teacher Quality Institute (TQI) must comply with the Annual Report Directions (the Directions) made under section 8 of the *Annual Reports (Government Agencies) Act 2004*. The Directions are found at the ACT Legislation Register: www.legislation.act.gov.au.

The Compliance Statement indicates the subsections, under Parts 1 to 5 of the Directions, that are applicable to the 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 records keeping of annual reports. The TQI Annual Report complies with all subsections of Part 1 under the Directions.

To meet Section 15 Feedback, Part 1 of the Directions, contact details for TQI are provided within the TQI Annual Report to provide readers with the opportunity to provide feedback.

Part 2 Reporting Entity Annual Report Requirements

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

> Transmittal Certificate;

> Organisational Overview and Performance, inclusive of all subsections; and

> 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 2018-19 reporting period.

Part 4 Directorate and Public Sector Body Specific Annual Report Requirements

The following subsections of Part 4 of the 2019 Directions are applicable to TQI and can be found within the TQI Annual Report:

> Ministerial Directions;

> the number of approved teachers;

> the education programs available for the professional learning and development of teachers; and

> the current assessment and certification standards that are required to be met by teachers.

Part 5 Whole of Government Annual Reporting

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

> Bushfire Risk Management, see the annual report of the Justice and Community Safety Directorate;

> Human Rights, see the annual report of the Justice and Community Safety Directorate;

> Legal Services Directions, see the annual report of the Justice and Community Safety Directorate;

> Public Sector Standards and Workforce Profile, see the annual State of the Service Report; and

> Territory Records, see the annual report of the Chief Minister, Treasury and Economic, Development Directorate.

ACT Public Service Directorate annual reports are found at the following web address: http://www.cmd.act.gov.au/open_government/report/annual_reports

Part B - Organisational Overview and Performance

Organisational Overview

The ACT Teacher Quality Institute (TQI) is an independent statutory authority established by the *ACT Teacher Quality Institute Act 2010* (TQI Act) to build the professional standing of all ACT teachers 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; and

> 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; and

> determine standards, including assessment and certification standards, for the ACT teaching profession.

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.

Management of the Institute's operations is undertaken by the Chief Executive Officer subject to the requirements of the *Public Sector Management Act 1994*, the *Financial Management Act* 1996 (FMA) and specific delegations of authority approved by the Board. These delegations are set out in an Instrument of Delegations which may be varied from time to time.

The Chief Executive Officer, Ms Anne Ellis, is responsible for the day-to-day operations of TQI, supported by a small staff numbering 10.9 FTE.

Section 10 of the *Remuneration Tribunal Act 1995* requires its administrative body (the Tribunal) to inquire into and determine the remuneration, allowances and other entitlements of executives within the meaning of the *Public Sector Management Act 1994*.

Operating Environment

TQI is a Territory authority for the purposes of the 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 sector body'. Accordingly, TQI has prepared this annual report to comply with section 7(2) of that Act and in accordance with the requirements referred to in the *2019 Annual Report Directions*.

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. The TQI Chief Executive Officer makes the TQI Finance Report to the Board four times each year. The Board considers the Report at each Board meeting. In the reporting period, the Board approved four Finance Reports.

The TQI is a statutory authority created under the *Teacher Quality Institute Act 2010.* In the reporting period on 19 February 2019, the Legislative Assembly passed amendments to the *Teacher Quality Institute Act 2010*. The amendments which take effect from 1 April 2019 strengthen the regulatory framework for ACT teachers in the interest of the protection of children. The changes enhance the robustness of decisions about teacher registration and strengthen requirements around Working with Vulnerable People registration.

The power under the TQI Act to suspend or cancel a teacher's registration is one which, because of the mutual recognition provisions of the legislation, has an effect which extends beyond the ACT. It is therefore essential that the evidence to support such a decision and the process to arrive at the decision are procedurally fair and soundly based so that the decision will withstand administrative and judicial review, as well as achieve objectives of the Act.

Having access to all necessary information is critical to TQI exercising its regulatory function in a timely and appropriate manner. TQI must consider all relevant matters in making a regulatory decision and ensure that findings are based on persuasive evidence that has been obtained fairly and lawfully.

Planning Framework

In 2015, the TQI Board approved a 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 the Performance Analysis section. The next *TQI Strategic Direction* is being developed in preparation for the start of calendar year 2020.

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*. Except for the Chair, Board Members and Committee Members will not receive remuneration for performing their Board or Board Committee functions. They will, however, receive reimbursement for expenses reasonably incurred whilst performing these functions either at board meetings, attending committee meetings or when representing the Board.

The Board met on four occasions during the reporting period:

> 18 September 2018;

> 4 December 2018;

> 26 March 2019; and

> 18 June 2019.

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

Ms Anne Coutts resigned in 2018 as the member nominated by the Association of Independent Schools of the ACT [section 15(2)(d)] and was replaced by Ms Rita Daniels on 8 February 2019.

Ms Julie Murkins' term as the member representing teachers and principals of government schools [section 15(2)(j)] expired on 23 November 2018. Ms Murkins was reappointed for a second term on 6 February 2019.

The Board deliberated on the following major issues and legislation during the reporting period:

> amendments to the *Teacher Quality Institute Act 2010*;

> the pilot of the new model for the Certification of Highly Accomplished and Lead Teachers;

> the TQI Strategic Risk Register;

> the recommendations relating to teacher regulatory bodies from the *Royal Commission into Institutional Responses to Child Sexual Abuse* and the corresponding recommendations in the September 2018 Report from the National Review of Teacher Registration: *One Teaching Profession: Teacher Registration in Australia;* and

> professional learning requirements for teachers registered in the ACT.

The Teacher Quality Institute Board Charter sets out the responsibilities of Board members and details obligations re confidentiality of Board discussions and deliberations. The Charter also requires members to avoid conflicts of interest; disclose any conflicts of interest and to absent themselves from deliberations should a conflict of interest arise.

The Charter states that in accordance with s85 of the *FMA*, Board members must exercise their functions with the degree of honesty, care, and diligence required to be exercised by a director of corporation in relation to the affairs of that corporation.

The Board monitors TQI's performance against the strategic plan and the budget at each Board meeting, and monitors TQI's exposure to risk and its processes for managing risks.

Table TQI 1: TQI Board Members and Meeting Attendance 2018-19

Member	Qualifications	Role	Appointment period	Meetings attended
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	N/A	1
Ms Anna McKenzie	BA, Grad Dip Ed, MEd (Hons), FACE	A/g Chief Executive Officer, TQI	N/A	1
Ms Meg Brighton	BA, MCom	Deputy Director-General, Education Directorate	18 May 2018 – 17 May 2021	3
Dr Judith Norris	DipTeach, Grad Dip Ed; MEd Admin; PhD.	Australian Catholic University, ACT Campus	5 September 2017 – 4 September 2020	3
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 September 2017 – 4 September 2020	3
Mr Glenn Fowler	BA(Hons), GradDipEd	Australian Education Union, ACT Branch	19 August 2016 – 18 August 2019	3

Member	Qualifications	Role	Appointment period	Meetings attended
Ms Anne Coutts	BSc(Hons), GradCertEd, MEd	Association of Independent Schools of the ACT	21 March 2017 – 20 March 2020	1
Mr Michael Lee	BA, GradDipEd, GradDipRE, MEd, FACEL	Teaching profession in non-government schools	27 September 2016 – 26 September 2019	4
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	8 February 2019 – 8 February 2022	3
Dr Kaye Price AM	DipTeach, BEd, MEd; PhD	Community representative	5 September 2017 – 4 September 2020	2
Ms Rita Daniels	BA; Dep.Ed; Dip Theology; M.Ed	Association of Independent Schools of the ACT	8 February 2019 – 8 February 2022	2

Board Committees

The TQI Board has four committees which provide advice to the Board and the Chief Executive Officer as follows

> the Teacher Professional Registration Committee which provides advice on teacher professional registration matters;

> the Initial Teacher Education Committee which provides advice on initial teacher education matters;

> the Professional Learning and Development Committee which provides advice on teacher professional learning matters; and

> the Standards and Professional Practice Committee which provides advice on standards and professional practices matters including the certification of teachers as 'Highly Accomplished' or 'Lead' teachers.

Each committee met four times during the reporting period.

Performance Analysis

Overview

The primary focus of TQI 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 reporting 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. Amendments to the reporting obligations were passed by the Legislative Assembly in February 2019. These amendments imposed additional obligations on employers, requiring teacher employers or any relevant entity or person to provide certain and specific information to TQI to assist TQI to make robust, evidence based, timely and defensible decisions about a teacher's registration status.

The 2018-19 reporting year is the fifth and final year of the Institute's *Strategic Direction 2015-19.* TQI's actions against this plan have led to improved professionalism of teachers at all stages of their teaching career. In implementing the *Strategic Directions 2015-19*, TQI has increased the professionalism of ACT teachers – from when a person begins their initial teacher education, through to experienced teachers who become certified as Highly Accomplished or Lead teachers (HALTs).

TQI's actions against the *Strategic Direction* over the five years have:

> ensured a user-friendly registration process for teachers;

> improved their access to quality professional learning;

> enhanced the quality of initial teacher education programs at ACT universities;

> ensured all ACT teachers and their employers are fully informed of their responsibilities under the professional regulatory framework; and

> opened pathways for teachers to certification at the highly accomplished and lead teacher level.

Over the five year period, TQI has firmly embedded the Australian Professional Standards for Teachers into teacher registration, teacher professional learning, certification and initial teacher education. The key elements of quality teaching are described in the *Australian Professional Standards for Teachers* and as such, the Standards have formed the core of TQI's activities during the five years of the Strategic Direction. TQI's work has led to the Standards being strongly integrated in: teacher registration; TQI accredited teacher professional learning programs; teacher reflection on their professional learning; and HALT certification criteria. The Standards are also an integral element of the accreditation of initial teacher education programs.

The progress achieved during the five-year term of the *Strategic Direction 2015-19* can be seen in the following measures:

> Stakeholder feedback to the TQI Board indicates that, since the introduction of registration in 2011, teachers have come increasingly to value the work of the Institute and that teacher registration has become integral to their standing as a professional.

> Growth in the number of TQI accredited programs being offered to ACT teachers has continued to increase, with nearly 30 per cent more programs offered in 2019 than in 2015, the first year of the Strategic Direction. The accreditation process includes that for a program to be reaccredited, providers must respond to the evaluation feedback of teachers who have undertaken the program. Responding to evaluation comments allows providers to update their programs to ensure they are targeting the current and changing needs of teachers and schools.

Since 2015, TQI enhanced teachers' engagement with Professional Learning. A new requirement for reflection on Professional learning was introduced. Teachers from that point must reflect in writing on their Professional Learning, how it connects with the Standards and builds teachers' capacity for increased impact on student outcomes.

TQI improved access for the casual teacher cohort to Professional Learning in 2016 by changing the operation of the professional learning framework. As an Australia first, TQI has facilitated a process for casual teachers to nominate a school that they work with and for a school representative to verify their casual teachers professional learning through an annual professional conversation. Over 90 per cent of the casual workforce is now associated with a school for Professional Learning verification, and where once possibly isolated, are now joining in their school's professional learning journey.

> Since 2015, 22 Initial Teacher Education (ITE) programs have been accredited for ACT universities. Since 2016, TQI has facilitated the training of 46 ITE accreditation members in the new Program Standards and engaged six panellists in the national ITE Standards Setting process. To gain accreditation, universities are required to provide convincing evidence of the impact of their ITE programs on pre-service teachers and student learning. Importantly, this should include robust evidence that all graduate teachers meet the Graduate level of the *Australian Professional Standards for Teachers*.

> TQI has continued to communicate with teachers and employers through its website; portal for registered teachers; and generic and personalised emails. Over the five years of the *Strategic Direction 2015-19*, TQI has developed its social media presence through Facebook.

TQI's uptake of Facebook has transformed the connection and engagement of teachers with TQI. TQI's public Facebook page, which showcases the work of TQI and ACT teachers, as well as providing resources to support the professional development of teachers, continues to grow. As at 30 June 2019, TQI's Facebook page had 1,130 followers. Through the page teachers receive timely professional content, and information about cross sectoral workshops, network opportunities and other initiatives supporting the ACT teaching profession. Posts that celebrate the work of ACT teachers typically having the highest engagement. The number of Facebook page followers has increased each year as have the number of interactions with, sharing and likes of TQI content.

> All ACT teachers who meet eligibility requirements for voluntary certification as a HALT may apply for certification. Certification is a rigorous, cross-sectoral teacher development and assessment process against the high-level Teacher Standards. Certification recognises and promotes quality teaching and the development of collaborative learning professionals who strive to continually reflect upon and improve their practice.

Over the life of the Strategic Direction, the HALTs who have achieved certification in the ACT has grown from 25 to 74. The total number of ACT assessors nationally trained by TQI has increased accordingly from 25 in 2015, to 129 by 2019. During this time, TQI has developed a new Modular model for the certification of HALTs which makes the process more flexible and accessible for both HALTs and assessors. Further information about the model is provided below.

2018-19 Key Achievements

As at 30 June 2019, TQI has registered 8,016 teachers and 99 people were approved to hold a permit to teach. For the same period, there are 380 newly registered teachers, as against those teachers who renewed their registration.

In the reporting period, TQI suspended the registration of two teachers, a small number when compared with the 2018-19 cohort of registered teachers. TQI's clear, concise and comprehensive *Code of Professional Practice and Conduct* is well respected by teachers and employers. TQI's purposeful and targeted communications with teachers and employers make expectations clear and place the *Code of Conduct* front and centre. TQI has successfully fulfilled its remit of building the professional standing of teachers in the ACT and thus giving the ACT community confidence that the teachers teaching their children are of the highest quality and standing.

TQI introduced the recency of professional teaching practice requirement for the 2018 registration renewal period. Teachers wishing to renew their Full registration are now required to have completed 20 days of teaching practice to maintain their eligibility for Full registration. This new requirement recognises the importance of teachers maintaining currency of professional teaching practice as a contributor to continually developing their quality as a teacher. This implements a specific requirement of the National Education Reform Agreement.

