



SECTION B: ORGANISATIONAL OVERVIEW AND PERFORMANCE

DIRECTOR-GENERAL'S REFLECTION



I am pleased to present this report on the activities and achievements of the ACT Education Directorate for the financial year 2015-16. Having been appointed Director-General on 27 June 2016, it is fitting that I first recognise the outstanding contribution of my predecessor, Diane Joseph, and her talented team in the Directorate and in schools throughout the ACT.

Since I started my role I have been impressed by the work our people are doing, and I am proud of the children and young people I have met on my visits to schools. There is so much to celebrate and also much more we can do to ensure the realisation of our vision, expressed in our *2014-17 Strategic Plan – Education Capital: Leading the Nation*, that every child, young person and adult in the ACT will benefit from a high quality, accessible education, childcare and training system. We want the children and young people attending ACT Public Schools to attain the best possible start in their lives. I know this ambition exists across the government and non-government sectors and that we enjoy a collaborative education approach with all our stakeholders.

The 2015-16 reporting period reflects a number of significant beginnings for education in the ACT, as well as ongoing achievements in areas of our traditional strengths.

The early years of development for children are critical to their outcomes later in life. Universal access to preschool prepares our children well for school. Our regulatory role under the *Education and Care Services National Law* includes the assessment and rating of services against the National Quality Standard, along with an annual audit program. In 2016, the Directorate commenced a review of the delivery of early childhood education and care services in the ACT. The review focus was on the cost of and access to services, and on the qualifications of workers in the sector.

The five strategies through which we set out to achieve our vision are:

- a. **Quality learning** – the ACT has a tradition of high levels of achievement in student performance in both literacy and numeracy. These standards have plateaued in recent years and lifting performance in the future will depend on the systematic approach to ensuring highly effective teachers and the consistent delivery of evidence based teaching practices;
- b. **Inspirational teaching and leadership** – inspirational teaching begins with inspired teachers. Our focus is on the quality of our teacher recruits, the strength of our teacher coaching and mentoring, and on the support we provide to our school leaders;

- c. **High expectations and high performance** – our schools are for all, and with that comes high expectations for all and the implementation of practices to ensure that we meet the learning needs of every student;
- d. **Connecting with families and the community** – schools and the communities they are embedded in are indivisible. As a part of the community schools need to be accessible and welcoming partners to the families that trust us to work with their children and young people;
- e. **Business innovation and improvement** – the speed with which communities in the ACT are adopting technology and new processes in their everyday lives puts the onus on us to ensure that our business systems match progress elsewhere, contribute to the effectiveness of teachers and other staff, and to the experience of children and young people in our schools and their families.

This report highlights many achievements relevant to these five strategies and presents available performance data.

We launched our third Reconciliation Action Plan in May 2016, which has a central purpose of engaging all employees in the creation of an organisational culture, enriched by the diversity and knowledge of Aboriginal and Torres Strait Islander peoples, strengths and cultures through our common values.

Responsibility for vocational education and training was transferred to the Economic Development Directorate on 22 January 2016. The change in administrative arrangements recognises the close relationship between vocational training and the needs of the ACT economy, and we look forward to maintaining our strong working relationships with this important part of the ACT education system.

This year has been important for celebrating our successes, understanding our strengths and defining how we will address our challenges. One of those challenges is that student outcomes measured using National Assessment Tools have plateaued and yet the performances of students in other jurisdictions are demonstrating gains. While the performances of our students remain amongst the best in the country, it is important to examine why we are not seeing the gains other jurisdictions are experiencing.

Looking forward in 2016-17, one immediate priority will be to support the new government after the upcoming elections in mid-October to focus on improving outcomes for our students. We will also continue working towards greater collaboration across the ACT Government to ensure individuals and families have the capability to fully participate in a strong, healthy, safe, and inclusive community.

I look forward to strengthening our partnership with our early childhood, vocational education and school communities and all those organisations that work tirelessly to ensure the Education Directorate offers quality education for all our children and young people.

In conclusion, our achievements are due to the dedication and commitment of our teachers, school leaders, principals, administration and support personnel, as well as the policy, program, specialist, and finance and administration officers of the Directorate. I would like to thank and acknowledge all of the people who make the Education Directorate so successful.

Natalie Howson
Director-General

B.1 ORGANISATIONAL OVERVIEW

THE ORGANISATION

The Education Directorate believes that every school should be providing quality learning programs for every student, every day.

OUR VISION

Our vision is for children and young people to move successfully through all phases of education and training. We want them to have the skills to lead productive lives and contribute to the economic and social prosperity of our city.

OUR VALUES

The Directorate shares the ACT Public Service values of respect, integrity, collaboration and innovation. We use these to shape our behaviours and actions when supporting children and young people in ACT Public Schools. These values are also used by staff across all sectors of the Directorate to shape the work they do to support each other.

OUR PRIORITIES

To guide the Directorate's achievement of our strategic goals, Action Plans for 2015 and 2016 were developed to focus effort on:

Quality learning actions focus on curriculum, assessment and reporting; literacy, numeracy and science; early years education and care; and vocational education and training.

Inspirational teaching and leadership prioritises quality teaching; leadership capacity; and supporting teaching and learning and workforce development.

High expectations, high performance focuses effort on meeting the learning needs of every student.

Connecting with families and the community aims to engage with families as partners; the community and industry; reduce red tape and ensure compliance through regulatory services.

Business innovation and improvement has a focus on school performance; data for improvement; and learning environments.

OUR STAKEHOLDERS

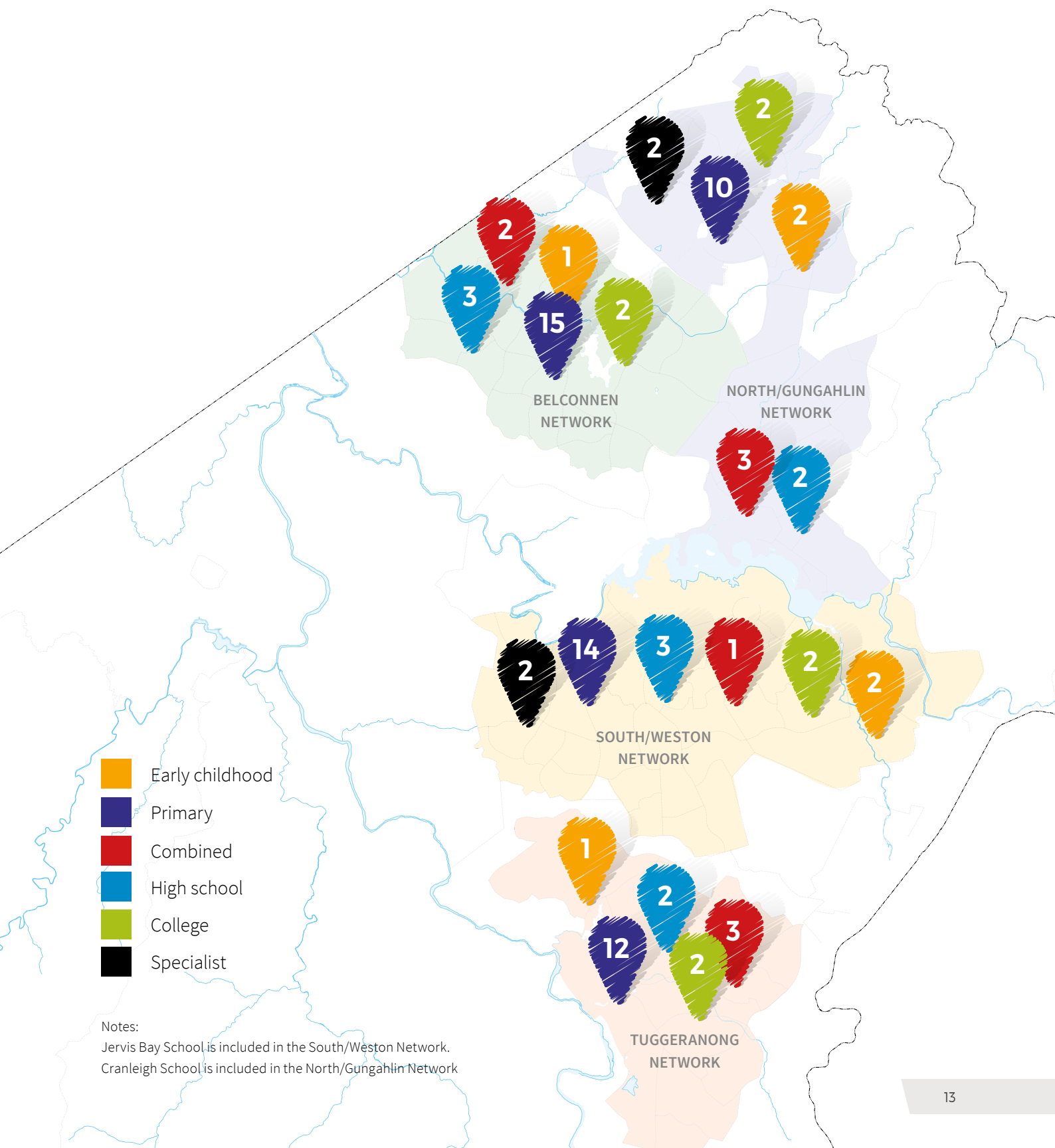
Our key clients, stakeholders and partners include:

- > ACT Minister for Education and ACT Government Ministers;
- > students and their families;
- > children accessing childcare and their families;
- > teachers, school leaders and other Directorate staff;
- > childcare providers;
- > non-government schools;
- > ACT Teacher Quality Institute;
- > ACT Office of the Board of Senior Secondary Studies;
- > inter-jurisdictional partners under the Education Council;
- > Australian Curriculum, Assessment and Reporting Authority (ACARA);
- > professional associations;
- > employee bodies, including the Australian Education Union (ACT Branch) and the Community and Public Sector Union (CPSU);
- > academic institutions;
- > registered training organisations;
- > non-government organisations;
- > community organisations;
- > peak representative groups;
- > other ACT government directorates and agencies; and
- > international testing organisations.

ACT PUBLIC SCHOOLS – NETWORK DISTRIBUTION

The ACT public education system has four networks as shown in the figure below. Each network is led by a School Network Leader as follows:

- > Belconnen Network Leader – Stephen Gwilliam
- > North/Gungahlin Network Leader – Judy Hamilton
- > South/Weston Network Leader – Wayne Prowse
- > Tuggeranong Network Leader – Kerrie Heath



Early childhood education in the ACT

The Directorate has responsibility for the coordination and regulation of early childhood education and care, and is focused on increasing the number of children who benefit from early childhood education and care.



Sources: Australian Bureau of Statistics, Preschool Education, Australia, 2015, Australian Bureau of Statistics, www.abs.gov.au; ACT Education Directorate, February 2016 Census, www.det.act.gov.au; Australian Government Department of Education and Training, Education Early childhood and childcare in summary, September 2015, www.education.gov.au.

Note: ¹ This includes all public and non-government preschool enrolments.

² This includes long day care, family day care and in-home care, occasional care and outside school hours care.

Regulation and registration of school education

The Directorate has responsibility for the regulation and registration of non-government schools and the registration of students for home education. The Directorate is also responsible for the enrolment into public schools of international students and the dependents of temporary residents.

The Directorate was **responsible for the regulation of 44 non-government schools**, with **a combined enrolment of 28,680 students**.

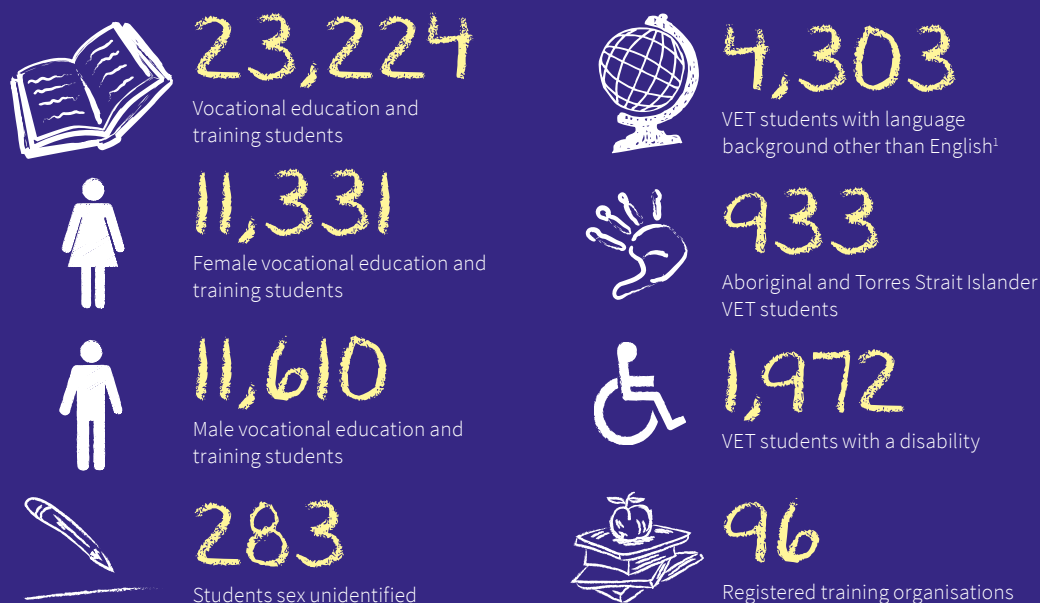


The Directorate also **registered 252 students for home education**, and **approved and supported 539 international students**.

Source: ACT Education Directorate, February 2016 Census, www.det.act.gov.au

Vocational education and training in the ACT

The Directorate was responsible for the oversight and promotion of vocational education and training in the ACT until 22 January 2016, when this portfolio was moved to the Chief Minister, Treasury and Economic Development Directorate.



Source: NCVER publication 'Australian vocational education and training statistics: Government-funded students and courses 2015', released July 2016.

