

Education Directorate

To: Minister for Early Childhood Development
Minister for Education and Youth Affairs

Tracking No.: **FILE2022/16**

Date: 9 March 2022

From: Director-General

Subject: Minister’s Weekly Brief

Recommendation

That you note the information in this brief and attachments

Noted / Please Discuss

Yvette Berry MLA/...../.....

Minister’s Office Feedback

Key Topics/Emerging Issues

1. Period Product Trial at Canberra High School

At the Directorate’s event for the 2021 International Women’s Day, a group of students from Canberra High School pitched a proposal to reduce period poverty in schools. As a result, the Directorate has been funding free period products to staff and students at Canberra High School as a pilot program.

The trial was originally planned for completion in September 2021. Due to the ACT lockdown Canberra High School has been able to continue this project during 2022 using the original stock ordered. In recent weeks, Canberra High School requested support to order more period products; this has been internally funded.

The Directorate is currently completing an interim-trial survey with staff and students. Responses from staff about the trial have been overwhelmingly positive. Some responses include:

- *“This trial has been an amazing initiative and shouldn’t stop with one school – it’s 2022, let’s get free period products in all of our schools.”*

- *“I am so proud that our school is doing this. I have felt quite empowered to talk about periods more openly in class, when relevant...”*
- *“We used to have a lot of female students come to the front office to use the bathroom in sickbay if they required products, now they don’t have to come to the front office. It is more discreet having the products available in the student’s bathrooms. They don’t need to be embarrassed having to ask someone for products. I think it is a great initiative and would love to see it in all schools – primary, high school and colleges.”*

Students completed surveys on their perspective of the trial on 4 March 2022. This data will be used to improve the program when it is eventually extended to an increased number, or all, ACT public schools. The project team is currently developing a procurement bid to extend the project – this will be briefed up once completed.

An event proposal has been prepared for the Minister’s Office – this proposes that the Minister will meet with the students at Canberra High School to discuss the period product trial and complete a Q&A session with the students.

The NSW Department of Education recently announced that following a successful trial in 31 NSW public schools, public schools across the State will soon have free access to menstrual hygiene products.

Infrastructure and Capital Works Projects

2. Major Projects

COVID impacts on all projects

All current projects have had impacts on their programs due to the construction lockdown period in 2021, material supply shortages and/or labour availability associated with COVID-19. All projects are now continuing construction activities and complying with COVID safety plans and current health directives. Head Contractors are working with project teams to ensure that critical dates are still met, with the option to stage handovers and prioritise ‘essential’ areas.

Amaroo School Expansion

Refurbishment to Marble Terrace was completed and handed over to the school on 14 February 2022. The refurbishment to TAS 12, 16 and Onyx Theatre is also progressing well.

East Gungahlin High School

Site works are ongoing with civil contractors stripping the area, creating building pads, installing inground services and installing an all-access weather road. Icon SI has commenced procurement on long lead time items to maintain the construction program but there is significant pressure on supply chains currently with risk of delays. A construction program brief assessing the risk of the program and the target open date in 2023 was provided to the Executive Governance Committee Planning Sub-Committee on 22 February 2022. A cross-Directorate meeting has been scheduled for 18 March 2022 to discuss the revised opening date for the high school.

TCCS and their civil contractor have commenced road works on the Albatross Crescent intersection and Well Station Drive. Ongoing works on Well Station Drive and Albatross Crescent will result in changed traffic conditions as staged works progress.

Margaret Hendry School Expansion and North Gungahlin High School

A start-up workshop took place on 7 March 2022. Hindmarsh Construction is finalising their construction staging plan which will be presented to the project team. Detailed design development is progressing with weekly meetings taking place.

Narrabundah College Modernisation

Cox Architecture has been engaged as the design consultants for the Design Options study and Preliminary Sketch Plan stages. The start-up meeting was held on 4 March 2022.

Throsby School

Landscaping works are being handed over progressively to allow staff and students to use these areas during class and break times. Remaining construction works are progressing well and will be handed over progressively during term 1, 2022.

Garran Primary School Modernisation

A start-up meeting was held on 1 March 2022 between the project team and Garran Primary School Executive. The Garran Executive presented the school's values and culture, as well as what they would like to see incorporated into the Masterplan. This information will be incorporated into the overall Masterplan design.

Campbell Primary School Modernisation

The first learning community (single storey building) is nearing completion with the commissioning phase complete. Landscape works are progressing in line with the current program with two other learning communities (two storey building) progressing as planned and programmed to be ready for day 1, term 2, 2022.

For Noting

3. Tongan Disaster Relief Project Committee

The Directorate has provided schools with information regarding the Tongan High Commission's program to collect school supplies that can be shipped to support the Tongan community after the tsunami/volcano disaster. Information provided encourages schools to consider how they can involve their student leadership teams and broader community to get involved. Individual schools may liaise directly with the Chair of the Tongan Disaster Relief Project Committee around the collection of items. The Chair of the Committee has also been provided with contact details for independent and catholic schools in the ACT.

4. Secondary Student Devices – Refresh Update

As part of the Digital Access and Equity Program ACT public school students are entitled to a new Chromebook device after three years of use. To support year 10 students the

Directorate has commenced validation of the number of students who will require a new device and is expected to replace approximately 3,500 devices across high schools by May.

Signatory Name: Katy Haire

Action Officer: Caitlin McGarvey

Attachments

Attachment	Title
Attachment A	Freedom of Information requests
Attachment B	EDU Cabinet Forecast
Attachment C	EDU Legislative Assembly Forecast
Attachment D	COVID-19 Report

Education Directorate

To:	Minister for Education and Early Childhood Development	Tracking No.: FILE2022/65
Date:	10/03/2022	
CC:	Chief Financial Officer	
From:	Director-General	
Subject:	Preschool Reform Agreement 2022 to 2025 – ACT Implementation Plan for 2022	
Critical Date:	21/03/2022	
Critical Reason:	The Australian Government requires Minister’s signature copy of the Implementation Plan by 22 March 2022 to trigger the payment process for early April 2022.	

Recommendations

That you:

1. Note the information in this brief;

Noted / Please Discuss
2. Sign the ACT Implementation Plan at Attachment A which has been finalised in conjunction with the Australian Government Department of Education, Skills and Employment; and

Signed / Not Signed / Please Discuss
3. Sign the attached letter of transmission at Attachment B to the Hon Stuart Robert MP, acting Australian Government Minister for Education.

Signed / Not Signed / Please Discuss

Yvette Berry MLA/...../.....

Minister's Office Feedback

Background

1. On 8 December 2021, Cabinet agreed to the new Preschool Reform Agreement 2022 - 2025 (the Agreement) which replaced the National Partnership Agreement on Universal Access to Early Childhood Education (UANP).
2. You as Minister for Early Childhood Development, signed the Agreement on 16 December 2021 on behalf of the ACT.
3. Negotiations with the Australian Government have taken place at the state/territory level with jurisdictions continuing to meet regularly to discuss key issues and to remain united in approach to ensure a fair outcome for all.
4. The Directorate has also engaged in several bilateral meetings with the Australian Government Department of Education, Skills and Employment (DESE) to negotiate the ACT-specific implementation activities and performance targets to be included in the annual bilateral implementation plan for 2022.

Issues

5. The ABS Year Before Formal School (YBFS) methodology continues to be a concern for the ACT, however this issue will continue to be negotiated with the Commonwealth in 2022 for consideration as part of the 2023 Implementation Plan. An EMM decision gate has also been included prior to the implementation of the YBFS methodology in 2023 to ensure positive multilateral work is continued and required to settle this key aspect of the Agreement.
6. The Directorate is satisfied that the ACT Implementation Plan and Performance Report - 2022 (the Implementation Plan) at Attachment A addresses previously raised issues and concerns.
7. The Implementation Plan is the officials' agreed version and is ready to be signed subject to your agreement, as is the letter of transmission to the Hon Stuart Robert MP, acting Australian Government Minister for Education, at Attachment B.
8. DESE has proposed that the Implementation Plan progresses concurrently for signature by both you and the Australian Government Minister for Education. Signature by both the Ministers by 22 March 2022 will allow for the associated payment to be made by the Commonwealth in early April 2022.
9. If the Agreement is not signed by 22 March 2022, payments will be made to the ACT in May 2022. Strategic Finance have confirmed that this will not cause any issues for the ACT. The timeframe pressure is however being driven by the Commonwealth's requirement to sign off on the implementation plan ahead of their caretaker period which is due to commence in April 2022.

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Financial Implications

10. The table below shows the Commonwealth's financial contribution to the ACT:

Program Year	2021	2022	2023	2024	2025
Estimated number of children		(UANP) 6,874	5,801	6,025	5,869
Estimated Commonwealth Contribution under YBFS methodology	(UANP) \$9,654,475	(UANP) \$9,248,666	\$7,992,800	\$8,500,669	\$8,479,302
Top-up to 2021 funding floor		\$405,810	\$1,661,675	\$1,153,806	\$1,175,173
Estimated Commonwealth Contribution with funding to 2021 level		\$9,654,475	\$9,654,475	\$9,654,475	\$9,654,475

11. The ACT will also receive a one-off payment of \$0.5 million of implementation project funding to deliver reforms linked to the Agreement.
12. In December 2021, the Expenditure Review Committee (ERC) reviewed the Agreement and agreed for a business case to be brought forward in the 2022-23 Budget (21/713/CAB) to address a significant funding shortfall arising through the Preschool Reform Agreement's requirement to distribute funds to non-government pre-schools. This is important as the costs of providing public preschool services in the ACT are predominantly fixed and are unable to be immediately adjusted.
13. The Directorate does not have capacity to absorb the funding shortfall and if the shortfall is not addressed then there will be a structural cost pressure in the Directorate's budget that cannot be mitigated without a change to service levels. If the 2022-23 business case is not supported by ERC and Cabinet, you will be briefed accordingly.

ConsultationInternal

14. Strategic Finance, Analytics and Evaluation and Digital Strategy Services and Transformation have been consulted in the development of the ACT's Implementation Plan. Strategic Finance has provided the financial advice contained in this brief.

Cross Directorate

15. Treasury has provided advice on the Implementation Plan.

External

16. The Implementation Plan has been agreed to at officer level by the Australian Government. States and territories will continue to meet monthly as a Community of Practice to informally share policy learnings, best practice, evaluation and proposed policy/programs resulting from implementation of the reform agenda.

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Work Health and Safety

17. Nil.

Benefits/Sensitivities

18. There may be sensitivity arising from the apparent loss of Commonwealth funding for ACT public preschools as some funding will be required to be redirected to the non-government sector from 2023. This can be mitigated by addressing the funding implications through a 2022-23 business case as agreed to by ERC.

Communications, media and engagement implications

19. The ACT Implementation Plan will be published by the Australian Government on the Federal Financial relations website.
20. The Directorate will be consulting with the non-government sector on funding distribution under the Agreement. Speaking points will be provided if there is media interest in this issue.

Signatory Name: Nicole Moore

Phone: 49999

Action Officer: Denise Ryan

Phone: 70587

Attachments

Attachment	Title
Attachment A	ACT Implementation Plan and Performance Report - 2022
Attachment B	Letter of transmission



Education Directorate

To:	Minister for Education and Youth Affairs	Tracking No.: FILE2022/1351
Date:	10/03/2022	
CC:	Executive Branch Manager, Student Engagement	
From:	Deputy Director-General, Education Directorate	
Subject:	ACT Government Response to Sexual Assault Prevention and Response Program Final Report	
Critical Date:	ASAP	
Critical Reason:	Input was due to Community Services Directorate 9 March 2022	

- DG .../.../...

Recommendations

That you:

1. Agree to the Directorate’s input (Attachment B) being provided to CSD for inclusion into the Government response to the Final Report; and

Agreed / Not Agreed / Please Discuss

2. Note the information contained in this brief

Noted / Please Discuss

Choose an item. MLA/...../.....

Minister’s Office Feedback

Background

1. The Sexual Assault Prevention and Response Steering Committee was established following a commitment to take action to prevent and respond to sexual assault in Canberra.
2. Four working groups were created to report to the Sexual Assault Prevention and Response Steering Committee:
 - a. The **Prevention Working Group** was established to focus on driving systemic, cultural change across the Canberra community, particularly targeted at schools, universities, Canberra Institute of Technology and workplaces.
 - b. The **Response Working Group** was established to focus on service provision and police response, informed by victim survivor experience of accessing support, advocacy and counselling.
 - c. The **Law Reform Working Group** was established to progress the parliamentary agreement commitment to reform consent laws and related sexual assault law reform.
 - d. The **Workplace Reference Group** was established to focus on sexual assault and harassment in the workplace and to ensure the workplace safety lens was applied across all three working groups.
3. The Aboriginal and Torres Strait Islander Consultation committee was established to ensure that the voice and experiences of Aboriginal and Torres Strait Islander peoples remained at the forefront and informed all work of the program.
4. The Committees and working groups heard directly from stakeholders - including victim survivors.
5. The Education Directorate was represented by the Senior Director Wellbeing Inclusion and the Director of Inclusive Education Policy on the Sexual Assault Prevention Working Group.
6. The Sexual Assault Prevention Working Group was Chaired by Katrina Marson, Senior Prosecutor, Director of Public Prosecution.
7. The Working Group drafted a series of recommendations that were presented to the Steering Committee scheduled in October 2021. The Group primarily focused on the recommendation of comprehensive relationship and sexuality education (RSE) to all members of the community.
8. The final report: Listen. Take Action to Prevent, Believe and Heal was delivered to Government in December 2021.
9. The Education Directorate as a key stakeholder, is required to respond to the relevant recommendations in the Report.

Issues

10. The Steering Committee has now published its full report, including recommendations (Attachment A). The recommendations of the Steering Committee broadly complement the Directorate's work in this space, and Recommendation 20 aligns strongly with the work that Education will be implementing as part of the Gender Equity Initiative.
11. Recommendation 20 states: The ACT Government fund and make accessible evidence based lifelong comprehensive relationships and sexuality education (RSE) to all members of the community
12. Education Directorate representatives supported comprehensive relationship and sexuality education (RSE) within the ACT public school context. Representatives were clear that further consultation with independent and catholic schools would be required and that it was out scope to directly influence learning outcomes in tertiary intuitions, recreational facilities and workplaces.
13. The final recommendations are broader than advice provided by the Education Directorate to the Prevention Working Group and outside of the scope of the Education Directorate's remit. The Directorate will reiterate what is within the scope of the public education system in the feedback provided through the ACT Government Response, noting that the Education Directorate may not be the appropriate lead for this recommendation. The Office of Family Safety may be better positioned to lead the response to this recommendation.
14. The Directorate's input is provided (Attachment B), and your agreement is sought to this input being provided to CSD for inclusion into the Government response to the Final Report.

Financial Implications

15. Nil.

ConsultationInternal

16. The Aboriginal and Torres Strait Islander Education section reviewed this and provided input.
17. Input was also received and collated from People and Performance.

Cross Directorate

18. Nil.

External

19. Nil.

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Work Health and Safety

20. Nil.

Benefits/Sensitivities

21. Nil.

Communications, media and engagement implications

22. Nil.

Signatory Name: Kate McMahon

Action Officer: Bronwyn McNally

Attachments

Attachment	TRIM No	Title
Attachment A	REC22/16284	CSD Listen. Take Action. Prevent. Believe and Heal Report
Attachment B	REC22/16264	Table of input – Government Response

Portfolio/s: Education and Youth Affairs

RETURN FOR TERM 1 2022

Talking points

- On 31 January 2022 Kindergarten, year 7 and new students across the system returned to school.
- On 1 February 2022 the remaining year levels returned to school.
- It has been a positive start to the school year with more than **50,000 students welcomed back** to ACT public schools as planned.
- While the pandemic is posing a significant challenge to schools and the communities that surround them, we are doing what we need to in order to keep them as safe as possible and ensure a great education for our next generation.
- During January 2022 school staff were busy preparing for the return of students including reviewing and preparing their **COVID Safety and Assurance Plans** and ensuring all measures including sanitisers, cohorting, physical distancing, ventilation, and personal protection equipment (PPE) were ready and in place to ensure a successful and safe start to the school year.
- As part of the ACT Government's COVID-19 Risk mitigation strategy for the safe commencement of the 2022 school year, each student and school staff member have been provided with two **Rapid Antigen Tests (RATs)** per week for the first eight weeks of term 1.
- The use of RATs is voluntary but is encouraged so that individuals in the education sector are able to proactively manage their health and to support decision making.
- While we must remain vigilant, there are significant health and wellbeing benefits of face-to-face learning for our children, and schools should be open where possible.
- The *Back-to-School* arrangements for term 1 2022 provide a consistent framework for translating health guidelines across public school sites. The plan manages the safety of staff, children, and young people.
- This plan, along with comprehensive FAQs are publicly available on the Education Directorate website.
- Each school will have its own COVID-19 safety plan in place, tailored to the individual circumstances of the school environment, staffing arrangements and student cohort. Safe practices including: cohorting, mask wearing, and improved cleaning, ventilation and hygiene measures continue.
- The Education Directorate is continuing to engage with key stakeholders to ensure schools support their community.

Key Information

- Work Health and Safety is at the core of the COVID-19 safety plan with a suite of resources and tools to ensure consistency between schools while allowing them to adapt the health guidelines to their local context.
- The plan is supported by a communication campaign which supports the health, safety and teaching and learning approaches taken across ACT schools to ensure our community receives messaging at the same time in relation to COVID-19 plans and updates.
- **Mandatory vaccinations** for all staff working across early childhood education and care services, primary schools, out of school hours care, and specialist and flexible education settings. This also applies to staff in preschool to year 10 schools where they share a campus with those younger year groups.
- ACT public school staff or other staff who work in our schools who choose not to be vaccinated without a medical exemption, will be supported to work from home where suitable duties can be identified, or **redeployed to suitable duties within the Education Directorate or broader ACT Public service**.
- **Ventilation and indoor air quality** are being optimised to reduce the risk of COVID-19 transmission. Good ventilation is one part of a suite of measures to minimise transmission in schools, like vaccination, physical distancing, good hygiene, cleaning, and mask use.
- Careful planning has informed our response, should a school become identified as a **COVID-19 exposure location** by ACT Health. The Education Directorate works with schools through a systematic process from response to initial notification, management of site to the return back to onsite learning.