A most significant achievement for TQI in 2018-19 is the development of a new modular model for the certification of HALTs. TQI's development of the new model was informed by the analysis of its certification process up to 2017. It was also in response to the *Future of Education* goal announced in 2018 of having a HALT in every ACT school. Under the new model, teachers are able to undertake certification in domains of the Teacher Standards or modules. The model addresses the assessors and participants' individual circumstances as it allows them to undertake the work in more manageable pieces. It also allows them to make course payments for each module, rather than a full upfront payment.

Other jurisdictions have expressed interest in the modular model. TQI has presented the model to the Australian Institute of Teaching and School Leadership (AITSL) and to the Tasmanian and NSW teacher regulatory authorities.
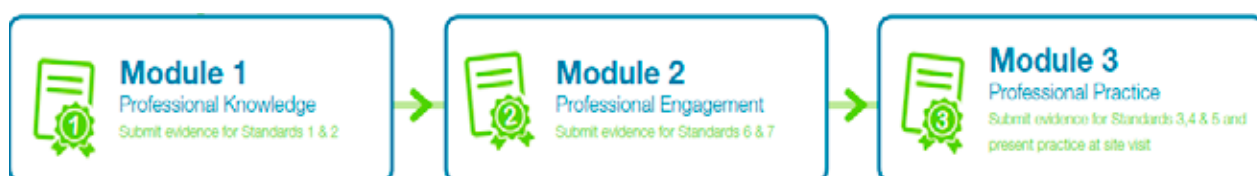

Figure 1 Certification: Modular model showing domains of teaching for the seven standards included in the Australian Professional Standards for Teachers

Figure 2 Certification Awards Ceremony 2018. From left back: Minister Yvette Berry, Andrew Withers, Kim Tucker, Trina Cleary, Jodi Stoneman, Sarah Edwards, Meredith Box, Tess Pennell, Anna Partridge, Dominic Lenarduzzi, Jacqui Krek, Kathy Kinnane, Ainsley Gowen

During 2018, TQI certified a further 11 ACT teachers, and renewed certification for six teachers who were initially granted certification for five years in 2013. This brings the total of HALTs, active in the ACT in 2019, to 64.

TQI has put the ACT ahead of the nation. Of the 573 HALTs certified nationally, the ACT with the smallest cohort of registered teachers, has certified 72 HALTs, almost 13 per cent of nationally certified teachers.

Accreditation and preparation for the profession

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 ITE programs under s.11 (1)(g) and s.76(a) of the TQI Act.

In 2018, TQI finalised the accreditation of the Master of Secondary Teaching and the Master of Primary Teaching programs offered by the University of Canberra. The Master of Secondary Teaching is a significant revision of the existing program and the Master of Primary Teaching replaced the Bachelor of Primary Education (graduate entry) program. Both programs accepted student enrolments from the commencement of the 2019 academic year.

TQI continued 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.

In the reporting period, TQI provided further training to ITE accreditation panel members in the ACT, increasing the number of trained panel members to 28, 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, South Australia, Western Australia, Queensland and New South Wales.

Through the accreditation of ITE programs, TQI is strongly contributing to building a highly qualified, professional teacher workforce that has completed initial teacher education programs with the right mix of academic and practical skills needed for the classroom.

Professional Learning and Growth

In total, the TQI teachers register has recorded that ACT teachers undertook more than 257,758 hours of professional learning in the year preceding their 2019 registration.

TQI registered teachers once again exceeded the minimum requirement for professional learning in the 2019 Renewal Year. Sixty per cent of teachers completed more than the mandatory 20 hours of professional learning in the reporting year.

Teachers on average recorded and reflected on 31 hours of professional learning activities, 11 hours over the minimum requirement.
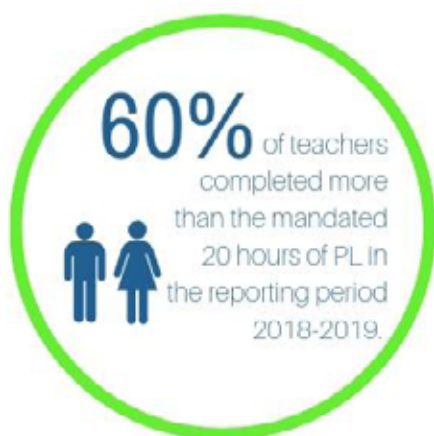
The TQI online recording system for professional learning embeds the *Australian Professional Standards for Teachers* into teaching by explicitly linking the learning to individual teacher, sector and school learning goals. This function helps individual teachers to identify professional learning activities that are relevant to the content and practice of their teaching and supports them as effective teaching professionals. TQI is continually improving the operation of the Professional Learning Framework. In the reporting period, the TQI Professional Learning and Development Committee began an analysis of the evaluation and reflection questions to lead to updating the reflection tool to provide better and more relevant scaffolds for teachers to reflect on the impact of their learning.

The ACT Professional Learning Framework is innovative and exemplifies best practice. TQI continues to work with AITSL in how elements of the ACT model can be up-scaled across the country.

Figure 3 Professional learning participation
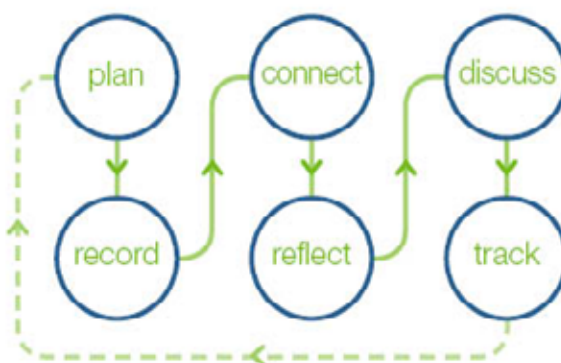

Figure 4 TQI Professional Learning Framework

TQI accredited 545 professional learning programs during the reporting period. Of these programs, 128 had been accredited for a second year. Growth in the number of TQI accredited programs being offered to ACT teachers has continued to increase, now over six times the number offered when TQI began accrediting programs in 2014.
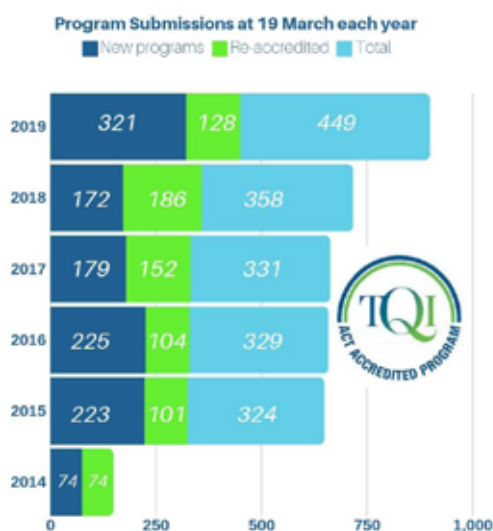
Figure 5 TQI Accredited programs

Providers specify the category (or categories) in which their program fits when they submit it for accreditation. During the reporting period the breakup of the 545 programs under the five categories is as follows:

> Australian curriculum including cross curriculum perspectives (46%);

> educational leadership (13%);

> general capabilities (20%); and

> inclusive education (21%).

Details of professional learning programs accredited 1 July 2018 to 30 June 2019 are listed in Attachment 1 to this report.

Data, evidence and research

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). TQI has improved the user experience by increasing system response times and giving better access to principals to verify their teachers' professional learning. TQI has given real time access to providers allowing them to view teacher evaluation of their programs and respond to comments with an even better program.

TQI provides teacher employers real-time data about their teachers' registration status, including their Working with Vulnerable People registration status.

TQI's growing store of teacher workforce data, including professional learning information, 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.

TQI has continued to represent Teacher Regulatory Authorities on the Australian Teacher Workforce Data Strategy (ATWD) Oversight Board. The ATWD has commenced collecting initial teacher education and teacher workforce data. As the data collection expands and datasets are linked, valuable longitudinal data on the national teacher workforce will be available for research and planning.

Outlook

In the coming year, TQI will reset its direction in the next *Strategic Direction* as the *2015-19 Strategic Direction* concludes. Four major initiatives will inform the focus of TQI activities in the coming year:

> ACT Government *Future of Education* (FoE) strategy.
  A key focus area is the Government's goal of working towards a HALT in every school. During the next reporting period, TQI will trial the Certification 2.0 modular model and, if successful, will embed the new model in TQI's certification process. TQI will continue to promote to schools and teachers the benefits of Certification and support them in their engagement with the process. TQI will continue to encourage teachers and school leaders to engage with Certification as a school cohort, so that the uniqueness of each school setting can be addressed.

  The Strategic Direction will also detail TQI's future actions to implement the FoE strategy including to: establish a pre-service teacher register; strengthen ACT's participation in national teacher workforce data initiatives; and scope a process to share excellent practice and contemporary research evidence across the ACT.

> *Royal Commission into Institutional Responses to Child Sexual Abuse and the National Review of Teacher Registration.*
> Five recommendations from the Royal Commission and three from the Review focused on information sharing. TQI is working with the ACT Government and with jurisdictions to address these recommendations. It is anticipated TQI may need further changes to legislation and more complex business systems to action the Royal Commission recommendations which have been agreed to by education Ministers.

> *National Review of Teacher Registration.* TQI's work in the next Strategic Direction will be working with other jurisdictions to ensure a nationally consistent approach to teacher registration is followed where it is relevant and of value. TQI will also continue to strengthen ACT teacher registration, maintaining the ACT's unique, valuable and valued characteristics that so well suit the distinctive nature of the ACT teacher workforce.

> *Teacher Ministerial Advisory Group (TEMAG) reforms.* TQI has commenced working with other jurisdictions to strengthen the consistency of initial teacher education program accreditation decisions through standards setting exercises and other quality assurance strategies. This work will form part of the 2019-20 Strategic Direction and involve strong national collaborative engagement with teacher regulatory authorities and initial teacher education providers.

Scrutiny

In the reporting period, in relation to scrutiny reports, the Government has made no commitments involving the TQI portfolio.

Risk Management

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

> Strategic Risks are identified as a part of the development and review of the TQI Strategic Register. Strategic risks, their assessment and treatments, are approved and monitored by the TQI Board.

> 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.

Internal Audit

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

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.

Freedom of Information

In the reporting period, there were no decisions to publish Open Access Information.

TQI did not receive any Freedom of Information requests in the reporting period.

No requests for amendments to personal information were received in the reporting period.

The TQI has information on its organisation, function and decision making powers on its website – http://www.tqi.act.edu.au/about-tqi. Further information can be obtained by contacting tqi@act.gov.au or (02) 6205 8867. People seeking information are encouraged first to contact TQI before using the more formal Freedom of Information (FOI) process.

Documents available on request and without charge include publications produced by TQI on various aspects of its activities.

Documents used by TQI staff when making decisions include:

> Teacher Registration and Permit to Teach Policy;
> TQI Procedure for Review of Registration;
> Teacher Registration Qualifications Policy;
> Australian Qualifications Framework;
> Continuing Professional Learning and Program Accreditation Policy;
> Continuing Professional Learning Program – TQI Accreditation Guide January 2017;
> TQI National Certification of Highly Accomplished and Lead Teachers Policy;
> Certification of Highly Accomplished and Lead ACT Teachers – TQI Supplement 2017;
> 2017 ACT Certification of Highly Accomplished and Lead Teachers – Assessor Handbook;
> Australian Professional Standards for Teachers;
> 2017 – Progressing from Provisional to Full Registration – A Guide for Professional Guidance Panels of Provisionally Registered Teachers;
> 2017 – Progressing from Provisional to Full Registration – A Guide for Provisionally Registered Teachers; and
> Initial Teacher Education Program Accreditation Policy.

In the reporting period, there were no applications made to the Ombudsman or ACAT about TQI's decisions.

Community engagement and support

TQI continuously reviews and evaluates its communication media to ensure it is giving clear, timely, relevant and important messages to our stakeholders, particularly to schools and teachers. As mentioned in the Overview, the TQI Facebook page was established in 2018. TQI will explore the potential of social media to strengthen its communications.

TQI employs a range of communication channels, including information sessions with schools, infographics, 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:

> Four information sessions with teacher employers to inform them of the amendments to the *Teacher Quality Institute Act 2010*;
> Facebook page followers increased by 469;
> A voiceover PowerPoint, launched in August 2017, outlining the process of progressing to Full Registration. This has been viewed over 1,000 times as at June 30, 2019;
> 26 cross-sectoral workshops for beginning teachers and teacher mentors/supervisors and school leaders on

the process for progression to Full Registration. More than 471 teachers attended;

> 40 cross-sectoral information sessions, workshops and training sessions provided to teachers and school leaders on the certification application and assessment process;

> Nine presentations to 320 pre-service teachers at University of Canberra (UC) and Australian Catholic University (ACU) to support their transition to the profession;

> Communication with teachers to assist them to renew their teacher registration and with teachers and teacher employers to assist teachers to meet WwVP obligations. Communications are via the TQI website, email, phone and face to face; and

> Consultation with teacher employers, unions and universities about the drafting of further changes to the TQI Act.

Figure 6 *Mentoring Skills Mini-conference for teachers and school leaders*

Aboriginal and Torres Strait Islander Reporting

In the 2018-19 reporting period, TQI accredited 57 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 the reporting period, 17 per cent of teachers participated in one or more of these programs.

Workplace Health and Safety

TQI has one nominated Health and Safety representative and one Respect Equity and Diversity Officer.

In the 2018-19 reporting period TQI has had no incidents requiring reporting under the *Work Health and Safety Act 2011.*

At its weekly whole-of-team meetings, TQI has workplace health and safety as a permanent agenda item.

Human Resources Management

Staffing Profile

TQI has a small staff comprising the Chief Executive Officer and 10.9 FTE. The staff gender ratio is 63.6 per cent female, 36.4 per cent male. Staff are supplemented by seconded staff from schools across the sectors for specific programs.

Professional Development

TQI staff attended a range of professional development activities including internal TQI training, whole of government initiatives and specialist external programs. This has included participation in national initiatives, interstate network meetings with other jurisdictions, participation in whole of government communities of practice and administrative courses. Topics covered included Respect, Equity and Diversity Contact Officer training, initial teacher education panel training, national certification, national standards, new whole of government initiatives, effective communications and leadership training.