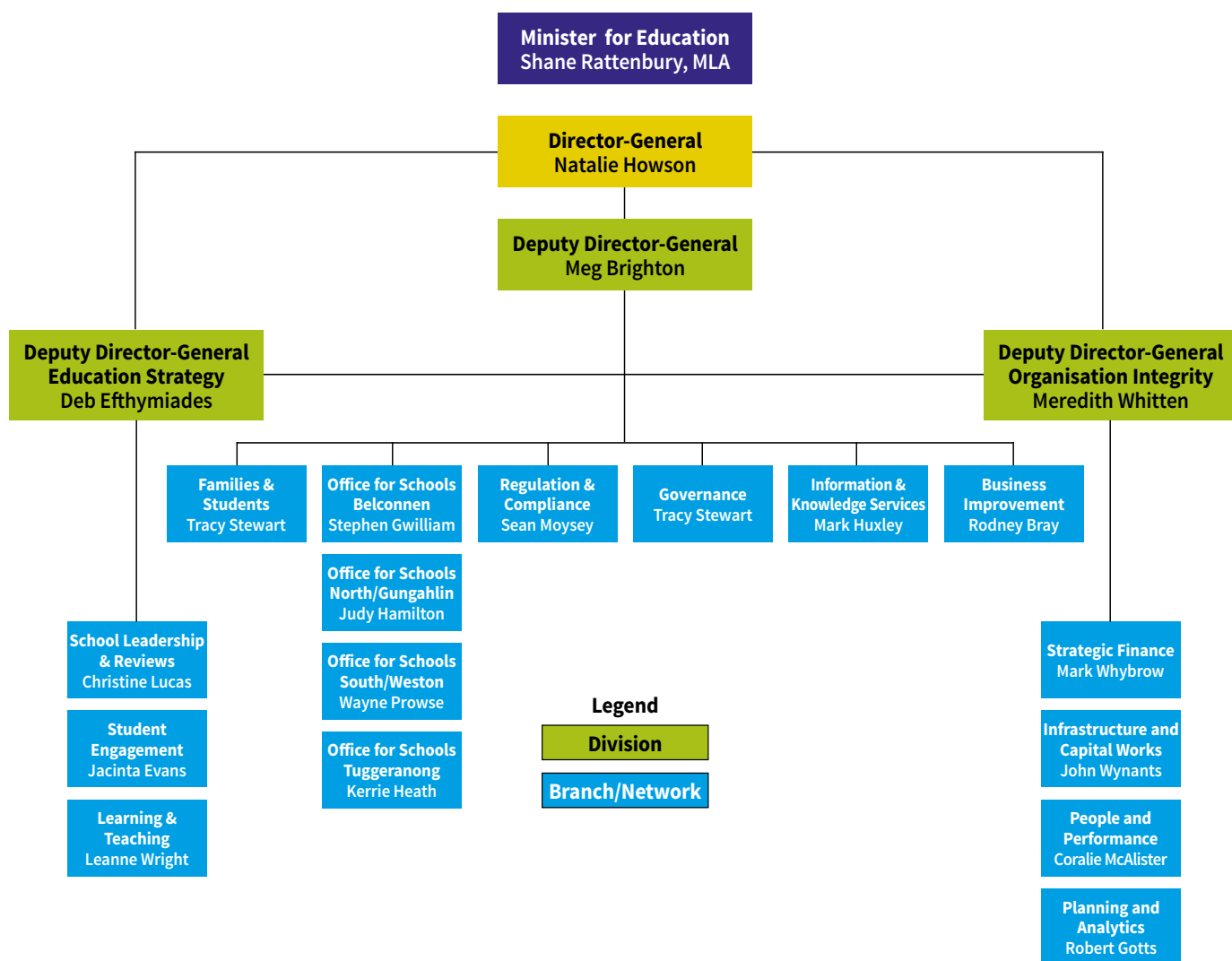
Note: ¹ Source: VOCSTATS, NCVER online database

OUR ORGANISATIONAL STRUCTURE

The Directorate is accountable to the ACT Minister for Education, Shane Rattenbury MLA. Joy Burch MLA was the minister responsible within the reporting period, from July 2015 until 23 January 2016.

Our Senior Executive Team comprised the Director-General, Diane Joseph; Deputy Director-General, Meg Brighton; Deputy Director-General, Education Strategy, Deb Efthymiades; and Deputy Director-General, Organisational Integrity, Meredith Whitten.

THE ORGANISATIONAL STRUCTURE OF THE DIRECTORATE AS AT JUNE 2016



OUR INTERNAL ACCOUNTABILITY

SENIOR EXECUTIVES

Director-General, Natalie Howson

The Director-General is responsible for the efficient administration of the Directorate and its corporate and strategic direction.

The Director-General is responsible for implementing legal requirements, policy and commitments relating to education and training in the ACT. In addition, the Director-General has a role in the leadership of the ACT Public Service as a member of the ACT Public Service Strategic Board.

Deputy Director-General, Meg Brighton

The Deputy Director-General oversees ACT Public Schools, coordinates activities across the Directorate and manages a range of national and whole of government initiatives. The Deputy Director-General also responds to issues at ministerial, intergovernmental and at key stakeholder levels.

The Deputy Director-General leads the Governance, Office for Schools, Regulation and Compliance, Business Improvement, Families and Students, and Information and Knowledge Services branches.

Deputy Director-General, Organisational Integrity, Meredith Whitten

The Deputy Director-General, Organisational Integrity has responsibility for the planning and coordination of human, financial and physical resources of the Directorate.

The Deputy Director-General, Organisational Integrity, is also responsible for the coordination of the national assessment programs, performance reporting and the assessment of educational programs through the management of a range of data collections.

This Deputy Director-General also leads the Infrastructure and Capital Works, People and Performance, Strategic Finance, and Planning and Analytics branches of the Directorate.

Deputy Director-General, Education Strategy, Deb Efthymiades

The Deputy Director-General, Education Strategy has responsibility for the development and implementation of educational strategy and provision of educational support services in ACT Public Schools.

The Deputy Director-General, Education Strategy leads implementation of the school improvement framework through student-centred learning and teaching initiatives. Support services are provided in the areas of student welfare and transitions, Aboriginal and Torres Strait Islander education, early years learning and special education programs.

This Deputy Director-General leads the Learning and Teaching, School Leadership and Reviews, and Student Engagement branches.

Remuneration for senior executives

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

The Tribunal, after a review of salary, allowances and other entitlements for executives in March 2016, decided that it would increase the salary for the Director-General and executives by 2.5 percent, effective from July 2016.

Senior Executive Team

The Senior Executive Team is the peak decision making body of the Directorate and is responsible for significant operational, policy and resourcing decisions. The Senior Executive Team establishes and reviews the strategic direction of the Directorate and monitors performance in key areas, including educational and financial performance. The Team is also responsible for ensuring compliance with laws, regulations, accounting standards and Directorate policies.

Corporate Executive

The Corporate Executive is made up of the Senior Executive Team, Branch Directors and School Network Leaders. The Corporate Executive assists the Senior Executive Team in determining priorities through providing advice in relation to strategic policy and management issues. The Corporate Executive reviews and advises on any issues referred to it by the Director-General.

Directorate committees

The Directorate committee structure is designed to improve the effectiveness of decision making, and to ensure that decisions align with and deliver on the commitments of the Strategic Plan.

Audit Committee

The Audit Committee monitors and reviews Directorate adherence to relevant legislative requirements and its approach to business ethics and corporate conduct. The committee is responsible for overseeing the risk management and audit functions. The Committee also reviews the annual financial statements and provides advice to the Director-General on significant risks, audit outcomes and implementation of mitigation strategies.

Security and Emergency Management Committee

The Security and Emergency Management Committee provides advice to the Director-General on significant security proposals, directions, policies and training.

Directorate Consultative Committee

The Directorate Consultative Committee was established in accordance with the relevant enterprise agreements. The main objectives of the Consultative Committee are to improve consultation and communication processes between staff, senior managers and unions concerning significant changes to policy and guidelines that relate to the agreements, promote the sharing of information across the Directorate, and provide a forum for consultation.

Respect, Equity and Diversity Consultative Committee

The Respect, Equity and Diversity (RED) Consultative Committee provides a forum for sharing current and emerging issues and has the responsibility for overseeing all respect, equity and diversity functions of the Directorate and its employees. The RED Consultative Committee provides advice and contributes to the development and implementation of Directorate plans. The committee also provides advice on the implementation of whole of government plans.

Information and Communication Technology Working Group

The Information and Communication Technology (ICT) Working Group assists the Director-General through developing and implementing ICT policies, programs and strategies. The ICT Working Group makes recommendations to the Deputy Director-General about ICT strategic directions, policies and proposals for system wide ICT initiatives.

Principals' Advisory Group

The Principals' Advisory Group is a communication and consultation group. The Principals' Advisory Group considers key strategic policy and operational matters and provides advice to the Senior Executive Team. The group raises policy and operational issues impacting on effectiveness and improvement from a school perspective.

Student Resource Allocation Program – Principal Advisory Group

The Principal Advisory Group has 16 members from across ACT Public Schools, including representation from all school sectors and networks. The main objectives of the Advisory Group are to ensure that schools' perspectives are reflected in strategic directions, project planning, policy development and shaping the design of the SRA Program.

Leadership Development Group

The Leadership Development Group assists the Director-General to create a networked learning organisation by developing the workforce capability of all staff. The focus of this group is to set strategic directions, improve strategic planning, ensure alignment with and provide governance for the Directorate's professional learning and training activities.

Enterprise Agreement Implementation Advisory Group

The Enterprise Agreement Implementation Action Group provides an important link between schools and the Directorate's Senior Executive in the design and implementation of major initiatives arising from the *ACT Public Sector (Teaching Staff) Enterprise Agreement 2014 – 2018*. The Action Group draws on the work already occurring in schools to inform the effective implementation of a number of work streams arising from the Teaching Staff Enterprise Agreement, including: Revised Principal Career Structure; Sustainable Reduction in Teacher Workload; Revised Performance and Development Procedures. Advice provided by principals informs effective and sustainable implementation within schools.

For further information contact:

Director

Governance

(02) 6205 5511

OUR PLANNING FRAMEWORK AND DIRECTION SETTING MECHANISMS

The Directorate's vision, priorities and performance measures are expressed in the *Strategic Plan 2014-17: Education Capital: Leading the Nation*. Priorities in the Strategic Plan are reflected in annual Action Plans, which detail specific initiatives with across all levels of the Directorate to progress the Directorate's strategic priorities.



Action Plans outline activities for the year and link performance measures from the Strategic Plan against these activities. Activities in the Action Plans are translated into activities for business areas and schools through annual plans. School Annual Operating Plans, endorsed by school boards, are published on school websites.

The Directorate maintains internal controls to monitor and manage risk in delivering the Strategic Plan. The Internal Audit program and the Risk Management Framework are the primary tools to manage, monitor and report on the Directorate's risk management functions. The Directorate has in place a Schools Best Practice and Accountability Toolkit, which consists of a compliance report, school planning guide and checklist and accounting and administrative tests. The Toolkit has been developed to assist principals to comply with their legislative and policy obligations.

More information on the Directorate's governance arrangements, including risk management and the audit program, is provided in Sections B.3 to B.6 of this report.

OUR LEGISLATIVE RESPONSIBILITIES

Under the *Australian Capital Territory (Self-Government) Act 1988 (Cwth)* and the *Public Sector Management Act 1994 (ACT)*, the Chief Minister allocates responsibility to the various Ministers, Director-Generals and agencies for the administration of ACT legislation. The Minister for Education and the Director-General of the ACT Education Directorate are administratively responsible for the following legislation:

- > *Education Act 2004*
- > *Education and Care Services National Law (ACT) Act 2011*
- > *ACT Teacher Quality Institute Act 2010*
- > *Board of Senior Secondary Studies Act 1997*
- > *Children and Young People Act 2008, Chapter 20*
- > *University of Canberra Act 1989*
- > *Building and Construction Industry Training Levy Act 1999¹*
- > *Canberra Institute of Technology Act 1987¹*
- > *Training and Tertiary Education Act 2003¹*

1. The responsibility for Vocational Education and Training ended on 22 January 2016.





PRIORITY 1: **QUALITY LEARNING**



OUR MAJOR ACHIEVEMENTS

Over a number of years, ACT Public Schools have maintained high levels of student performance in literacy and numeracy. In this reporting period, the Directorate has contributed to the future success of our students through a number of activities designed to support high quality learning.

CURRICULUM, ASSESSMENT AND REPORTING

- > Continued implementation of the Australian Curriculum, with ACT Public Schools delivering Australian Curriculum English, Mathematics, Science, The Arts and Humanities, and Social Sciences (History and Geography). The Achievement Standards were used to inform assessment practices and the reporting of student achievement in these learning areas. In particular, key steps were taken towards increasing the consistency of reporting to parents- will be extended into the future.
- > Facilitated workshops for school leaders and teachers to prepare for implementation of the Australian Curriculum Technologies in 2017.
- > A three year Service Agreement was signed with the ACT School Sports Council for the ongoing coordination and management of ACT students' participation in local and national representative sport competitions.

LITERACY, NUMERACY AND SCIENCE

- > The Principals as Literacy Leaders (PALLs) program was expanded in 2015 to include ACT Public Secondary Schools with a total of 67 primary and secondary schools participating. The impact of innovations as a result of each school's participation in PALLs will continue to be evident in the literacy practices in schools throughout 2016.
- > More than 19,500 students from a total of 83 ACT schools successfully completed the 2015 Chief Minister's Reading Challenge. In 2016, more than 31,000 students from 89 public, non-government, home and community language schools registered for the Challenge and making 2016 the most successful Challenge to date.
- > Schools have invested in evidence-based pedagogy and quality school-based professional learning, particularly through coaching and mentoring.
- > Schools have also invested in Science, Technology, Engineering and Mathematics (STEM) learning with highlights including specialist science centres in some primary schools and numerous rich STEM fairs showcasing rich evidence of student learning to parents and the broader community.
- > The Directorate's key numeracy initiatives, Middle Years Mental Computation (MYMC) and Count Me In Too (CMIT), continued to be implemented across ACT Public Schools, to support students' quality learning of numeracy.