Background Information

- The response to COVID-19 by ACT schools and early childhood education and care services has been informed by advice from the ACT Chief Health Officer. The advice has led to a sensible, measured approach to inform and educate school communities and service providers.
- This includes non-government schools affiliated with Catholic Education and the Association of Independent Schools.
- The Plan ensures:
 - continuity of education to children and young people
 - support for staff and student's health, safety, and wellbeing
 - minimised impacts of the pandemic on the ACT education and early childhood education and care sectors.

Portfolio/s: Education and Youth Affairs

HEALTH ADVICE AND SAFETY MEASURES IN SCHOOLS

Talking points

- The Education Directorate has developed COVID-19 safety plans and procedures for each school setting.
- **High levels of vaccination** combined with **public health measures** are the best protections against COVID-19.
- Schools are continuing to follow **health directions** including:
 - Use of CBR Check in app for staff and for students 16+ in public schools
 - Staying home when sick
 - Good hygiene (e.g., hand washing)
 - Mask wearing
 - For all staff, visitors and students in years 7-12 when indoors and outside in close contact with others, except when eating.
 - Primary students in years 3-6 are encouraged to wear a mask. This is at the discretion of their parents or carers.
 - Younger children should not wear masks (choke hazard).
 - Physical distancing including:
 - cohorts not mixing
 - increasing in-class distancing where possible
 - limiting gatherings and visitors on site.
 - Environmental cleaning of high touch surfaces.
 - Extracurricular activities, incursions, indoor sports, activities such as dance class, choir, band or orchestra on school sites for individuals, classes or cohort groups with COVID-19 Safety Plans in place.
 - For the commencement of the 2022 school year, only essential excursions and activities involving individual classes or year groups are allowed, where these form a core component of the curriculum. This is currently being revised for Term 2, in line with ACT Health directions.
 - Ventilation – including increasing fresh air flow and outdoor learning.
 - Rapid Antigen Testing of staff and students

Key Information

- Work Health and Safety is at the core of the planning process. Resources have been developed to ensure consistency between schools while allowing them to adapt the ACT Chief Health Officer's *Health Guidelines for ACT Schools and Early Childhood Education and Care Services* (health guidelines) to their local context.

- The *Back-to-School* arrangements for *ACT Public Schools* for Term 1 2022 provide a consistent framework for translating the health guidelines across public school sites. The plan manages the safety of staff, children and young people.
- This plan, along with comprehensive FAQs are publicly available on the Education Directorate website.
- All three unions (AEU, CPSU, UWU) were consulted in the development of the COVID-19 planning for schools.

Background Information

- The response to COVID-19 by ACT schools and early childhood education and care services has been informed by advice from the ACT Chief Health Officer. The advice has led to a sensible, measured approach to inform and educate school communities and service providers.
- This includes non-government schools affiliated with Catholic Education and the Association of Independent Schools.
- The Strategy ensures:
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Caveat Brief

To: Minister for Education and Youth Affairs
Subject: Incident at Weetangera Primary School on [REDACTED] March 2022
Date: 10 March 2022

- Student A is a year [REDACTED] student [REDACTED] at Weetangera Primary School
- A staff member [REDACTED] was involved in an incident with a student on [REDACTED] March 2022. The staff member was treated [REDACTED].

Incident details

- Student A deliberately clashed heads with [REDACTED] classroom teacher.
- [REDACTED]
- [REDACTED]

Context

- The student [REDACTED] support plan in place, which will now be reviewed with the support of ESO.
- There have been a sequence of events in [REDACTED] experienced by the classroom teacher that are being viewed and responded to holistically with support from the OVRA team and DSI.

Next Steps

- The staff member has been offered EAP counselling following the incident.
- The student was suspended for [REDACTED].
- Long term supports and options are being worked through with the classroom teacher to mitigate risks of further incidents.

Signatory Name: Mark Huxley
Title: Executive Group Manager, School Improvement
Date: 11 March 2022

Portfolio/s: Education and Youth Affairs

HEALTH ADVICE AND SAFETY MEASURES IN SCHOOLS

Talking points

- The Education Directorate has developed COVID-19 safety plans and procedures for each school setting.
- **High levels of vaccination** combined with **public health measures** are the best protections against COVID-19.
- Schools are continuing to follow **health directions** including:
 - Use of CBR Check in app for staff and for students 16+ in public schools
 - Staying home when sick
 - Good hygiene (e.g., hand washing)
 - Mask wearing
 - For all staff, visitors and students in years 7-12 when indoors and outside in close contact with others, except when eating.
 - Primary students in years 3-6 are encouraged to wear a mask. This is at the discretion of their parents or carers.
 - Younger children should not wear masks (choke hazard).
 - Physical distancing including:
 - cohorts not mixing
 - increasing in-class distancing where possible
 - limiting gatherings and visitors on site.
 - Environmental cleaning of high touch surfaces.
 - Extracurricular activities, incursions, indoor sports, activities such as dance class, choir, band or orchestra on school sites for individuals, classes or cohort groups with COVID-19 Safety Plans in place.
 - For the commencement of the 2022 school year, only essential excursions and activities involving individual classes or year groups are allowed, where these form a core component of the curriculum. This is currently being revised for Term 2, in line with ACT Health directions.
 - Ventilation – including increasing fresh air flow and outdoor learning.
 - Rapid Antigen Testing of staff and students

Key Information

- Work Health and Safety is at the core of the planning process. Resources have been developed to ensure consistency between schools while allowing them to adapt the ACT Chief Health Officer's *Health Guidelines for ACT Schools and Early Childhood Education and Care Services* (health guidelines) to their local context.

QUESTION TIME BRIEF

- The *Back-to-School* arrangements for *ACT Public Schools* for Term 1 2022 provide a consistent framework for translating the health guidelines across public school sites. The plan manages the safety of staff, children and young people.
- This plan, along with comprehensive FAQs are publicly available on the Education Directorate website.
- All three unions (AEU, CPSU, UWU) were consulted in the development of the COVID-19 planning for schools.

Background Information

- The response to COVID-19 by ACT schools and early childhood education and care services has been informed by advice from the ACT Chief Health Officer. The advice has led to a sensible, measured approach to inform and educate school communities and service providers.
- This includes non-government schools affiliated with Catholic Education and the Association of Independent Schools.
- The Strategy ensures:
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 - Minimised impacts of the pandemic on the ACT education and early childhood education and care sectors.

Caveat Brief

To: Minister for Education and Youth Affairs

Subject: Privacy breach – Email containing a Human Rights Commission matter sent to teacher in error

Date: 11 March 2022

That you note the information contained in this brief.

Noted / Please Discuss

- On 3 March 2022, a staff member inadvertently carbon copied (CC) an email containing details of a Human Rights Commission matter, including personal information, to a teacher who would otherwise not have any knowledge of the matter.
- The sending staff member became aware when they were notified by the teacher on 3 March 2022.
- The teacher, who is employed by the Directorate, has confirmed in writing that the email and its attachment have been deleted.
- The cause of the disclosure has been attributed to human error. The staff member who sent the email intended to send it to the Directorate's Ministerial and Commonwealth Relations (MCR), when they typed in 'M' it triggered the auto-fill function to populate the name of a teacher who is the teacher of the staff member's child.
- The HRC and the individual involved in the HRC matter have been advised of the breach in writing with apology offered.
- There are no known sensitivities or heightened risks arising from this breach.
- The Office of the Australian Information Commissioner will be notified.

Signatory Name: David Matthews
Title: Executive Group Manager, Business Services
Date: 11/03/2022

Portfolio/s: Education and Youth Affairs**RAPID ANTIGEN TESTING UPDATE****Talking points**

- As part of the ACT Government's COVID-19 risk mitigation strategy for the safe commencement of the 2022 school year, each student and school staff member, in both government and non-government schools, was provided with two Rapid Antigen Tests (RATs) per week for the first four weeks of term 1.
- RATs are also available for staff in Early Childhood Education Centres during this time.
- On 16 February 2022, the ACT Government announced that it would extend the provision of RATs until the end of week 8, Term 1 (25 March 2022).
- The extension means that approximately 1.6 million RATs will have been distributed to support education settings in the ACT in term 1.
- Providing RATs to the ACT education sector enables children and staff who are symptomatic, access to testing and will assist with identifying COVID-19 cases as early as possible.
- Use of RATs is voluntary, but is encouraged so that individuals in the education sector are able to proactively manage their health and support decision making.
- Where use of a RAT leads to a positive test result for COVID-19, the result will need to be registered with ACT Health and the school or care provider must be notified. The individual will be required to isolate for seven days, and close household contacts will be required to take a test as soon as they can and quarantine in accordance with current ACT Health requirements.

Key Information

- Both the New South Wales and Victorian Governments have committed to Rapid Antigen Testing in education settings as part of their Term 1, 2022 return to school plans. The guidance for using RATs, and distribution models **differ between the states**.
- The Education Directorate is being supported by ACT Health and ACT Emergency Services Agency to make RATs available to education settings across the ACT for further distribution to their staff, and ACT school students.
- In ACT public schools, college students have been able to collect their RAT allocation. Families were required to collect RAT allocations for students in P-10. From 4 February 2022, student collection has been available across all schools unless parents opt out of that collection method.

Background Information

- The Therapeutic Goods Administration (TGA) approved a number of RAT kits for supply in Australia from 1 November 2021. RATs are available through pharmacies, local retail outlets and online.

QUESTION TIME BRIEF

- RAT enable individuals to test themselves for COVID-19 at home with results available between 10 and 20 minutes.
- The Commonwealth Government has confirmed it will subsidise 50 per cent of the cost of RATs in education settings for the first four weeks of term one.

Portfolio: Education and Youth Affairs

MANDATORY COVID-19 VACCINATION FOR EDUCATION WORKERS

Talking points

- As at 16 February 2022, approximately **98 per cent school-based employees have complied with the mandatory COVID-19 vaccination** or have provided an approved exemption. There are a total of **37 staff members who have not provided** the mandatory information comprising 2 school leaders, 25 classroom teachers and 10 non-teaching staff.
- Any ACT public school staff who choose not to be vaccinated without an approved exemption have been assigned alternative duties, been redeployed into non mandated sites or have taken leave.
- The Education Support Office (ESO) within the Education Directorate has been working to implement the Public Health Direction on behalf of schools including ensuring any new employees and employees transferring to mandated sites are compliant with the public health order.
- At the time of implementation of the Public Health Direction, the Education Directorate sent information to all impacted staff, including casual staff, about how to comply with this Public Health Direction. Staff have been provided with three ways to provide evidence of their vaccination status or approved exemption: via a smartform, online appointment or face-to-face.
- Systems continue to be in place to ensure all new employees are compliant with the Public Health Direction and provide evidence of their vaccination status or approved exemption.
- The recent announcement regarding the extension of the Public health Direction until 13 May 2022 has been communicated to all employees.
- Job advertisements and recruitment processes have been updated to ensure compliance with the Public Health Direction for new employees.
- Education Directorate employees, along with all workers in the ACT impacted by the ACT Chief Health Officer's Public Health Direction about mandatory vaccination, were consulted prior to the direction being signed on 19 October 2021.

Key Information

- On 19 October 2021, the ACT Chief Health Officer (CHO) enacted the *Public Health (ACT School or Early Childhood Education and Care Workers COVID-19 Vaccination) Emergency Direction 2021* mandating COVID-19 vaccinations for workers in certain school and early childhood education and care settings. Following an initial extension until 12 February 2022, the Public Health Direction was extended for a further 90 days until 13 May 2022.

QUESTION TIME BRIEF

- This Public Health Direction applies to all staff working across early childhood education and care services, primary schools, out of school hours care, and specialist and flexible education settings until 13 May 2022. This will also apply to all staff in preschool to year 10 schools where they share a campus with these younger age groups.
- In ACT Public Schools, this applies to permanent, temporary, casual, contracted or voluntary workers who work directly with children, or are in regular contact with children, which includes:
 - classroom teachers,
 - learning assistants,
 - school administrative staff, including building and general services staff,
 - cleaners,
 - allied health professionals, including psychologists, speech therapists etc., who regularly or permanently attend these identified settings,
 - students on placements, and
 - canteen workers.
- Staff identified in the Public Health Direction were required to provide proof of vaccination or an approved exemption to their employer and have their first dose by 1 November 2021, and a second dose by 29 November 2021. Exemptions to the mandatory vaccination for staff based on medical grounds will be approved by the Director-General.
- On 21 October 2021, the Education Directorate finalised the *Education and Care Workers Mandatory Covid-19 Vaccination Implementation Procedures (Procedures)* that sets out clear direction and guidance on the implementation of this requirement for all identified staff. All unions have confirmed their support of the Procedures and the Directorate's approach to implementation.
- On 22 October 2021, the procedures and reporting options were launched through an all staff communications from the Director-General. Principals have also sent letters/communications to their staff members to provide information on the reporting requirements.
- Education Directorate staff working in schools and early education centres were prioritised for COVID-19 Pfizer vaccinations at ACT Government COVID-19 mass vaccination clinics, and have been given priority access to COVID-19 vaccine boosters from January 2022.

Portfolio/s: Education and Youth Affairs

VENTILATION IN SCHOOLS

Talking Points

- Improving air quality in ACT public schools is a priority to enable onsite learning and teaching in accordance with COVID-19 Health Advice.
- Ventilation is one component of a multilayered approach that has been implemented to prevent transmission of COVID-19 in schools.
- All learning spaces (about 3500) across the school portfolio have been checked to ensure adequate ventilation.
- Every school has its own Indoor Air Quality Plan (see example at end of brief) which lists actions undertaken by EDU (e.g. HVAC systems change) and actions for schools to undertake each day to improve air quality. The Plans can be found on each schools' website.
- Updated Indoor Air Quality Plans are being prepared for winter.
- Indoor Air Quality actions are being prioritised at preschools due to the potential vulnerability of this cohort.
- In line with expert advice, ventilation is being maximised by opening windows in classrooms, adjusting HVAC systems and turning on exhaust fans in rooms that have them.
- Winter ventilation solutions are currently being scoped for sites where ventilation is predominantly via opening of windows. Solutions include Heat and Energy Recovery Ventilation (ERV and HRV). These units allow fresh air to be provided while windows are closed. The units are a feature of all new schools. The first retrofits were completed at Macquarie Primary School in February.
- The routine use of portable **HEPA filters** and portable carbon dioxide (CO₂) monitors is not supported at this time, as the evidence for the additional public health benefit of these units over other public health measures and maximising fresh air is currently limited.
- UV-C light units have been installed at priority sites where mechanical ventilation does not introduce fresh air. UV-C lights have been used extensively in health settings to inactivate viruses as they pass the light unit. Units have been selected that do not produce ozone to ensure the safety of students.
- UV-C light units have been installed at 31 preschools and other priority sites in school. Mobile units (43) will be distributed to priority sites to secure air quality while longterm solutions are planned and procured.
- EDU will continue to be guided by ACT Health and AHPPC advice and the evolving evidence on the specific benefit of these devices in addition to other public health measures in a school setting.

Key Information

- Supply chain delays and stock availability has delayed the the work program.
- The CHO, AHPPC, World Health Organisation and Safe Work Australia recommend ensuring fresh air ventilation is optimised in all settings, including through adjusting mechanical systems to increase fresh (external) air supply and reduce air recirculation, and use of natural ventilation such as opening windows and doors.
- EDU has developed an Indoor Air Quality (IAQ) framework to assess the IAQ of all public schools commencing with ACT public colleges. All public school learning areas have been assessed under the IAQ framework.
- Site specific IAQ plans were provided to all ACT public colleges on 1 October 2021.
- Site specific IAQ plans were provided to all other ACT public schools on 22 October 2021.
- IAQ Plans were updated to include actions undertaken in term 4 and over the summer break and reissued to schools.
- From this work, EDU is confident that fresh air flow can be increased in all public school classrooms to improve ventilation.
- Cooler classroom temperatures during cool weather and warmer classroom temperatures during hotter weather are expected to result from increasing fresh air to learning environments.
- Higher energy bills were experienced across sites with mechanical ventilation over the summer period. Gas bills are expected to increase over the winter period.
- EDU is monitoring air quality in learning spaces to achieve the best ventilation for ACT public schools while managing energy costs and thermal comfort.

Background Information

- To support schools to prepare for return to on campus learning following lockdown in 2021, the ACT Government allocated **\$5.7 million to support essential supplies** such as masks and hand sanitiser, improved ventilation and additional relief teacher hours. **\$2.9 million of this funding was allocated to improve ventilation** in ACT public schools. This includes building works, CO₂ monitoring, and changes to outdoor air introduced by heating, ventilation, and air conditioning (HVAC) systems.
- ACT public schools are very well placed as there has been an extensive program of work underway to improve school ventilation since the 2019-2020 bushfires.
- In early 2020, **400 Dyson air purifiers** were distributed to all public schools (88 at the time) for use in classrooms and other spaces to provide relief from smoke effects. These Dyson air purifiers have a HEPA filter contained within the unit. Filters require active management and replacement to ensure they don't have unintended consequences such as spreading mould spores.
- EDU has been progressively upgrading building controls in 65 schools to increase remote management of the Heating, Ventilation and Cooling (HVAC) systems.

Cleared as complete and accurate: 15/03/2022
Cleared for public release by: Executive Group Manager
Contact Officer name: Andrew Parkinson
Lead Directorate: Education
TRIM Ref: FOL22/566

QUESTION TIME BRIEF

- In 2018, EDU commenced a program of installing CO₂ sensors in schools (CO₂ sensors, provides a proxy for ventilation). To date CO₂ sensors with remote monitoring and management systems have been installed across 56 public schools. Installation of CO₂ sensors is progressing at a further nine ACT public schools. This will mean 73 per cent (65 of 89) schools will have CO₂ sensors to the monitor and manage indoor air quality.
- EDU has commissioned design work across 18 school that rely on natural ventilation via operable windows and integrated indoor air quality parameters into the specification documents for new whole of school heating, ventilation and cooling systems.