Ecologically Sustainable Development

TQI is a tenant of the University of Canberra (UC). TQI pays UC a flat rate which covers energy and water consumption. TQI does not have information about the amount of water or energy used.

TQI sources its paper from a sustainable forest, avoids the use of disposable crockery and cutlery when catering for meetings, forums and functions, and promotes a culture among staff of ecologically sustainable practices and purchases.

PART C – FINANCIAL MANAGEMENT REPORT

Financial Management Analysis

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

Financial Statements

The summary report below shows the details of income and expenses for TQI for the financial year 2018-19 in accordance with the direction issued by the Minister for Education and Training under section 25 of the TQI Act.

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

STATEMENT OF INCOME AND EXPENDITURE

FOR THE YEAR ENDED 30 JUNE 2019

EDUCATION DIRECTORATE
STATEMENT OF INCOME AND EXPENDITURE
FOR THE TEACHER QUALITY INSTITUTE
FOR THE YEAR ENDED 30 JUNE 2019

	Note No.	Actual 2019 $'000	Actual 2018 $'000
INCOME			
Revenue			
Controlled Recurrent Payments	1	1,317	1,226
Interest		32	22
Registration Fees		977	923
Grants and Other	2	2	8
Total Revenue		**2,328**	**2,179**
EXPENSES			
Employee Expenses		1,248	1,292
Superannuation Expenses		166	180
Supplies and Services	3	382	486
Depreciation		180	362
Total Expenses		**1,976**	**2,320**
Operating Surplus / (Deficit)		**352**	**(141)**

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:

	2019 $'000	2018 $'000
Property Maintenance	13	70
Materials and Services	189	255
Travel and Transport	23	18
Administrative	40	23
Financial	5	3
Operating Leases	112	117
Total	**382**	**486**

4. Cash totalled $1.2 million at the end of 2018-19 ($0.7 million at the end of 2017-18).

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 2018-19 financial year.

Asset Management

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.

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.

Part 4 - Annual Report Requirements for Specific Reporting Entities

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 Part 4 of the *Chief Minister's Annual Report Directions.*

There were 7,636 approved renewal applications as at 30 June 2019 and 380 teachers were newly approved since January 2019.
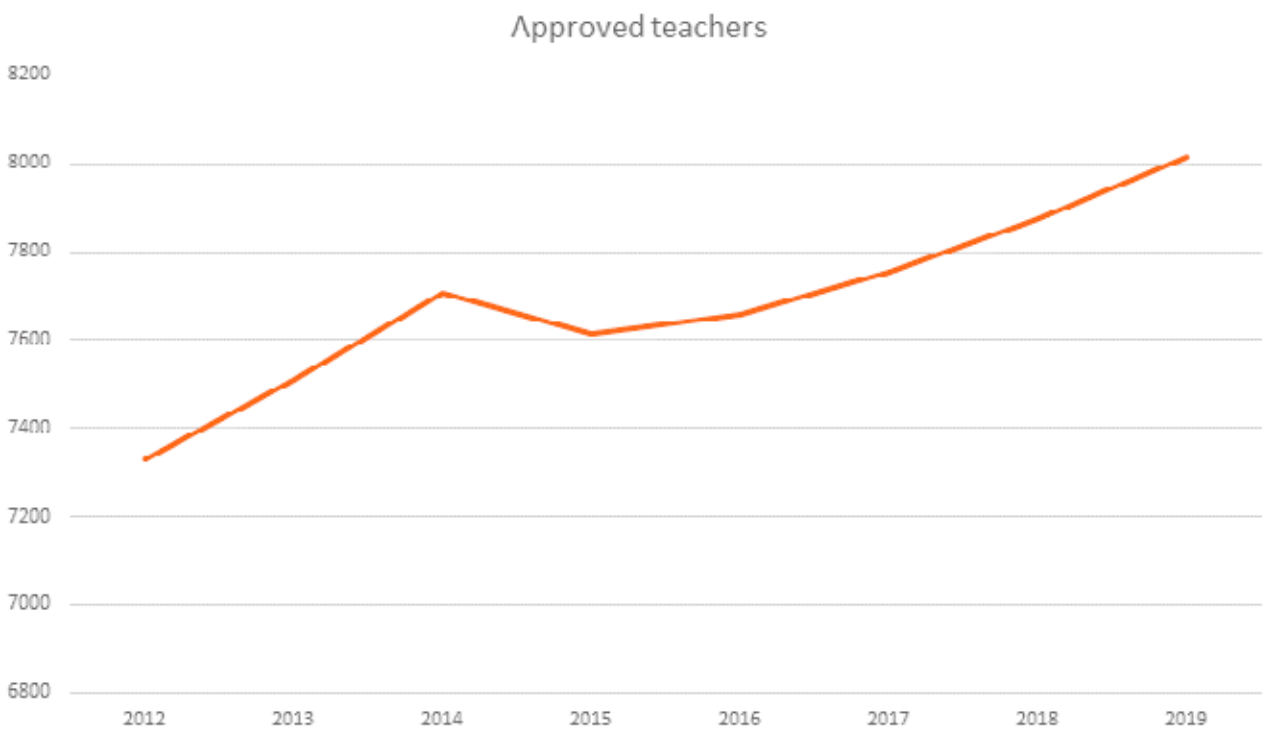
Figure 7 Approved teachers by year of approval

Figure 8 Approved renewal applications by approval type

Figure 9 Approved teachers by gender
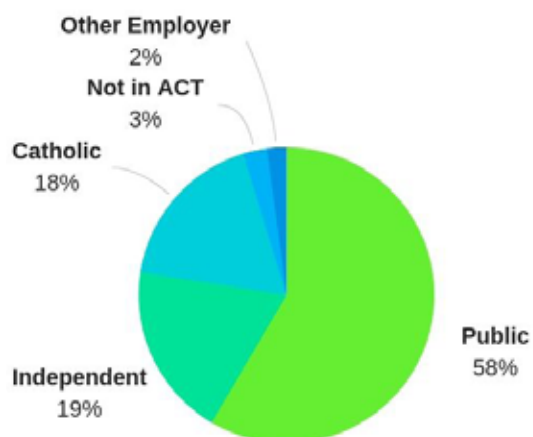
Figure 10 Approved teachers by employer

During the reporting year the age distribution of registered teachers is described below.
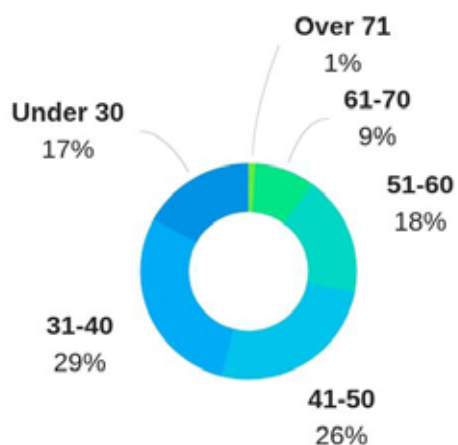
Approved teachers by age	%
Under 30 years of age	18
31-40	29
41-50	25
51-60	18
61-70	9
Over 71 years of age	1

	Bachelor Degree	Graduate Diploma/ Certificate – all	Graduate Diploma/ Certificate – Education	Masters Degree	Doctoral Degree
Number of approved teachers reporting	7,664	3,852	3,161	1,630	139
Percentage of approved teachers reporting	96%	48%	39%	20%	2%

Ministerial Directions

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

Public Interest Disclosure

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

> is illegal;

> misuses or wastes public money or resources;

> is misconduct;

> is maladministration;

> presents a danger to the health or safety of the public; and/or

> presents a danger to the environment.

No disclosures were received in the reporting period.

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
Email: tqi@act.gov.au

Attachment 1 - Details of programs accredited 1 July 2018 to 30 June 2019

Organisation	Program
(Catholic Education) Religious Education and Curriculum Services	Elevated Learning Numeracy Clusters
(Catholic Education) Religious Education and Curriculum Services	Google for Education: Beginners
(Catholic Education) Religious Education and Curriculum Services	Google for Education: Creative
(Catholic Education) Religious Education and Curriculum Services	Apple iPads: Inspired
(Catholic Education) Religious Education and Curriculum Services	Digital Technologies: Tools for Coding
(Catholic Education) Religious Education and Curriculum Services	Leading Learning with Technology
(Catholic Education) Religious Education and Curriculum Services	A Pathway to Cultural Competence
(Catholic Education) Religious Education and Curriculum Services	Teaching For Understanding in Religious Education
(Catholic Education) Religious Education and Curriculum Services	Understanding the Mass in 3 Workshops
(Catholic Education) Religious Education and Curriculum Services	Jewish Festivals in the First Century CE
(Catholic Education) Religious Education and Curriculum Services	Collaborating on…
(Catholic Education) Religious Education and Curriculum Services	Recognising Toxic & Healthy Relationship Dynamics
(Catholic Education) School Services	Online Training course: Attachment and Trauma Theory
(Catholic Education) School Services	Online course: Dyslexia and Significant Difficulties in Reading
(Catholic Education) School Services	Speech, Language and Communication Needs Course
(Catholic Education) School Services	Supporting Student Wellbeing and Mental Health Course
(Catholic Education) School Services	Understanding and Supporting Behaviour Course
(Catholic Education) School Services	Understanding Autism Spectrum Disorders course
(Catholic Education) School Services	Understanding Hearing Loss course
(Catholic Education) School Services	Understanding Motor Coordination Difficulties course
(Catholic Education) School Services	MAPA (Management of Actual or Potential Aggression) -2019
(Education) Inclusion and Engagement Branch	Read and Write for Google 2018
(Education) Inclusion and Engagement Branch	Understanding Autism Spectrum Disorders
(Education) Inclusion and Engagement Branch	Understanding Dyslexia and Significant Difficulties in Reading
(Education) Inclusion and Engagement Branch	Inclusion of Students with Speech Language and Communication Needs
(Education) Inclusion and Engagement Branch	Understanding Motor Coordination Difficulties
(Education) Inclusion and Engagement Branch	Understanding and Supporting Behaviour

Organisation	Program
(Education) Inclusion and Engagement Branch	Understanding Hearing Loss
(Education) Learning and Teaching Branch	Australian Curriculum Workshop
(Education) Learning and Teaching Branch	Count Me In Too
(Education) Learning and Teaching Branch	Middle Years Mental Computation: Introduction: Assessment and Planning
(Education) Learning and Teaching Branch	Middle Years Mental Computation - Addition and Subtraction
(Education) Learning and Teaching Branch	Middle Years Mental Computation - Multiplication and Division
(Education) Learning and Teaching Branch	Middle Years Mental Computation - Fractions
(Education) Learning and Teaching Branch	Middle Years Mental Computation - Decimals
(Education) Learning and Teaching Branch	Middle Years Mental Computation - Percentages
(Education) Learning and Teaching Branch	Teaching Young Children in English in Multilingual Contexts (TYCEMC)
(Education) Learning and Teaching Branch	English as a Second Language/Dialect (EAL/D) mentor training
(Education) Learning and Teaching Branch	Australian Curriculum - General Capabilities Workshop
(Education) Learning and Teaching Branch	E-learning course for professionals and practitioners working with families from pre-birth to eight
(Education) Learning and Teaching Branch	Spreading Our Wings: Reinvigorating the Early Years Learning Framework (EYLF) in ACT public schools.
(Education) Learning and Teaching Branch	2019 Science, Technology, Engineering and Mathematics education (STEMEd) ACT Conference
(Education) Learning and Teaching Branch	Developing a Whole School Approach to Problem Solving and Word Problems
(Education) Learning and Teaching Branch	The Tale of Two STEMS: using the Australian Curriculum to teach STEM
(Education) Learning and Teaching Branch	Let's Count
(Education) Learning and Teaching Branch	Koori Preschool Educators' Professional Learning Day: Embedding Practice
(Education) Learning and Teaching Branch	Using assessment to improve EAL/D teaching and learning
(Education) Learning and Teaching Branch	EAL/D Professional Learning Forum Term 1 2019
(Education) Learning and Teaching Branch	Unpacking the National Career Education Strategy
(Education) Learning and Teaching Branch	Senior Secondary EAL/D learning progression
(Education) Learning and Teaching Branch	Using research, data and evidence to inform career practice
(Education) Learning and Teaching Branch	EAL/D Teachers as Leaders
(Education) Learning and Teaching Branch	EAL/D Professional Learning Forum Term 2 2019
(Education) School Leadership	Essential Literacy Practices
(Education) School Leadership	The Leading Edge: Leaders and students at the edge of their learning
(Education) School Leadership	Comprehension (K-3)
(Education) School Leadership	2019 ACT National School Improvement Training
(Education) School Leadership	Raising expectations and rediscovering the wonder of learning

Organisation	Program
ACT Association for the Teaching of English (ACTATE)	Engaged, Creative, Critical Thinkers: Teaching English in Years 7-12
(ACTATE)	2019 Sharing the Secrets of Success Conference
(ACTATE)	Writing and Assessment in Years 7-12
(ACTATE)	2019 Teaching Writing Digitally, Assessment, Artificial Intelligence (AI), and Feedback
ACT Environment and Planning Directorate	Recycling and waste at your school
ACT Environment and Planning Directorate	Delivering the sustainability cross curriculum priority
ACT Environment and Planning Directorate	Sustainability in your school
ACT Environment and Planning Directorate	Engaging students in sustainability through school food gardens
ACT Music Educators Network Inc	ACT Music Educators' Conference 2019 - Let the Music Speak
ACT No Waste - Transport Canberra and City Services	Recycling, Waste and sustainability through inquiry learning
ACT Public Colleges Professional Learning Committee	2019 All Colleges Conference
Acting for the Fun of It	Acting Techniques
Acting for the Fun of It	Acting Shakespeare
Acting for the Fun of It	Acting the Playtext
Acting for the Fun of It	Acting and Devising Theatre
Ainslie School	Understanding Service Design
Ainslie School	Teacher Inquiry Program 2019
Australia Literacy Educators' Association	ALEA Unconference 2019 - Literacy Speed Dating
Australia Literacy Educators' Association	ALEA Mini-Conference: Research in Action - Practitioners Leading the Way
Australia Literacy Educators' Association	In Defense of Read-Aloud with Dr Steve Layne
Australia Literacy Educators' Association	Inspiring Students (and Teachers) To Write with Harry Laing
All About Writers	The Essential Elements of the Writer's Workshop
All About Writers	The Qualities of Great Writing
All About Writers	Writing Conferences: The Foundation of Assessment
All About Writers	Unpacking the Writing Process
Amaroo School	The Power of Inquiry
Amaroo School	Futures Learning at Amaroo School
Amaroo School	Student Needs and Data Analysis
Amaroo School	Digital Technologies in the Classroom
Angela Colliver Consulting Services Pty Ltd	Inspiring students through Project Based Learning (PBL)
Angela Colliver Consulting Services Pty Ltd	Help! How do I teach Design and Technologies using Project Based Learning?
Anna Comeford	Neuroscience, Compassion and Mindfulness in the Classroom
ANU College of Engineering and Computer Science	ANU and EWB – Humanitarian Engineering: Appropriate Housing in Cambodia
Association of Independent Schools of the ACT (AISACT)	2019 AISACT Evidence into Action Workshop Series