- > Quality learning for numeracy was supported through the Literacy and Numeracy Forums, with a specific focus on improving student outcomes in Mathematics through mental computation, differentiation, financial literacy, data and numeracy coaching, and whole school approaches to teaching mathematics.
- > Partnered with a range of national industry and research organisations to deliver programs to support the delivery of Science, Technology, Engineering and Mathematics (STEM) educational initiatives for public school students, including the CSIRO Scientists and Mathematicians in Schools program, the Australian National University (ANU) School Enrichment program, and Questacon's Ian Potter Foundation Technology Centre.
- > In 2015, teachers from 14 ACT high schools attended Science by Doing professional learning workshops conducted by the Australian Academy of Science, aimed at developing participants' skills in planning and teaching science to secondary school students.

EARLY YEARS EDUCATION AND CARE SERVICES

- > Our investment in Early Childhood Schools and Koori Preschools - culminating in an evaluation of these programs with a view to maximising the benefits realised from these programs, and in response to the Auditor-General's Report on Early Childhood and Schooling.
- > Drawing on the Australian Early Development Census (AEDC) data and Performance Indicators in Primary Schools (PIPS) data to ensure that early

learning programs are well-informed by student strengths and areas of need.

- > Commenced a partnership with the Community Services Directorate to implement the Koori Preschool Network Initiative. The project facilitates increased participation in the Koori Preschool program, enhances family engagement, and supports transitions to formal schooling for Aboriginal and Torres Strait Islander children.
- > Facilitated quarterly Teacher Quality Institute-accredited professional development for preschool educators to support delivery of quality teaching aligned with the national Early Years Learning Framework. Approximately 100 participants attended these sessions each term.
- > Early Intervention and Prevention project team in the Community Services Directorate distributed the Australian Early Development Census (AEDC) School Summary to each ACT Public School principal.
- > In 2016, the Early Intervention and Prevention project team met with ACT Public Schools individually to discuss how to interpret and respond to their school's results.
- > Facilitated community regional forums for the ACT Public, Catholic and Independent School sectors in partnership with Child and Family Centres and local community services. The forums provided an opportunity for schools to better understand their school summary AEDC results, how they can be used to inform school planning and what support services are available to reduce developmental vulnerability.



VOCATIONAL EDUCATION AND TRAINING

- > Continued implementation of the seven future directions outlined in the Review of Vocational Education and Training in ACT Public Schools.
- > Developed and published a new vision for vocational education and training (VET) for ACT secondary school students after collaboration between the public, Catholic and Independent school sectors; parent and student groups; and with business and industry.
- > Sixty percent of year 12 students in ACT public colleges received a nationally recognised vocational qualification.
- > Promoted and supported participation in post-school education and training.
- > The ACT met all 2015 milestones under the National Partnership Agreement on Skills Reform.
- > Engaged more than 2,000 ACT students in Skilled Capital funded training to address the ACT's highest skills needs.
- > Reviewed the ACT Australian Apprenticeships Program (User Choice) and implemented a new model.
- > Released the new ACT Funding Agreement for the delivery of government subsidised training in the ACT, designed to ensure only quality training providers operate in the ACT.
- > Implemented evidence-based strategies to improve the ACT vocational education and training system.
- > Worked with registered training organisations to support compliance with the ACT Standards for the Delivery of Training and Compliance Guides for ACT Government subsidised training initiatives.
- > Commenced implementation of a longitudinal labour market survey for the ACT's Skilled Capital and User Choice programs.

OUR CHALLENGES

- > To prioritise school-wide analysis and discussion of systemically collected data on student outcomes, including academic, attendance and student well-being.
- > Enhancing student learning outcomes by prioritising learning experiences that are accessible, engaging and challenging for all students.
- > Working collaboratively with stakeholders to ensure ACT secondary students access relevant, nationally recognised VET qualifications that strengthen their pathways to further education and employment.
- > Support schools to develop, collaborate, share and showcase evidence-based practices that improve student outcomes in ACT classrooms.
- > Support ACT Public Schools to develop and sustain highly effective teachers by implementing national and regional frameworks and initiatives.

OUR PLANS FOR THE NEXT 12 MONTHS

- > Continue partnerships with specialist organisations to support the delivery of high quality professional learning in specific teaching areas such as literacy, numeracy and Science, Technology, Engineering and Mathematics (STEM).
- > An explicit focus on numeracy professional learning - using the proven models of coaching, models and principals taking the lead.
- > Respond to the evaluation of the Early Childhood Schools and the Koori Preschool programs, and implement the recommendations arising from the review into Early Childhood Education and Care.
- > Evaluate implementation of the F-10 Australian Curriculum Achievement Standards.
- > Finalise implementation of future directions for VET for secondary students. Belconnen, North/Gungahlin and South/Weston school networks will be supported to rationalise registered training organisation operations.
- > Put in place arrangements for the collection and analysis of school-wide data for displaying and communicating to parents and the school community.
- > Schools and school support areas working in partnership to clearly articulate strategies for improving student achievement - including increased differentiation by drawing on assessment for learning.
- > Incorporate a flexible system format for reporting student achievement in the Student Administration System.

FAST FACTS

	2014-15	2015-16	Change	% Change
Number of schools in the ACT ¹	131	132	1	0.8
Number of ACT Public Schools	86	87	1	1.2
Number of students enrolled in ACT Public Schools	43,427	44,831	1,404	3.2
Number of Aboriginal and Torres Strait Islander students enrolled in ACT Public Schools	1,663	1,739	76	4.6
Number of students with special needs enrolled in ACT Public Schools	2,094	2,148	54	2.6
Number of preschool students enrolled in ACT Public Schools	4,592	4,456	-136	-3.0
Number of approved childcare service providers ²	315	352	37	11.7
Number of children aged 0-5 years attending approved childcare services ³	15,421	16,706	1,285	8.3
Number of registered training organisations enrolling government funded students	100	94	-6	-6.0
Number of government funded students undertaking vocational education and training (VET) programs	25,878	23,224	-2,654	-10.3
Number of average hours of attendance at centre based long day care	29.3	28.8	-0.5	-1.7%
Number of students participating in NAPLAN	18,902	19,080	178	0.9%

Notes:

1. Number of schools includes public, Catholic and Independent schools.
2. This includes long day care, family day care and in-home care, occasional care and outside school hours care.
3. Children may use more than one service type.

CURRICULUM COLLABORATION

Across the ACT, schools work collaboratively to improve teaching practice and student outcomes. In January 2016, five high schools from the South/Weston Network joined together to focus on the Australian Curriculum. Over 200 teachers participated in the program, designed to embed best practice in curriculum and assessment, including learning differences.

The keynote address on inclusivity was provided by Emeritus Professor Tony Shaddock, co-author of the report *Schools for All Children and Young People*.

The program included teachers working collaboratively in their discipline specific areas from across the five schools. On-going relationships were established and professional learning groups were formed, to support teachers in their implementation of the Australian Curriculum and the inclusion of learning differences.

Faculty leaders and teachers have worked in learning area groups across schools throughout the year. By examining and contrasting different units of work, as well as by moderating student work, teachers have been able to improve their understanding and application of Australian Curriculum Achievement Standards.







PRIORITY 2:
**INSPIRATIONAL TEACHING
AND LEADERSHIP**



OUR MAJOR ACHIEVEMENTS

Achieving our vision for our children and young people rests on the strength of our teaching and our leadership.

QUALITY TEACHING

- > Provided teachers with two resources: *Great Teachers by Design: A systemic approach to ensuring highly effective teachers in Canberra Public Schools* and *Great Teaching by Design: Evidence-based practices to improve student outcomes in Canberra's classrooms*. These resources aim to provide our teachers with a range of evidence-based strategies to improve educational outcomes for ACT Public School students. These resources can be found at: http://www.education.act.gov.au/__data/assets/pdf_file/0005/854465/Great-Teachers-by-Design.pdf http://www.education.act.gov.au/__data/assets/pdf_file/0006/854466/Great-Teaching-by-Design.pdf
- > Learning outcomes for students are supported by building the capabilities of teachers and school leaders through professional learning. Topics covered included the Australian Curriculum; literacy and numeracy; gifted and talented students; and English as an Additional Language or Dialect.
- > In November 2015, the Directorate applied a core skills (literacy and numeracy) test for teachers seeking to work in ACT Public Schools.
- > Classroom teacher recruitment continued to be conducted at individual school sites in 2015-16. This was underpinned by active engagement by each school executive to take ownership of building, developing and retaining effective workforce profiles to meet their community needs.
- > Over 250 teachers and principals from 33 participating primary and secondary ACT Public Schools showcased successful school based literacy programs and initiatives at the Principals as Literacy Leaders (PALLs) Learning Fair.
- > In 2015-16, funds from the Teachers Professional Learning Fund (TPLF) were allocated to assist with meeting the professional development needs of teaching staff, including those in office environments. In addition, funds were allocated from the Principals Professional Learning Fund (PPLF) to support professional learning needs of school network leaders and principals.



LEADERSHIP CAPABILITY

- > In 2015 the Australian Principal Standard and Leadership Profiles (Leadership Profiles) were embedded into a professional conversation between School Network Leaders (SNLs) and principals. The Leadership Profiles brought the principal's leadership strengths, challenges and aspirations into sharper focus.
- > The 2016 ACT Public Schools' Leadership Summit focused on the themes of 'Challenging, Engaging, Innovating and Transforming'.
- > In December 2015, 29 participants successfully completed the Aspiring Leaders Program.
- > In January 2016, the Aspiring Leaders Program was evaluated and found to be a high quality, evidence-based program that provided multiple benefits to participants in the development of leadership knowledge, skills and attributes. The evaluation made 20 recommendations to ensure that the Aspiring Leaders Program forms a valuable part of the ACT Education Directorate's strategy to build the capacity of teachers and leaders.

WORKFORCE DEVELOPMENT

- > In 2016, teachers who achieved a certification at the Highly Accomplished and Lead career stages of the *Australian Professional Standards for Teachers* were rewarded with an additional salary increment, or equivalent one year allowance if at the top of the Classroom Teacher salary scale or a School Leader C.
- > The ACT Teacher Scholarship Program continued to provide Directorate teachers and school leaders with support to undertake further study, training and/or research that will lead to improved student learning outcomes. In the 2015-16 financial year, the Directorate awarded 25 scholarships valued at \$107,000.



OUR CHALLENGES

- > To successfully implement a new Leadership Development Strategy in all ACT Public Schools.
- > Continue to ensure teacher recruits have high quality literacy and numeracy skills.
- > To implement strategies that enable teachers to develop and share deep understanding of how students learn subject content.

OUR PLANS FOR THE NEXT 12 MONTHS

- > Strengthen coaching, mentoring professional learning and performance management of teachers.
- > Support schools to develop, document and implement improvement strategies.
- > Strengthening a system-wide principal induction program that builds a shared vision and mission, cultivates values and behaviours, articulates the functions of the organisation and provides tools to support staff in the workplace.

- > Develop a system approach to leadership development activities, building a common understanding and shared purpose of what it means to be a school leader in the ACT.
- > Manage the next two cohorts of the Teachers Scholarship program, including promotion of priority areas for study; and further strengthening program management oversight and selection processes.
- > Implementation of training and development to support the implementation of the Student Resource Allocation program and Schools for All.
- > Implementation of the Leadership Development Strategy.
- > Implement *Reconciliation- Keeping it Alive 2016-2018*, with a focus on further developing cultural competency of all staff.

FAST FACTS

	2014-15	2015-16	Change	% Change
Number of staff in the Directorate	6,189	6,316	127	2.1%
Number of school leaders and teachers in Public Schools	4,285	4,278	-7	-0.2%
Number of female teachers	2,712	2,709	-3	-0.1%
Number of male teachers	802	807	5	0.6%
Number of Aboriginal and Torres Strait Islander employees	72	91	19	26.4%
Number of staff with more than 10 years service	2,295	2,372	77	3.4%
Number of teacher contracts issued	726	749	23	3.2%
Average years of service of Directorate staff	9.0	9.0	0	0.0%

PRINCIPALS AS LITERACY LEADERS

The Directorate introduced the Principals as Literacy Leaders (PALLs) program in 2013 with the aim of further developing the capabilities of ACT public primary school principals as effective literacy leaders. In 2015, the program was extended to include ACT public secondary schools. Throughout 2015, as part of the PALLs program, 3,292 teachers participated in Reading Institutes across the ACT Public School sector.

During 2015, seven modules of professional learning were provided for principals, deputy principals and members of participating schools' literacy teams with a focus on "What makes an effective leader in learning?"

A highlight of the program included a Reading and Literacy Institute Day at the Australian National University, attended by 723 teachers.

Feedback from participants, highlighting the positive impact of the PALLs ACT Program on their own leadership of learning and literacy, included:

- > "Kindergarten reading benchmark data has shown amazingly quick growth as a result of the interventions and approaches we have put in place from our PALLs work. It is so exciting."
- > "The improvement in student writing in subjects other than English can already be seen with the focus on teachers understanding more about the literacy of their discipline. Teachers and students understand more about discipline-specific vocabulary and its application in their writing."







PRIORITY 3:
**HIGH EXPECTATIONS,
HIGH PERFORMANCE**



OUR MAJOR ACHIEVEMENTS

High expectations, explicit teaching, strong student engagement and ongoing assessment and feedback to students are key indicators of success in educational outcomes. This is being reinforced through the People, Practice and Performance Framework.