Canberra High School Indoor Air Quality Plan	
Background:	<p>As part of the return to on campus learning in Term 4 2021, ACT Health has advised that schools optimise fresh air circulation as one of the controls to reduce the risk of COVID-19 transmission in schools.</p> <p>The risk of COVID-19 transmission is higher in crowded and poorly ventilated spaces where people spend long periods of time together in close proximity. Good ventilation is one part of a suite of controls to minimise transmission in schools, like vaccination, physical distancing, student cohorting, good hygiene, cleaning and mask use.</p> <p>This Plan identifies actions that have been undertaken at your school by the Education Directorate and provides additional measures for the school to undertake to optimise the fresh air ventilation in the school in Term 4.</p>
Health Advice:	<p>The Chief Health Officer, the Australian Health Protection Principal Committee, World Health Organisation and Safe Work Australia all recommend good indoor air quality to reduce the chance of COVID-19 transmission.</p>
Advice:	<p>The ventilation systems at Canberra High School have now been assessed by the Directorate in accordance with the WHO guidance.</p> <p>Fresh air ventilation will be achieved through a mix of natural (opening windows and doors) and mechanical (cooling and ventilation systems).</p> <p>The settings for the Heating, Ventilation and Air Conditioning systems have been reset to achieve good fresh air supply and <u>should not be altered by the school</u>.</p> <p>Increasing the fresh air to classrooms may increase energy costs. Classrooms are also likely to experience lower room temperatures during cooler weather and higher room temperatures in warmer weather.</p> <p>Learning and teaching spaces with fresh air ventilation from either natural or mechanical systems meet the COVID-19 Health Advice. The school is to prioritise the use of these spaces for indoor teaching and learning along with outdoor spaces.</p>

QUESTION TIME BRIEF

<p>Daily actions to be undertaken by the school in Term 4:</p>	<p>Additional daily measures the school will undertake include:</p> <ul style="list-style-type: none"> • Opening windows and doors in teaching spaces and other shared spaces of the school to supplement fresh air. Windows above ground level are to be opened only where window restriction is in place to ensure student safety. In line with the National Construction Code, window opening is to be 125mm or less. • Improving air circulation through use of ceiling fans and split system air-conditioning units, only when windows are open. • Ensure bathroom, kitchen and any other exhaust fans are on and operating at full capacity while the school or program is operating and for some time before and after occupancy.
<p>Actions undertaken:</p>	<p>The following actions have been undertaken by the Directorate and its service providers to increase fresh air ventilation in the indoor teaching and learning spaces at the school:</p> <ul style="list-style-type: none"> • air handling units have been programmed to supply additional fresh air via the mechanical ventilation systems • evaporative cooling in the school will provide full fresh air when operating in either cooling or fan mode. When not in operation, fresh air is to be provided by opening windows • contractors will continue work to audit and enhance the operation of the ventilation systems.
<p>Support or further advice:</p>	<p>For further advice, schools can contact their ICW Network Officer or email ACT.Education@act.gov.au</p>

Portfolio/s: Education and Youth Affairs

CAMPBELL PRIMARY SCHOOL MODERNISATION PROJECT PROCUREMENT

Talking points

- The ACT Government acknowledges the Auditor-General's Performance Audit Report into the procurement of the Campbell Primary School Modernisation Project.
- Audit processes are an important part of the accountability and transparency framework for the ACT public service.
- The Education Directorate and Major Projects Canberra have fully cooperated with the audit. They have worked constructively with the Auditor-General and the ACT Audit Office throughout the process.
- The ACT Government welcomes the recommendations and will formally respond to the Audit in due course.
- The procurement of vital school infrastructure is appropriately subject to scrutiny to ensure both value-for-money and effective public administration.
- In this instance the delegate formed a view about how best value-for-money could be achieved, as is permitted under the procurement guidelines.
- Notwithstanding, the Education Directorate has acknowledged the findings made by the Auditor-General regarding probity and process issues and the need for robust supporting documentation on decision making.
- The Education Directorate will take further action to ensure the probity of our procurement processes and will fully implement the Government's response to the audit.
- This includes specific consideration of probity management and the provision of additional independent probity advice and training for tender evaluation panels.
- The Education Directorate is committed to audit any further individual procurements where delegates have not accepted or amended the recommendations of a tender evaluation panel in previous procurement.

Campbell Primary School works

- The Education Directorate is confident in the quality of the modernisation work that is currently being undertaken at Campbell Primary School.
- The project will deliver new classrooms that support both group and independent learning, a dedicated STEM classroom, and connection to outdoor education and play areas.

Key Information

- The Auditor General released a Performance Audit Report into 'Campbell Primary School Modernisation Project Procurement' in mid December 2021.

Background Information

- The audit report was presented to the Speaker on 22 December 2021.
- The audit considered the procurement for design and construction services for the Campbell Primary School Modernisation Project
- Lendlease and Manteena submitted tenders for the Campbell Primary School Modernisation Project. The project was awarded to Lendlease.
- The audit found that the decision to award the tender was not based on the weighted evaluation criteria with which the Territory approached the market and sought tenders; the evaluation criteria were effectively re-weighted and re-prioritised. Accordingly, probity was not demonstrated in the procurement process to 'deal fairly, impartially and consistently with suppliers'.
- The audit also found a number of governance and administrative shortcomings in the procurement process. These relate to the documentation of roles and responsibilities, procurement risk management (including probity risk management), the use of Confidentiality and Conflict of Interest Undertaking forms by participants and communication processes with tenderers.
- The report makes six recommendations for improvement.

Portfolio: Education and Youth Affairs
SCHOOL MAINTENANCE AND INFRASTRUCTURE UPGRADES
Talking points

School Maintenance and Infrastructure Upgrades	Education and life-long learning				
	2021-22	2022-23	2023-24	2024-25	Total
	\$'000	\$'000	\$'000	\$'000	\$'000
Capital	25,455	25,947	22,181	25,417	99,000
Offset – Capital	-16,486	-16,898	-17,320	-17,320	-68,024
Total/Net Capital	8,969	9,049	4,861	8,097	30,976
Depreciation	390	1,217	2,044	2,855	6,506
Expenses	129	968	1,599	2,222	4,918
Net cost of services	519	2,185	3,643	5,077	11,424

- The Government is investing in **renewing ACT public schools to enable school facilities to support a modern, inclusive and high-quality education system.**
- The program of works will include **improving the amenity, functionality and inclusivity of schools, replacing end-of-life heating systems and roofs, improving the thermal comfort of schools, installing solar and battery energy storage systems, and providing bike storage facilities.**
- The Public Schools Infrastructure Upgrade program (PSIU) delivers significant upgrades across the public school network. The annual PSIU program enables improvement works of a capital nature to be undertaken in consultation with schools.
- Schools are asked to provide a prioritised list of initiatives, developed with their local stakeholders including the School Board, P&C Association, staff and their industrial representatives, users of school space and their local community.
- In the 2020-21 financial year, **over \$9 million** was expended to address a variety of needs in schools such as improving the utility of existing learning areas, addressing barriers to accessibility within a school, improving the sustainability of current infrastructure and optimising heating and cooling of learning environments.

Background Information

- There are several initiatives with the PSIU that occur each year and an annual provision in the program is made to accommodate these items:
 - **Disability access compliance**, including automatic doors and ramps, conversion of learning spaces to cater to small group programs, the provision of additional accessible toilets for specific needs students and the creation of outdoor sensory areas;
 - **School security improvements**, including door locking systems, separation screens for reception areas, school lock down systems and school fences;
 - **School safety improvements**, including car park modification and expansion;
 - **External learning environments**, including improvements to ovals and irrigation, paving, sport cohorts, playground equipment; and
 - **Sustainability improvements**, including building system tuning, draft proofing, active transport and bush shelter construction and solar panel expansion.

Portfolio/s: Education and Youth Affairs

RAPID ANTIGEN TESTING UPDATE

Talking points

- As part of the ACT Government's COVID-19 risk mitigation strategy for the safe commencement of the 2022 school year, each student and school staff member, in both government and non-government schools, was provided with two Rapid Antigen Tests (RATs) per week for the first four weeks of term 1.
- RATs are also available for staff in Early Childhood Education Centres during this time.
- On 16 February 2022, the ACT Government announced that it would extend the provision of RATs until the end of week 8, Term 1 (25 March 2022).
- On 21 March 2022 the Chief Minister agreed to the continued provision of RATs until the end of Term 1 (weeks 9 and 10). RATs for the final two weeks of term are being provided on an as needed basis rather than the original model of providing 2 RATs per week for all education staff and school students.
- Under this new model, a share of 20,000 RATs per week will be provided to schools. Schools are distributing tests in response to need, for example in response to symptomatic presentation, on equity grounds or in response to advice by Health.
- The extension means that approximately 1.6 million RATs will have been distributed to support education settings in the ACT in term 1.
- Providing RATs to the ACT education sector enables children and staff who are symptomatic, access to testing and will assist with identifying COVID-19 cases as early as possible.
- Use of RATs is voluntary, but is encouraged so that individuals in the education sector are able to proactively manage their health and support decision making.
- Where use of a RAT leads to a positive test result for COVID-19, the result will need to be registered with ACT Health and the school or care provider must be notified. The individual will be required to isolate for seven days, and close household contacts will be required to take a test as soon as they can and quarantine in accordance with current ACT Health requirements.
- The distribution of RATs in term 2 is yet to be confirmed.

Key Information

- Both the New South Wales and Victorian Governments have committed to Rapid Antigen Testing in education settings as part of their Term 1, 2022 return to school plans. The guidance for using RATs, and distribution models **differ between the states**.
- In ACT public schools, college students have been able to collect their RAT allocation. Families were required to collect RAT allocations for students in P-10. Based on community feedback, from 4 February 2022, student collection has been available across all schools unless parents opt out of that collection method. For weeks 9 and 10

families have been able to access RATs on a needs basis, including sending a supply home with students.

Background Information

- The Therapeutic Goods Administration (TGA) approved a number of RAT kits for supply in Australia from 1 November 2021. RATs are available through pharmacies, local retail outlets and online.
- RATs enable individuals to test themselves for COVID-19 at home with results available between 10 and 20 minutes.
- The Commonwealth Government confirmed it would subsidise 50 per cent of the cost of RATs in education settings for the first four weeks of term one.

Portfolio: Education and Youth Affairs

MANDATORY COVID-19 VACCINATION FOR EDUCATION WORKERS

Talking points

- As at 16 February 2022, approximately **98 per cent school-based employees have complied with the mandatory COVID-19 vaccination** or have provided an approved exemption. There are a total of **37 staff members who have not provided** the mandatory information comprising 2 school leaders, 25 classroom teachers and 10 non-teaching staff.
- Any ACT public school staff who choose not to be vaccinated without an approved exemption have been assigned alternative duties, been redeployed into non mandated sites or have taken leave.
- The Education Support Office (ESO) within the Education Directorate has been working to implement the Public Health Direction on behalf of schools including ensuring any new employees and employees transferring to mandated sites are compliant with the public health order.
- At the time of implementation of the Public Health Direction, the Education Directorate sent information to all impacted staff, including casual staff, about how to comply with this Public Health Direction. Staff have been provided with three ways to provide evidence of their vaccination status or approved exemption: via a smartform, online appointment or face-to-face.
- Systems continue to be in place to ensure all new employees are compliant with the Public Health Direction and provide evidence of their vaccination status or approved exemption.
- The recent announcement regarding the extension of the Public health Direction until 13 May 2022 has been communicated to all employees.
- Job advertisements and recruitment processes have been updated to ensure compliance with the Public Health Direction for new employees.
- Education Directorate employees, along with all workers in the ACT impacted by the ACT Chief Health Officer's Public Health Direction about mandatory vaccination, were consulted prior to the direction being signed on 19 October 2021.

Key Information

- On 19 October 2021, the ACT Chief Health Officer (CHO) enacted the *Public Health (ACT School or Early Childhood Education and Care Workers COVID-19 Vaccination) Emergency Direction 2021* mandating COVID-19 vaccinations for workers in certain school and early childhood education and care settings. Following an initial extension until 12 February 2022, the Public Health Direction was extended for a further 90 days until 13 May 2022.

QUESTION TIME BRIEF

- This Public Health Direction applies to all staff working across early childhood education and care services, primary schools, out of school hours care, and specialist and flexible education settings until 13 May 2022. This will also apply to all staff in preschool to year 10 schools where they share a campus with these younger age groups.
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 - classroom teachers,
 - learning assistants,
 - school administrative staff, including building and general services staff,
 - cleaners,
 - allied health professionals, including psychologists, speech therapists etc., who regularly or permanently attend these identified settings,
 - students on placements, and
 - canteen workers.
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- On 21 October 2021, the Education Directorate finalised the *Education and Care Workers Mandatory Covid-19 Vaccination Implementation Procedures* (Procedures) that sets out clear direction and guidance on the implementation of this requirement for all identified staff. All unions have confirmed their support of the Procedures and the Directorate's approach to implementation.
- On 22 October 2021, the procedures and reporting options were launched through an all staff communications from the Director-General. Principals have also sent letters/communications to their staff members to provide information on the reporting requirements.
- Education Directorate staff working in schools and early education centres were prioritised for COVID-19 Pfizer vaccinations at ACT Government COVID-19 mass vaccination clinics, and have been given priority access to COVID-19 vaccine boosters from January 2022.

Portfolio: Education and Youth Affairs**CONSENT CURRICULUM CHANGES****Talking points**

- Following a public consultation process, the Australian Curriculum, Assessment and Reporting Authority (ACARA) has proposed updates that strengthen the content and guidance related to the teaching of consent in the revised Health and Physical Education (HPE) curriculum.
- A recent agreement reached by Education Ministers ensures that students across Australia, regardless of where they are or what school they attend, will receive consent education at school. This will result in greater consistency in teaching about consent across systems and year levels across the country.
- The final revisions to the Health and Physical Education learning area addresses explicitly the role of gender, power, coercion and disrespect in abusive or violent relationships. There is also explicit reference to sexual activity when teaching about the concept of consent in Years 7-10.
- In the revisions, the concept of consent is explored across all years from foundation to year 10, starting with exploring giving and denying permission and protective behaviours in the early years, help-seeking strategies and respectful relationships in years 3-6 and power imbalances and sexual consent in years 7-10.
- The ACT Government is deeply committed to ensuring the safety and inclusion of all students in ACT schools. This includes providing them with access to quality respectful relationships, sexuality and consent education.
- In the 2020-21 Budget, the ACT Government committed \$2.1 million dollars to supporting Gender Equality in ACT schools. This involves the recruitment of a team of gender equality coaches to support a whole of school approach to gender equality and inclusion.
- The coaches will provide resources and professional learning to support continuous improvement of the way that respectful relationships, sexuality and consent education is taught.

Background Information

- All ACT schools are responsible for implementing the Health and Physical Education learning area of the Australian Curriculum.
- On 6 March 2022 the Commonwealth Government announced an additional \$189million in funding over five years to strengthen prevention and early intervention efforts in family, domestic and sexual violence.
- \$32 million of this funding will be targeted towards a consent campaign, focusing on young people aged 12 and over, and their parents. In addition, the Australian Human Rights Commission, in partnership with Chanel Contos – the founder of Teach Us Consent, have been engaged to develop a survey of secondary school-aged students on issues relating to consent.

QUESTION TIME BRIEF

- The Health and Physical Education curriculum will continue to emphasise respectful relationships, and the health and wellbeing aspects of sex education, such as learning about changes to the human body as people grow and mature, and safe and healthy emotional and sexual relationships. Content is age-appropriate, inclusive and designed to meet the needs of all students. Schools work with families to ensure that learning programs are appropriate and adapted to student needs.
- Social and emotional learning, which is about building respect for others, also provides a foundation for future learnings about respectful relationships, consent and refusal. Under the Safe and Supportive Schools policy all ACT public schools are required to intentionally develop students' social and emotional skills through their social and emotional learning approach.
- The ACT Education Directorate supports ACT public schools in the delivery of this education through promotion of relevant resources that include support for teachers to address topics such as respect in relationships and consent.
- ACT Teachers may also access professional learning to increase their skills and confidence in delivering sexuality and relationships education in schools.
- The ACT Education Directorate works closely with community organisations such as Sexual Health and Family Planning ACT (SHFPACT) who provide a calendar of professional learning for teachers and related resources.
- SHFPACT also provide training on the SoSAFE! Program to provide teachers with skills and simple visual tools to enhance the social, social-sexual and social safety training of people with an intellectual disability.
- Schools are also supported to address contemporary content relating to consent both in person and in an online context, for example intimate image sharing.
- The ACT Education Directorate is always reviewing content to ensure it is contemporary and relevant to our students.
- In July 2021, the Education Directorate welcomed representatives from ACT public schools, Catholic and Independent schools, the Youth Advisory Council, TQI, University of Canberra, ACT Policing and parents to a roundtable event to discuss respectful relationships, sexuality and consent education. The roundtable provided an opportunity for participants to share their expertise and highlighted the collective commitment to address this community wide challenge.
- As part of the supporting Gender Equality in ACT schools, a recruitment process has been undertaken and the SOGB Director and a SLC Gender Equity Coach positions have been appointed. The remaining SOGC Gender Equality has been advertised.

Caveat Brief

To: Minister for Education and Youth Affairs
Subject: Incident at Namadgi School on [REDACTED] February 2022
Date: 17 March 2022

- *Student A (alleged perpetrator) is a year [REDACTED] student at Namadgi School.*
- On [REDACTED] March 2022, ACT Policing attended Namadgi School to meet with Gareth Richards, Principal, following a complaint made by [REDACTED] of Student A who claims [REDACTED] physically assaulted [REDACTED]. [REDACTED] also liaised with the Feedback and Complaints Team and reported the incident to [REDACTED] and ACT Policing. People and Performance received the [REDACTED] information sharing on [REDACTED] March 2022.
- On [REDACTED] March 2022, School Operations attended a planned meeting at Namadgi School between Mr Richards and [REDACTED] to discuss the incident and the re-entry of Student A.
- [REDACTED] attended this meeting with [REDACTED] legal representative, [REDACTED]. Given the Directorate did not have legal representation the incident was not discussed, and the meeting focused on adjustments to the behaviour support plan and preparation for re-entry.