Organisation	Program
Association of Independent Schools of the ACT	The Australian Curriculum General Capabilities Workshop Series 2019
Association of Independent Schools of the ACT	Developing and Implementing Effective Individual Learning Plans
Association of Independent Schools of the ACT	Developing and Implementing Effective Positive Behaviour Support Plans
Association of Independent Schools of the ACT	2019 AISACT Principals' Wellbeing Program NESLI
Association of Independent Schools of the ACT	2019 AISACT Colloquium – Impactful Change through Instructional Coaching
Association of Teachers of English to Speakers of Other Languages (ATESOL ACT)	Leading EAL/D Professional Learning Within Schools
Australian Association of Special Education (ACT Chapter)	'Emotional Wellbeing of Autistic students'
Australian Association of Special Education (ACT Chapter)	Real and rigorous: Enhancing student learning outcomes
Australian Association of Special Education (ACT Chapter)	Embedding Indigenous perspectives using the 8 Ways framework.
Australian Council of Health Physical Education and Recreation (ACHPER)	31st ACHPER International Conference
Australian Council of Health Physical Education and Recreation (ACHPER)	ACHPER ACT Contemporary Health and Physical Education Seminar 2019
Australian Curriculum, Assessment and Reporting Authority	Digital Technologies in focus: Understanding the Australian Curriculum
Australian Electoral Commission	Voting in my classroom
Australian Gifted Support Centre	Visual Spatial Thinking and 2E learners
Australian Gifted Support Centre	Bright but Struggling- An Introduction
Australian Gifted Support Centre	Educating Gifted & Talented Students - and Introduction
Australian Gifted Support Centre	Educating young gifted children in the pre-school settings. An Introduction
Australian Gifted Support Centre	Under performing gifted students - causes and strategies
Australian Gifted Support Centre	Working memory & executive functioning - developing strategies to support students
Australian Gifted Support Centre	Identifying and teaching gifted and talented 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 - Making Judgements
Australian Institute for Teaching and School Leadership (AITSL)	Supervising Preservice Teachers - Practice Analysis
Australian Institute for Teaching and School Leadership (AITSL)	Supervising Preservice Teachers - Unpacking the Graduate Standards
Australian School Library Association	Australian School Library Association Conference 2019
Australian Securities and Investments Commission (ASIC)	'Teach MoneySmart: Be MoneySmart' and 'Connect MoneySmart: Use MoneySmart'
Australian Securities and Investments Commission (ASIC)	MoneySmart Maths (Primary)
Australian Securities and Investments Commission (ASIC)	MoneySmart Maths (Secondary)
Australian Securities and Investments Commission (ASIC)	MoneySmart HASS (Primary)

Organisation	Program
Australian Securities and Investments Commission (ASIC)	MoneySmart HASS (Secondary)
Australian Securities and Investments Commission (ASIC)	Teaching young adults about money (Be MoneySmart)
Australian Securities and Investments Commission (ASIC)	Teaching Indigenous students about money (Knowing Growing Showing)
Awaken Youth	Full-Day Child/Youth Suicide Prevention Workshop
Awaken Youth	Half Day Child/Youth Suicide Prevention Workshop
Awaken Youth	Extended Overview Child/Youth Suicide Prevention Workshop
Batyr Australia Limited	batyr@school Teacher Professional Development
Behaveability	Positive Behaviour Management - Taming the behaviour monster
Behaviour Zen Pty Ltd	Positive Behaviour Strategies for Students with Aggressive Behaviours - Online Course
Behaviour Zen Pty Ltd	Positive Behaviour Support Strategies for Students with Anxious Behaviour - Online Course
Behaviour Zen Pty Ltd	Positive Behaviour Support Strategies for Autism Spectrum Disorder (Online Course)
Behaviour Zen Pty Ltd	Positive Behaviour Support for Students with ADHD (Online Course)
Behaviour Zen Pty Ltd	Positive Behaviour Support Strategies for Students with Oppositional & Defiant Behaviours (Online)
Behaviour Zen Pty Ltd	Guiding the development of emotional regulation skills
Behaviour Zen Pty Ltd	Assessing - Managing - Preventing Challenging Behaviour
Behaviour Zen Pty Ltd	Developing Emotional Regulation Skills In Students who are Oppositional, Aggressive & Anxious
Behaviour Zen Pty Ltd	Teaching students with Autism Spectrum Disorder
Behaviour Zen Pty Ltd	Teaching Students Affected By Trauma
Belconnen High	Connecting with Aboriginal and Torres Strait Islander Cultures and Histories
Berry Street Victoria	Berry Street Education Model
Beyond Blue	Be You: Mentally Healthy Communities
Beyond Blue	Be You: Family Partnerships
Beyond Blue	Be You: Learning Resilience
Beyond Blue	Be You: Early Support
Beyond Blue	Be You: Responding Together
Big Picture Education	Big Picture Project Based Learning
Big Picture Education	Big Picture Education Foundation Program
Big Picture Education	Advisory Online
Blue Gum Community School	Blue Gum Philosophy and Practice 2019
Blue Gum Community School	Blue Gum Community School - Preschool Professional Learning week 2019
Board of Senior Secondary Studies (BSSS)	Quality Assurance and Assessment Workshop
Board of Senior Secondary Studies	From Achievement Standard to Rubric: Writing Robust Rubrics

Organisation	Program
Board of Senior Secondary Studies	Introduction to the BSSS for Teachers New to the College System
Board of Senior Secondary Studies	Leading Senior Certification and Pathways for students
Board of Senior Secondary Studies	Quality Assurance and Assessment Workshop for Leaders 2
Bonython Primary	Nurturing inquiry and resilient dispositions in educators
Bonython Primary	How can provocations promote inquiry?
Burgmann Anglican School	Reframing Behaviour Management: Positive Approaches
Burgmann Anglican School	What does effective classroom practice look like?
Calwell High	PB@C: Back to basics
Calwell High	Google Suite in Practice
Calwell Primary School	Positive Behaviours for Learning - Calwell Primary School
Calwell Primary School	Calwell Curriculum
Canberra College	Visible Learning for Teachers
Canberra Girls' Grammar School	Positive Teaching Practices - Positive Education
Canberra Girls' Grammar School	Embedding Character Strengths - Positive Education
Canberra Grammar School	Canberra Grammar School CPL Package Primary 2019
Canberra High School	Effective Pedagogical Practices
Canberra Institute of Technology - Community Work Department	Mental Health Awareness for Youth
Canberra Institute of Technology - Community Work Department	Mental Health Awareness for Youth Advanced
Canberra Museum and Gallery	Starting STOP. MOTION. NOLAN for primary teachers.
Canberra Museum and Gallery	Unpacking THE ART BOX for Primary Teachers
Canberra Potters Society	Ceramics Kilns - Firing and Glazing
Canberra Potters Society	Ceramic Surface Design
Canberra Potters Society	Language of Art
Caroline Chisholm School	Introduction to the New Art and Science of Teaching
Charnwood-Dunlop School	Aligning Literacy Beliefs and Practices
Charnwood-Dunlop School	Aligning Beliefs and Practices for Numeracy at Charnwood Dunlop School
Childrens Book Council of Australia (CBCA) ACT Branch Inc	CBCA 13th National Conference - And Now they are laughing
CIT Solutions	Vocational Skills Training - Assessment Mapping
CIT Solutions	Vocational Skills Training - Clustering
CIT Solutions	Vocational Skills Training - Supervision
Code Club Australia	Code Club in the Classroom (Online) 2019
Commonwealth Scientific and Industrial Research Organisation (CSIRO)	An overview of use of the Atlas of Living Australia in the classroom
Cool Australia	Investigate How Animals Are Impacted by Their Environment
Cool Australia	Teach Persuasive Language Using Documentaries
Cool Australia	Teach Science Inquiry in the Primary Classroom

Organisation	Program
Cool Australia	Teach Mindfulness to Primary Students
Cool Australia	Teach Mindfulness to Secondary Students
Cool Australia	Teach Persuasive Language Using Videos
Cool Australia	Use Discussion Circles in the Primary Classroom
Cool Australia	Use Discussion Circles in the Secondary Classroom
Cool Australia	Visualise Data in the Secondary Classroom
Cool Australia	Visualise Data in the Primary Classroom
Cool Australia	Teach Mindfulness to Children
Cool Australia	Use Thinking Tools to Strengthen the Secondary Curriculum
Cool Australia	Use Thinking Tools to Strengthen the Primary Curriculum
Cool Australia	STEAM Made Simple
Cool Australia	Inspire Young Scientists Your Learning Room
Cool Australia	Meet the National Quality Standard by Caring for the Environment
Cool Australia	Extend the Thinking Skills of Young Children
Cool Australia	Teach Nature Play
Cool Australia	Create Change with the Right Communication
Cool Australia	Introduce Primary Students to Design Thinking
Cool Australia	Geographical Inquiry Made Simple
Cool Australia	Exploring General Capabilities: Ethical Understanding
Cool Australia	Inspiring Students to Take Action
Cool Australia	Teach Caring for Country Using Fire 2019
Cool Australia	Teach Indigenous Land Management Using Fire 2019
Cool Australia	Use Primary Maths to Measure Waste 2019
Cool Australia	Use Secondary Maths to Measure Waste 2019
Cool Australia	Get Creative with STEM 2019
Cool Australia	Introduction to Secondary STEM
Cool Australia	Introduction to Primary STEM
Cool Australia	Introduction to Early Learning STEM
Cool Australia	Practical Steps for STEM Inquiry
Cool Australia	Inspire Young Scientists in the Primary Classroom
Cool Australia	Analyse the Impact of Everyday Objects 2019
Cornerstone Teacher Learning PL	Improving Writing Across the Curriculum 7-12
Cricket NSW	Cricket - More than just a bat and ball sport
Curriculum Leadership	Using the Australian Curriculum effectively
Curriculum Leadership	Differentiation and the Australian Curriculum
Curriculum Leadership	Using high impact strategies and targeted resources to improve student learning
Curtin Primary	Unlocking Potential

Organisation	Program
Daramalan College	iTea Showcase- ICT Enhanced Learning
Daramalan College	Teaching with Heart
Daramalan College	The Pedagogy of Heart
Daramalan College	Cultural Awareness in the Daramalan context
Dave Barrie - Personal Development Training	Emotional Mastery
Design and Technology Teachers Association ACT (DATTA)	DATTA ACT Seminar Program
Design and Technology Teachers Association ACT	TECHnow Technology Teachers Conference 2019
Dragonfly Consulting & Coaching Pty Ltd	Development of the Good Shepherd Inquiry Learning Framework .
Drum Effect	African Drumming 10-wk Course
Early Career Mentors	The Early Years, What Really Matters
Early Childhood Australia Inc	ECA Learning Hub - Curriculum Areas
Early Childhood Australia Inc	ECA Learning Hub - Supporting Language and Culture in Early Childhood
EdTechTeam Pty Ltd	Be a Kid in the Google Playground (Creative Learning Design with G Suite)
EdTechTeam Pty Ltd	Differentiation in your Classroom with Technology
EdTechTeam Pty Ltd	Immersive Learning with Virtual Reality
EdTechTeam Pty Ltd	Fostering the 4 Cs through Digital Storytelling
EdTechTeam Pty Ltd	Making your Classroom a Class Act
EdTechTeam Pty Ltd	Apps and Tools for student centered assessment
EdTechTeam Pty Ltd	Take your Lesson, Flip It and Reverse It!
EdTechTeam Pty Ltd	The Power of Possibility: Cultivating Growth Mindset with G Suite
EdTechTeam Pty Ltd	Differentiated Learning with Google Forms
EdTechTeam Pty Ltd	Differentiation in your Classroom with Technology
EdTechTeam Pty Ltd	Using Digital Technology to enhance Mathematical and Scientific Learning
EdTechTeam Pty Ltd	2019 EdTechTeam Canberra Summit
Education Cross Sector ACT	Everyone Everyday - A Toolkit for Inclusion
Education Events	Making it a Success with Sue Larkey Online
Education Events	Understanding Autism - a different way of thinking, learning and managing emotions with Tony Attwood
Education Events	Understanding Autism Spectrum Disorder - Teaching Strategies and Behaviour Support
Education Events	Autism Spectrum Disorder - a different way of thinking, learning and managing emotions.
Education Events	Developing Early Childhood Approaches for children with additional needs
Educational Assessment Australia	Assessment Evolution Conference 2019: Teacher Assessment Literacy
EduInfluencers	Flourish as an Educator
Emmaus Christian School	Kidsmatter/Mindmatters- Component 4