STUDENTS AT THE CENTRE

- > ACT students remain among the highest performing in Australia in the National Assessment Program – Literacy and Numeracy (NAPLAN). Students in the ACT performed strongly in NAPLAN reading, where the ACT has been the highest performing jurisdiction in Australia since 2008. The ACT has also ranked first or equal first in grammar and in punctuation across all year levels since 2009 and continues to achieve highly in numeracy.
- > In 2016 preliminary results show that while the ACT continues to perform strongly, other jurisdictions are closing the gap.
- > In 2015-16 all 87 ACT Public Schools were implementing the *Gifted and Talented Students Policy 2014*.

- > A total of 4,701 students (90.5%) met the requirements for an ACT Senior Secondary Certificate.
- > A total of 2,933 (62.3%) Senior Secondary Certificate recipients also achieved a Tertiary Entrance Statement (TES), having met the requirements for university entrance and an Australian Tertiary Admission Rank (ATAR).
- > The 2015 Year 10 Excellence Awards for Outstanding Achievement in the High School Years recognised 70 year 10 students from ACT public high schools and colleges who distinguished themselves in areas such as academic excellence, perseverance, sportsmanship, artistic and musical ability, community involvement, integrity and leadership.
- > In 2015, an Expert Panel was commissioned to undertake a review of policy and practice in ACT schools for supporting and teaching students with complex needs and challenging behaviour. In November 2015, the *Schools for All Children and Young People – report of the Expert Panel on Students with Complex Needs and Challenging Behaviour* was released. All 50 recommendations were accepted by the ACT Government.



- > In response to the recommendations in the report, the Directorate commenced a three year program of cultural change – the *Schools for All Program*. The *Schools for All Program* aims to continue our ambitious evidence-based and student-centred vision.
- > Contributed to the planning and development of the Child Development Service, and worked collaboratively with the Service to assist students to start school ready to learn.
- > The Directorate worked with the National Disability Insurance Agency (NDIA) to support families of students with disability to engage with the National Disability Insurance Scheme (NDIS).
- > 1,333 (64%) potentially eligible students applied for the NDIS.
- > The Directorate assisted 52 year 12 students with a disability to apply for the NDIS WorkStart pilot- the NDIA found 46 of these students eligible to access additional funding to support their transition from education to employment.
- > Support with personal care at school and Special Needs Transport are provided by the Directorate as in-kind supports under the NDIS.

ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS

- > The provision of individual support for Aboriginal and Torres Strait Islander students to personalise learning and increased pathway opportunities resulted in Year 12 completion rates increasing from 59 percent in 2014 to 69.6 percent in 2015.
- > The 2015 public school attendance result for Aboriginal and Torres Strait Islander students was 85 percent, an improvement of 1.8 percent on the 2014 result of 84 percent.
- > Contributed to the implementation of the ACT Aboriginal and Torres Strait Islander Agreement through programs and strategies including the Aboriginal and Torres Strait Islander Secondary Scholarship Program, the Aboriginal and Torres Strait Islander Tertiary Scholarship Program, the Mura Awards and Flexible Learning Options.

NEEDS-BASED FUNDING

- > Significant progress continued to be made on implementing the new student needs based school funding model for public school, the model is the Student Resource Allocation (SRA).
- > Approximately 76 percent of the public school budget for the 2016 academic year was provided through the new Student Resource Allocation.



OUR CHALLENGES

- > Continue to focus on differentiated teaching and learning to ensure the learning needs of all students are met.
- > Continue to influence inclusive culture in schools through the implementation of the recommendations from the Expert Panel on Students with Complex Needs and Challenging Behaviour 2015 report *Schools for All Children and Young People*, so that cultural change is embedded in our schools and support systems.
- > Support schools to provide welcoming and inclusive learning environments that contribute to achieving more equitable education outcomes for Aboriginal and Torres Strait Islander students.
- > Further develop the Network Student Engagement Team model to best meet the needs of schools and their students.
- > Work effectively with schools to implement relevant elements of the Aboriginal and Torres Strait Islander Agreement 2015-18.
- > Strengthen student achievement across the domains of the National Assessment Program – Literacy and Numeracy.

OUR PLANS FOR THE NEXT 12 MONTHS

- > Develop systems to identify and respond early to students who are at risk of disengaging from learning, including developing a continuum of educational support that will provide a resource and reference for teachers, school leaders and families. Focus on the second stage of the Student Resource Allocation Program - the design and implementation of the new School Operational Allocation and the needs based loadings for students with English as an Additional Language or Dialect, ready for the 2017 school year.
- > Continue development of the needs based loading for students with disability, and supports for Aboriginal and Torres Strait Islander students, ready for implementation in 2018.
- > Early identification of students requiring support through an improved referral process and increased Network Student Engagement Team staff.
- > Embed strategies for improving student achievement.

FAST FACTS

	2014-15	2015-16	Change	% Change
Number of students enrolled in specialist schools	374	364	-10	-2.7%
Number of children attending Koori preschool programs	79	78	-1	-1.3%
Number of students enrolled in Introductory English Centres	227	218	-9	-4.0%
Number of international fee-paying students in ACT Public Schools ¹	588	643	55	9.4%
Number of Aboriginal and Torres Strait Islander students participating in the Student Aspirations program	170	150	-20	11.7%
Number of school leavers completing the post-school destination survey	2,925	2,993	68	2.3%
Number of students completing the School Satisfaction Survey	13,748	14,326	578	4.2%

Note: 1. Refer to definition of International students in Section B.2 Performance Analysis.

GIVING A VOICE TO STUDENTS WHO CANNOT SPEAK

All students at Malkara Specialist School have limited language skills and many cannot speak at all. Through a voice output program called ProLoQuo2Go and a picture-based communication system called PODD, students are able to communicate. With these augmentative and alternative communication systems, talking is as simple as a touch of a button or pointing a finger. Across the whole school environment this technology is being utilised to give the students a voice.

In November 2015, the school won a national award from the International Society for Augmentative and Alternative Communication, for their outstanding commitment to ensuring that every student at Malkara Specialist School has a way of communicating their thoughts, ideas, and wants to others.

The award is a great honour for the school, eclipsed only by the joy of helping the students learn to communicate with others.



FINDING YOUR PATHWAY

Students in ACT Public Schools are supported as they plan for their future. They are able to seek the advice of qualified Careers Advisers and also have access to the *Pathway* website. The website assists young people with their transitioning and career planning, with the support of their teachers, youth workers, community service case managers and other adults. It is designed to meet the developmental needs of young people and provide them with online interactive activities which allow them to reflect on who they are, identify their interests, set goals and practise decision making. There are three plans: the 5-6 Plan, Pathways Plan (7-10) and 11-12 Plan.

Students at Lake Tuggeranong College have a wide range of personalised pathways for their senior secondary experience. From the point of first contact in year 10, students engage with a Careers Adviser from the college before they make their subject selections. This information is assessed at the college as part of building the curriculum packages for each student enrolling in year 11. A team of Pathways Advisers then monitor students throughout their time at the college.

Pathways include those provided through the offering of particular types of courses (accredited, tertiary, vocational) as well as through the way a student's package is constructed. An example of this might be that a student begins their vocational work whilst in year 10 at night classes and can complete the units of competency by the end of year 11. Year 12 can then be a significant industry placement as part of an Australian School-Based Apprenticeship (ASBA). A further example is the student who opts into the Australian National University Extension program and undertakes a course area at the university, whilst doing their remaining courses at Lake Tuggeranong.

Lake Tuggeranong College surveys all of its graduating students and analyses the extent to which each and every student has met their pathway goals. This forms the basis of ongoing improvements to practices in support of varied and successful student pathways.





Klecha
3 cups plain flour
1/2 cup sugar
1 cup unsalted butter
3 teaspoons rose water (optional)
1/4 cup water
230g pitted dates
1 teaspoon ground cardamom
2 tablespoons butter
1 egg, beaten

Knobz
Flour
Dried Yeast
Water
Oil
Minced meat
Onions
Parsley
Salt
Cumin powder



PRIORITY 4: **CONNECTING WITH FAMILIES AND THE COMMUNITY**



OUR MAJOR ACHIEVEMENTS

Our education community, including parents, carers and children and young people, educators, the broader community and others, represent a vital source of support for our vision for our children and young people. The Directorate's 2015 and 2016 Action Plans articulated a number of strategies to focus effort to effectively engage with families and the broader community, including industry.

FAMILIES AS PARTNERS

- > Led the *Progressing Parental Engagement in the ACT* project enabling connections between home and school, and enhancing positive learning outcomes for ACT children.
- > Parents and carers are encouraged to attend our schools and to have their children lead them through their Learning journey.
- > The Directorate met regularly with the ACT Council of Parents and Citizens Associations (P&Cs) to share information in support of our students.
- > In each of our ACT Public Schools, Parents and Citizens Associations play an active role in supporting and enriching the school experience

for our ACT Public School students and provide a strong community voice for public education.

COMMUNITY AND INDUSTRY ENGAGEMENT

- > The Directorate has a range of specific partnerships with business and community groups that support education and celebrate excellence in ACT Public Schools.
- > ACT Public School education facilities are regularly accessed by the community for use after school hours, providing a valuable connection between our community and our schools.
- > The Directorate worked with the ACT community through its links to the Community Services Directorate's Child and Family Centres. ACT Public Schools make referrals to Child and Family Centres to access specific services for children. In addition, Child and Family Centres conduct programs within some ACT Public Schools. In 2015-16 these programs included *Circle of Security*, *Cool Little Kids* and *Food for Thought*.
- > The Directorate worked in conjunction with a number of not-for-profit community sector agencies delivering programs within ACT Public Schools aimed at supporting pro-social behaviours among young people.



- > Provided funding to key arts organisations through Deeds of Grant, to deliver professional learning opportunities for teachers in delivery of the Australian Curriculum: Arts.
- > The Directorate facilitated access to the Royal Life Saving Society ACT, Aqua Safe Water Safety and Awareness Program for all year two students.
- > The Directorate's third Reconciliation Action Plan (RAP) was launched in May 2016. The purpose of this RAP is to engage all employees in the creation of an organisational culture, enriched by the diversity and knowledge of Aboriginal and Torres Strait Islander peoples, their strengths and cultures through our common values.
- > Enhanced opportunities for regular communication and collaboration between vocational education and training stakeholders and industry, to share and gather evidence to inform skills and training policy.
- > Expanded the complement of field officers to support and promote the vocational education and training system in the ACT. During the reporting period there were visits to 600 employers and 700 Australian Apprentices.
- > Established agreements with the new Australian Apprenticeships Support Network providers to ensure seamless support for Australian Apprentices in the ACT.

REGULATORY SERVICES

- > Signed a new National Partnership Agreement with the Australian Government on the National Quality Agenda for Early Childhood Education and Care.
- > As at December 2015, all childcare services registered prior to March 2014 had received their first assessment under the National Quality Framework.
- > At the end of June 2016, 128 services (42%) had achieved a working towards rating; 63 services (20%) had achieved a meeting rating; 106 services (35%) had achieved an exceeding rating; and 5 services (1.7%) had achieved an excellent rating under the National Quality Framework.



OUR CHALLENGES

- > Work with education providers in other jurisdictions to strengthen the capacity of the ACT to interpret and share data to support improved school performance.
- > Work with the early childhood sector to build and enhance capabilities for achieving the outcomes set in the National Quality Framework.
- > Work with the non-government school sector and other ACT Government agencies on the provision of suitable sites for the establishment of non-government schools in the ACT.
- > To work effectively with the Chief Minister, Treasury and Economic Development Directorate to implement new laws concerning an improved reportable conduct scheme in response to the Royal Commission into Institutional Responses to Child Sexual Abuse.
- > Strengthen community partnerships with schools and families.
- > Reduce red tape and administrative burdens that impact parents engaging with schools.

OUR PLANS FOR THE NEXT 12 MONTHS

- > In conjunction with other ACT Government agencies, complete the administrative arrangements necessary to ensure that suitable sites for the establishment of non-government schools are available.
- > Continue partnership with the Australian Research Alliance for Children and Youth to develop resources that support effective parental engagement with families of students with complex needs and challenging behaviour.
- > Strengthen out of hours access for the community to education facilities.
- > Commence development of phase one of the new School Administration System.
- > Strengthen use of social media to promote the work of ACT Public Schools.

FAST FACTS

	2014-15	2015-16	Change	% Change
Number of online enrolments received	18,183	20,178	1,995	11.0%
Number of Facebook followers	1,603	3,313	1,693	106.7%
Number of Twitter followers	2,036	2,702	666	32.7%
Number of parents and carers completing the School Satisfaction Survey	7,444	8,262	818	11.0%

DEVELOPING STRONG COMMUNITY PARTNERSHIPS

Monash Primary School is committed to building a supportive, engaging and innovative environment for all students, staff and community members. Implementing the KidsMatter framework and Friendly Schools Plus program is making a positive difference to the lives of the Monash community, particularly in nurturing happy, balanced kids.

The Hub space is community-driven and provides a range of programs to support and engage students, parents and families. The Hub is a place where families can meet socially throughout the day.

A wide range of activities to engage the school community are available, including Breakfast Club, Playgroup, and Parenting Programs provided in collaboration with the Tuggeranong Child and Family Centre. Outreach with Goodwin Village provides children with the opportunity to connect with senior members of their community, both at school and in their residence. This includes reciprocal reading, concerts and movement exercises.

Other activities to engage the community include book fairs, family and community nights, numeracy education nights and multicultural dinners.







PRIORITY 5: **BUSINESS INNOVATION AND IMPROVEMENT**



OUR MAJOR ACHIEVEMENTS

We have increased the effectiveness of our schools' learning environments through facility upgrades, improvements in the use of Information and Communications Technology and through the use of well-targeted data on all aspects of school performance.