Incident details

- On [REDACTED] February 2022 at Namadgi School, Student A became heightened and despite staff efforts to redirect [REDACTED], [REDACTED] persisted in targeting Student B. A staff member was hit by Student A in the head, face, shoulder, upper arm, and ribs whilst attempting to retreat.
- Student A threw furniture at staff and was considered a risk to [REDACTED] others.
- The Principal and Deputy Principal used team teach techniques as the approved method of restraint to reduce the risks for the students and others.
- [REDACTED] staff submitted Riskman incident reports.
- Student A was suspended.

Context

- Student A has a current OVRA which has been escalated from medium physical and psychological risk of harm, to high within the last 12-month period.

Next Steps

- School Operations provided the documentation obtained from [REDACTED] from the meeting on [REDACTED] March 2022 to People and Performance and Complaints and Feedback.
- People and Performance Branch are assessing the incident and will progress in notifying the ACT Ombudsman in accordance with the ACT Reportable Conduct Scheme obligations.

- People and Performance will respond to [REDACTED] correspondence, acknowledging receipt of the documentation and that the matter has been referred to the Education Directorates Legal Liaison Team for all further communication.
- The re-integration meeting was successful on [REDACTED] March [REDACTED] 2022. The student re-engaged with learning and is reported to have had a successful return thus far.
- A meeting was held at Namadgi School on Wednesday 9 March 2022 with the OVRA team, Principal, Deputy Principal, and classroom teacher to discuss the implementation of a parent OVRA for [REDACTED]. It was decided a plan is appropriate and is currently being drafted.
- Mr Richards reported ACT Policing verbally advised him on [REDACTED] March 2022 that the case would be closed. On [REDACTED] March 2022, People and Performance received email notification from ACT Policing advising that the matter would be finalised shortly and that no offences have been identified. ACT Policing also advised that they have nil concerns for the child or the incident.

Signatory Name: Mark Huxley
Title Executive Group Manager, School Improvement
Date 25 March 2020

Portfolio: Education and Youth Affairs

SCHOOL CAPITAL INFRASTRUCTURE INVESTMENT BUDGET ANNOUNCEMENT

Talking points

- The ACT Government is continuing to strongly invest in ACT public school infrastructure with a new \$156 million package of construction works in the north west and south of Canberra.

Strathnairn

- The ACT Government will deliver a new primary (P-6) school and early childhood education centre in Strathnairn to open in 2025.
- The ACT Government will engage with the community through the design process for a new zero-emissions school that complements Ginninderry's innovative and sustainable community.

Narrabundah College

- The ACT Government is also investing in the first phase of the modernisation of Narrabundah College.
- This investment will include new building works and provision of additional modular learning centres for staff and students to use while preparatory works are undertaken for further stages.
- The school will continue to operate while these works are undertaken.

Garran Primary School

- The ACT Government is also investing in the modernisation of Garran Primary School, with a complete redevelopment and expansion.
- Funding for the design of this project was provided in the 2021-2022 Budget.
- Funding is now being allocated for the building phase.
- This project will include the delivery of all new learning and administration facilities, car parking and improvements to school access.
- The capacity of the school will be increased to up to 800 students.
- A new gymnasium, hard courts and green spaces will also form part of the work, providing more sporting facilities for the Woden community.
- The first stage of the school's modernisation, the construction of a new school campus, is scheduled to be completed by the 2025 school year.
- The school will continue to operate while these works are undertaken.

Background

- The construction of a school in Strathnairn was a 2020 election commitment.
- The modernisation of Narrabundah College began in the 2017-18 ACT Budget, where funding was allocated to remove some asbestos contaminated buildings, which were

QUESTION TIME BRIEF

replaced with high quality, specialist transportable classrooms. Consultation began with the school community in 2019 about the design of a modernised College campus.

- There has been media reporting around capacity issues at Garran Primary School since at least 2016. Members of the Garran Primary School community have been vocal about the issue of capacity in the past, as well as traffic management, the COVID-19 Surge Centre, proximity to hospital development and a range of other matters.

Why wait until 2025 for the Strathnairn school?

- Our projections show that 2025 will be the optimal time to open the new school in Strathnairn. By that time, Ginninderry will have enough primary aged students to ensure a primary school could effectively operate there. In the meantime, primary aged students from Ginninderry will continue to attend either Macgregor Primary School or Kingsford Smith School.

Parents at Garran have been pressing for permanent expansion of their school for some time. Does this expansion of Garran's capacity come soon enough?

- We have a dedicated enrolment projection team in the Directorate that forecast with accuracy what our forward projections look like. There is growth and infill happening across Woden, and we believe permanent expansion of capacity at Garran Primary School will ensure students in the school's priority enrolment area have a space at their local primary school. We are continuing to work closely with the Garran Primary School community on the design for their modernised school campus.

How will disruption on the Narrabundah and Garran modernisation sites be managed?

- It is a big job to modernise a school while also continuing to have that school operate. In the case of Narrabundah, they already have some experience with this with the school currently operating in a modular learning village.
- In adjusting the footprint of the Garran Primary campus, we are confident the school will continue to operate with little disruption while new learning facilities are constructed.

Portfolio/s: Education and Youth Affairs

VACCINATION RATES

Talking points

5-11 year old students

- From 9 December 2021, children aged 5-11 became eligible to register for Pfizer and Moderna COVID-19 vaccinations.
- From 10 January 2022 children aged 5-11 became eligible to receive Pfizer and Moderna COVID-19 vaccinations at ACT Health Clinics, General Practitioners and Pharmacies.
- As at 11 March 2022 **79 per cent of 5-11 year old children have received their first dose of the COVID-19 vaccine.** (<https://www.covid19.act.gov.au/updates/act-covid-19-statistics>)

Specialist Settings Program

- An **in-reach vaccination program** has been provided for **5-11 year old** students in the two specialist primary settings:
 - Malkara School
 - Cranleigh School
- First doses for these students were administered at Malkara School and Cranleigh School in the period from 24-28 January 2022.
- A total of **32 students were vaccinated** in the **first dose clinics**.
- Second doses will be administered 21-24 March 2022.
- Currently there are a total of 32 bookings made for this in-reach program.
- An **in-reach program** was provided for **students aged 12 years and above** from specialist high school settings in 2021 with first doses administered in the period from 13 to 17 September 2021, and second doses administered in the period from 5 to 8 October 2021. These included students from:
 - Woden School
 - Black Mountain School
 - Malkara School
 - Cranleigh School
 - Galilee School
 - Flexible Education and CC Cares Cohorts
- A **total of 322 Pfizer COVID-19 vaccinations were administered via the program** for students from high school settings.
- Three **in-reach programs** were offered during the week commencing **7 March 2022**, for a small cohort of **16-17 year old** students in Specialist settings for their **booster clinics**.

QUESTION TIME BRIEF

- There were 21 students and staff members of the Education Directorate who received their booster shots.
- The booster clinics were offered at:
 - Galilee School
 - Black Mountain School
 - The Woden School

12 Years Old and Above Students

- On the week of 13-20 September 2021 Pfizer and Moderna COVID-19 vaccinations became available to students aged 12 years and above at general practitioners, pharmacies and at the AIS vaccination centre.
- As at 11 March 2022, **93.8 per cent of 5 year old and above** of the ACT population have received two doses of vaccine. (<https://www.covid19.act.gov.au/updates/act-covid-19-statistics>)

16-17 year old students

- On **3 February 2022**, following advice from the Australian Technical Advisory Group on Immunisation (ATAGI), the ACT Government announced that mass vaccination clinics are now providing **16-17 year olds** with bookings for **their booster shot**.

Year 12 Students

- In 2021, a total of **2,720 year 12 students** made **appointments via ACT Health** to receive their Pfizer COVID-19 vaccination.
- Many other year 12 students received their COVID-19 vaccination via booking with primary health care providers or by making an appointment to receive the vaccine prior to the priority access being provided to them.

School Student and Staff Vaccination Timeline – 2021-2022

Date	Milestone
21 March 2022	Specialist school Primary Schools in-reach vaccination program (2 nd dose).
7 March 2022	Specialist school High Schools in-reach booster program
3 February 2022	Mass vaccination clinics commence providing 16-17 year olds with bookings for their booster shot.
24 January 2022	Specialist school Primary Schools in-reach vaccination program (1 st dose).
17 January 2022	ACT Government announced that ACT teachers, education staff, early childhood education and care workers will be prioritised to receive a booster at the Canberra Airport vaccination clinic when it reopens on 24 January 2022.
10 January 2022	5-11 year olds were eligible to receive Pfizer and Moderna COVID-19 vaccinations at ACT Health Clinics, General Practitioners and Pharmacies.
9 December 2021	5-11 year olds were eligible to register for Pfizer and Moderna COVID-19 vaccinations.
19 October 2021	CHO issued Health Direction mandating vaccination for all workers at ECECs and schools that cater for children under 12 years, specialist schools and flexible

Cleared as complete and accurate: 18/03/2022
 Cleared for public release by: Deputy Director-General
 Contact Officer name: Kate McMahon
 Lead Directorate: Education
 TRIM Ref: FOL22/566

QUESTION TIME BRIEF

education programs- first dose required by 1 November, second dose by 29 November 2021.

13 October 2021	CHO announced intention to mandate vaccination for all workers at ECECs and schools that cater for children under 12 years.
5-8 October 2021	Specialist school high school in-reach vaccination program (2 nd dose).
20 September 2021	12-15 year olds became eligible for Pfizer COVID-19 vaccination at an ACT Government clinic. Moderna COVID-19 vaccinations also became available at selected pharmacies.
13-17 September 2021	Specialist school high school in-reach vaccination program (1 st dose).
13 September 2021	12-15 year olds became eligible for Pfizer COVID-19 vaccination at general practitioners and pharmacies.
3 September 2021	Commencement of priority vaccination access for all ACT Year 12 students, AST supervisors, teachers, educators , and staff that have direct contact with children in their daily work at schools and early childhood centres.
1 September 2021	16 to 29 year olds became eligible for Pfizer COVID-19 vaccination at an ACT Government clinic.
23 August 2021	16 to 29 year olds able to register for Pfizer COVID-19 vaccination.

Key Information

- The vaccination program for staff and students was provided through a close collaboration between ACT Health and ACT Education.
- In late 2021, the prioritisation of staff and year 12 students was successful in ensuring access to vaccination appointments to enable a return to on campus learning.
- The Specialist settings in-reach programs have been well received by parents and students in these cohorts.
- Vaccination is underway for the 5–11 year-old cohort between ACT Education and ACT Health.

Background Information

- According to the ACT Health COVID-19 Advice Page, ACT Vaccination rates for people 12+ have been leading the nation. As of 11 March 2022, 79% of 5-11 year olds have received their first dose, 93.88% of the Canberra population over 5 years old have received a second dose and 70.1% have received a third booster dose.
- Staff eligible for a priority booking for their initial vaccine have been contacted directly by their school, early childhood centre or out of school hours care service with booking information.
- Staff were provided with priority access at the new airport vaccination hub on its opening for booster doses.

Portfolio: Education and Youth Affairs

KENNY HIGH SCHOOL DELAY

Talking points

- The ACT Government has undertaken a review of the construction program for the new school in Kenny.
- Since the start of construction, the completion of site works have been delayed by 13 weeks due to the impacts of wet weather and the Omicron variant on subcontractor labour.
- This project was originally scheduled for completion prior to the commencement of the 2023 school year. It is confirmed that due to the factors mentioned above, the project will not be completed within this timeframe.
- The ACT Government is currently assessing the capacity of nearby schools to provide a local enrolment for every student and will confirm options for the opening of the school in the near future.
- A Senior Executive Governance Group meeting with Director Generals from Education, Transport Canberra and City Services, Environment, Planning and Sustainable Development Directorate and Major Project Canberra has been scheduled to take place on 18 March 2022, to discuss the above mentioned factors, as well as making a decision on the high school's opening date.



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MINISTERIAL BRIEF

Education Directorate

To:	Minister for Education and Youth Affairs	Tracking No.: FILE2021/5646
Date:	22/03/2022	
CC:	EDU Senior Executive Team members	
From:	Director-General	
Subject:	Review of Education Participation (Enrolment and Attendance) Policy and changes to enrolment proof of residence requirements in 2023	
Critical Date:	06/04/2021	
Critical Reason:	To allow implementation prior to enrolments opening in April 2022 for 2023	

Recommendations

That you:

1. **Note** the review of the [Education Participation \(Enrolment and Attendance Policy\)](#), now retitled to *Compulsory Education: Student Enrolment and Attendance Policy* and related procedures is now complete.

Noted / Please Discuss

2. **Note** this policy and procedure review is intended to result in a strengthened understanding of parent/carer, school and Education Support Office legislative responsibilities in relation to compulsory education, enrolment and attendance.

Noted / Please Discuss

3. **Note** this policy and procedure update will change the enrolment proof of residence requirements for ACT public school enrolment applications from 26 April 2022.

Noted / Please Discuss

Yvette Berry MLA

Tracking No.: FILE2021/5646

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Minister's Office Feedback

Background

1. The [Education Participation \(Enrolment and Attendance\) Policy](#) (the Policy) was published in 2016 and has been subject to a full policy review.
2. The purpose of the review was to strategically align the policy to the Future of Education, highlighting the important role schools play in providing safe and supportive communities, and the provision of essential support services that encourage compulsory education, enrolment and attendance.
3. The education landscape has recently seen a number of reviews and inquiries shining a spotlight on the importance of student engagement and compulsory education, safety and wellbeing.
4. The Education Directorate continues to implement the 2022 Priority Enrolment Area (PEA) Assurance Measures Pilot for enrolment applications to high demand schools, Lyneham High School (LHS) and Telopea Park School senior school (TPS).
5. In 2021, 287 enrolment applications were audited to identify potentially anomalous applications with addresses that may not be consistent with a standard residential address within the school PEA.
6. You were briefed on outcomes of the PEA Assurance Measures Pilot in Minister's Weekly Brief (1-5 November 2021).
 - a. A number of enrolments did not proceed at these schools.
 - b. Both schools saw a reduction in applications compared to the same point in time as the previous year (4% fewer to TPS and 9% fewer to LHS).
7. The PEA Assurance Measures Pilot has been successful and the outcomes of the pilot can be applied more broadly to all future enrolments through policy changes.
8. Revised proof of residence requirements and closer scrutiny of documentation will minimise disingenuous enrolments from applicants considering misrepresenting their place of residence for perceived benefit.

Issues

9. The revised *Compulsory Education (Enrolment and Attendance) Policy* at [Attachment A](#) and procedures were endorsed by the ACT Education Executive Governance Committee (EGC) on 22 February 2022.

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10. The revised policy and supporting procedures support the ACT Government's commitment to equitable access to compulsory education for all school aged children in the ACT.
11. The revised title from '*Education Participation (Enrolment and Attendance) Policy*' to '*Compulsory Education: Enrolment and Attendance Policy*' aims to clarify the scope and purpose of the policy.
 - a. Note the Policy does not apply to enrolment and attendance requirements for non-compulsory education aged preschool children as they are subject to specific protocols under the [Education and Care Services National Law Act 2010](#) (National Law). Established ACT Public Schools Enrolment Procedures for Preschool and Early Childhood settings provide guidance on the procedures for prioritising the enrolment of children in their Priority Enrolment Area (PEA) school and determining eligibility criteria.
12. The main high-level revisions to the Policy relate to strengthening the understanding of parent/carer, school and Education Support Office legislative responsibilities in relation to compulsory education, enrolment and attendance.
13. The '*Attendance at ACT Public Schools Procedures*' (Attachment B) has been renamed '*ACT Public School Student Attendance and Roll Marking Procedures*' and revised to include:
 - a. a stronger emphasis on the legislative requirement of School-Based Attendance Procedures and the type of information they should contain (including a template for schools to use to create consistency across the system);
 - b. clear guidance on the attendance data capture in the Student Administration System (SAS) and timeframes on when rolls should be marked, and when absence notifications must be sent; and
 - c. information on when and why absence reasons should be applied to enhance data attendance data quality for national reporting purposes.
14. The *Enrolment in ACT Public Schools Preschool – Year 12 Procedures* at [Attachment C](#) have been split into three procedures to reflect the distinct enrolment processes and prioritisation criteria between Preschool, Early Childhood and Kindergarten to Year 12.
15. The Enrolment procedures have been strengthened in the following ways:
 - a. Explicit linkages between the *Education Act 2004*, the *Compulsory Education: Enrolment and Attendance Policy*, and the procedures to emphasise the authorising framework under which enrolments operate;
 - b. General update of terms and procedures to reflect current enrolment policy and procedures;

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- c. Stepped out enrolment procedures from submission of an enrolment application through to letter of offer, confirmation of enrolment, review and appeal procedures;
 - d. Clear presentation of all applicable enrolment eligibility and prioritisation criteria;
 - e. Detailed explanations of proof of residence documentation requirements; and
 - f. Guidance for specific categories of enrolment applicant, specifically NSW-based applicants, international applicants, applicants with disability, and applicants for bilingual language immersion programs.
16. To support the Enrolments Procedures, a Proof of Residence Sighting Guidelines for School has been developed to guide schools implementing revised proof of residence documentation requirements from April 2022. A Summary of changes to proof of residence requirements can be found at [Attachment F](#).