Organisation	Program
English for Work	Grammar for Teachers
Entropolis Pty Ltd	Entrepreneurial Learning Frameworks and Developing a Growth Mindset in the Primary Classroom
Epilepsy Action Australia	Epilepsy Essentials.
Firefly Education	Spelling Masterclass
Forrest Primary	Guided Thinking for Effective Spelling at Forrest Primary School
Franklin Early Childhood School	Visible Learning - Inside Series: Feedback that makes learning visible
Generation Next	The Mental Health & Wellbeing of Young People Seminar 2019
Geography Teachers Association of NSW (Includes ACT)	The PLACE of Geography. 2019 Geography Teachers Association of NSW and ACT Annual Conference
Geography Teachers Association of NSW (Includes ACT)	In the Field: Observe, Inquire, Create
Giralang Primary School	Team Teach for Giralang Primary and Southern Cross Early Childhood School
Gold Creek School	The Differentiated Classroom
Gordon Primary School	Improving Spelling and Developing a Word Conscious Classroom
Gowrie Primary School	Teaching Writing Using the Traits
Gowrie Primary School	Teaching Writing Using The Traits: Classroom Practice
Gr8 People Pty Ltd	Leading Highly Effective Teams
Gr8 People Pty Ltd	Getting Traction – Leveraging Your Time and Leadership
Growth Coaching International Pty Ltd	Advanced Coaching: Solutions Focus Master Class
Growth Coaching International Pty Ltd	Introduction to Leadership Coaching
Hawker Primary School	EALD strategies in the mainstream classroom
Hawker Primary School	Spelling Everyday in the Classroom - effective pedagogies
Health Improvement Branch, ACT Health, ACT Government	Kids at Play Active Play Professional Learning Online Course
Health Improvement Branch, ACT Health, ACT Government	Kids at Play Active Play Professional Learning Workshop
Health Improvement Branch, ACT Health, ACT Government	Entrepreneurs: IYM face-to-face Professional Learning workshop
Health Improvement Branch, ACT Health, ACT Government	Safe Cycle Years 5 and 6 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	IYM Design Thinking
Health Improvement Branch, ACT Health, ACT Government	Food&ME Preschool Online Course
Health Improvement Branch, ACT Health, ACT Government	Food&ME Kindergarten - Year 6 Online Course
Health Improvement Branch, ACT Health, ACT Government	Entrepreneurs It's Your Move Teacher Professional Learning
Helen Roe Coaching	Navigating Fake News Online Program
Helen Roe Coaching	Media Literacy for Teachers of Teen Girls Online Program
Holy Trinity Primary School	Building for the Future
Human Connections	Accidental Counsellor Face to Face
Human Connections	Accidental Counsellor Online

Organisation	Program
i talk mental health	Internet Addiction from a mental health perspective 2019
i talk mental health	Mental Health 101
ICTE Solutions Australia	Primary Classroom Strategies: Develop Student ICT Capability Today
ICTE Solutions Australia	Teach Literacy-ICT Integration Effectively Today
ICTE Solutions Australia	Primary Classroom Strategies: Assess Student ICT Capability Today
ICTE Solutions Australia	The Primary ICT Coordinator's Guide to Leadership
Imagine More Ltd	What you always needed to know about intellectual impairment, but were mostly never told
Impact Learning Team	Developing the Writer Within
Impact Learning Team	From Learning to Read, to Reading to Learn
Impact Learning Team	Unlocking the Meaning of Texts
Impact Learning Team	Tapping into the Hidden Power of Numeracy
Impact Learning Team	Lighten your load with STEM
Impact Learning Team	The National Literacy and Numeracy Learning Progressions: a key to differentiation
Information Technology Educators ACT (InTEACT)	CSER MOOC F-6: Foundations One Day Workshop -(5 hours)
Information Technology Educators ACT	Digital Technologies and STEM
Information Technology Educators ACT	CSER MOOCs Digital Technologies workshop (2hr)
Information Technology Educators ACT	InTEACT/ACA Digital Technologies Workshop
Instrumental Music Program	Arts Up Front 2019
International Baccalaureate (IB) - Asia Pacific	Category 1 Primary Years Program (PYP): Making the PYP Happen in the Classroom
International Baccalaureate - Asia Pacific	Category 1 Middle Years Program (MYP): Implementing the MYP Curriculum: subject specific workshops
International Baccalaureate - Asia Pacific	Category 1 MYP: Launching the MYP (one day or two day option)
International Baccalaureate - Asia Pacific	Category 1 MYP: Implementing the MYP Curriculum - Heads of School and Coordinators
International Baccalaureate - Asia Pacific	Category 2 MYP: MYP subject-group teachers: Delivering the MYP curriculum
International Baccalaureate - Asia Pacific	Category 3 MYP: Approaches to Learning
International Baccalaureate - Asia Pacific	Category 2 PYP: The Exhibition
International Baccalaureate - Asia Pacific	Category 3 PYP: Inquiry
International Baccalaureate - Asia Pacific	Category 3 PYP MYP DP Learning Diversity and Inclusion
International Baccalaureate - Asia Pacific	Cat 3 IB Ed and PYP and MYP and Diploma Program (DP): The Role of the Librarian
International Baccalaureate - Asia Pacific	Cat 2 MYP Delivering the MYP Curriculum - Heads and Coordinators
International Baccalaureate - Asia Pacific	Category 1 PYP: Making the PYP happen in the classroom in the early years
Internation Baccalaureate - Asia Pacific	Category 3 PYP: Digital Citizenship

Organisation	Program
International Baccalaureate - Asia Pacific	Category 3 PYP: Making the PYP library the hub of learning
International Baccalaureate - Asia Pacific	Category 1 DP: Administrators
International Baccalaureate - Asia Pacific	Category 1 DP: Coordination
International Baccalaureate - Asia Pacific	Category 2 DP: Administrators
International Baccalaureate - Asia Pacific	Category 2 DP: Coordination
International Baccalaureate - Asia Pacific	Category 3 PYP: The Role of the Coordinator
International Baccalaureate - Asia Pacific	Category 3 DP: Subject Specific Seminars
International Baccalaureate - Asia Pacific	Category 3 MYP: Creating Authentic Units in the MYP
International Baccalaureate - Asia Pacific	Category 3 MYP: Projects
International Baccalaureate - Asia Pacific	Category 3 PYP: Concept-based learning
International Baccalaureate - Asia Pacific	Category 3 IB Ed+PYP+MYP+DP Investigating Inquiry
International Baccalaureate - Asia Pacific	Category 1 DP: Subject Workshops
International Baccalaureate - Asia Pacific	Category 2 DP: Subject workshops
International Baccalaureate - Asia Pacific	Category 2 DP: Theory of Knowledge (ToK)
International Baccalaureate - Asia Pacific	Category 1 DP: Theory of Knowledge (ToK)
International Baccalaureate - Asia Pacific	Category 2 DP: Creativity, activity, service (CAS)
International Baccalaureate - Asia Pacific	Category 1 DP: Creativity, activity, service (CAS)
International Baccalaureate - Asia Pacific	Category 1 and 2 DP: Librarians
International Baccalaureate - Asia Pacific	Category 1 PYP: Making the PYP Happen: Implementing Agency
International Baccalaureate - Asia Pacific	Category 1 PYP: Making the PYP happen in the Early Years: Implementing Agency
International Baccalaureate - Asia Pacific	Category 3 PYP: Building for the Future
James Anderson	Developing a Growth Mindset Classroom
James Anderson	The Growth Mindset Teacher Online
John Paul College (JPC)	Analysing data in the senior years to evaluate assessment effectiveness
John Paul College	JPC Professional Learning Community: Differentiation of Instruction
John Paul College	LEAN INTO LEADERSHIP- A Leadership program for new and emerging leaders
John Paul College	SERIES 2 LEAD ON - a program for experienced leaders to deepen their knowledge and skills
Kairos Consultancy & Training	Classroom Planning for Inclusion: Supporting the learning needs of ALL students in your classroom
Kairos Consultancy & Training	All About Assessment Rubrics: Create valid reliable and coherent rubrics
Kairos Consultancy & Training	Developing your Educational Philosophy Statement
Kids Upright	Kids Upright - Promoting strong, healthy posture at school for life
Kids Yoga Education	Kids Yoga Teacher Training Primary 1 (ages 5-8)
Kids Yoga Education	Kids Yoga Teacher Training Primary 2 (ages 9-12)

Organisation	Program
Kids Yoga Education	Kids Yoga Teacher Training – Teens
Kids Yoga Education	Kids Yoga Teacher Training Preschool (ages 3-5)
KMEIA ACT Inc	All Things Choral
Kulture Break	Movement education
Lake Tuggeranong College	Contextual Wellbeing
Lanyon High School	NeuEd Perspectives on Trauma Responsive Education
Learning Difficulties Australia Inc	WRITING WITH COMPETENCE AND CONFIDENCE: Teaching skills and strategies
Leonie Anstey Consulting	Making Mathematics Visible
Leonie Anstey Consulting	Concept Visualization in the Mathematics Classroom
Lighthouse Education	Rock and Water One Day Workshop
Lighthouse Education	Rock and Water Three Day Comprehensive
Lighthouse Education	Rock and Water Two Day Primary Focus
Lighthouse Education	Two Day Rock and Water Focus on Girls and Women
Lighthouse Literacy Consulting and Coaching	Beyond Level 30: You Say You Want a Revolution
Lighthouse Literacy Consulting and Coaching	Strategic Comprehension Instruction at St Clare of Assisi
Lighthouse Literacy Consulting and Coaching	Conceptual Inquiry at Saints Peter and Paul Primary School
Lighthouse Literacy Consulting and Coaching	Assessing Reading in the Early Years: What Difference Does It Make?
Lighthouse Literacy Consulting and Coaching	Lead With Literacy
Little Scientists Australia	Early Childhood STEM Conference - Sonic Boom
Lyneham High School	Trauma Training Lyneham High school
Lyneham Primary School	Building learner assets through inquiry
Lyneham Primary School	Developing a Word Conscious Classroom
Lyons Early Childhood School	Multiliteracies in early childhood
MacKillop Family Services Ltd	Seasons for Growth
Malkara School	Concepts of Number in the Special Education setting.
Maribyrnong Primary School	Team Teach
Marist College	Student Motivation and Engagement Strategies Workshop
Mathematics Association of NSW Inc (MANSW)	2019 MANSW K-8 Conference
Mawson Primary School	Building and Developing Visible Learners
Mawson Primary School	Creating effective assessments for Teaching and Learning
Melba Copland School	MYP Approaches to Learning
Merici College	2019 Merici College Pastoral Care Program
Miles Franklin Primary School	Enhancing Learner Agency
Minds Wide Open	Critical and Creative Thinking Across the Curriculum (K-8)
Minds Wide Open	Design Thinking Across the Curriculum: Deeper Learning through Real-World Projects
Missen Links	Embedding the General Capabilities into Mathematics Teaching

Organisation	Program
Montessori Australia Foundation	2019 Montessori Early Childhood Conference
Montessori Australia Foundation	Montessori Australia Annual Conference
Mother Teresa Primary School	'Puzzle, Predict, Play, Prove': Inquiry Numeracy Workshops
Mother Teresa Primary School	STEAM (Science, Technology, Engineering, Arts, Mathematics) Pedagogy and PlayMaker approach in the Early Years
Mother Teresa Primary School	Unpacking the Australian Curriculum: Science and Integration
Mother Teresa Primary School	MTS Analyses PAT (Progressive Achievement Tests) as Dazzling Formative Data
Mother Teresa Primary School	Puzzle, Predict, Play, Prove: An Inquiry Numeracy Workshop
Mount Rogers Primary School	Drama, Literature and Literacy in the Creative Classroom
Mount Stromlo High School	South Weston Network High School Professional Learning Day 2019 - STEAM and Engagement across the curriculum
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
MultiLit Pty Ltd	PreLit Professional Development Workshop
MultiLit Pty Ltd	Spell-It Professional Development Workshop
MultiLit Pty Ltd	InitiaLit–F/1 Professional Learning Workshop
MultiLit Pty Ltd	Word Attack Skills Extension Professional Learning Workshop (MultiLit)
MultiLit Pty Ltd	Measuring Student Reading Progress for Schools Workshop
MultiLit Pty Ltd	Positive Teaching for Effective Classroom Behaviour Management (Primary Schools)
Murrimatters Pty Ltd	Engoori Model for Leading School Improvement
Muse Consulting	Bigger Better Brains Educator Course Day 1
Muse Consulting	Bigger Better Brains Educator Course Day 1+2
Musica Viva Australia	Taikoz online Professional Development (PD)
Musica Viva Australia	Musica Viva In Schools Dr Stovepipe Online PD
Musica Viva Australia	Musica Viva In Schools Da Vinci's Apprentice online PD
Musica Viva Australia	Inclusive music: Meeting Diverse Needs in the Primary Classroom
Musica Viva Australia	Finding Your Groove: Exploring Rhythm
Musica Viva Australia	Let's Sing: Singing and Playing in the Primary Classroom.
MV Education Services	Consolidating Inquiry
MV Education Services	Inquiry in the primary classroom
Narrabundah Early Childhood School	Differentiating Instruction by making maths visible
National Capital Attractions Association	Supporting the teaching of Indigenous histories and cultures using Canberra's cultural institutions
National Excellence in Schools Leadership Institute	Staff Wellbeing Toolkit
National Gallery of Australia (NGA)	NGA Aboriginal and Torres Strait Islander Art