SCHOOL PERFORMANCE

- > In 2016, the Directorate implemented a new approach to school improvement – *People, Practice and Performance: School Improvement in Canberra Public Schools – A framework for School Performance and Accountability*.

DATA FOR IMPROVEMENT

- > Procurement of a new School Administration System was undertaken during 2015-16, along with the development and delivery of a school data tool designed to place data on many aspects of school performance at the fingertips of school leaders.
- > Completed modifications and continued a staged release of additional functionality for the *ACT Vocational Education and Training Administration*

Records System (AVETARS) to support the roll out of the new Australian Apprenticeships Management System (AAMS), being implemented by the Australian Government.

- > Completed upgrades to AVETARS to improve and streamline the capacity for vocational education and training stakeholders to meet their reporting obligations.
- > Released a School Data Tool to provide principals with access to school performance data.

LEARNING ENVIRONMENTS

- > Commenced a two year wireless expansion project for all ACT public primary schools providing secure and reliable wireless access on personal devices, connection to the high speed broadband internet.
- > Since February 2015, two Education Summits and a range of training workshops focusing on effective use of the Google Apps for Education suite were attended by 800 teachers.
- > Charles Weston School - Coombs opened for the start of the 2016 school year.
- > Completed Stage 1 of procurement process for the North Gungahlin P-6 School in the suburb of Taylor. The request for tender process commenced in May 2016.



- > Completed construction of the outdoor learning and play space at Belconnen High School.
- > Commenced Stage 2 of the modernisation works at Belconnen High School. This will include major refurbishments to the student learning and teaching spaces, further outdoor works and the creation of a new school administration and main entry area.
- > Completed Stage 1 of a two stage refurbishment at the Woden School. Works in 2015-16 included upgraded classrooms and assembly hall as well as construction of a new senior school building.
- > The planned upgrade and expansion of preschool facilities at Mawson Primary School were completed in this reporting period.
- > New facilities were completed as part of the Belconnen Trade Skills Centre. Facilities were across eight sites and will include hospitality, construction and horticulture.
- > Extension and upgrade of classrooms to provide contemporary teaching spaces were completed at Curtin Primary School.
- > Planning for Caroline Chisholm School Centre for Innovation and Learning commenced with design and procurement activities to engage consultants and the builder completed. The centre will provide a focal point for student learning, teacher professional development and community use to deliver Science, Technology, Engineering and Mathematics (STEM) curriculum.



OUR CHALLENGES

- > The ACT school population is growing rapidly as the ACT grows and as more parents choose public school education. It is essential that long term enrolment planning is able to support the Directorate to deliver the right learning environments in the right places to support this growth.
- > Deliver capital works program aimed at creating contemporary learning and teaching spaces within budget.
- > Implement successful planning and resourcing to achieve effective transition to online testing for the National Assessment Program – Literacy and Numeracy.
- > Support school strategic planning through the delivery of timely, high quality, information about the progress of the student cohort in the ACT that can be reflected in practical ways for use by schools and teachers to meet the requirements of the School Performance and Accountability Framework.
- > To embed performance and development practices aligned with the *People, Practice and Performance Framework*.

OUR PLANS FOR THE NEXT 12 MONTHS

- > Deliver significant improvements to schools in a range of areas through the staged implementation of a new School Administration System.
- > Continue to undertake the program of Standard School Reviews, using expertise from the Australian Council for Educational Research and experienced system principals to form the review panels and deliver a report on the outcome of the reviews.
- > Deliver detailed enrolment projections to support planning to meet the needs of the increasing school population of the ACT.
- > Improve the delivery of timely, high quality and practical data on student performance to school leaders.
- > As part of the Directorate's energy efficiency initiatives, complete the roll out of LED lighting upgrades at the remaining ACT Public School sites.

FAST FACTS

	2014-15	2015-16	Change	% Change
Value of Directorate assets including school buildings	\$1,793.0m	\$1,805.2m	\$12.2m	0.7
Value of capital works	\$55.8m	\$41.6m	-\$14.2m	-25.4
Square metres public school space	599,620	611,007	11,387	1.9
Kilowatt hours of electricity used in ACT Public Schools	24,963,621	24,099,194	-864,427	-3.5
Kilolitres of water used in ACT Public Schools	337,471	337,110	-361	-0.1
Tonnes of greenhouse gas emissions in ACT Public Schools	28,513	26,665	-1,848	-6.5
Kilometres travelled in office based vehicles	208,440	122,316	-86,124	-41.3
Reams of paper purchased for central office use	8,734	7,500	-1,234	-14.1
Litres of paper recycled within central office	208,320	124,080	-84,240	-40.4
Wireless access points in ACT Public Schools	3,550	4,256	706	19.9

Notes:

- > Energy, water consumption and greenhouse gas emissions figures are for 87 schools in 2015-16 compared to 86 schools in 2014-15.
- > Resource usage at the new Charles Weston School-Coombs, which opened in term 1, 2016, was recorded for half of the reporting year.
- > As part of an Administrative Arrangement Order, the Training and Tertiary Education (TaTE) Branch, now known as Skills Canberra, transferred to the Chief Minister, Treasury and Economic Development Directorate (CMTEDD). 2015-16 resource usage data for TaTE is included in CMTEDD's annual report.

21ST CENTURY LEARNING

Information and Communication Technology is fundamental in enhancing teaching and learning across all areas of the curriculum. Students in ACT Public Schools are using a range of digital tools, including Google Apps for Education, Google Communities and robotic technologies, to develop the knowledge, skills, attitudes and values that are required for digital citizenship in the 21st century.

Throughout 2015-16, access to technology for all students continued to improve. All secondary schools and many primary schools enjoy reliable access to WiFi through the wireless improvement program, and schools received funding to supplement Bring Your Own Device models, and ensure that all students had access to a computer device while at school. Many schools used this funding to purchase Chromebooks, which offer a simple and reliable way to access the digital tools used in schools. For example, Macquarie Primary School has purchased 60 Chromebooks for use in nine classrooms.

Google Apps for Education has been available to all ACT Public Schools since early February 2015. As of 2016, it is now accessed by more than 41,000 students and there are currently over three million documents created within the Google Apps

environment. Google Apps are used by schools in a variety of ways. The use of Google Drive has led to greater collaboration by students and teachers on a variety of tasks. At Fraser Primary School, Wanniasa School and Giralang Primary School, students regularly use the collaborative functionality of Google Docs and Slides to work together on documents and give each other feedback. This has also led to an increase in student engagement and motivation through an authentic peer audience. Students at Alfred Deakin High School and Lanyon High School regularly use Google Classroom, where they can discuss a range of topics, access learning materials when needed, and even submit their work online. The use of cloud-based digital tools also allow them to work flexibly and develop organisational skills as they begin tasks and then continue them at a time that suits them.

Google Apps for Education have also made it easier for students to develop reading and writing skills. Built-in tools and add-ons provide opportunities for students to hear their writing read back to them, and also to dictate their writing using speech-to-text tools. This has been very motivating for many reluctant writers and readers.



For example, at Charnwood-Dunlop Primary School, one student went from being a non-writer to a daily writer of stories, through the use of speech-to-text tools. A student at Macgregor Primary School progressed from taking three lessons to produce a written piece of text to being able to write a detailed exposition within a 45 minute lesson.

Many schools are also using tools such as Google+ Communities to connect with their school community. Macquarie and Giralang Primary regularly post classroom and school updates to their school Communities page, with parents able to instantly see photos, videos and updates of day-to-day learning. This has led to enhanced partnerships between home and school. At Chapman preschool, student portfolios are now digital, with photos, activity reports and artworks uploaded to a shared folder. Parents and friends can be given access to the folder and see the work going on in the school.

Many schools are also actively engaged in the development of STEM (Science, Technology, Engineering and Mathematics) skills in their students. At Charles Weston Primary School-Coombs, all students in years K-6 regularly take part in coding lessons, designed to develop their computational thinking and problem solving skills. At Caroline Chisholm School, robotics classes are

popular, with students developing race tracks for their peers to navigate. The Learning Support Unit – Autism at Caroline Chisholm School has also experienced some good success with robotics. The students in the unit have been working together on communication skills through the development of mazes and problem-solving puzzles.

Since Google Apps were introduced into ACT Public Schools in February 2015, 800 teachers have attended two Summits and a range of training workshops to develop skills in the use of Google Apps for Education.

http://www.education.act.gov.au/teaching_and_learning/learn-anywhere-ict-for-students



AWARDS AND RECOGNITION

2015 ACT PUBLIC EDUCATION EXCELLENCE AWARDS

The Public Education Excellence Awards celebrate and recognise the excellence, innovation and talents of the ACT Public Education workforce.

The award recipients were:

- > Early Childhood Teacher of the Year - Sarah Synnott, Isabella Plains Early Childhood School
- > Primary Teacher of the Year - Leslie Carr, Maribyrnong Primary School
- > Secondary Teacher of the Year - Chris Kenna, Hawker College
- > Education Support Person of the Year - Daryl Galic, Mount Rogers Primary School
- > New Educator of the Year - Ellie Templeton, Lake Tuggeranong College
- > Outstanding School Leader of the Year - Bruce McCourt, Calwell High School
- > Leadership in Aboriginal & Torres Strait Islander Education - John Williams, Lyneham High School
- > Volunteer of the Year - Heather Girdlestone, Neville Bonner School
- > Outstanding Partnership of the Year - Anglicare, Southern Cross Early Childhood School.



Award recipients with Ms Diane Joseph, Director-General (front row, second from right) and Minister for Education and Training, Ms Joy Burch MLA (front row, far right).

ACT TRAINING EXCELLENCE AWARDS 2015

The Awards celebrate the successes of apprentices, trainees and students, as well as the teachers, trainers, registered training organisations, group training organisations and employers involved in the ACT's vocational education system.



Award recipients:

- > ACT Large Employer of the Year - Wilson Security
- > ACT Small Registered Training Organisation of the Year - Australian Indigenous Leadership Centre
- > ACT Large Registered Training Organisation of the Year - Canberra Institute of Technology
- > ACT VET in Schools Excellence Award - Gungahlin College
- > ACT Industry Collaboration Award - Australian Indigenous Leadership Centre
- > ACT VET Teacher/Trainer of the Year - Melissa Dinn
- > ACT Vocational School Student of the Year - Teagan Pate
- > ACT School-Based Apprentice of the Year Certificate II - Nicholas Neeson
- > ACT School-Based Apprentice of the Year Certificate III - Hana Chapman-Speering
- > ACT Aboriginal and Torres Strait Islander Student, Trainee or Apprentice of the Year - Rachel Hounsell-Carey
- > ACT Vocational Student of the Year - Hanna Darmody
- > ACT Apprentice (Trainee) of the Year - Samantha Marks-Galea
- > ACT Apprentice of the Year (F J McCauley Award) - Tevita Supilani Ma'ilei
- > Norm Fisher Award - Adrian Marron (Posthumously awarded)
- > John Scott Memorial Award - Jerome de Rose.

Category winners Melissa Dinn, Hana Chapman-Speering, Rachel Hounsell-Carey, Hanna Darmody, Samantha Marks-Galea and Tevita Supilani Ma'ilei represented the ACT in the national awards in Hobart.

At the national awards, Hanna Chapman-Speering was runner up in the Australian School-based Apprentice of the Year and Samantha Marks-Galea was runner up in the Australian Apprentice (Trainee) of the Year award.

FRENCH AWARD

In 2015 Diane Joseph, the then Director-General, received The Palmes Académiques Chevalier – Knight of the French Order, from the French Government for eminent service to French education and for actively contributing to the prestige of French culture.

The Ordre des Palmes Académiques recognises those who have made a contribution in academic, cultural or educational fields.

The award was presented by the French Ambassador, His Excellency Christophe Lecourtier.

Diane was the first honorary president of the Australian Association of French English Bilingual Schools.



Australian Scholarships Group National Excellence in Teaching Awards 2015

The Australian Scholarships Group National Excellence in Teaching Awards honour exemplary teaching throughout Australia and New Zealand. The awards provide communities with the opportunity to formally recognise and thank outstanding teachers and leaders.

Jarrod McGrath, from The Woden School in Canberra, was one of 12 outstanding educators from across Australia honoured for their inspiring and innovative contribution to teaching.

Jarrod is passionate about achieving student outcomes and creating a positive school climate through community engagement. He has been teaching at the specialist school for three years and was nominated for his service to students with intellectual and physical disabilities. Jarrod received an Innovation Award for fostering the development of students' social, vocational and academic skills through a strong connection of community and family. He has been instrumental in creating programs which help give students with disabilities employment skills and has established wider vocational opportunities by organising work experience placements and offering a work ready course.



Jarrod McGrath with students at the Woden School.

AUSTRALIAN COUNCIL FOR EDUCATION LEADERS ACT BRANCH AWARDS 2016

The Australian Council for Educational Leaders ACT Branch Annual Awards Presentation honoured a number of our public education leaders, acknowledging the significant contribution they have made to education, educational leadership and the improvement of student and organisation outcomes.

Educational Leadership:

- > Judy Hamilton School Network Leader, North/Gungahlin Network
- > Catherine Dillon Deputy Principal, Ainslie School
- > Jason Walmsley Principal, Charles Conder Primary School
- > Penny Mims Deputy Principal, The Woden School
- > Bec Smith Executive Teacher, Kingsford Smith School

Early Career Teacher Leadership:

- > Megan Evans Namadgi School
- > Rachel Blencowe Namadgi School

The ACEL National Honorary Fellowship:

- > Wendy Cave Principal, Macquarie Primary School
- > Jo Padgham Principal, Turner School
- > Narelle Hargreaves Director (retired) Education Directorate



B.2 PERFORMANCE ANALYSIS

The Strategic Plan 2014-2017: *Education Capital: Leading the Nation* guides the organisation towards the achievement of our vision that every child, young person and adult in the ACT will benefit from a high quality, accessible education, childcare and training system. The Plan identifies five priority areas for the four-year period:

- > Quality learning;
- > Inspirational teaching and leadership;
- > High expectations, high performance;
- > Connecting with families and the community; and
- > Business innovation and improvement.