Changes to ensure genuine PEA enrolments

17. The updated procedures strengthen confidence in genuine PEA enrolments and provide clarity to schools and the community on documentation requirements.
18. The changes provide a clear line of authority between the *Education Act 2004* and enrolments practice in schools. Preserving capacity at high demand schools for applicants who genuinely reside within the PEA will support the Directorate to uphold the requirement of the *Education Act 2004* that every applicant be guaranteed enrolment at their neighbourhood school (s.21(4)).
19. Without greater enrolment assurance measures, there is a risk that capacity at high demand schools will be exceeded, and unnecessary costly infrastructure investment would be required.
20. These changes will mean that from April 2022 applicants will be required to provide 100 points proof of residence before an enrolment application can be confirmed. This is a change from existing procedures which list the documents that must be provided and which has proven ambiguous at times for both schools and applicants. By assigning points values to documents this ambiguity is removed and documents which are open to manipulation (such as private residential leases, or short-term commercial leases) are devalued. An overview of documentation requirements is also at [Attachment F](#).
21. The Directorate recognises that individual circumstances may exist where applicants are unable to meet proof of residence requirements.
- a. Care has been taken to ensure policy and procedure changes recognise unique circumstances (which may mean an individual is not able to supply the documentation requested) and ensure no child will be denied enrolment at an ACT public school or otherwise disadvantaged in these circumstances.

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- b. This principle is encoded in the updated policy and procedure, the accompanying guidelines for schools and will feature in school enrolment officer training.

These changes have been incorporated into the corresponding revised procedures:

- c. *ACT Public Schools Enrolment Procedure - Early Childhood Schools (Attachment C)*
- d. *ACT Public Schools Enrolment Procedure - Preschool Procedures (Attachment D)*
- e. *ACT Public Schools Enrolment Procedure Kindergarten – Year 12 (Attachment E)*

Proposed minor language change to K-12 Enrolment Criteria

20. The existing enrolment criteria acknowledges enrolment applications may need to be considered in relation to exceptional circumstances related to wellbeing, noting that individual student circumstances are variable and unique circumstances may have a bearing on enrolment.
21. Accordingly, all schools must consider applications made under this criterion regardless of their school capacity categorisation.
22. [REDACTED], it is planned to replace current wording of 'exceptional circumstances' with 'individual circumstances' in enrolment criteria, materials and advice. The revised criteria will read:

"If there are ~~exceptional~~ individual circumstances, based on student wellbeing, that mean that your child cannot attend your local school and must attend the school they have applied for. (Where there are reasons why your child cannot attend their local school, but they could attend another school with more room to take out of area enrolments, the Directorate will help your family find an alternative school".
23. This approach will reduce potential for confusion given the term 'exceptional circumstances' is also used in the Attendance policy under a different meaning (other circumstances which are exceptional which explain a student's non-attendance at school but are not a basis for the inability to provide documentation).
24. 'Individual circumstances' acknowledges the rare occasions where a different enrolment outcome is required in recognition of less common and unique circumstances.
25. This approach is also consistent with enrolment criteria used in Victoria.
26. Further, to the extent that accommodation status has been identified as a protected attribute in the same section as disability, gender identity, age and race, it may be

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advisable to avoid terms which could imply that the circumstance is out of the ordinary, different or not the 'norm'.

Financial Implications

27. Nil.

Consultation

28. Consultation occurred with the following stakeholders. No concerns were raised during consultation, it is understood the policy changes are supported by stakeholders.

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Internal

29-29. Internal consultation occurred as part of the policy review process and included:

- a. School Improvement (Directors of School Improvement)
- b. Learning and Wellbeing Policy and Design;
- c. Digital Strategy, Services and Transformation;
- d. Strategic Policy;
- e. Student Engagement;
- f. Principals and enrolment officers at Lyneham High School and Telopea Park School (senior school); and
- g. Executive Governance Committee.

Cross Directorate

29-30. [REDACTED]

External

30-31. External consultation occurred as part of the policy review process with:

- Australian Education Union
- Aboriginal and Torres Strait Islander Advisory Board
- ACT Principals' Association
- ACT Parents and Citizens Association

Work Health and Safety

31-32. Nil.

Benefits/Sensitivities

32-33. Greater clarity for parents and families in relation to the compulsory education requirements and supports available for families;

33-34. Clear line of sight between policy authority and school practice; improved rigour, clarity and transparency of proof of residence requirements.

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~~34-35.~~ Reduce non-genuine PEA enrolments and preserve capacity to guarantee enrolment for local residents.

~~35-36.~~ Families unable to produce PEA documentation due to particular circumstances may be offered enrolment at another school which is not the school they initially applied to.

Communications, media and engagement implications

~~36-37.~~ With the publication of the revised policy and procedures on the ACT Education Directorate website, consultation is planned with school leaders and school staff through various channels including:

- a. School's Bulletin message to school leaders
- b. Establishment of Service Portal pages to provide access for school staff to key implementation templates and tools and key support contacts in the Education Support Office
- c. Professional Learning for school staff to ensure they understand their obligations under the new policy and procedures
- d. Implementation issues for enrolment policy and procedures changes will be canvassed through frequent Enrolment Policy Bulletins.

~~37-38.~~ Additional communications will be published on the ACT Education website (and updated on internal resources) ahead of enrolments opening in 2022 for 2023 to ensure clarity and transparency for the community.

Signatory Name: Katy Haire Phone: 59158

Action Officer: Glen Howard Phone: 55485

Attachments

Attachment	Title
Attachment A	Compulsory Education (Enrolment and Attendance) Policy
Attachment B	ACT Public School Attendance and Roll Marking Procedure
Attachment C	ACT Public Schools Enrolment Procedure - Preschool Procedures
Attachment D	ACT Public Schools Enrolment Procedure - Early Childhood Schools
Attachment E	ACT Public Schools Enrolment Procedure Kindergarten – Year 12
Attachment F	Summary of changes to proof of residence requirements

Education Directorate

To: Minister for Early Childhood Development
Minister for Education and Youth Affairs

Tracking No.: **FILE2022/16**

Date: 23 March 2022

From: Director-General

Subject: Minister's Weekly Brief – Week ending 25 March 2022

Recommendation

That you note the information in this brief and attachments

Noted / Please Discuss

Yvette Berry MLA/...../.....

Minister's Office Feedback

Director General/Minister's Office Requested Updates

1. Actions arising from Minister's meeting with Fraser Primary School

At your meeting with the Fraser Primary School P&C on 16 March 2022, it was raised by the members that they were concerned about the compliance of the school's fire plan. Advice was requested from the Directorate following the meeting.

- The school's emergency plan in practice includes the use of the canteen foyer and library areas which are all within the ember proofed admin building.
- The school is updating their emergency management plan to reflect this practice.

Infrastructure and Capital Works Projects

2. Repairs and Maintenance

Calwell High School was vandalised on 17 March 2022 with twelve smoke detectors removed from the ceilings. Works to reinstate the stolen smoke detectors were completed on 18 March 2022.

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Aranda Primary School was vandalised by graffiti on 14 March 2022. No other damage was identified, and the incident was reported to police. An incident report was submitted on 15 March 2022.

3. Hazardous Materials

A significant asbestos vermiculite removal project within the library area of Hawker College has been completed. Works included stabilisation of lead-based paint within the space and a LED lighting upgrade. Works commenced in December 2021 and were valued at \$500,000.

An art storeroom conversion project prompted by hazardous materials remediation of lead-based paint was completed at North Ainslie Primary School. ICW capitalised on the opportunity to convert the space to a versatile teachers' planning area, upgrading the thermal comfort and sustainability through double glazing and LED lighting installation to the area.

4. Major Projects

COVID impacts on all projects

All current projects have had impacts on their programs due to the construction lockdown period in 2021, material supply shortages and/or labour availability associated with COVID-19. All projects are now continuing construction activities and complying with COVID safety plans and current health directives. Head Contractors are working with project teams to ensure that critical dates are still met, with the option to stage handovers and prioritise 'essential' areas.

Campbell Primary School Modernisation

Finishing touches to the new buildings are progressing well with Learning Community 1 nearing completion. The other buildings are 90 per cent complete in most areas with commissioning already commenced. The landscape works are progressing well with footpaths and timber decks complete. Preparation works are underway for the synthetic turf and climbing net. Project completion is on track.

East Gungahlin High School

Site works are ongoing with civil contractors stripping the area, creating building pads, installing inground services and installing an all-access weather road. Icon SI is continuing to procure long lead time items to maintain the construction program but there is still pressure on supply chains who have advised of significant delays in production and delivery.

Directorate officials and Icon SI met with the Conservator's Office and ACT Parks and Conservation Services on 16 March 2022 to discuss the concerns regarding the design and construction of the high school's entry road and construction works adjacent to the Nature Reserve. Icon SI and the Directorate have been advised that no construction works are to take place in the Nature Reserve apart from the stormwater headwall, as highlighted in the Development Application conditions. Redesign works have commenced for the entry road to satisfy the Conservator's Office requirements; these were presented on 16 March 2022 for discussion and feedback. The Conservator's Office and ACT Parks and Conservation Services have requested additional information regarding the swale and batter design before providing comment and endorsement. Redesign works are ongoing to maintain the current program, however there is the risk for program impacts if the Conservator's Office and ACT Parks and Conservation Services do not approve the redesign or if the entry road works impact the construction works critical path.

TCCS and their civil contractor have commenced road works on the Albatross Crescent intersection and Well Station Drive. Ongoing works on Well Station Drive and Albatross Crescent will result in changed traffic conditions as staged works progress.

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Margaret Hendry School Expansion and North Gungahlin High School

The Margaret Hendry School Expansion is progressing towards achieving its first project milestone - Building Approval (BA) documentation.

The North Gungahlin High School design is progressing; however the Project Team and Head Contractor are also conducting a value management exercise to achieve savings in the order of \$10m. The value management process is required to manage current budget uncertainty for the North Gungahlin High School construction budget. As part of the value management process the current full high school design is being developed, as well as the value managed design. A Business Case has been written for the required top-up funding to deliver the full high school design. Value management options will be assessed by the Project Team, as each will have operational impact on the completed high school.

Throsby School

A large portion of landscaping works were handed over to the school on 10 March 2022, remaining landscaping works will be handed over progressively to allow staff and students to use these areas during class and break times. Remaining construction works are progressing well and will be handed over progressively during term 1, 2022.

Garran Primary School Modernisation

The Project Team, Garran Primary School Executive, CK Architecture and TOAC undertook a cultural site journey on 16 March 2022. The goal of the cultural site journey was to discuss Garran Primary School's cultural significance in Ngunnawal country and how this could be incorporated into the masterplan design.

Inner North School Expansions - feasibility works

Directorate officials have held meetings with Majura Primary School and North Ainslie Primary School to commence the planning phase for both schools.

Key Meetings and Engagement Activities

5. ASbA Mentor - CMTEDD Employment Pathways Program (EPP)

The Directorate's Australian School-based Apprentices (ASbA) Liaison and Project Support Officer, Cyrus Wren, a 'Highly Commended' finalist in the ACT ASbA of the Year category at the 2021 ACT Training Awards, will be supporting CMTEDD to deliver a pilot ASbA mentoring program for their Aboriginal and Torres Strait Islander, Employment Pathways Program. This is funded under the Directorate's ASbAs in Government Initiative. It will involve group goal planning sessions, one-on-one support and on-going skills assessment.

The CMTEDD Employment Pathways Program commenced on 5 October 2021. The program has employed 14 ASbAs to work across various divisions of CMTEDD to complete a range of Certificate II and III pathway qualifications, with the opportunity to gain ongoing employment with the ACT Government upon completion of Year 12. There are currently five CMTEDD divisions committed to the program.

6. Year13 – ACT Workforce Engagement Platform Proposal

On 2 March 2022, Directorate representatives met with Year13's co-founders to discuss the budget submission. Year13 has pioneered an innovative approach with investments from global technology companies such as Atlassian and Google to design a Workforce Engagement Platform (WEP). The WEP will provide real time labour market information connecting students, employers, educators and policymakers and enable a collaborative approach to linking students, skills and employment.

The objective of the platform will align with the Directorate's *Future of Education* Strategy – Second Phase to implement digital platforms to efficiently support teachers' delivery of personalised learning for all students, including learning pathways for students with particular needs.

FOR NOTING

7. Community Use of School Facilities Policy, Procedure and Fee

In December 2021, the Director-General endorsed the review and updated *Community Use of School Facilities Policy, Procedures and Fees*. The Directorate has conducted roadshows with Business Managers from 7 – 11 March 2022 on the changes to the Policy, Procedure and Fees and the approach to applying the changes from 1 July 2022.

A coordinated communications approach on the new arrangements will provide consistent messaging to all stakeholders through the implementation process. It is anticipated the communications will be distributed the week of 21 March 2022. The community hirers who have been paying little to no fees for the hire of schools may feel impacted by the change and reach out to the Ministers office or to the media. The Directorate will work closely with identified hirers to implement individual transition plans to gradually increase their rent over a period of time to ensure they are not significantly impacted. Gradually transitioning all hirers to the new fee structure, based on cost recovery modelling, will adequately maintain the Directorates portfolio used by community or other groups.

The new Policy, Procedure and Fees will not apply to community language schools yet, as the Directorate will be working closely with the Community Service Directorate on the best approach moving forward.

8. Aboriginal and Torres Strait Islander Student Aspirations Program Review

The Student Aspirations Program (SAP) underwent a systematic review to ensure the continued alignment with policies and objectives relating to Aboriginal and Torres Strait Islander education in the ACT. An external consultancy firm, the Noetic Group, was engaged to conduct the review. This review consisted of desktop research, round-table workshops between stakeholders and subject matter experts and a collaborative workshop between Noetic and internal stakeholders.

The main changes to the SAP relate to the promotion of the Secondary and Tertiary scholarships, the criteria that scholarship applicants and Mura Award nominees are assessed against, bursary administration, the evaluation and review of the scholarship and award cycles and the selection process for all SAP streams.

The Secondary Scholarships received minor revisions to their implementation timeline. The Tertiary Scholarship will undergo a two-year transitory period, in which the Directorate will provide one-off scholarships for Year 12 graduates undertaking any area of study at university. After the transitory period, one-offs will no longer be awarded by the Directorate. Three scholarships offered per year will be the ongoing model. Over the 2022-2023 financial year, the Directorate will allocate an additional \$10,000 per year as a means of sustaining nine Scholarship recipients over the course of three scholarship intakes. This will be covered within the existing budget.

9. Canberra CareersXpo – Rotary withdrawal

On 17 March 2022, the Directorate was informally advised that the Rotary E-Club of Brindabella has made a decision to no longer co-ordinate the Canberra CareersXpo, historically held annually in August. The Canberra CareersXpo was not held in 2020 and 2021 due to the global health pandemic.

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Directorate representatives are seeking formal confirmation of Rotary's decision and will continue to update your office as details are confirmed. The Directorate will commence development on alternate options that may be considered to ensure ACT students are still provided with an opportunity to access employers, career placements organisations, VET providers and universities.

10. School Administration System (SAS) - Parent Portal Organisational Change Management Strategy

The Directorate will be enabling the School Administration System (SAS) Parent Portal later this Semester, ready for schools to be onboarded. To support schools and assist in preparing for the use of this new secure and user-friendly digital portal for parents and carers, the Directorate is developing a comprehensive Organisational Change Management and a Communication Strategy. This includes the rollout from a user perspective including the capturing of project objectives, the likely benefits for users and any potential risks or obstacles to success. Input to the Strategy will be gathered from across the Directorate to support achieving the intended outcomes.

Signatory Name: Katy Haire

Action Officer: Caitlin McGarvey

Attachments

Attachment	Title
Attachment A	Freedom of Information requests
Attachment B	EDU Cabinet Forecast
Attachment C	EDU Legislative Assembly Forecast
Attachment D	COVID-19 Report

This record is not released in accordance with sections 43(1)(d) and 45(a) of
the *Freedom of Information Act 2016*

Refer to [https://www.education.act.gov.au/about-us/freedom_of_information/
disclosure-log](https://www.education.act.gov.au/about-us/freedom_of_information/disclosure-log), EDU_2022_020, Record 74

Caveat Brief

To: Minister for Education and Youth Affairs
Subject: Margaret Hendry expansion & North Gungahlin High School
Date: 28 March 2022

That you note the outcome of the tender process for the Margaret Hendry School expansion and North Gungahlin High School.

Noted / Please discuss

Yvette Berry MLA /...../.....

Minister's Office Feedback

- Hindmarsh Constructions has been awarded the single phase Design and Construct contract for the Margaret Hendry School Expansion, as well as the first phase of a two phase Design and Construct contract for the North Gungahlin high school. The appointment of Hindmarsh Construction on both projects will ensure integrated management across both builds.
- CK Architecture is responsible for the modern and engaging design of both schools.
- Margaret Hendry School's expansion will accommodate up to 600 additional primary school students, with new learning communities ready for the 2023 school year. Delivery of an addition to the school's Administration Building was completed during 2021, ready for the start of the 2022 school year.
- Margaret Hendry School's new learning spaces will feature general learning settings, specialist learning settings including food technology and Science Technology Engineering Art and Maths (STEAM), and small group programs. Additional carparking, external play spaces and flexible outdoor learning areas will also be provided, along with the expanded existing school facilities including the administration, library and community facilities.
- The new high school in Taylor is due to open in 2024 and will be built on the site adjacent to Margaret Hendry School; the high school will accommodate up to 800 students. The high school will offer general and specialist learning areas, small group programs, library and an interactive learning centre. Sport and recreation spaces for students and the community will include a double gymnasium/hall, performing arts spaces and hardcourts.
- The Margaret Hendry School Expansion and new high school in Taylor are part of an \$118m investment by the ACT Government in North Gungahlin schools.

- The original costing for the delivery of the expansion to Margaret Hendry Primary School and the construction of the new high school in Taylor (as set out in the 2021-22 Budget Business Case) was \$146.17 million. This is the Total Project Cost that incorporates the cost of construction of the schools, including any excavations, groundworks and utility service connections as well as an allowance for the escalation in costs over the construction period, contingency and Fees and Allowances payables as part of delivery of the Project. These Fees and Allowances need to be added to the tendered construction cost by the Phase 1 Contractor to determine the total cost for delivery of the two schools.
- The Revised Total Project Cost of \$139.650 million, including the construction cost submitted by the Phase 1 Contractor, is in line with the construction cost that forms the basis for the estimated cost of \$146.17 million in the 2021-22 Business Case. The table below shows the comparative cost for construction and for delivery of the Project as set out in the 2021-22 Business Case and the cost for delivery of the schools based on the Phase 1 Contractor's Tender price.