Organisation	Program
National Gallery of Australia	NGA Asian Art
National Institute for Christian Education	Classrooms and Assessment for Learning
National Museum of Australia	Teaching Indigenous History and Culture
National Portrait Gallery	Exploring art through visual thinking strategies Day 1
National Portrait Gallery	Exploring art through visual thinking strategies Day 2
National Portrait Gallery	NAIDOC virtual program - Celebrating lived experiences of our First Peoples through portraiture.
National Rugby League	NRL Teachers MGC course - Rugby League Workshop (Primary Teachers)
National Rugby League	NRL Teachers IGC course - Rugby League Workshop (Secondary Teachers)
National Youth Science Forum	National Science Teacher Summer School
Ngunnawal Primary	Positive Behaviour for Learning - At Ngunnawal PS
North Ainslie Primary	Anita Chin- Inspired Mathematics Teaching
Nutrition Australia ACT Incorporated	Food&Me - Teaching nutrition in primary school
Nutrition Australia ACT Incorporated	Food&ME - Early Years
Nutrition Australia ACT Incorporated	Teaching nutrition in secondary school
Office of the eSafety Commissioner	Supporting student digital wellbeing
Office of the eSafety Commissioner	eSafety Commissioner – Responding to and Preventing Cyberbullying for NSCP Chaplains
Office of the Legislative Assembly	Active Citizenship in the ACT
Orana Steiner School	The Healing Art of Steiner-Waldorf Education
Orff Schulwerk Association of NSW Inc.	Orff and Whole Body Learning
Parliamentary Education Office	Teaching Primary Civics and Citizenship: A Parliamentary Approach
Parliamentary Education Office	Teaching Civics and Citizenship: A Parliamentary Approach
Partnerships between Education and the Autism Community (Positive Partnerships)	An introduction to autism
Partnerships between Education and the Autism Community (Positive Partnerships)	Positive Partnerships Concurrent Program
Physical Activity Foundation	Safe Cycle for Years 5/6
Pip Buining	Teaching Primary Drama: Creative Movement in Drama
Pip Buining	Integrated Learning: How to use Drama across the curriculum
Pip Buining	Teaching Primary Drama: Group Devising/Playbuilding
PnD Insights	PnD Insights: Incorporating Critical Thinking into STEM courses
PnD Insights	Incorporating Critical Thinking into Humanities Courses
Powerful Partnerships	Coaching and Mentoring Workshop
Powerful Partnerships	Effective Pedagogy - High Impact Strategies Workshop
Powerful Partnerships	Leadership Workshop
Powerful Partnerships	Early Career Teacher Program
Powerful Partnerships	From Conflict to Collaboration

Organisation	Program
Primary English Teaching Association Australia	Contemporary Perspectives: Learning and Instruction in Spelling
Primary English Teaching Association Australia	Teaching With Agility : Versatile English and Literacy Teaching
Propsych	School Refusal Masterclass
Propsych	Taming the Brumbies in Your Classroom
Propsych	The Body as a Voice: Nonsuicidal Self-Injury in The School Context
Propsych	Understanding, Managing and Treating School Refusal
Propsych	2019 Mental Health in Schools Conference: Shifting the Script: Considered and Disruptive Approaches
QL2 Dance	Seminar: Facilitating choreographic process in dance education (Primary)
QL2 Dance	Seminar: Facilitating choreographic process in dance education (Secondary)
Quality Teaching Australia	Classroom Music Activities for Early Learning Teachers
Quality Teaching Australia	Academic Writing for Secondary School Student: The Humble Sentence Toolkit
Quality Teaching Australia	Academic Writing for Secondary School Student: The Humble Essay Toolkit
Radford College	Radical Relationships
Radford College	Radford College Secondary School Teacher's Toolkit Professional Learning Program
Red Hill Primary	Positive Education: Principles of Positive Psychology
Sacred Heart Primary	Defining learning skills and assets at Sacred Heart
Sacred Heart Primary	MAPA units 1-8, 10
Savage Yeti Games Pty Ltd	Board Game Design Workshop
Science Educators Association for ACT (SEA ACT)	Using Hands-on Activities to Generate Inquiry Questions
Science Time Education	Inquiry Learning and the Nature of Science (ACT)
Science Time Education	Inquiry Learning and the Nature of Science (Virtual, ACT)
Sexual Health and Family Planning ACT	Doing it for the First Time
Sexual Health and Family Planning ACT	Safe and Inclusive Schools Core Training
Solution Tree Australia	RTI at Work
Solution Tree Australia	Cognitive Coaching Workshop
Sounds-Write Australia	Sounds-Write Linguistic Phonics Programme: Day 3 & 4
Sounds-Write Australia	Sounds-Write Linguistic Phonics Programme: Day 1 & 2
Southern Cross Early Childhood School	Cultural Integrity
St Edmund's College	Positive education
St Francis Xavier College	Tactical Teaching Writing
St Francis Xavier College	Tactical Teaching: Reading
St Mary MacKillop College	Student Engagement in a 21st Century World
St Michael's Primary School	Berry Street - Understanding Trauma in Education
Stronger Smarter Institute	Stronger Smarter Leadership Program

Organisation	Program
Stronger Smarter Institute	Introduction to Stronger Smarter Online Module
Stronger Smarter Institute	Stronger Smarter Masterclass
Stronger Smarter Institute	SSiSTEMIK Masterclass
Sydney Symphony Orchestra	TunED-Up! (Proficient)
Tanya Young	Differentiation - Why & How
Tanya Young	Student Feedback on Teacher Practice
Taylor Primary School	Reading and Writing: Making the connections visible
Telopea Park School	Building a culture of Collaboration at Telopea Park School (Primary)
Tennis ACT	Tennis for Primary Schools
Tennis ACT	Tennis for Secondary Schools
Tessa Daffern	Data-driven teaching and personalised learning in spelling Tessa Daffern
Tessa Daffern	Word study in the early primary school years
Tessa Daffern	Word study in the middle and upper primary school years
The Creative Practise	How to draw a dog* on the whiteboard with confidence (foundation skills) *or an apple or a concept
The Creative Practise	How to use paint without a sink – watercolour and gouache painting techniques (TCP182)
The Ian Potter Foundation Technology Learning Centre	STEM X Academy
The Ian Potter Foundation Technology Learning Centre	Questacon Professional Learning - Evatt Primary School
The Music Academy at Canberra Girls Grammar School	Back to School: Music Education in Practice
The Shepherd Centre	The Magic FLI (Functional Listening Index): Handy tips to facilitate optimal listening, language, sp
The Shepherd Centre	101 Ideas to Climb the Listening and Spoken Language Ladder
The Shepherd Centre	Understanding Hearing Loss
The Shepherd Centre	Back on Track: How can we measure and address Rates of progress for children with hearing loss
The Shepherd Centre	Bouncing with the Babies: Setting babies with hearing loss on paths for optimal success
The Shepherd Centre	Confident Kids_ Enhancing social skills for children with HL, commencing in infancy to school age
The Shepherd Centre	Speaking About Speech for Children with Hearing Loss
The Shepherd Centre	Uncurling the Cochlea: Latest Advancements in Cochlear Implant Therapy
The Shepherd Centre	Unpacking the Challenges for Children with Hearing Loss
The Shepherd Centre	Engineering Executive Function + Leaping Into Literacy for Children with Hearing Loss
The Shepherd Centre	Talking About Teleintervention Tactics + Facilitating Family Engagement
The University of Sydney, Faculty of Education	The Literacy-Music Connection: using a music mindset in the primary writing classroom
Torrens Primary School	Professional Learning Communities

Organisation	Program
Trinity Christian School	Positively Managing Challenging Behaviours.
Turner School	Building Deep Mathematical Understanding through Inquiry Pedagogy
Turner School	Inquiry in the Contemporary Classroom
University of Canberra (UC) Faculty of Education	Early STEM Learning Australia (ELSA)
UC Faculty of Education	Early Learning STEM Australia - STEM practices and spatial reasoning
UC Faculty of Education	Teachers as Researchers
University of Canberra High School Kaleen	Building Academic Vocabulary
University of Canberra High School Kaleen	Professional Learning Communities: An overview Day
UNSW School of Mathematics and Statistics	Archimedes and the Law of the Lever
UNSW School of Mathematics and Statistics	Curves and Apollonius to Bezier
UNSW School of Mathematics and Statistics	Primes, Modular Arithmetic and RSA Encryption
UNSW School of Mathematics and Statistics	Population Growth and the Logistic Curve
UNSW School of Mathematics and Statistics	Conditional Probability
UNSW School of Mathematics and Statistics	Discrete Probability Distributions
UNSW School of Mathematics and Statistics	Vectors in 2D
UNSW School of Mathematics and Statistics	Networks and Paths (2018)
Wanniassa Hills Primary	Positive Behaviour for Learning (PBL) at Wanniassa Hills Primary School (WHPS)
Wanniassa School	Whole school approach to high impact instruction in mathematics.
Weetangera Primary	Stepping Deeper into Writing
Yoga Enlightenment	Mindfulness for Classrooms
Zart	Book Week Workshops -Zart Art 2019-ACT

ATTACHMENT 2

Assessment standards required to be met by teachers.

(Section F.2 of the *Chief Minister's Annual Report Directions* requires that TQI's annual report include the current assessment and certification standards that are required to be met by teachers.)

New applicants are required to meet the following assessment standards:

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

Provisional Registration	
Provisional registrants meet the qualification requirement for Full registration but have not yet accumulated the required teaching experience or skills and abilities for Full registration. It is the appropriate category for Graduate entry and applicable as an interim measure when an applicant may meet the requirements for Full registration but is unable at the time to provide the relevant supporting evidence.	
Qualification(s)	Completion of at least four years of higher education (full-time or equivalent) study including an accredited initial teacher education program accredited in Australia, leading to the achievement of a recognised qualification. Overseas qualifications will be accepted if they are assessed by TQI as equivalent.
Suitability to teach	TQI will use a current Working with Vulnerable People (Background Checking) (WwVP) registration to satisfy itself of the applicant's suitability to teach.

English language proficiency	TQI must be satisfied that the applicant meets the English language requirements specified in the Act. Applicants who have not undertaken the required four full years of higher education study in English in Australia, New Zealand, the United Kingdom, the United States of America, Canada or the Republic of Ireland, must provide proof of an academic IELTS test undertaken in the two years prior to the date of the application with scores of at least band 8 in Speaking and Listening and at least band 7 in Reading and Writing; or the required results of another approved English language test.

Permit to teach

A permit to teach is not a category of registration but an authorisation for a person to teach for a limited period in a specific teaching role. A permit to teach may be offered to applicants who do not meet the requirements for Full or Provisional registration but who have specialist knowledge, training, skills or qualifications, or have completed a teaching qualification that does not meet the eligibility requirements for Full or Provisional registration. It may also be offered to ITE students who have completed their final practicum. This process requires a request to TQI from the employer wishing to engage the person in a teaching position where a suitably qualified or registered teacher is not available.

Suitability to teach	TQI will use a current Working with Vulnerable People (Background Checking) (WwVP) registration to satisfy itself of the applicant's suitability to teach.
English language proficiency	TQI must be satisfied that the applicant meets the English language requirements specified in the TQI Act. Applicants who do not hold a qualification undertaken in English in Australia, New Zealand, the United Kingdom, the United States of America, Canada or the Republic of Ireland, must provide proof of an academic IELTS test undertaken in the two years prior to the date of the application with scores of at least band 8 in Speaking and Listening and at least band 7 in Reading and Writing; or the required results of another approved English language test. If there is an exceptional demonstrated need by a school for the person's particular specialist knowledge, band scores of no less than 7 in Speaking and Listening and 6 in Reading and Writing are required.

ACT Teacher Quality Institute Regulation 2010 Part 2A Assessment standards required to be met by teachers

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

Certification	Only available to experienced applicants who meet the eligibility criteria and assessment requirements specified below.
Certification assessment	Based on the submission of direct evidence of teacher practice and the direct observation of classroom practice conducted by nationally trained ACT assessors.
Eligibility criteria to apply for Certification	> Australian or New Zealand citizenship or Australian permanent residency visa. > Satisfactory assessment in recent annual performance assessments, i.e. two annual assessments for Highly Accomplished or three annual assessments for Lead. > Full registration with the ACT Teacher Quality Institute.
Current Certification standards - required to be met by teachers who elect to apply.	
The collection of evidence required for assessment	> Annotated evidence of teacher practice accounting for each of the descriptors in all seven of the Highly Accomplished or Lead level Standards (up to 35 artefacts in total). > Lesson observation reports. > Teacher reflection on the direct evidence as a written statement addressing the Standards. > A written description of a Lead initiative for Lead applications. > Referee statements.
The direct observation of classroom practice	Classroom observation. Discussion with the principal and other colleagues. Professional discussion with the applicant.

ANNEXURE C – ACT BOARD OF SENIOR SECONDARY STUDIES

PART A – TRANSMITTAL CERTIFICATE

AUSTRALIAN CAPITAL TERRITORY
BOARD OF SENIOR SECONDARY STUDIES

B S S S

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

Dear Minister

I am pleased to submit the Annual Report of the ACT Board of Senior Secondary Studies for the year ending 30 June 2019.

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

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

I certify that information in the attached Annual Report, and information provided for the whole of government reporting, is an honest and accurate account and that all material information on the operations of the ACT Board of Senior Secondary Studies has been included for the period 1 July 2018 to 30 June 2019 and that it complies with the Chief Minister's Annual Report Directions.

I hereby certify that fraud prevention has been managed in accordance with Part 2.3, Public Sector Management Standards 2016.

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

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

I commend the Annual Report to you.

Yours sincerely

Roberta McRae OAM
Chair

21 August 2019

GPO Box 158 CANBERRA ACT 2601   Phone: (02) 6205 7181   Email: bsss.enquiries@act.gov.au

PART B: ORGANISATIONAL OVERVIEW AND PERFORMANCE

Organisational Overview

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

The key functions of the Board are to:

> provide students with ACT Senior Secondary Certificates, Tertiary Entrance Statements and vocational certificates;

> maintain the credibility and acceptance of courses through a regular accreditation program;

> monitor and support the validity of assessment in Years 11 and 12;

> improve the comparability of standards across ACT and overseas schools through moderation procedures;

> gain the widest possible recognition for the credentials awarded by the Board; and

> service the information needs of the community.

The Board is committed to:

> a general education of high standards providing equal opportunity for all students to the end of year 12;

> choice of courses for students supported by expert advice;

> senior secondary college responsibility for course development;

> senior secondary college responsibility for the assessment of its students;

> shared responsibility for education; and

> open access to information.

Twenty-four ACT colleges and six schools located in Fiji, Indonesia, Papua New Guinea and China are delivering courses certificated by the Board. These schools are listed in Appendix B.

The Board's goal is to provide a high-quality curriculum, assessment and certification system that supports:

> all young adults to achieve an ACT Senior Secondary Certificate or equivalent vocational qualification;

> high levels of achievement in literacy and numeracy;

> improving educational outcomes for disadvantaged students; and

> effective transitions from school to post-school pathways.