Performance against these priorities in 2015-16 is described in this section.

QUALITY LEARNING

We will ensure all learners have access to powerful and relevant learning experiences.

Quality learning is the core element of the Directorate's service provision. ACT Public Schools maintain high expectations for student learning and work continuously to enhance learning outcomes of students. Quality learning initiatives in public schools ensure students' success at and beyond school. Quality learning can be measured through the performance of students in national and international assessments.

ACT schools use NAPLAN data to support decision making and determine strategies at the school level to improve student learning outcomes. The Directorate is committed to empowering all school leadership teams to make local decisions about the professional development and training opportunities that best meet the needs of their staff and achieve each school's performance targets and priorities.

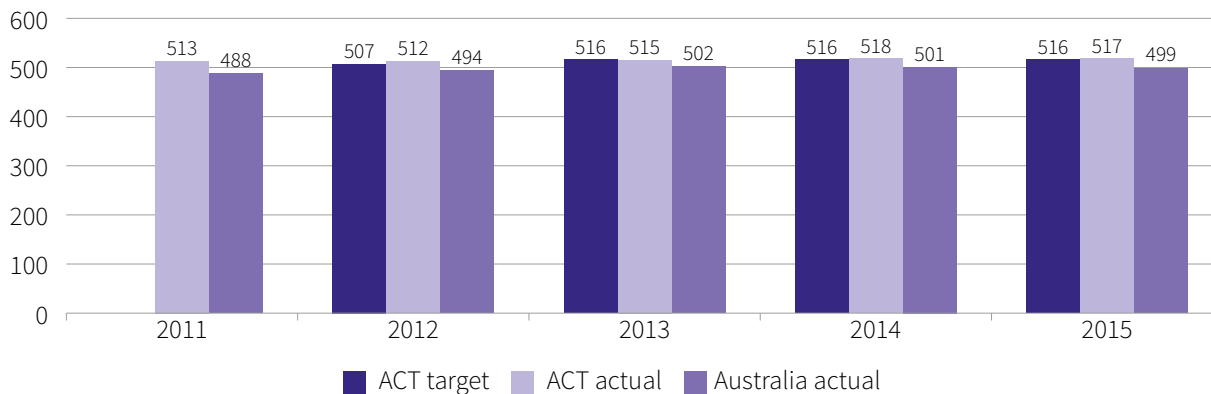
LITERACY

National Assessment Program – Literacy and Numeracy (NAPLAN) is conducted in all states and territories in May each year. Students in years 3, 5, 7 and 9 are tested in reading, language conventions, numeracy and writing.

More detailed information regarding NAPLAN can be found at www.nap.edu.au

The performance of year 5 public school students in reading is shown by the mean achievement score in NAPLAN. Figure B2.1 shows that the 2015 mean achievement score for year 5 students in reading met the ACT target and was higher than the national mean. ACT year 5 results have remained relatively stable since 2011 while the performance of students in other jurisdictions, particularly Western Australia, Queensland and the Northern Territory, have been improving. As a result the gap between the ACT performance and the national performance has been decreasing.

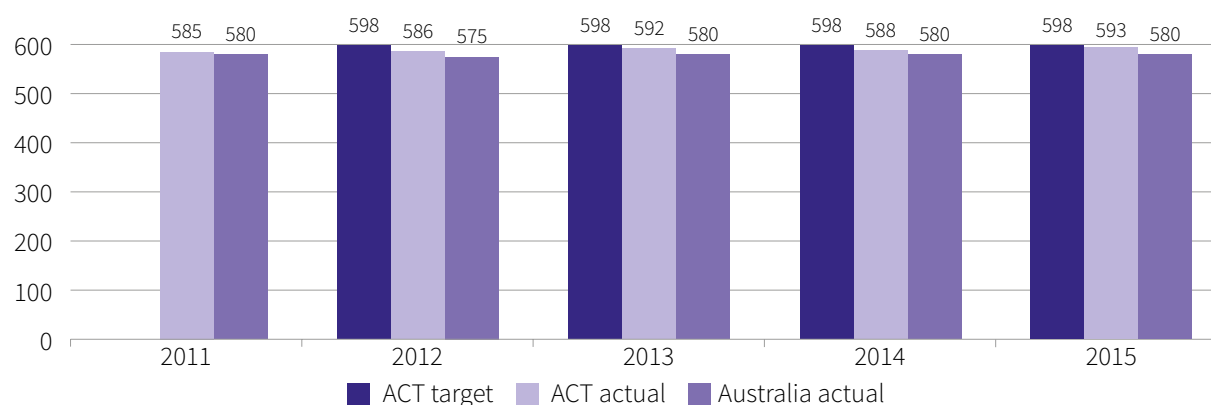
FIGURE B2.1: MEAN ACHIEVEMENT SCORE OF ALL YEAR 5 PUBLIC SCHOOL STUDENTS IN READING IN NAPLAN, 2011 TO 2015



Source: Australian Curriculum, Assessment and Reporting Authority, National Assessment Program – Literacy and Numeracy 2011 to 2015

The performance of year 9 public school students in reading was consistently higher than the national mean (Figure B2.2). There has been no significant change in ACT year 9 reading results since NAPLAN testing began in 2008. All variations in ACT results have to a large extent mirrored changes in national results.

FIGURE B2.2: MEAN ACHIEVEMENT SCORE OF ALL YEAR 9 PUBLIC SCHOOL STUDENTS IN READING IN NAPLAN, 2011 TO 2015

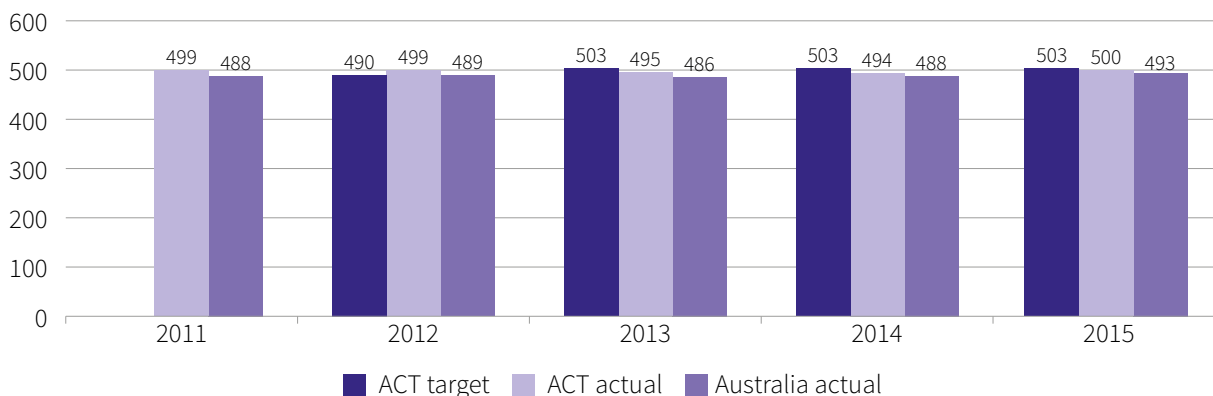


Source: Australian Curriculum, Assessment and Reporting Authority, National Assessment Program – Literacy and Numeracy 2011 to 2015

NUMERACY

The performance of year 5 public school students in numeracy was above the national mean. The ACT mean achievement score was slightly below the target for 2015 (Figure B2.3). Year 5 numeracy results have consistently been above the national mean since 2008, with significant growth in mean results between 2008 and 2012. ACT year 5 results have since reached a plateau between 2013 and 2015.

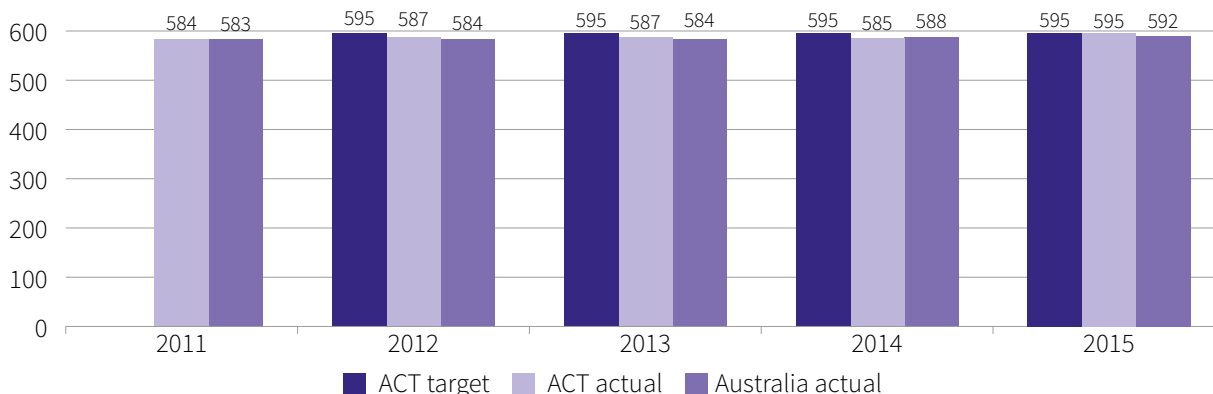
FIGURE B2.3: MEAN ACHIEVEMENT SCORE OF ALL YEAR 5 PUBLIC SCHOOL STUDENTS IN NUMERACY IN NAPLAN, 2011 TO 2015



Source: Australian Curriculum, Assessment and Reporting Authority, National Assessment Program – Literacy and Numeracy 2011 to 2015

The mean achievement score of all year 9 public school students in numeracy shows consistency in results since 2011. The ACT mean score met the target in 2015 (Figure B2.4). Year 9 numeracy mean scores have been statistically higher than national results across the years of NAPLAN. Variations in results have tended to mirror the national results and there have been no statistically significant changes across 2008-2015.

FIGURE B2.4: MEAN ACHIEVEMENT SCORE OF ALL YEAR 9 PUBLIC SCHOOL STUDENTS IN NUMERACY IN NAPLAN, 2011 TO 2015



Source: Australian Curriculum, Assessment and Reporting Authority, National Assessment Program – Literacy and Numeracy 2011 to 2015

NATIONAL ASSESSMENT PROGRAM – INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) LITERACY

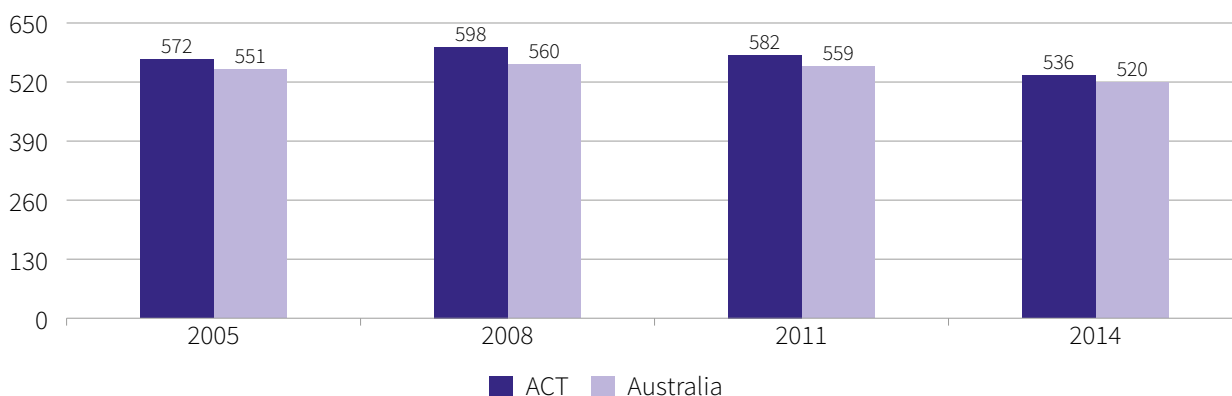
The National Assessment Program – ICT Literacy (NAP-ICT) is a national sample assessment of students' skills, knowledge and understanding of general rather than specialist technical information and communications technology skills. It assesses students' ability to appropriately access, manage, integrate and evaluate information, develop new understandings and communicate with others in order to participate effectively in society. A sample of year 6 and year 10 students across Australia participated in the testing.

Further information on the assessment is available from <http://nap.edu.au/nap-sample-assessments/ict-literacy>.

The performance of ACT year 10 students in the 2014 NAP-ICT was above the Australian mean. However, there has been a statistically significant (62 points) decline in ACT students' performance from 2008 to 2014 (Figure B2.5). This decline is consistent with the national result. There are a number of potential factors behind this national trend including the possibility that the test does not cater to changes in ICT practices.

Students in ACT Public Schools develop a wide range of skills to prepare them for a changing world. They access real-world learning platforms that are easy to use and familiar to them, so they can learn, create, communicate and collaborate from anywhere, any time. ACT schools are progressively implementing the Australian Curriculum: Digital Technologies and Information and Communication Technology general capability. The Directorate supports the development of teachers in digital technologies through regular training, online communities and the celebration of good practice.