Cost	MBM Cost Plan \$m	Business Case \$m	Phase 1 Contractor Tendered Price \$m
Construction Costs ¹	85.65	91.87	101.90
Project Costs			
Major Projects Levy	5.34	5.48	4.09
Education Fee and Insurance Fee	3.46	3.91	3.57
Information, Communication and Technology	2.52	-	-
Consultant Fees, Authority Fees and Other Allowances	18.23	14.54	4.99
Escalation	8.68	7.38	6.11
	38.23	31.31	18.75
Construction Cost Plus Fees and allowances	123.88	123.18	120.65
Design and Construction Contingency ²	14.99	22.99	19.00
Total Project Costs	138.87	146.17	139.65

- A 2022-23 Business Case is being developed for additional funding of \$21.650 million for the Margaret Hendry School Expansion and new high school in Taylor. The

¹ The contractor has included Information, Communication and Technology and Furniture, Fittings and Equipment in the construction cost, whereas in the MBM Cost Plan and in the Business Case these costs (\$6.2 million) have been separately shown in Allowances.

² Design and Construction Risk Contingency in the Business Case is based upon the P90 calculation of risk in accordance with SAF Business Case Guidelines and therefore is higher than the risk contingency applied by the Cost Planner, MBM and by the Phase 1 Contractor.

additional funding was identified after the procurement processed closed and Tenders were evaluated.

- The Budget Cabinet decision approving the funding of \$118 million noted that the Directorate could come back for additional funds following the competitive tender for the development of the schools, should this be necessary.
- If the additional funds are not provided an extensive value management process will need to take place to reduce costs and bring the cost of constructing the schools down to approved funding of \$118 million.
- Given the tight timeframe to open the Margaret Hendry School Expansion it is proposed that this project would proceed as per the original design intent and the required cost savings would largely be achieved by reducing the size of the high school, as this would be more cost effective and cause less disruption to school operations in the long term.
- It is estimated that the student places in the high school would need to be reduced from the proposed 800 places, as per the Election Commitment, to 600 places. This would represent the loss of a General Learning Setting. A significant redesign of the high school would be necessary, this process will have flow on effects for the lodgement of the Development Application. A redesign and delayed lodgement of the Development Application will cause add significant pressure to the 2024 open date for the high school.
- If the high school is reduced to 600 places, future expansion options would need to be considered. The two-storey design, limited block size and constrained site access will make later additions (transportable or permanent) to the site difficult and disruptive.

Signatory Name: David Matthews

Title Executive Group Manager, Business
Services

Date 28 March 2022

Education Directorate

To: Minister for Education and Youth Affairs Tracking No.: FILE2022/3279

Date: 28/03/2022

CC: [Click here to enter text.](#)

From: Director-General

Subject: Overview of 2023 School Enrolment Process

Critical Date: 14/04/2022

Critical Reason: To prepare for 2023 enrolments opening on 26 April 2022

Recommendations

That you:

1. Note the enrolment settings in place for 2023 enrolments which open on 26 April 2022.

Noted / Please Discuss

Yvette Berry MLA/...../.....

Minister's Office Feedback

Background

1. ACT public school enrolments for the 2023 school year open at 6am 26 April 2022.
2. 2023 PEA changes were published on the Education website in March 2022.

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3. As in previous years, in 2023 all ACT Public Schools are categorised as either Category A or Category B according to their capacity to enrol out of area students.
 - a. Category A schools are generally not able to accept out of area applications, while Category B schools have some capacity.
 - b. Different out of area criteria apply to each category of school.
 - c. Out of area enrolment criteria apply to applications from Kindergarten to Year 12 applicants only. There are separate criteria for prioritising Preschool applicants.
 - d. Generally, schools at >85 per cent projected utilisation for 2023, with growing in-area student populations, are categorised as 'A'. Schools with <85 per cent projected utilisation for 2023 carrying a high proportion of out of area enrolments are categorised as B.
4. There are no changes to how School Intake Caps apply for 2023 enrolments.
 - a. Mawson Primary School and Yarralumla Primary School Bilingual programs are able to take out of area students where they have remaining capacity, after all their in-area demand has been met, within an identified intake year cap.
5. The new Compulsory Education Student Enrolment and Attendance Policy and associated revised Procedures will also be in place for 2023 enrolments. This will include new documentation requirements regarding proof of residence with a Priority Enrolment Area. You were briefed on this matter in March 2022 through FILE2021/5646.

Issues

6. An approach of consistency and stability has been taken for 2023 enrolments, informed by analysis of recent relevant data including enrolment forecasting and February 2022 Education Census.
7. No changes are proposed to enrolment criteria other than in relation to student wellbeing, to replace 'exceptional circumstances' language with 'individual circumstances' as per FILE2021/5646.

School Categories

8. In preparing 2023 School Categorisation of A or B, consideration has been given to:
 - i. projections modelling based on 2022 Education Census data;
 - ii. information from schools on capacity issues and impacts of any new development in a school's PEA that will increase demand;
 - iii. schools where modular learning centres have been deployed;
 - iv. the impact of the Class Size Policy and classroom utilisation; and

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- v. maintaining stability and consistency of implementing enrolment criteria.
- a. No changes to the categorisation of schools are recommended for 2023 enrolments, current arrangements will continue to apply. A list of schools by category for 2023 is at [Attachment A](#).
- b. As with 2022 enrolments, all schools in Gungahlin remain Category A for 2021. Gold Creek Primary and High School together with Neville Bonner School will continue to take non-PEA enrolments from other Gungahlin students, easing pressure on high utilisation schools.

School Intake Caps

- 9. School kindergarten Intake Caps (in category B schools with relatively high levels of utilisation) ensure Class Size Policy is adhered to by actively limiting the number of 'streams' in a given school.
- 10. There are no changes recommended to School Intake Caps for 2023 enrolments. A list of Intake Caps is at [Attachment B](#).
- 11. Increased messaging will occur with particular schools around more closely managing their Intake Caps for the 2023 enrolment period, including schools with Bilingual programs to ensure they can maintain these within their overall intake cap. This includes Yarralumla Primary School that has a kindergarten intake cap of 55, which reflects accommodating a bilingual program within a mainstream setting, prioritising PEA students, and a separate Montessori program (capacity of 50 students in total) across 3 and 4 year old pre-schoolers and kindergarten.

Preschool Allocation & Enrolment Process

- 12. Continuing from 2022, some preschools have been designated as 'High Demand', these schools will not be allocated applicants in the Bulk Round for whom it will not also be their PEA school. A list of these schools is at [Attachment C](#).
- 13. Applicants who live in PEA Shared Zone may not be offered a place at their preferred PEA school and may be offered a place at a different PEA school in the Shared Zone with greater capacity.

NSW Pathway Schools

- 14. No changes are planned for NSW Pathway Schools.

2024 Enrolments

- 15. Further enhancements to enrolment policy and procedures are planned to be developed throughout the 2022 year ahead of 2024 enrolments opening in April 2023.

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Financial Implications

16. Nil

ConsultationInternal

17. Enrolments and Planning Branch; Communications and Media Branch; DSST.
18. Directors of School Improvement, who have reviewed and agreed 2023 School Categories and Intake Caps.
19. As with previous years, 2023 enrolment settings will be communicated to schools prior to the conclusion of Term 1 2022.

Cross Directorate

20. Nil.

External

21. Nil.

Work Health and Safety

22. School Categorisations support demand management and adherence to Class Size Policy to minimise undue school based workforce impacts.

Benefits/Sensitivities

23. Categorisations provide families and schools with clear and consistent advice about enrolment options and ensure children priority access to their local school.
24. Continued transparency for out of area applicants manages community expectations.

Communications, media and engagement implications

25. A Communications Plan has been developed. School Categories will be published on the Education website ahead of enrolments opening.

Signatory Name: Katy Haire Phone: 59158

Action Officer: Vanessa Attridge Phone: 53502

Attachments

Attachment	File number	Title
Attachment A	REC22/34830	School Categorisations for 2023 enrolment period
Attachment B	REC22/34831	School Intake Caps for 2023 Enrolment period
Attachment C	RECC22/34832	High Demand Preschools

This record is not released in accordance with sections 16 and 17 of the

Freedom of Information Act 2016

Schedule 1, 1.6

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Freedom of Information Act 2016

Schedule 1, 1.6

Portfolio/s: Education and Youth Affairs

VACCINATION RATES

Talking points

5-11 year old students

- From 9 December 2021, children aged 5-11 became eligible to register for Pfizer and Moderna COVID-19 vaccinations.
- From 10 January 2022 children aged 5-11 became eligible to receive Pfizer and Moderna COVID-19 vaccinations at ACT Health Clinics, General Practitioners and Pharmacies.
- As at 28 March 2022 **80.1 per cent of 5-11 year old children have received their first dose of the COVID-19 vaccine.**
<https://www.covid19.act.gov.au/updates/act-covid-19-statistics>
- As at 28 March 2022 **48.6 per cent of 5-11 year old children have received their second dose of the COVID-19 vaccine.**
<https://www.covid19.act.gov.au/updates/act-covid-19-statistics>

Specialist Settings Program

- An **in-reach vaccination program** has been provided for **5-11 year old** students in the two specialist primary settings:
 - Malkara School
 - Cranleigh School
- First doses for these students were administered at Malkara School and Cranleigh School in the period from 24-28 January 2022.
- A total of **32 students were vaccinated** in the **first dose clinics**.
- Second doses were administered at Malkara School and Cranleigh School in the period from 21-24 March 2022.
- A total of **17 students were vaccinated** at these clinics. **16 students** received their **second dose** and **one student** received their **first dose**.
- An **in-reach program** was provided for **students aged 12 years and above** from specialist high school settings in 2021 with first doses administered in the period from 13 to 17 September 2021, and second doses administered in the period from 5 to 8 October 2021. These included students from:
 - Woden School
 - Black Mountain School
 - Malkara School
 - Cranleigh School
 - Galilee School
 - Flexible Education and CC Cares Cohorts
- A **total of 322 Pfizer COVID-19 vaccinations were administered via the program** for students from high school settings.

Cleared as complete and accurate: 29/03/2022
Cleared for public release by: Deputy Director-General
Contact Officer name: Kate McMahon
Lead Directorate: Education
TRIM Ref: FOL22/566

QUESTION TIME BRIEF

- Three **in-reach programs** were offered during the week commencing **7 March 2022**, for a small cohort of **16-17 year old** students in Specialist settings for their **booster clinics**.
- There were 21 students and staff members of the Education Directorate who received their booster shots.
- The booster clinics were offered at:
 - Galilee School
 - Black Mountain School
 - The Woden School

12 Years Old and Above Students

- On the week of 13-20 September 2021 Pfizer and Moderna COVID-19 vaccinations became available to students aged 12 years and above at general practitioners, pharmacies and at the AIS vaccination centre.
- As at 28 March 2022, **97.8 per cent of 5 year old and above** of the ACT population have received two doses of vaccine. (<https://www.covid19.act.gov.au/updates/act-covid-19-statistics>)

16-17 year old students

- On **3 February 2022**, following advice from the Australian Technical Advisory Group on Immunisation (ATAGI), the ACT Government announced that mass vaccination clinics are now providing **16-17 year olds** with bookings for **their booster shot**.

Year 12 Students

- In 2021, a total of **2,720 year 12 students** made **appointments via ACT Health** to receive their Pfizer COVID-19 vaccination.
- Many other year 12 students received their COVID-19 vaccination via booking with primary health care providers or by making an appointment to receive the vaccine prior to the priority access being provided to them.

School Student and Staff Vaccination Timeline – 2021-2022

Date	Milestone
21 March 2022	Specialist school Primary Schools in-reach vaccination program (2 nd dose).
7 March 2022	Specialist school High Schools in-reach booster program
3 February 2022	Mass vaccination clinics commence providing 16-17 year olds with bookings for their booster shot.
24 January 2022	Specialist school Primary Schools in-reach vaccination program (1 st dose).
17 January 2022	ACT Government announced that ACT teachers, education staff, early childhood education and care workers will be prioritised to receive a booster at the Canberra Airport vaccination clinic when it reopens on 24 January 2022.
10 January 2022	5-11 year olds were eligible to receive Pfizer and Moderna COVID-19 vaccinations at ACT Health Clinics, General Practitioners and Pharmacies.
9 December 2021	5-11 year olds were eligible to register for Pfizer and Moderna COVID-19 vaccinations.

Cleared as complete and accurate: 29/03/2022
 Cleared for public release by: Deputy Director-General
 Contact Officer name: Kate McMahon
 Lead Directorate: Education
 TRIM Ref: FOL22/566

QUESTION TIME BRIEF

19 October 2021 CHO issued **Health Direction mandating vaccination for all workers** at ECECs and schools that cater for children under 12 years, specialist schools and flexible education programs- first dose required by 1 November, second dose by 29 November 2021.

13 October 2021 CHO announced **intention to mandate vaccination for all workers** at ECECs and schools that cater for children under 12 years.

5-8 October 2021 **Specialist school high school** in-reach vaccination program (2nd dose).

20 September 2021 **12-15 year olds** became eligible for Pfizer COVID-19 vaccination at an ACT Government clinic. Moderna COVID-19 vaccinations also became available at selected pharmacies.

13-17 September 2021 **Specialist school high school** in-reach vaccination program (1st dose).

13 September 2021 **12-15 year olds** became eligible for Pfizer COVID-19 vaccination at general practitioners and pharmacies.

3 September 2021 Commencement of **priority vaccination** access for all ACT **Year 12 students, AST supervisors, teachers, educators**, and staff that have direct contact with children in their daily work at schools and early childhood centres.

1 September 2021 **16 to 29 year olds** became eligible for Pfizer COVID-19 vaccination at an ACT Government clinic.

23 August 2021 **16 to 29 year olds** able to register for Pfizer COVID-19 vaccination.

Key Information

- The vaccination program for staff and students was provided through a close collaboration between ACT Health and ACT Education.
- In late 2021, the prioritisation of staff and year 12 students was successful in ensuring access to vaccination appointments to enable a return to on campus learning.
- The Specialist settings in-reach programs have been well received by parents and students in these cohorts.
- A vaccination program was provided for the 5–11 year-old cohort between ACT Education and ACT Health.

Background Information

- According to the ACT Health COVID-19 Advice Page, ACT Vaccination rates for people 12+ have been leading the nation. As of 28 March 2022, 80.1% of 5-11 year olds have received their first dose, 48.6% of 5-11 years olds have received their second dose, 97.8% of the Canberra population over 5 years old have received a second dose and 72.8% have received a third booster dose.
- Staff eligible for a priority booking for their initial vaccine were contacted directly by their school, early childhood centre or out of school hours care service with booking information.
- Staff were provided with priority access at the new airport vaccination hub on its opening for booster doses.

Cleared as complete and accurate: 29/03/2022
 Cleared for public release by: Deputy Director-General
 Contact Officer name: Kate McMahon
 Lead Directorate: Education
 TRIM Ref: FOL22/566

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Schedule 1, 1.6

Education Directorate

To: Minister for Education and Youth Affairs Tracking No.: FILE2022/2761

Date: 04/04/2022

CC: Minister for Planning and Land Management
Minister for Transport and City Services

From: Director-General, Education Directorate

Subject: Opening date for the new High School in East Gungahlin

Critical Date: ASAP

Critical Reason: To provide a construction update on Covid-19 delay impacts for the new East Gungahlin High School and confirm a new opening date and enrolment process

- EGMBSG .../.../...
- EBMICW .../.../...

Recommendations

That you:

1. Note the information contained in this brief; and

Noted / Please Discuss

2. Agree to 2024 as the opening year for the new East Gungahlin High School in Kenny.

Agreed / Not Agreed / Please Discuss

Yvette Berry MLA /...../.....

Minister's Office Feedback

Background

1. The East Gungahlin High School (EGHS) project was originally scheduled for completion prior to the commencement of the 2023 school year.
2. The project has experienced significant delays experienced due to the impacts of the Covid-19 Pandemic, resulting in the construction completion date being compromised, and wet weather.
3. The Education Directorate in association with Major Projects Canberra – Infrastructure Delivery Partners (MPC-IDP), Greenwich Planning and Icon Construction undertook a detailed construction program review on 9 February 2022.
4. Site works are currently 13 weeks behind program and manufacturing lead times have increased from 4 weeks for most items to up to 16 weeks. It is unlikely that these timings will be improved any time soon and industry suggests that they may get worse in the third and fourth quarters of 2022.
5. The current program includes delays detailed above, approved extensions of time (as at 9 February 2022) and contract timeframes. This timeframe does not consider the final design and construction approval along the southern boundary, or the operational commissioning time required to establish a new school.
6. The EGHS Senior Executive Governance Group (SEGG) met on 18 March 2022 to consider the outcomes of the detailed construction review. The EGHS SEGG comprises the Directors-General of Education, Transport Canberra and City Services, Environment Planning and Sustainable Development, Major Projects Canberra, and officials from all agencies.

Issues

1. All stakeholders agree that the project will not be delivered in time for the commencement of the 2023 school year and is subject to likely further delays.
2. Without further delays, the current construction program has the projected completion date for the high school being 7 April 2023 at the earliest forecast date.
3. The consensus is that the school is more likely to be ready for use in mid to late 2023 in consideration of the current delays and contract timeframes, the possibility of further weather impacts (noting wet weather impacts on the recently opened Throsby School project of 59 days) and operational commissioning requirements.
4. Further, a staged hand over of the school is not possible. The design of the high school building does not easily allow for the parallel construction and staged handover, meaning the school cannot be partially opened prior to completion.
5. The minimum school requirements to be delivered is the Main School Building. As the Main School Building is on the program's 'critical path', there is no way to split the delivery of these works out from the rest of the project and facilitate an early handover or separable

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portions. All other surrounding works are programmed to be completed in parallel with the construction of the Main School Building.