In 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. First, the aims of the new plan are strategic in nature as opposed to previous plans which have been mainly operational. Second, 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 runs 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; and

> 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 Strategic Plan.

Processing of year 12 results occurred on schedule and certificates were issued to ACT colleges on Monday 17 December 2018 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 two members were reappointed. In October 2018 rather than appointing a delegate the Director-General, Education Directorate took her position on the Board.

Table BSSS 1: Board membership as at 1 July 2018

Member	Affiliation	Initial appointment	Appointment expires	Meetings attended July-Dec 2018
Ms Roberta McRae OAM	Chair	5 June 2018	4 June 2021	3/3
Ms Anita Wesney	Canberra Institute of Technology	16 July 2016	31 October 2018	2/2
Ms Louise Mayo AM	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	1/3
Professor Nick Klomp	University of Canberra	17 February 2016	31 December 2018	1/3
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	3/3
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	2/3
Mrs Kerrie Grundy	ACT Principals' Association	19 November 2013	31 December 2021	3/3
Mr Hugh Boulter	Association of Parents and Friends of ACT Schools ACT	16 July 2016	31 July 2019	3/3
Mr Adam Miller	Council of Parents and Citizens Associations	28 November 2017	27 November 2020	1/3
Mr John Nott	Business and Industry organisations' representative 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 2021	3/3
Mrs Tracy Stewart	Delegate of the Director–General, Education Directorate	1 October 2015	12 September 2018	1/3

The Board has six scheduled meetings each calendar year. The Board met on three occasions from July-December 2018.

Member	Affiliation	Initial appointment	Appointment expires	Meetings attended Jan-June 2019
Ms Roberta McRae OAM	Chair	5 June 2018	4 June 2021	3/3
Ms Lucy Marchant	Canberra Institute of Technology	23 November 2018	22 November 2021	2/3
Ms Louise Mayo	Vocational education and training organisations	17 May 2011	31 December 2019	2/3
Professor Royston Gustavson	Australian National University	31 July 2015	8 March 2021	1/3
Professor Geoff Riordan	University of Canberra	1 January 2019	30 June 2019	1/3
Dr Judith Norris	Australian Catholic University	16 July 2016	31 July 2019	2/3
Mrs Fiona Godfrey	Association of Independent Schools	9 March 2018	8 March 2021	2/3
Mr Peter Clayden	ACT Branch, Australian Education Union	28 November 2017	27 November 2020	3/3
Mr Michael Lee	Catholic Education Commission	1 January 2019	31 December 2021	2/3
Mrs Kerrie Grundy	ACT Principals' Association	19 November 2013	31 December 2021	2/3
Mr Hugh Boulter	Association of Parents and Friends of ACT Schools	16 July 2016	31 July 2019	2/3
Mr Adam Miller	Council of Parents and Citizens Associations	28 November 2017	27 November 2020	0/3
Mr Mark Field	Business and Industry representative organisations in the ACT	7 December 2018	6 December 2021	2/3
Ms Judy van Rijswijk	ACT Trades and Labour Council	1 January 2013	31 December 2021	2/3
Ms Natalie Howson	Director-General, Education Directorate	1 October 2018	10 June 2019	1/3

The above Board has met on three occasions from January to June 2019.

Remuneration for Board members

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

Risk Management

Historically an MOU had been in place between the Board and the Education Directorate, with the Office of the Board placed within the Directorate for administrative purposes. In 2018 the Education Directorate determined it wished to review arrangements with the Board. This process continues. The previous MOU concluded on 30 November 2018. The intention to continue previous administrative support arrangements was made by the Deputy Director-General, System Policy and Reform to the Executive Group Manager, Office of the Board during the first quarter of 2019.

The Office of the Board provides support to the Board on policy and procedures, and the implementation of the Act. Common practice has been for the Education Directorate to include the Office of the Board and its activities within its Risk Assessment and Management Framework consulting with the Board Chair as appropriate. In a culture of development and improvement the Office of the Board monitors areas of significant risk including data systems and end of year processing of senior secondary and vocational certificates. A complete review of mitigations and the development of an Enterprise Risk Management Plan began in the latter stages of 2018-2019 for completion and implementation in 2019-2020.

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 2018 and 2019.

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.

Curriculum Advisory Committee 2018

Mrs Kerrie Grundy	Chair
Ms Susan Barton Johnson	Education Directorate
Mr David Briggs - Resigned	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 and Friends of ACT Schools
Ms Bonnie Roppola	ACT Council of Parents and Citizens Associations
TBA	Canberra Business Chamber
Dr Bernard Brown	University of Canberra

Assessment and Certification Committee 2018

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

Innovations Committee 2018

Dr Royston Gustavson and Ms Louise Mayo	Co-Chairs
Mr Stephen Gwilliam - Resigned	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
Ms Terri Reichman - Resigned	ACT Council of Parents and Citizens Associations
Mr John Stenhouse	Co-opted member

Curriculum Advisory Committee 2019

Mrs Kerrie Grundy	Chair
Mr Martin Hine	Education Directorate
Ms Lyndall Henman	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 and Friends of ACT Schools
Ms Jane Koitka	ACT Council of Parents and Citizens Associations
Mr Ben Duggan	Canberra Business Chamber
Dr Bernard Brown	University of Canberra

Assessment and Certification Committee 2019

Mr Peter Clayden	Chair
Mr Ken Gordon	Education Directorate
Mr John Alston-Campbell	ACT Principals' Association
Mr Brad Cooney	Catholic Education Office
Mr John Folan	Association of Independent Schools of the ACT
Ms Crystal Cox	ACT Council of Parents and Citizens Associations
Mr Martin Watson	Co-opted member
Ms Lyn Mernagh	Co-opted member

Vocational Education and Training Committee 2019

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
Mr Michael Young	Canberra Business Chamber
N/A - Association disbanded	ACT Teachers in Vocational Education Association
Ms Louise Selles	Education Directorate
Ms Jennifer Rickard	Associations of Parents and Friends of ACT Schools

Innovations Committee 2019	
Dr Royston Gustavson and Ms Louise Mayo	Co-Chairs
Mr Kris Willis	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
Ms Christina Delay	Business and industry organisation
Ms Jennifer Rickard	Association of Parents and Friends of ACT Schools
Ms Alice Cahill	Catholic School Parents Council
Ms Jane Koitka	ACT Council of Parents and Citizens Associations
Mr Martin Watson	Co-opted member

Table BSSS 6: Accreditation Panel 2018-2019

Accreditation Panel	Panel Chair	School
Health, Outdoor and Physical Education	Ms Helen Witcombe	Lake Tuggeranong College

Board Secretariat

The Board Secretariat, managed by the Executive Group Manager (titled Executive Director), consists of ten 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 administrative functions.

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.

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

In 2018-2019, the *Modern Languages*, *Technologies*, and *Humanities and Social Sciences* Frameworks and Shape Papers were endorsed by the Board.

Frameworks and shape papers are system documents developed by learning area experts for years 11 and 12 which provide the basis for the development and accreditation of any course within a designated area; provide a common basis for assessment, moderation and reporting of student achievement in courses based on the frameworks; articulate with Australian Curriculum F-10; take account of national directions in curriculum and assessment; are inclusive of different courses and different student groups; and support innovation in curriculum.

The *Modern Languages Framework* makes provision for development of Beginning Modern Languages; Continuing Modern Languages; Advanced Modern Languages and Translating and Interpreting courses; covering 27 languages.

The *Technologies Framework* makes provision for development of the following courses: Data Science; Design and Emerging Technologies; Design and Graphics; Design Technologies; Engineering Studies; Designed Environments; Design and Textiles; Networking and Security; and Robotics and Mechatronics. The ACT will be the first jurisdiction to develop a Data Science course which provides students with an opportunity to study big data. The suite of Technologies courses will position the ACT senior secondary system as a national leader for making provision for schools to provide courses that enable students to engage with STEM courses.

The *Humanities and Social Science Framework* makes provision for development of Australian and Global Politics; Geography; Legal Studies; Psychology; Sociology; Pre-Modern History; Ancient History; Indigenous Culture and Languages; Futures; Religious Studies; World Religions; Global Studies; Modern History; Leadership; Digital Citizenship; Asian Studies and Humanities Methods courses. It is envisaged that the *Humanities and Social Sciences Framework* will make provision for development of integrated courses that enable students to apply deep understandings of key disciplinary concepts and principles to real-world problems.

Partnerships were established with local universities in order to inform curriculum directions and to mentor course developers. The establishment of these partnerships underpins development of quality curriculum that addresses the needs of diverse learners and reflects high expectations for learning.

In 2018-2019, a cross-sector committee reviewed Assessment and Moderation. This review is part of the commitment expressed in the ACT Board of Senior Secondary Studies Strategic Plan 2017-2021 to embed processes of continuous review and renewal.

The purpose of this review is to determine if changes are required to existing BSSS assessment and moderation policies and procedures, to meet future needs within a continuous school-based and consensus peer-based moderation system.

Key recommendations from the review include:

> development of quality assessment guidelines;
> establishing a process for selecting teacher-identified quality tasks;
> annotated student A-C grade responses; and
> exploration of different approaches to enhancing system wide consensus-based peer review moderation.

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 2018 and March 2019.

The Board has continued its commitment to Vocational Education for senior secondary students. The Board is working with all other national jurisdictions in partnership 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 project will track individual students from year 12 and through their future pathways for a number of years to ascertain the contribution that vocational studies have made to their progress in life after school.

The Student Forum

The ACT Board of Senior Secondary Studies is committed to ensuring that senior secondary education in the ACT is underpinned by:

> high quality curriculum;

> fair and equitable assessment; and

> authentic and credible certification.

These outcomes are supported through partnerships with all teachers, principals, the community, and the most important stakeholders, students.

To further support these outcomes the ACT Board of Senior Secondary Studies (BSSS) has established an exciting new initiative. Through a new Student Forum, young people will have a voice in their education.

The BSSS sought two student representatives from each ACT college to represent the voices of young people. In all 21 schools are represented. The purpose of the forum is to allow students the opportunity to contribute in a new way to the ACT senior secondary system. It is an opportunity for them to take a leadership role in the ACT. Each student reflected on their commitments and responsibilities in and beyond school before considering taking on this new role.

It is important to note that student members do not represent their schools or their sector of schooling but rather contribute their own ideas and experiences to education more broadly. In effect each member of the forum will be representing all students. In addition, students were asked to consider being available on a voluntary basis to participate in supplementary focus groups or consultations around topics or issues relevant to curriculum and assessment in the senior secondary years.

The initiative has been engaging for all participants as they have embraced the opportunity to meet and work with students from across Canberra in a dynamic and challenging context. Students have demonstrated excellent communication skills and a willingness to share and debate ideas during the forums.

Year 12 Outcomes 2018

In 2018, 4,732 students met the requirements for an ACT Senior Secondary Certificate. This included 4,560 students enrolled in ACT colleges and 172 students enrolled in international schools. In the ACT, this represented 93.5 per cent of year 12 students compared with 90.7 per cent in 2017.

Of the Senior Secondary Certificate receivers 3,001 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 2,876 students enrolled in ACT colleges and 125 students enrolled in overseas colleges.

One hundred and eighty-three students (79 females, 104 males) from 20 colleges completed an H course through the Australian National University Secondary College Program in 2018.

Table BSSS 7: H courses studied by graduating students in 2018

Number of Students	Course Title
12	Advanced Classical Music – ANU
4	Advanced Japanese – ANU
20	Advanced Jazz Music – ANU
11	Astrophysics – ANU
25	Biodiversity – ANU
29	Chemistry – ANU
7	Continuing Chinese – ANU
18	Continuing Japanese – ANU
23	Discovering Engineering – ANU

Number of Students	Course Title
7	Performing Arts – ANU
15	Physics – ANU
12	Specialist Mathematics – ANU

One hundred and twenty-five students (68 per cent) 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 2018, 75.8 per cent of Senior Secondary Certificate receivers (Standard Package) completed 20 or more standard units and 78.5 per cent of Senior Secondary Certificate receivers completed five or more accredited courses from different course areas. These percentages are similar to 2017.