FIGURE B2.5: MEAN ACHIEVEMENT SCORE OF ACT AND AUSTRALIAN YEAR 10 STUDENTS IN NAP ICT, 2005 TO 2014



Source: Australian Curriculum, Assessment and Reporting Authority, National Assessment Program ICT Literacy 2005 to 2014

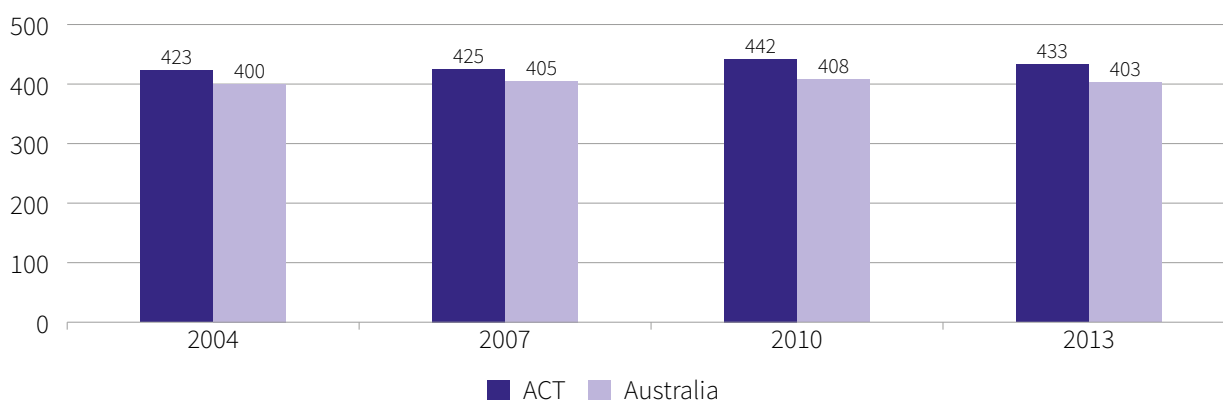
NATIONAL ASSESSMENT PROGRAM - CIVICS AND CITIZENSHIP

The National Assessment Program – Civics and Citizenship is a national sample assessment of students' skills, knowledge and understanding of Australia's system of government. It assesses students' understanding of civic life and attitudes, values and participation in civic-related activities at school and in the community. A sample of year 6 and year 10 students across Australia participated in the testing.

Further information on the assessment is available from www.nap.edu.au/nap-sample-assessments/civics-and-citizenship/napsa-civics-and-citizenship.html.

The performance of ACT year 6 and year 10 students in the 2013 National Assessment Program – Civics and Citizenship continued to show ACT students as among the highest performing in Australia. The results indicate the value of students participating in the governance of their school and extracurricular activities in achieving a greater understanding of Australian government and civic life. The mean score for year 6 ACT students (433) was the highest in the nation, with the ACT performing higher than the national average (403) (Figure B2.6).

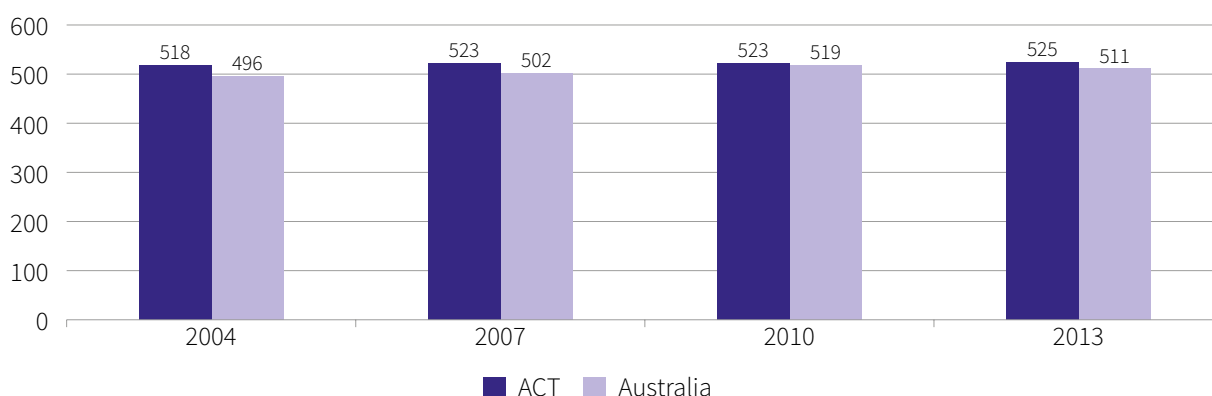
FIGURE B2.6: MEAN ACHIEVEMENT SCORE OF YEAR 6 ACT STUDENTS IN CIVICS AND CITIZENSHIP, 2004 TO 2013



Source: Australian Curriculum, Assessment and Reporting Authority, National Assessment Program Civics and Citizenship 2004 to 2013

The mean score of ACT year 10 students (525) was equal highest in Australia, along with NSW, Victoria and Western Australia, and above the national average (511) (Figure B2.7).

FIGURE B2.7: MEAN ACHIEVEMENT SCORE OF YEAR 10 ACT STUDENTS IN CIVICS AND CITIZENSHIP, 2004 TO 2013



Source: Australian Curriculum, Assessment and Reporting Authority, National Assessment Program - Civics and Citizenship

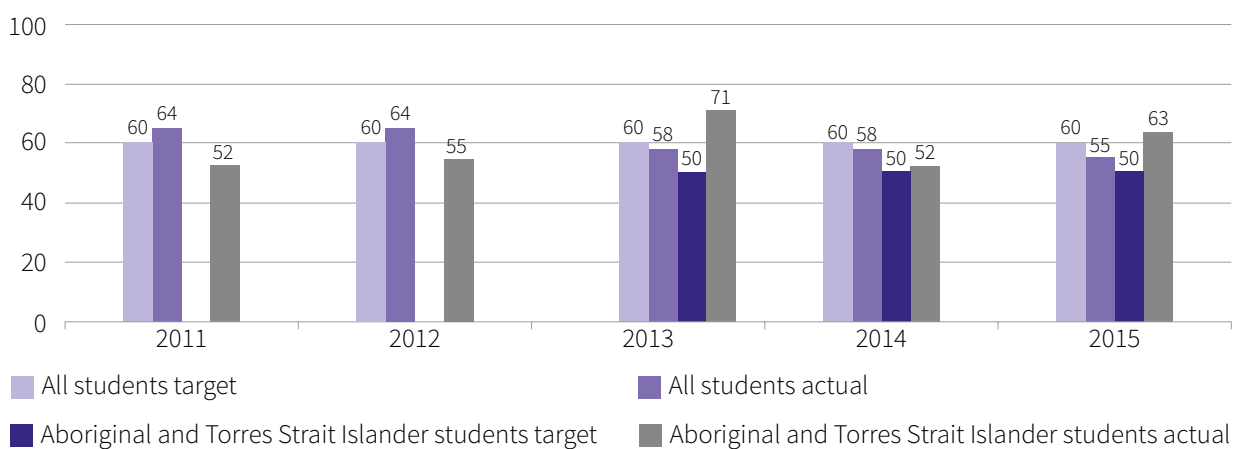
VOCATIONAL EDUCATION AND TRAINING

The percentage of year 12 students receiving a nationally recognised vocational qualification is the number of year 12 students who completed year 12 and achieved a vocational qualification, or equivalent, divided by the total number of students enrolled in year 12 at the February census of a given year. Data is obtained from the ACT Board of Senior Secondary Studies and the Directorate's School Census undertaken in February.

Further information on this measure can be obtained by emailing ETDAnnualReport@act.gov.au.

The performance of ACT students in vocational education and training is shown by the percentage of year 12 students who received a nationally recognised qualification (Figure B2.8). From 2011 to 2012 the percentage of all students exceeded or was equal to the target, but was slightly beneath the target of 60 percent from 2013 to 2015. The target of 50 percent of all Aboriginal and Torres Strait Islander students was exceeded over the last three years.

FIGURE B2.8: PERCENTAGE OF YEAR 12 STUDENTS WHO RECEIVED A NATIONALLY RECOGNISED VOCATIONAL QUALIFICATION, 2011 TO 2015



Source: ACT Education Directorate

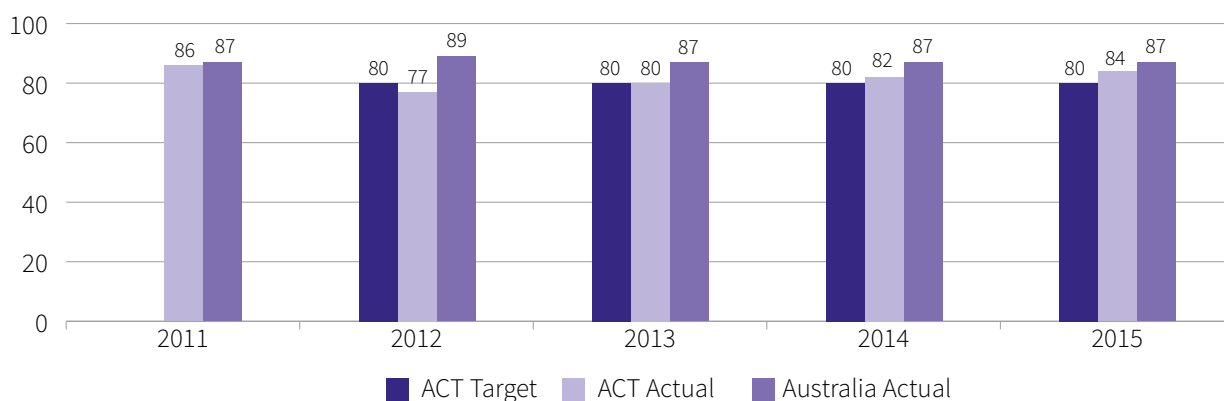
APPRENTICE SATISFACTION

The data in relation to apprentices satisfied with their training is obtained from the annual Student Outcomes Survey of the National Centre for Vocational Education Research. The annual survey measures apprentices' and vocational education and training students' satisfaction with training and post-training employment outcomes.

Further information on this measure can be obtained from www.ncver.edu.au.

Over the five year period from 2011 to 2015, apprentices reported around 80 percent satisfaction with their training (Figure B2.9). Satisfaction levels for ACT apprentices were slightly below satisfaction levels for all apprentices in Australia, but showed a slight increase and exceeded the target in 2014 and 2015.

FIGURE B2.9: PERCENTAGE OF APPRENTICES SATISFIED WITH THEIR TRAINING UNDER AUSTRALIAN APPRENTICESHIPS, 2011 TO 2015



Source: ACT Education Directorate

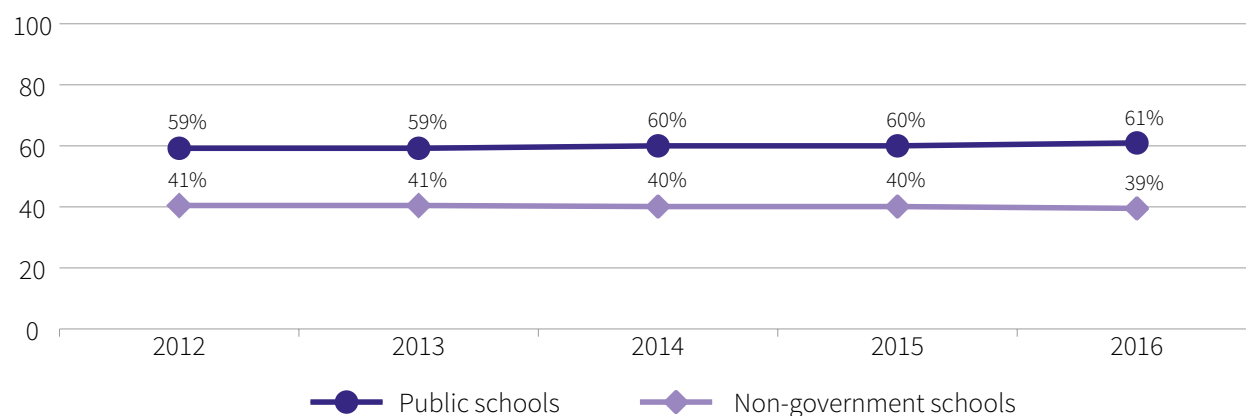
ACT SCHOOL ENROLMENTS

The proportion of school enrolments includes all students enrolled from preschool to year 12 in all ACT schools, including specialist schools, at February census of a given year.

Further information on this measure can be obtained by emailing ETDAnnualReport@act.gov.au.

ACT Public Schools continued to enrol the majority of students. ACT Public School enrolments as proportion of overall ACT enrolments was stable from 2012 to 2016 (Figure B2.10).

FIGURE B2.10: PROPORTION OF SCHOOL ENROLMENTS, 2012 TO 2016



Source: ACT Education Directorate

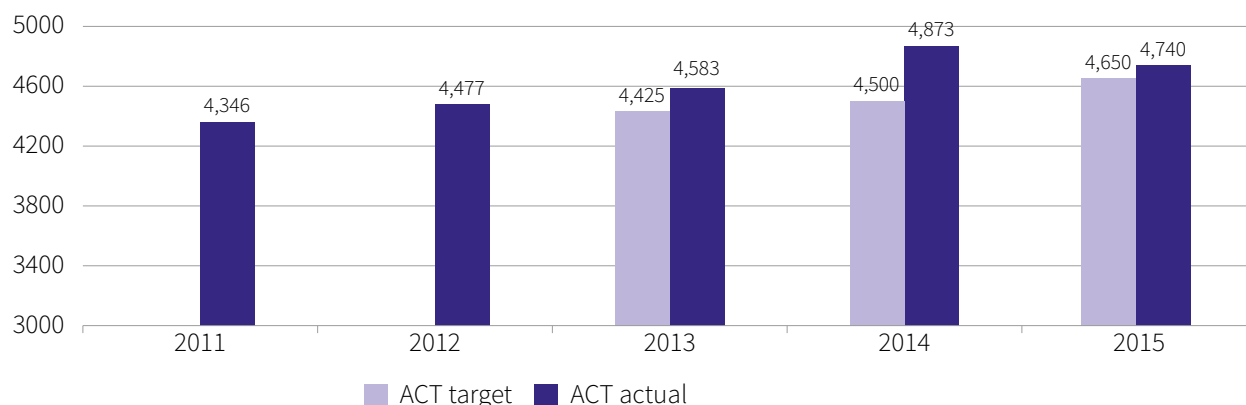
PRESCHOOL ENROLMENT

The number of preschool enrolments in ACT Public Schools in August census of a given year, includes students who were attending a preschool program at a specialist school and as early entry students.