6. it is therefore not recommended to open until term 1, 2024.
7. Education has considered enrolment forecasts and confirmed existing Priority Enrolment Area (PEA) arrangements at nearby schools (in particular Harrison School 7-10) are able to accommodate enrolments from students who might otherwise have enrolled at the new high school in Kenny for term 1, 2023.
8. Current enrolment projections for the new HS opening in 2023 anticipate only around 100-135 students in that year.
9. Enrolment projections for high school students at both Harrison and East Gungahlin HS with a 2024 opening are as follows:

School Name		Observed		2023	2024	2025	2026
		2021	2022				
Harrison School	Enrolments	636	642	679	654	654	653
	Capacity	730	730	730	730	730	730
	Utilisation	87%	88%	93%	90%	90%	90%
East Gungahlin High School	Enrolments				135	244	351
	Capacity				800	800	800
	Utilisation				17%	31%	44%

10. After a future opening date for the new high school is confirmed, the PEA can be shared with the community as well as preparations to support the enrolment and transition to the new high school for incoming students.
 - a. Students already enrolled at an ACT public school can continue their enrolment and schooling at that school or they may wish to enrol at the new high school in their PEA when it opens for enrolments.
 - b. Transition work with nearby high schools will support students seeking to commence at the new high school when it opens, which may include students already engaged in high school at other schools in years 8, 9 and 10 as well as for new high school students commencing in year 7.

Financial Implications

11. Nil. The construction of the new East Gungahlin High School remains on budget.

Consultation

12. Members of the East Gungahlin High School Senior Executive Governance Group (including Directors-General EDU, EPSDD, MPC & and TCCS).
13. Members of the East Gungahlin High School Executive Strategic Coordination Group (including EGMs and EBMs EDU, EPSDD, MPC and TCCS).

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14. Members of the East Gungahlin High School Project Control Group (including EDU, MPC and DDTS).
15. Members of the East Gungahlin High School Construction Control Group continue to meet with ACT Parks and Conservation Service and the Conservator for Flora and Fauna regarding any impact of the works on the adjoining Nadjung Mada Nature Reserve.
16. Members of the East Gungahlin High School Construction Control Group (including EDU, MPC, DDTS and Icon SI).
17. Greenwich Planning as the Territory's independent consultant to review and provide comment on the construction program.

Work Health and Safety

18. Opportunities for weekend work and overtime may not be practical at this stage due to ongoing staff shortages relating to COVID-19.
19. If Icon Construction attempts to push to complete the project faster to meet the original completion date, this will increase the likelihood of quality and work health and safety issues occurring on site.

Benefits/Sensitivities

20. Nil

Communications, media and engagement implications

21. Project delays were raised at the Annual Report Hearing for the Education Directorate in February 2022.
22. The Canberra Times reported the delays on 27 February 2022, with the Riotact reporting the delays on 7 March 2022.
23. Once a decision has been made on the new high school's opening date the Education Directorate will work with surrounding schools and community to support students and families enrolling and or transitioning to the new high school. An engagement strategy will be developed between Enrolments and Planning, Infrastructure and Capital works and Communications and Engagement.

Signatory Name: David Matthews Phone: x70384

Action Officer: Andrew Parkinson Phone: x54593

This record is not released in accordance with sections 43(1)(d) and 45(a) of
the *Freedom of Information Act 2016*

Refer to [https://www.education.act.gov.au/about-us/
freedom_of_information/disclosure-log](https://www.education.act.gov.au/about-us/freedom_of_information/disclosure-log), EDU_2022_020, Record 157

Education Directorate

To: Minister for Early Childhood Development
Minister for Education and Youth Affairs

Tracking No.: **FILE2022/16**

Date: 6/4/2022

From: Director-General

Subject: Minister's Weekly Brief - Week ending 8 April 2022

Recommendation

That you note the information in this brief and attachments

Noted / Please Discuss

Yvette Berry MLA/...../.....

Minister's Office Feedback

Key Topics/Emerging Issues**1. Application for expansion of Islamic School of Canberra**

On 28 January 2022 the proprietor of Islamic School of Canberra applied for in-principle approval to register the school for additional year levels (years 11 and 12) commencing in the 2024 school year.

The ACT community has been invited to comment on the application through a notice on the Education Directorate's website. Directorate key stakeholder groups, including the two education unions and the two parent groups, will be individually notified of the application and invited to comment. Comments on the application will be open for 60 days from the date of the community notification.

2. Change of proprietors – Marist College Canberra

On 23 December 2021 Marist Brothers Australia notified the Registrar of Non-government Schools that the proprietor of Marist College Canberra (Trustees of the Marist Brothers ABN 91 064 875 510) had recently incorporated a new public company limited by guarantee (Marist Schools Australia

Limited ABN 76 654 014 794) which will govern Marist College Canberra (and other Marist schools within Australia) as proprietor from 1 January 2022. The Register of Non-government Schools will be updated to reflect this change and a new registration certificate will be issued to the school.

Infrastructure and Capital Works Projects

3. Capital Upgrades

Palmerston Primary School

Handover of the fourth student toilet block was completed on 31 March 2022 with upgrades including new toilet cubicle partitions, sanitaryware, tiles and floor coverings and the inclusion of an additional ambulant toilet.

Wanniassa High School

Renovation and conversion of the existing staff toilet into an accessible bathroom and separate gender-neutral staff toilet was completed and handed over on 29 March 2022.

4. Repairs and Maintenance

Fire Management System

Issues were identified by WorkSafe ACT at Calwell High School on 31 March 2022 regarding the location of firefighting equipment. Works have been in progress since 8 March 2022 and ACT Fire and Rescue approved an interim strategy that covers a number of the issues identified. A permanent fire management strategy is currently in development and is scheduled to be completed by 6 April 2022 with implementation works to follow.

5. Major Projects

Campbell Primary School Modernisation

All new Learning Community buildings are nearing completion. A defect walk and school staff visit into the new buildings was conducted. The landscape works are progressing with footpaths and timber decks completed. School relocation is programmed during school holidays and managed by relocation specialist procured by the project team.

Gold Creek Senior Expansion

A new staff workspace was delivered to the school on 21 March 2022 and is in use. Four general learning spaces are nearing completion and are programmed to receive a Certificate of Occupancy before the start of term 2, 2022.

East Gungahlin High School

Icon SI and their subconsultants are progressing their design options for the swale and batter in the nature reserve as well as a redesign of the school's entry road - design option studies are programmed to be completed by 14 April 2022. The design options for the swale and batter will help address the additional information requested by the Conservator's Office and ACT Parks and Conservation Services. Redesign works are ongoing to maintain the current program, however there is the risk for program impacts if the Conservator's Office and ACT Parks and Conservation Services do not approve the redesign or if the entry road works impact the construction works critical path. TCCS and their civil contractor have commenced road works on the Albatross Crescent intersection and Well Station Drive. Ongoing works on these roads will result in changed traffic conditions as staged works progress.

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Margaret Hendry School Expansion and North Gungahlin High School

A media event announcing Hindmarsh Construction as the Head Contractor for the Margaret Hendry School Expansion and North Gungahlin High School project took place on 31 March 2022. As part of the media event a Welcome to Country and smoking ceremony took place on both sites.

A Business Case has been written for the required top-up funding to deliver the full high school design. A decision on the Business Case top-up funding will need to be made prior to the Pre-Development Application community involvement session as the documentation, capacity and building inclusions will be made public at this time.

Throsby School

Remaining landscaping works are being handed over progressively to allow staff and students to use these areas during class and break times. Remaining construction works are progressing well and will continue to be handed over progressively during term 2, 2022.

New Primary School in Strathnairn

Directorate representatives and CK Architecture had their first site walk on 6 April 2022. The site walk will assist in the master planning and preliminary sketch plan works for the new primary school and ECEC in Strathnairn.

FOR NOTING**6. 2022 School Board elections**

The 2022 School Board election period has concluded which included the introduction of the online voting system. Forty-five schools used the online voting capability for the filling of one or more of their vacant board positions. Initial anecdotal feedback has been that there has been an increase in voter participation compared to previous paper-based voting. A lessons learnt session will be held with schools to further streamline the service for future elections.

7. Child Safety Map Publication on the Education Directorate Website

The Directorate has published the [Child Safety Map](#) on its website as part of the [National Child Safe Principles](#) webpages under Safe and Supportive Schools.

The Child Safety Map acknowledges that schools already work hard every day to keep students safe and well. The map describes the measures in place to keep students safe and demonstrates the Directorate's existing commitment to the Child Safe Principles and child safe cultures in schools. The map also provides an overview of the three focus areas that the Directorate is working on to support schools in building our child safe culture. These include raising awareness and promoting a culture of child safety, strengthening practice and policies, and continuously improving safety.

The AEU was consulted on the release of the map to schools in December 2021 and will be consulted on further resources and supports that are being developed to support schools in implementing the Child Safe Principles. Workload pressures for schools is at the forefront of considerations as the Directorate implements the Child Safe Principles.

8. Digital Access & Equity

The Digital Access & Equity Program has confirmed the numbers for the three-year refresh cycle of Chromebooks with schools. This refresh mainly affects Year 10 students who were given a Chromebook at the commencement of Year 7 in 2019. Delivery of these new Chromebooks to schools will begin from 4 April 2022 with distribution to students occurring at the start of Term 2.

9. WhoG Initiative - ACT Digital Account – Education Enrolment Process

Digital, Data and Technology Solutions (DDTS) has advised the Directorate that Education's Enrolments process is scheduled for Detailed Design in FY2022/23 subject to business case approval. The detailed design of the enrolment application, parental address validation process will help to streamline and digitise identification validation and the enrolments processing, making a strong supportive process for the community and for ACT public schools.

DDTS has indicated that they will be presenting a long list for Cabinet to confirm the design priorities for the ACT Digital Account design in 2022/23 however school enrolment and vehicle registration system reform are the two highest Ministerial priorities. Once the detailed design has been completed, the estimate for the build will be presented to Cabinet for future financial year scheduling decision.

10. Allied Health Service Speech Language Pathologist Team

The Allied Health Service Speech Language Pathologist (SLP) team works in partnership with classroom teachers and school executives to ensure curriculum relevant supports and outcomes are available to students.

In 2022, the Education Directorate based SLP team has provided:

- advice on classroom strategies, adjustments and supports for students with additional speech, language and communication needs including social, behavioural and academic difficulties stemming from these additional needs
- advice on integration of augmentative and alternative communication systems into the classroom
- diagnostic assessments where appropriate to assist with understanding student strengths and needs
- observations and recommendations for small cohorts of students in preschools, kindergarten, and year 1
- professional learning focussed on red flags for speech, language and communication difficulties and research-based classroom strategies.

11. Allied Health Services spotlight on Social Work

The social work team is actively working with 142 students and their families. The team works alongside students and families, supporting them to address challenges and enhance wellbeing. During term 1, the social work team has conducted 63 initial school meetings in response to requests for support. Common themes of requests for support from schools include:

- School avoidance and refusal behaviour in the context of mental health concerns, family stressors, and challenges returning to school following COVID lockdowns.
- Vulnerable students and families including those with CYPS involvement, students exposed to family violence, family stressors (i.e., financial pressures, social isolation, housing issues, mental health concerns, family breakdown) or those experiencing difficulties accessing support services.
- Students and families with complex needs including those with intersecting health, social and psychological needs, students/families with multiple service involvement, and students/families who have experienced trauma.

12. Waruga Yardhura Wins

Waruga Yardhura the Aboriginal and Torres Strait Islander youth engagement program currently has 27 active students being case managed, four schools are receiving cultural advisement and [REDACTED] students are being monitored for support.

An example of the team's work this year includes improving the attendance of a year 11 student from 19 per cent to 56 percent. Waruga Yardhura has worked to address the barriers to school attendance including transport, lunches and cultural advisement. Family support included housing, relationship support and mental health assistance with support letters and referrals to relevant agencies.

13. National Day of Action against Bullying and Violence (NDA) – 18 March 2022

The 2022 National Day of Action, on 18 March 2022, was coordinated by the NDA National Working Group, led by the Queensland Department of Education, with representatives from all states and territories. This year, 6,520 Australian schools, including 81 ACT public schools, registered for the NDA. This represents an increase on previous years both nationally and locally.

ACT public schools engaged in a wide range of activities on the theme of *Kindness Culture*, including whole school and classroom activities, social and emotional learning, understanding, and working to respond to bullying in a safe way, and responding to the theme through art and literacy. Schools shared information about the NDA, your digital message for schools, and school activities, with parents and community using tools such as, Facebook post and school newsletter.

14. Career Pathway Program (Health Starter)

Expressions of Interest (EOIs) closed on 25 March 2022 for 40 places available in a new pathway program for high school and college students, developed through collaboration between the Directorate, CIT and ACT Health. There was an overwhelming response to the program with 97 EOIs received from ACT public school students. Over two thirds of the EOIs were submitted by Year 10 students, demonstrating the strong interest high school students have in early access to vocational education and training (VET) programs.

The Directorate is negotiating with CIT regarding options to commence additional program cohorts later in 2022 to accommodate the interest from students in the Health Starter Statement of Attainment, which can lead to qualifications in fields such as Individual Support, Allied Health, and Nursing.

15. Career Pathway Program (Aquatics)

On 29 March 2022, Directorate representatives met the General Manager of the Royal Life Saving Society ACT to finalise development of a pre-vocational training program for students interested in pursuing employment as a Swim Teacher and/or Pool Lifeguard. Employers from local industry have confirmed they have immediate capacity to employ approximately 100 Swim Teachers and 50 Pool Lifeguards.

Expressions of Interest will open early in term 2 for a Swim Teacher Skill Set and a Pool Lifeguard Skill Set, to be delivered by Royal Life Saving from June/July 2022. Students over 17 years of age that can complete Year 12 requirements by July 2022 will be offered free training through the ACT Government's JobTrainer program. Students over 16 years of age that remain enrolled in school will also be able to express interest in this training, however, will be required to pay a student fee (Swim Teacher \$300, Pool Lifeguard \$350).

Signatory Name: Katy Haire

Action Officer: Caitlin McGarvey

OFFICIAL

Attachments

Attachment	Title
Attachment A	Freedom of Information requests
Attachment B	EDU Cabinet Forecast
Attachment C	EDU Legislative Assembly Forecast
Attachment D	COVID-19 Report

This record is not released in accordance with sections 43(1)(d) and 45(a) of
the *Freedom of Information Act 2016*

Refer to [https://www.education.act.gov.au/about-us/
freedom_of_information/disclosure-log](https://www.education.act.gov.au/about-us/freedom_of_information/disclosure-log), EDU_2022_020, Record 220

Caveat Brief

To: Minister for Education and Youth Affairs
Subject: Hazardous material works scheduled during the April school holiday period
Date: 7 April 2022

That you note the information contained in this brief.

Noted / Please Discuss

Minister's Office Feedback

- During the April 2022 school holiday period, the Infrastructure and Capital Works Branch (ICW) will be undertaking a series of works at 14 school sites to specifically manage the presence of known hazardous materials.
- Most of these works will involve the remediation of lead-based paint.
- Five schools – Melba Copland College, Lyneham High School, Lyneham Primary School, Giralang Primary School and Telopea Park School – will have targeted projects to remove asbestos containing materials.
- A table of the school sites and scheduled works is listed in *Table 1* below.
- The Directorate notes that the scheduled works will be undertaken by a limited group of qualified contractors and may be subject to change. If the opportunity exists, further sites may be added to the program.
- ICW will manage these works to ensure that all learning spaces are cleared for use on day 1, term 2, 2022. A follow up caveat brief on the outcomes of the scheduled works will be provided to your office early in term 2, 2022.
- Following completion of these scheduled works, hazardous materials records will be updated to reflect changes to the assets.

Table 1: Status of works involving hazardous materials scheduled over April 2022 school holidays

School Site	Type of work scheduled
Yarralumla Primary School	Lead paint management
Canberra High School	Lead paint management
Melba Copland College	Asbestos removal
Lyneham High School	Asbestos removal
Campbell Primary School	Lead paint management
Campbell Preschool	Lead paint management
Lyneham Primary School	Asbestos removal
Melba Copland High School	Lead paint management
Giralang Primary School	Asbestos removal
Telopea Park School	Asbestos removal
Hawker Primary School	Lead paint management
Calwell High School	Lead paint management
UC Kaleen High School	Lead paint management
Hughes Preschool	Lead paint management

Signatory Name: David Matthews
 Title: Executive Group Manager, Business Services
 Date: 7 April 2022

This record is not released in accordance with sections 16 and 17 of the

Freedom of Information Act 2016

Schedule 2, 2.2(a)(ii) and information provided in-confidence

Caveat Brief

To: Minister for Education and Youth Affairs
Subject: Lyneham High School video
Date: 7 April 2022

- On 7 April 2022 you received an email from a parent at Lyneham High School raising concerns about a student fight that occurred 6 April 2022 on school site. The video was attached to the email. The email was also sent to the school.
- The incident involved [redacted] year [redacted] students physically assaulting a year [redacted] student at lunch time.
- A staff member verbally instructed students to stop and supported the injured student to move away from the area.
- Staff provided first aid to treat a cut to the forehead, facial swelling, a bleeding nose, rib injury and a potential knee injury.
- [redacted]
- [redacted] students have been suspended for their involvement in the incident. [redacted] for physical violence and [redacted] for inciting violence.
- The school will conduct a welfare check on the student today after a follow up medical appointment and school psychologist support will be offered.
- The school has also made a report to ACT Policing.
- The school has encouraged [redacted] to also report to ACT Policing.
- The Directorate has organised a wellbeing check in for the staff member immediately involved in the altercation.
- The Principal is seeking screenshots of social media platforms on which students may be sharing the video.
- These will be used to contact e-safety team to have this content taken down.
- The social media platform is SnapChat and attempts are being made to remove the files. This can take 6-9 hours.
- Further advice regarding this will be provided as soon as it becomes available.
- The incident has been recorded in SAS and Riskman.