Figure BSSS 1 displays the percentage of Senior Secondary Certificate receivers achieving a TES from 2002 to 2018. In 2018, 63.1 per cent of ACT students receiving a Senior Secondary Certificate also received a TES. This is higher than 2017 when it was 62.1 per cent.
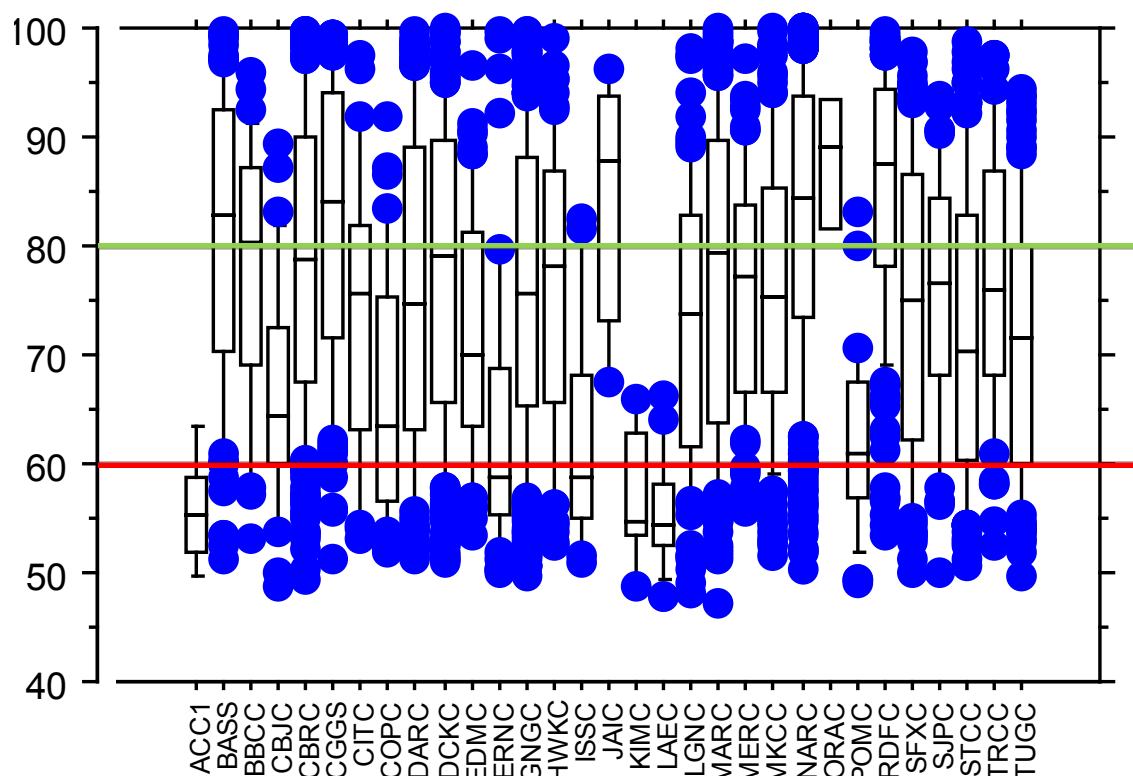
Figure BSSS 1: Percentage of ACT Senior Secondary Certificate Receivers who achieved a Tertiary Entrance Statement 2002-2018
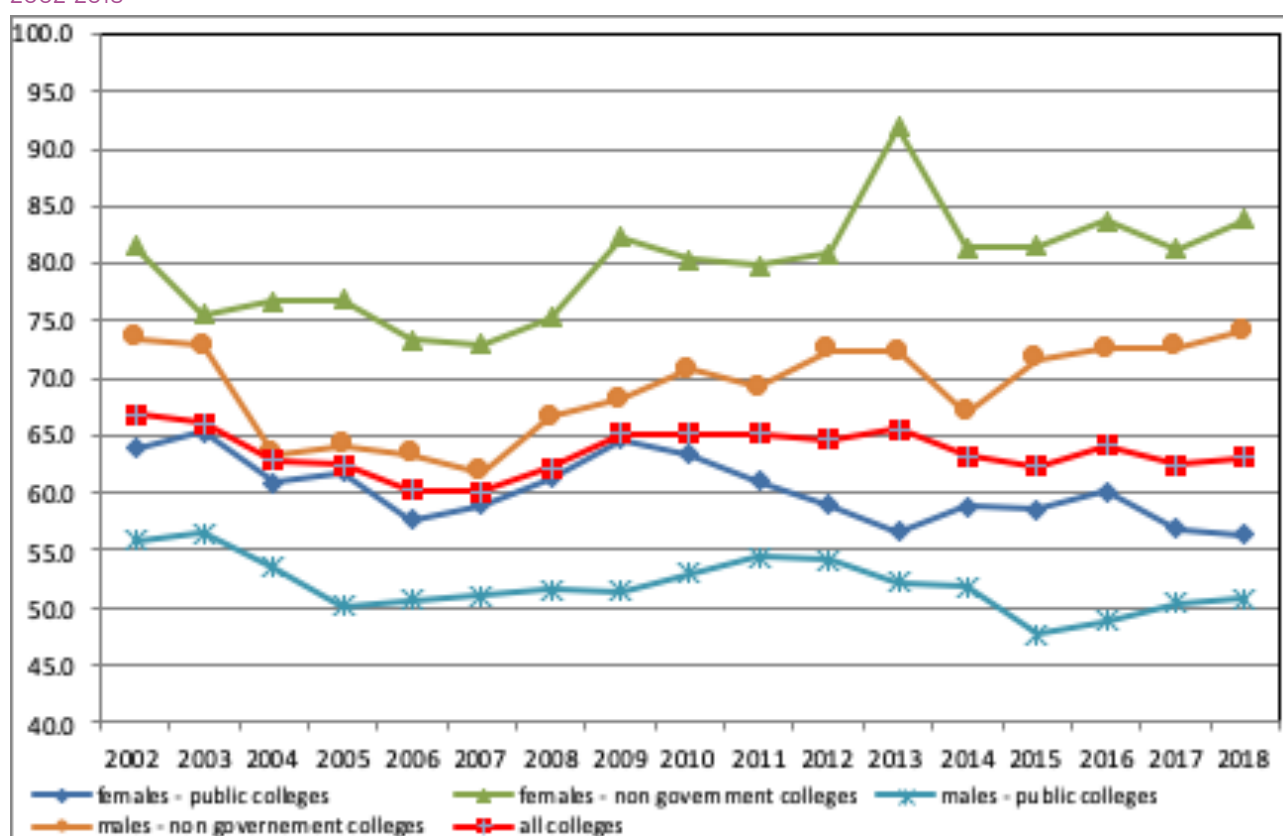
Source: ACT Board of Senior Secondary Studies
Note: From 2006 students classified as Mature Age are included in the data.

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 per cent of the scores.
4.   The single vertical line indicates the spread of the next 15 per cent of scores.
5.   Circles represent individual results in the top and bottom ten per cent of ATARs.

The horizontal lines show an ATAR of 80 (green) and an ATAR of 60 (Red).

Of students in the ACT who achieved an ATAR, 85 per cent achieved an ATAR of 60 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, 2017 and 2018

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	
	2018	2017	2018	2017
English/English as a second language (ESL)	100	100	100	100
Mathematics	92.8	93.2	96	95
Information Technology	10	10.3	11	11
Sciences	44.2	43.5	59	56
History	15.4	14.1	18	17
Languages	17	16	23	22

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, 67.0 per cent of ACT students used scaled course scores from four different course areas in the calculation of their ATAR. This is an increase of 1.7 per cent from the 2017 cohort.

A course from the English course area is compulsory for graduating students in the ACT. For Mathematics, 92.8 per cent of ACT Senior Secondary Certificate receivers and 96 per cent of TES receivers completed courses.

The Board recognises the contribution of learning undertaken outside the college environment during years 11 and 12 on a student's Senior Secondary Certificate. In 2018, 878 students received such recognition for Sport and Recreation, 511 students received recognition for Community Service, 338 students received recognition for Cultural studies and 1,027 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 2018, this included 517 year 10 students and 890 year 12 students. Of these students, 10 completed an Australian School-based Apprenticeship with their college as the RTO. In 2018, an additional 228 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 2018. It should be noted that students may have received more than one vocational Certificate.

Figure BSSS 3: number of students receiving vocational certificates, 2018 by college and year level
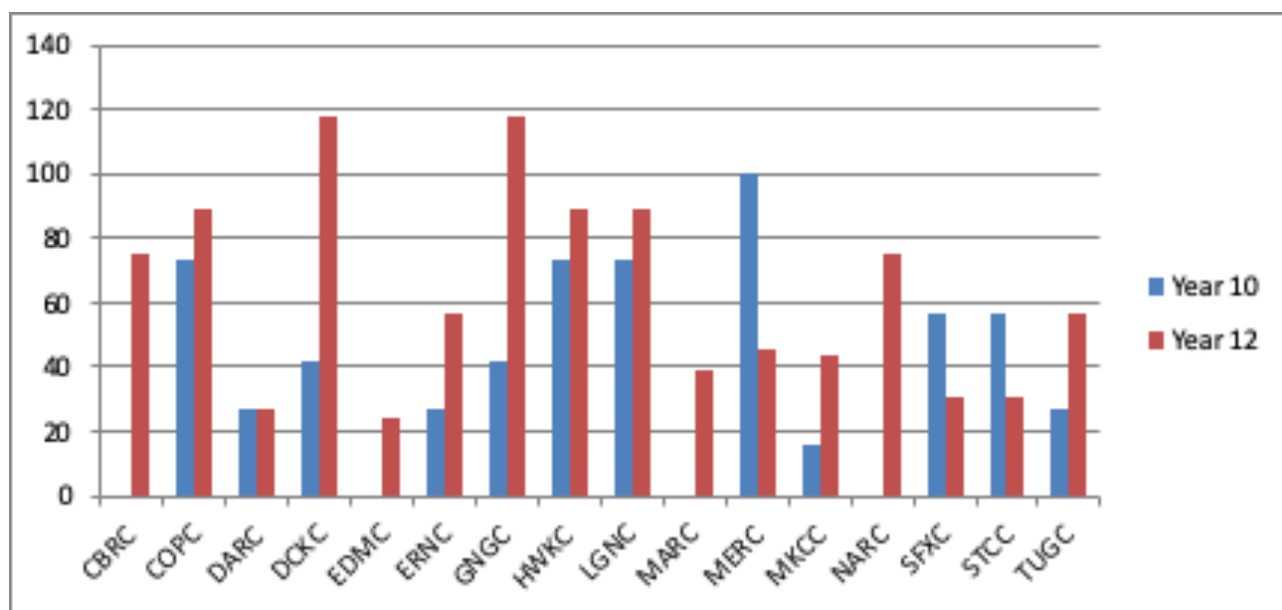
In addition to vocational studies undertaken during years 11 and 12 in colleges, vocational programs undertaken with external RTOs can contribute to the requirements for year 12 certification and be included on the ACT Senior Secondary Certificate. In 2018, vocational qualifications achieved through an external RTO and registered by the Board were recognised on the Senior Secondary Certificate as an E course. In 2018, 341 students were awarded an E course. The E courses were in the areas of Hospitality, Hair and Beauty, Animal Care and Business Services.

Community Engagement

The Board of Senior Secondary Studies provides a breadth of opportunities for community engagement. The Board itself consists of nominees from a broad range of ACT community stakeholders. Likewise, the four committees overseen by the Board and chaired by Board members consist of a variety of community stakeholders. In addition, Board Principals' meetings, student forums, Board forums, course development and public consultation processes, social media presence, and professional learning programs provide opportunities for the school sector and broader community to contribute to the growth and development of the senior secondary system. The Office of the Board of Senior Secondary Studies engages with Principals, teachers, students, parents/carers, and Government and Non-government agencies on a regular basis. The Office of the BSSS team also work in the national educational context with state senior secondary jurisdictions and the Commonwealth.

Aboriginal and Torres Strait Islander Reporting

A significant achievement has been the development of the *Indigenous Culture and Languages course* which is the first course of its kind in the ACT. It is an interdisciplinary course drawing on disciplines that includes politics, linguistics, psychology, sociology, anthropology, history and the Arts. It lends itself to exploring in depth the general capability of Intercultural Understanding.

This course draws on a breadth of work from a range of sources including the knowledge of the United Ngunnawal Elders Council, and experts from the Australian National University (ANU) and the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATIS). It also draws on an environmental scan of national and international senior secondary curriculum in the area.

The positive and supportive relationship developed with the United Ngunnawal Elders Council has established a partnership that has created the opportunity for the Board and its schools to work and learn with the Ngunnawal community into the future.

For more information contact:

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Appendix A: Sections not covered elsewhere in this report

Section	Reporting
Scrutiny	There were no direct implications for the Board in Legislative Assembly committee inquiries and reports in 2018-19.
Internal Audit	Covered within Education Directorate report. See section B in that report.
Fraud Prevention	Covered within Education Directorate report. See section B in that report.
Freedom of Information	Covered within Education Directorate report.
Work Health and Safety	Covered within Education Directorate report. See section B in that report.
Human Resources Management	Covered within Education Directorate report. See section B in that report.
Ecologically Sustainable Development	Covered within Education Directorate report. See section B in that report.
Financial Management Reporting	Covered within Education Directorate report. See section C in that report.
Financial Statements	Covered within Education Directorate report. See section C in that report.
Capital Works	Covered within Education Directorate report. See section C in that report.
Asset Management	Covered within Education Directorate report. See section C in that report.
Government Contracting	Covered within Education Directorate report. See section C in that report.
Statement of Performance	Covered within Education Directorate report. See section C in that report.
Ministerial and Director-General Directions	There have been no directions to the Board.

Appendix B: Compliance Statement

The Annual Report 2018-2019 must comply with the Annual Report Directions (the Directions) made under section 8 of the Annual Reports Act. The Directions are found at the ACT Legislation Register: www.legislation.act.gov.au.

The Compliance Statement indicates the subsections, under Part 2 A-C of the Directions, that are applicable to the ACT Board of Senior Secondary Studies and the location of information that satisfies these requirements:

Part 1 Directions Overview

The requirements under Part 1 of the Directions relate to the purpose, timing and distribution, and records keeping of annual reports. The Annual Report 2018-2019 complies with all subsections of Part 1 under the Directions.

To meet Section 15 Feedback, Part 1 of the Directions, contact details for the ACT Board of Senior Secondary Studies are provided within the Annual Report 2018-2019 to provide readers with the opportunity to provide feedback.

Part 2 Reporting entity Annual Report Requirements

The requirements within Part 2 of the Directions are mandatory for all reporting entities and the Education Directorate complies with all subsections. The information that satisfies the requirements of Part 2 is found in the Annual Report 2018-2019 as follows:

> Transmittal Certificate, see page 266;

> Organisational Overview and Performance, inclusive of all subsections, see from page 267;and

> Financial Management Reporting, inclusive of all subsections, these are covered in the Education Directorate's Report.

Part 3 Reporting by Exception

The ACT Board of Senior Secondary Studies has nil information to report by exception under Part 3 of the Directions for the 2018-19 reporting year.

Part 4 Directorate and Public Sector Body Specific Annual Report Requirements

The following subsections of Part 4 of the 2019 Directions are not applicable to the ACT Board of Senior Secondary Studies and can be found within the Annual Report 2018-19:

> Ministerial and Director-General Directions, see page 282.

Part 5 Whole of Government Annual Reporting

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

> Bushfire Risk Management, see the annual report of the Justice and Community Safety Directorate;

> Human Rights, see the annual report of the Justice and Community Safety Directorate;

> Legal Services Directions, see the annual report of the Justice and Community Safety Directorate

> Public Sector Standards and Workforce Profile, see the annual State of the Service Report; and

> Territory Records, see the annual report of Chief Minister, Treasury and Economic, Development Directorate.

ACT Public Service Directorate annual reports are found at the following web address: http://www.cmd.act.gov.au/open_government/report/annual_reports

Appendix C: 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
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

Private Providers	Code
Canberra Academy of Languages	CALC
Spanish Language and Culture Program in Australia	SPAC
The Australian School of Contemporary Chinese	ASCC