Signatory Name: Sam Seton
Title Executive Branch Manager, Student Engagement
Date 7 April 2022

This record is not released in accordance with sections 43(1)(d) and 45(a) of
the *Freedom of Information Act 2016*

Refer to [https://www.education.act.gov.au/about-us/
freedom_of_information/disclosure-log](https://www.education.act.gov.au/about-us/freedom_of_information/disclosure-log), EDU_2022_020, Record 225

Portfolio/s: Education and Youth Affairs**CLASS SIZE MANAGEMENT****Talking points**

- The Directorate and the AEU recognise the fundamental contribution of class size to the learning outcomes for students, quality of teaching, and the health and wellbeing of teachers as outlined in the agreed EDU and AEU *Class Sizes Policy* (Policy).
- The Policy and Class Sizes Procedure were introduced in 2019 as an outcome of bargaining for the *ACT Public Sector Education Directorate (Teaching Staff) Enterprise Agreement 2018-2022* (Agreement).
- The Policy supports the implementation of Clause P4 – ‘Class Sizes’ of the Agreement.
- The Policy outlines that class sizes should not exceed the following number of students:
 - 5.2.1. Preschools 22
 - 5.2.2. K to Year 3 21
 - 5.2.3. Years 4 to 6 30
 - 5.2.4. Years 7 to 9 32
 - 5.2.5. Year 10 30
 - 5.2.6. Year 11 and 12 25
- The Policy also supports schools to make local decisions about teacher workload, timetable structures and specialist programs to suit their own school communities. Where circumstances justify, principals may vary the number of students from the class size requirements by completing a ‘Class Sizes Variation Agreement’ as outlined in the Policy and Procedure.
- Preschool class sizes are subject to legislated maximums and cannot be varied other than by provision of additional staffing.

Portfolio/s: Education and Youth Affairs

TEACHER SHORTAGE TASKFORCE

Talking Points

- The Education Directorate (EDU) and the Australian Education Union (AEU) continue to work together through the Teacher Shortage Taskforce (the Taskforce) to respond to current workforce challenges as well as develop and implement future-focused workforce strategies.
- Over the last six months, the Taskforce have:
 - Put in place a range of measures to ensure staff have better clarity and transparency on their roles, responsibilities and their access to staff entitlements and supports.
 - Taken immediate action to reduce workloads in Term 4 by prioritising essential programs and activities for schools and staff members, including reviewing Term 4 requirements and programs for schools.
 - Worked on creating clearer and fairer process for teachers to be converted to permanency to enable retention in the teaching workforce.
 - Ensured that schools have easier and faster access to ESO supports, including a dedicated hotline and recruitment officers supporting schools with temporary and casual requirements as well maintaining the classroom teacher pool.
 - Simplified procedures to make it easier to recruit school leaders.
 - Strengthened guidelines to better support transition of new educators in their first three years in the profession.
- The Taskforce is also focused on building the evidence base to understand drivers for workforce challenges and develop future-focused system initiatives to address these issues including the EDU staff exit survey, casual staff exit survey, casual utilisation data and analysis, sharing of student enrolment projection data and a new educator survey to provide an evidence-based approach on challenges and improvements.
- The Taskforce have continued its important work this year focusing on the three key priorities:
 - Increase teacher availability to cover unplanned absences to support identified schools in the day-to-day management of their operations.
 - Strengthen sustainable workload management for classroom teachers and school leaders.
 - Strengthen implementation of new educator supports and development to ensure effective transition to the profession and retention in the ACT Public School system.

Background

- The Auditor General's Report identifies that the *EDU Workforce Strategy 2021-23* identifies national teacher shortages as a key risk to the achievement of the Directorate's Strategic Plan.
- The Taskforce was established in September 2021 in recognition of the need for ongoing dialogue between EDU and the AEU regarding teacher recruitment and retention. Membership of the Taskforce includes senior executives from EDU, including the Director-General and Deputy Director-General, and five representatives from the AEU, including the Secretary and President of the ACT Branch.
- The focus of the Taskforce is to collaborate and co-design the development and implementation of strategic workforce initiatives and/or interventions in line with the *EDU Workforce Strategy 2021-23*.
- The Taskforce was established to run from 2 September 2021 until the end of Term 1, 2022.
- The scope of the Taskforce includes issues such as:
 - Covering staff absences
 - Continuity of education, including the practice of splitting and cancelling classes
 - Teacher and school leader recruitment processes
 - Attraction and retention, including:
 - Teacher and school leader workload reduction
 - Effect of work safety on retention of staff
 - New educator entitlements, including early career salaries
 - Permit-to-teach staff entitlements, including salaries and supervision requirements
 - Hard-to-staff positions and settings, including identifying the factors that make positions harder to fill
 - System initiatives to attract and retain staff

Portfolio/s: Education and Youth Affairs

FUTURE OF EDUCATION

Talking points

- The Future of Education Phase Two Implementation Plan (Phase Two Plan) was released on 1 March 2022, completing an agreed undertaking in response to the first of the Auditor General's recommendations.
- Design and planning for the delivery of specific initiatives under the Phase Two Plan is underway. Phase Two renews and sharpens our focus on key aspects of the Future of Education supported by feedback from Phase One - focusing in on equity, inclusion and wellbeing. The government has funded initiatives in the 2021-22 budget that align with these focus areas.
- Initiatives under the Phase Two Plan contribute both directly and indirectly to the quality of teaching and learning, including those that are aligned to the 'Empowered Learning Professionals' foundation.
- The theory of action for this foundation is that *if we identify and scale great teaching practice and build a multidisciplinary workforce of highly skilled and supported education professionals, then children and young people will have access to holistic learning and supports to meet their needs.*
- Initiatives under this foundation are focused on building teacher capacity and include:
 - a number that leverage tertiary partnerships to further strengthen the capacity of our learning professionals;
 - implementing a range of workforce strategies to ensure staffing meets future needs, with a focus on ensuring critical roles are recruited and retained;
 - developing early childhood educator professional standards in consultation with unions and the early childhood education and care sector; and
 - building instructional leadership capabilities in ACT public schools.
- The other three foundations of the Future of Education all contribute to quality teaching in learning, in placing the wellbeing and learning of students at the centre of all our work, building strong communities for learning and strong systems that support learning.

Background

- In 2021, the Auditor General recommended that: Education Directorate should, as a priority develop and publish the implementation plan for the second phase of the Future of Education.
- The recommendation was **Agreed**, noting that: *the Future of Education Strategy outlines the ACT Government's commitment to education in ACT schools; and that information about Phase Two of the Future of Education would be published on the Education Directorate's website to reflect initiatives being funded through the 2021-22 Budget.*
- In 2021, key stakeholders contributed to the development of priorities to be included in the second phase of the *Future of Education*. These priorities were also informed by the phase 1 evaluation report and through the broad community consultation that was undertaken to inform the *Future of Education* in 2018.

Portfolio/s: Education and Youth Affairs

STRATEGIC PLANNING AND REPORTING

Talking points

- The ACT Government continues to be ambitious in its plans for the ACT education system, as identified through the Future of Education Phase 2 and the Set up For Success Phase 1 Implementation Plans, both released in March 2022.
- The Education Directorate will implement these priorities of government as well as other key initiatives and whole of government strategies through a new Strategic Plan. The new Plan will articulate and drive how schools and the Education Support Office will work together to achieve the vision and priorities for Education and Early Childhood Development established under the Future of Education and Set Up for Success strategies, with the ACT Wellbeing Framework as the overarching focus.
- The new Plan will focus on promoting collective impact through aligned planning and reporting, focused communication, system integration and coherence across the education system, keeping our focus firmly on the students at the centre of our efforts to realise improved outcomes for every child and young person.
- The new Strategic Plan will contribute to teaching quality by bringing a strong strategic narrative and system alignment to the task of implementing the two key education strategies each of which contributes both directly and indirectly to teaching quality, including through the related foundations of Empowered Learning Professionals in the Future of Education, and Valuing educators values children in Set Up for Success.
- With the Future of Education and Set up for Success at the core of the new strategic plan, the Education Directorate is supporting quality teaching and learning across the life span of children and young people, from their earliest learning experiences through to their transition into post school options.
- Feedback from a Strategic Planning Day the Directorate held on 29 March 2022 is currently being considered ahead of finalising the Plan in coming months. The plan will specifically include measures of success that will be monitored and reported on a regular basis.

Background

- In 2021, the Auditor General recommended that: the Education Directorate should improve its strategic planning and reporting framework by consistently and specifically reporting on progress towards its planned actions in its six-monthly review reports. Reported progress should include quantitative and qualitative analysis for:
 - a. All priority actions identified in its Strategic Plan.
 - b. All indicators for success for each Strategic Plan goal.
 - c. The completion of activities committed to in annual divisional plans.
- This recommendation was Agreed-in-principle, noting that: the Education Directorate is developing a new Strategic Plan. The implementation of this plan will include reporting that is appropriate to the priority actions, including the initiatives that have been funded through the 2021-22 Budget.
- The Education Directorate already provides extensive reporting of its performance through the Annual Reporting cycle, as well as providing a range of data, progress updates and information on the Education Directorate website. The Education Directorate monitors performance through existing corporate governance mechanisms.
- The Education Directorate Strategic Plan 2018-21 has concluded and work has been underway since 2021 to develop a new Strategic Plan. A Strategic Planning Day was held on 29 March 2022 to provide both school-based and Education Support Office staff with a dedicated opportunity to contribute, ahead of finalising the new Plan in the coming months.

COMMITTEE HEARING BRIEF

Portfolio/s: Education and Youth Affairs

Executive Summary

Talking points:

- Enhancing teacher quality has always been and remains a key focus for the Directorate. Quality teaching practices have a very large impact on student learning and are one of the most important factors influencing student performance in the school setting.
- Teaching quality is enhanced through elements of the school improvement process and through universal and targeted professional learning and supports provided by many groups within the Directorate.
- The audit report acknowledges the significant continuous improvement the Education Directorate has sustained, and provides recommendations to further enhance and improve teacher quality throughout the Directorate.
- The audit report also acknowledges the Directorate's comprehensive school improvement processes, which effectively support schools to deliver their school improvement plans, including undertakings to improve teaching quality.
- Professional learning is an essential part of teacher development. Teachers across the ACT make commitments to engage in professional learning for the benefit of their students. This professional learning is both internally developed and externally sourced.
- Some examples of key projects that provide both universal and targeted support for schools to improve teaching quality (mentioned in the audit report):
 - Enabling Pedagogies initiative – this project provides the anchor for pedagogical professional learning and has been designed around high impact teaching strategies. Enabling Pedagogies is a resource to support teachers to deliver school strategic priorities and to improve student learning outcomes. The EP team works across schools from P-12 providing TQI accredited universal PL, alongside bespoke sessions aligned with identified school needs.
 - The Enabling Pedagogies team worked with Lanyon High School to develop professional learning mapped to the school's strategic priority of improving academic growth for all students. Their professional learning communities were focusing on developing feedback and formative assessment connected to student's essential learning, based on data they had collected from Student Satisfaction Surveys. Enabling Pedagogies coaches worked with the school to develop custom professional learning to meet these goals and form an ongoing, supportive partnership.
 - Enabling Pedagogies delivered TQI accredited professional learning through both asynchronous online modules and synchronous face-to-face sessions, aimed at building teacher capacity and confidence to target formative feedback to improve learning outcomes. The workshop sessions provided practical strategies and involved teachers sharing and critiquing exemplars of quality teaching.
 - The Affiliated Schools program is a nation leading and unique collaboration that is demonstrating an impact on the quality and confidence of pre-service teachers,

Cleared as complete and accurate: 08/04/2022
Cleared for public release by: Deputy Director-General
Contact Officer name: Kym Turnbull
Lead Directorate: Education
TRIM Ref: FOL22/735

COMMITTEE HEARING BRIEF

in-service teachers and school leaders, across 26 ACT public schools. Affiliated Schools activities include school-based education clinics (25 underway for 2022), commissioned research, supporting teachers as researchers and Masters of Education scholarships.

- The school-based clinics in ACT public schools demonstrate the Directorate's commitment to the quality of the ACT's future teaching workforce. Unlike traditional university campus-based workshops, these clinics provide pre-service teachers with authentic in-school opportunities to plan, implement and reflect on authentic teaching and learning, with support from an on-site tutor and teaching opportunities with small groups of students. Clinics are run for all curriculum subjects, including English, mathematics and science education.
- The teachers as researchers component allows teachers to undertake action research projects to enhance practice. In 2021, 10 schools conducted research projects on personalised learning, cultural integrity, and equity and inclusion. For example, teachers at Southern Cross Early Childhood School researched their literacy practices to improve student learning growth. This research allowed teachers to enhance their practice and contributed to ongoing professional learning at the school.
- School learning coordinators in Affiliated Schools work collaboratively with the University of Canberra and other schools to improve pedagogical practice and student learning outcomes through teacher development, school and university led research, professional learning and professional placements for preservice teachers. They also provide leadership in the integration and development of pedagogical research into the aspects of the school's strategic plan and system priorities.
- The ACT Education Directorate provides up to 30 scholarships per year to support teachers and school leaders to undertake the Master of Education (Capital Region Program) through the University of Canberra. Since 2019, 102 scholarships have been offered to ACT public school teachers and leaders.
- Academy of Future Skills – this unique program has a core focus on providing in-school bespoke professional learning for teachers and groups of teachers to model and enhance and quality teaching in STEM. In addition, the Academy provides universal professional learning on areas of identified need across a range of curriculum areas, and access to high quality STEM resources and facilities.
 - In 2019/2020, the leadership team from Gowrie Primary School identified via their school review process a focus on enhancing pedagogy and skills in teaching STEM. They contacted the Academy of Future Skills to partner with them in this journey. The partnership started with intensive whole school professional learning that addressed improving their STEM pedagogy. From this, Academy staff worked with teachers to redevelop learning programs that were rigorous, authentic, problem-based and involved critical thinking capabilities.

COMMITTEE HEARING BRIEF

- The school demonstrated a willingness to improve their practice from intensive professional learning, through on-going in-class mentoring and then a gradual release of support. The Gowrie team plans and delivers engaging STEM lessons, demonstrating strong practice while developing the skills and dispositions of our students in this important field.
- These teams are working tirelessly to raise awareness of these programs in schools and to grow their school engagements.

Background:

Audit scope

- The audit focused on the Education Directorate's actions to:
 - identify and articulate key strategies and supports to improve the quality of teaching practices;
 - support its teachers to improve the quality of teaching practices in ACT public schools; and
 - monitor, review and evaluate the effectiveness of strategies and supports to improve the quality of teaching practices.

Affiliated Schools Program

- The Affiliated Schools Program was launched in 2019 and is a collaborative partnership between the University of Canberra and the ACT Education Directorate, and a key initiative under the ACT's Future of Education Strategy.
- The ACT Government has invested \$4.5m over four years towards the Affiliated Schools partnership to further empower our experienced teachers and school leaders and to develop and support our preservice educators.
- \$2m is allocated for collaborative research projects involving University of Canberra Faculty of Education researchers and Affiliated Schools teachers and school leaders to meet ACT Education Directorate needs aligned to the Future Of Education Strategy.
- The Affiliated Schools Program is developing quality teacher practice from pre-service education through to experienced teacher learning and development.
- The Program model draws upon leading practice nationally and internationally and is contextualised to our unique ACT setting.
- There are 26 schools across the ACT Education Directorate engaged in the Affiliated Schools partnership.
- The Affiliated Schools Partnership brings together several elements including:
 - School Based Teacher Education Clinics
 - Professional Learning Opportunities
 - Teacher Research Programs
 - Professional Experience Placements
 - Master of Education Scholarships
- The school-based clinics give preservice teachers practical experience in ACT public schools before they start their teaching careers. Accompanied by a University of Canberra tutor, groups of pre-service teachers attend an Affiliated Schools for a 3-hour block once a week, for seven weeks and work in small groups to plan for, implement and reflect on authentic teaching and learning.

COMMITTEE HEARING BRIEF

- Semester 1 2021 feedback from pre-service teachers participating in clinics indicates a positive lift in teaching confidence, an improvement in their ability to prepare targeted lessons and an overall enhanced confidence in teaching practice.
- Feedback from schools hosting clinics indicates they have been a highly positive experience, with benefits to teaching staff and a desire to host more.
- Each Masters of Education scholarship is for \$5,000 to contribute to the cost of the degree, paid directly to UC on behalf of the scholarship recipient.
- In addition, UC provides a scholarship for the remainder of unit costs. The scholarship recipient's total contribution for the full Master of Education degree will be to pay the annual Student Services and Amenities Fee (SSAF). In 2021, the SSAF fee payable was \$308.
- The Masters comprise two intensive study periods per year, held during school holidays to support teachers to manage work and study commitments.
- The Affiliated Schools Program was featured in the Australian Government's Report of the Quality Initial Teacher Education Review as an example of school-provider partnerships that focus on embedding preservice teacher programs in schools.

Portfolio/s: Education and Youth Affairs

RISKMAN REPORTING

Riskman data

- The Education Directorate takes incidents seriously and has formal mechanisms in place to reduce the risk of occupational violence against staff and support the work health and safety of our entire workforce.
- Every school worker, leader and student should be safe at school, free from bullying, harassment, and violence.
- Any instance of violence or harassment in a school is unacceptable and every incident is of concern to the government and is treated seriously.
- The ACT Government is committed to building a positive reporting culture where staff feels safe and supported to come forward if experiencing violence or have concerns about their safety and wellbeing.
- There have been **2,100 Riskman incidents reported this year** (up to 31 March).
- It is important to note that this includes Riskman incidents reported across all categories – everything from low level incidents, minor cuts and abrasions, falls and other minor risks. Lower level incidents form a significant component of incidents reported.
- Multiple staff often report the same incident.
- In Term 1 2022, a total of 94 student and 7 parent Occupational Violence Risk Assessments (OVRA's) have been completed for those incidents triaged at Medium or High. This figure includes reviews of existing OVRA's where student behaviour results in a Riskman incident and is triaged at Medium or High.

Pulse report

- The Pulse Report is prepared quarterly by the Chief Minister's Directorate from Riskman data.
- The Pulse Report and its associated analysis of the third quarter of the 2021-22 financial year has not yet been finalised. It is expected to be finalised in the coming weeks.