Further information on this measure can be obtained by emailing ETDAnnualReport@act.gov.au.

Preschool enrolments in both ACT Public Schools and in non-government school providers have been steadily increasing over the last five years (Figure B2.11).

FIGURE B2.11: NUMBER OF ENROLMENTS IN PRESCHOOL IN PUBLIC SCHOOLS, 2011 TO 2015



Source: ACT Education Directorate

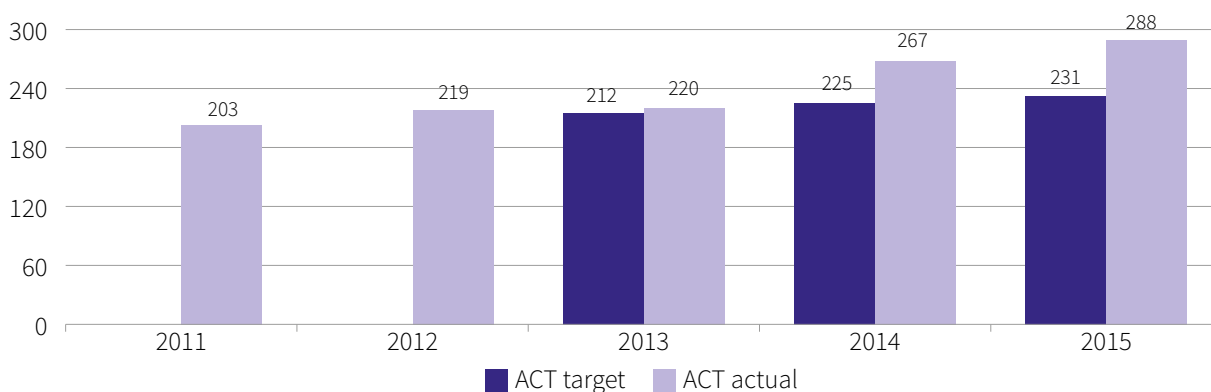
ABORIGINAL AND TORRES STRAIT ISLANDER ENROLMENTS IN PRESCHOOL IN PUBLIC SCHOOLS

The number of preschool enrolments of Aboriginal and Torres Strait Islander students in public schools includes students who were attending a preschool program at a specialist school and as an early entry student, as at August census of a given year.

Further information on this measure can be obtained by emailing ETDAnnualReport@act.gov.au

The number of Aboriginal and Torres Strait Islander student enrolments in preschool in public schools consistently increased over the last five years. In 2015 the result of 288 students substantially exceeded the target of 225 enrolments (Figure B2.12).

FIGURE B2.12: NUMBER OF ENROLMENTS OF ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS IN PRESCHOOL IN PUBLIC SCHOOLS, 2011 TO 2015



Source: ACT Education Directorate

INSPIRATIONAL TEACHING AND LEADERSHIP

We will build the capacities of our teachers and leaders – by design, not by chance.

Quality learning flows from inspirational teaching and school leadership. In 2016 the Directorate employed 4,278 teachers and school leaders.

REAL RETENTION

The real retention rate for preschool to kindergarten and year 6 to year 7 represents the number of children continuing in public education (at the February school census of a given year) as a proportion of the number of children enrolled in the prior year level (at the August school census).

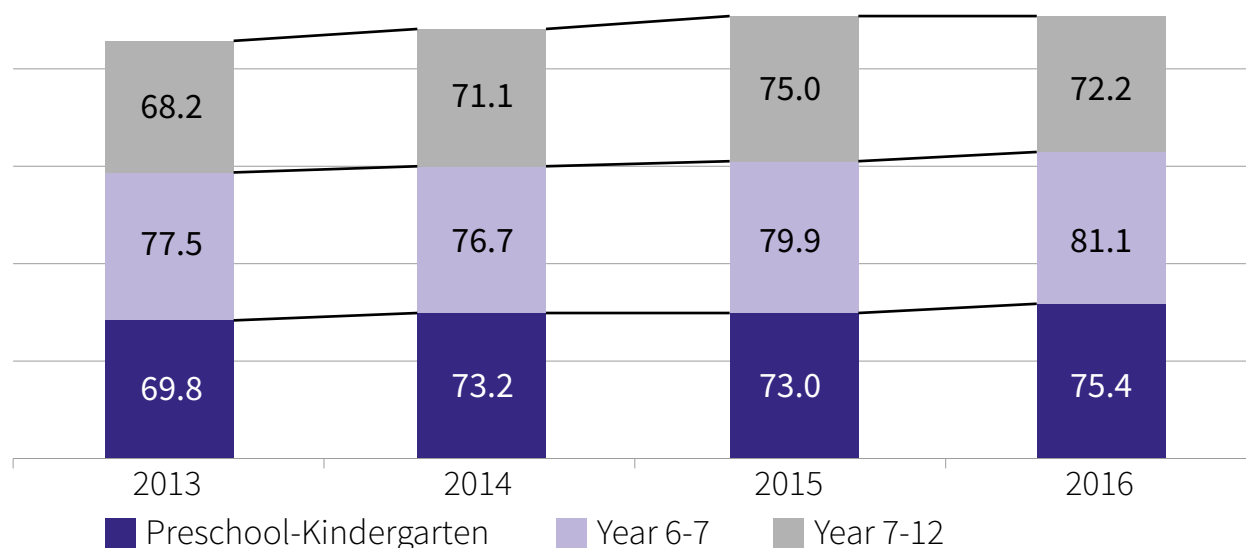
The real retention rate for year 7 to year 12 represents the number of children enrolled in year 12 in public schools at the February school census of a given year below as a proportion of the number of children enrolled in year 7 five years ago at the August school census.

Further information on this measure can be obtained by emailing ETDAnnualReport@act.gov.au

The proportions of students continuing in public education from preschool to kindergarten, year 6 to year 7 and year 7 to year 12 have increased between 2013 and 2016 (Figure B2.13). Real retention is affected by a number of factors including but not limited to:

- > migration out of the ACT
- > inter-sector (affiliation) transfer
- > children of diplomats and short term international exchange students returning to their place of origin
- > students progressing at a faster or slower than expected rate of one grade a year.

TABLE B2.13: REAL RETENTION RATES IN PUBLIC SCHOOLS FROM PRESCHOOL TO KINDERGARTEN, YEAR 6 TO YEAR 7 AND YEAR 7 TO YEAR 12, 2013 TO 2016



Source: ACT Education Directorate

STAFF RETENTION RATE

The staff retention rate is expressed as a percentage of all staff retained in the financial year.

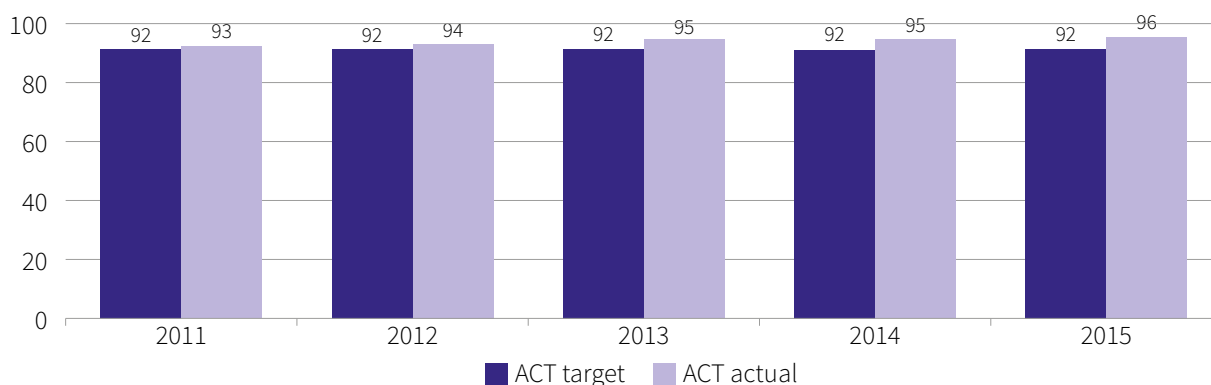
The rate is calculated by dividing the number of permanent staff employed at the last pay day in June of the proceeding year, plus the number of commencements during the financial year, minus the number of separations in the same financial year, by the number of staff at the last pay day of the proceeding year and commencements during the financial year.

The staff retention rate is the headcount of permanent school-based and office-based staff in all classification streams. Staff on long service leave are excluded from these counts.

Further information on this measure can be obtained by emailing ETDAnnualReport@act.gov.au.

The staff retention rate in the Directorate was gradually increasing over the last five years, with a retention rate of at least 93 percent each year, exceeded the target of 92 percent between 2011 and 2015 (Figure B2.14).

FIGURE B2.14: STAFF RETENTION RATE, 2011 TO 2015



Source: ACT Education Directorate

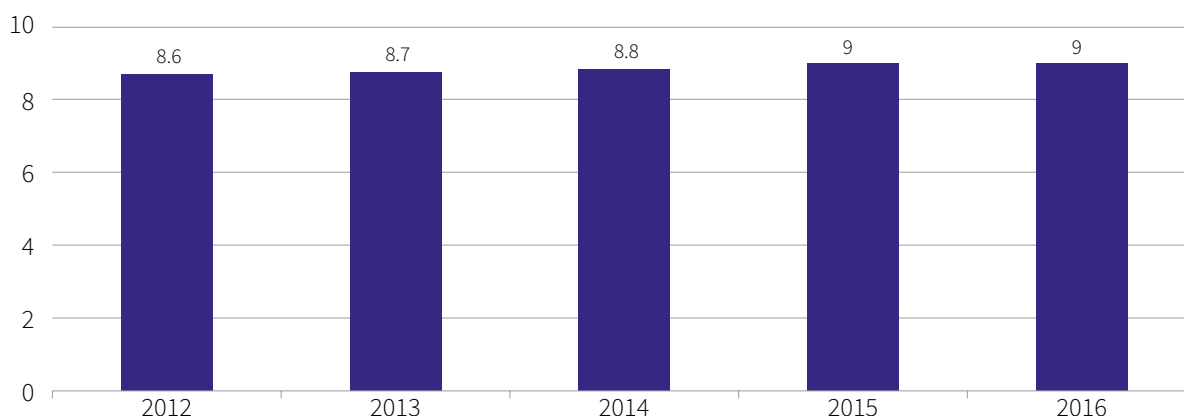
AVERAGE NUMBER OF YEARS OF EMPLOYMENT

Average number of years of employment is the total number of years of employment of all employees divided by the total number of employees of the Directorate, based on the headcount of all permanent school and office-based staff in all classification streams as at the last pay day in June in the financial year. Staff on long service leave are excluded from these counts.

Further information on this measure can be obtained by emailing ETDAnnualReport@act.gov.au.

The average number of years of employment in the Directorate steadily increased from 8.6 years in 2012 to 9.0 years in 2015 and remained steady for 2016 (Figure B2.15).

FIGURE B2.15: AVERAGE NUMBER OF YEARS OF EMPLOYMENT WITH THE DIRECTORATE, 2012 TO 2016



Source: ACT Education Directorate

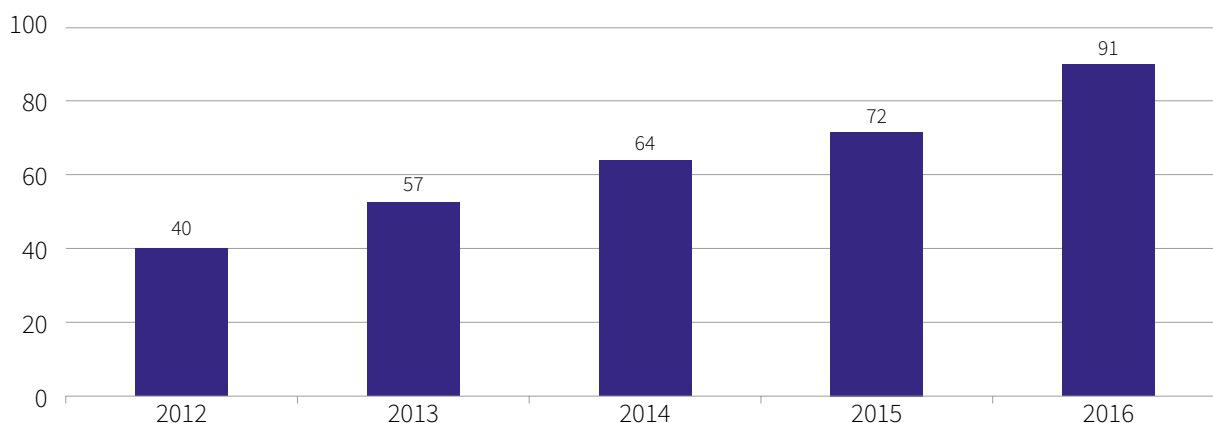
ABORIGINAL AND TORRES STRAIT ISLANDER EMPLOYEES

The number of Aboriginal and Torres Strait Islander employees is based on the headcount of employees identifying themselves as Aboriginal and Torres Strait Islander people as at the last payday in June of each referenced year.

Further information on this measure can be obtained by emailing ETDAnnualReport@act.gov.au.

The ACT Public Service committed to more than doubling the number of Aboriginal and Torres Strait Islander employees by 2015. The number of Aboriginal and Torres Strait Islander employees within the Education Directorate was 40 in 2012 and has more than doubled to 91 in 2016. The increase of 19 employees was the largest from 2015 to 2016 over the last five years (Figure B2.16).

FIGURE B2.16: NUMBER OF DIRECTORATE ABORIGINAL AND TORRES STRAIT ISLANDER EMPLOYEES, 2012 TO 2016



Source: ACT Education Directorate

HIGH EXPECTATIONS, HIGH PERFORMANCE

We have high expectations for all and will meet the learning needs of every student.

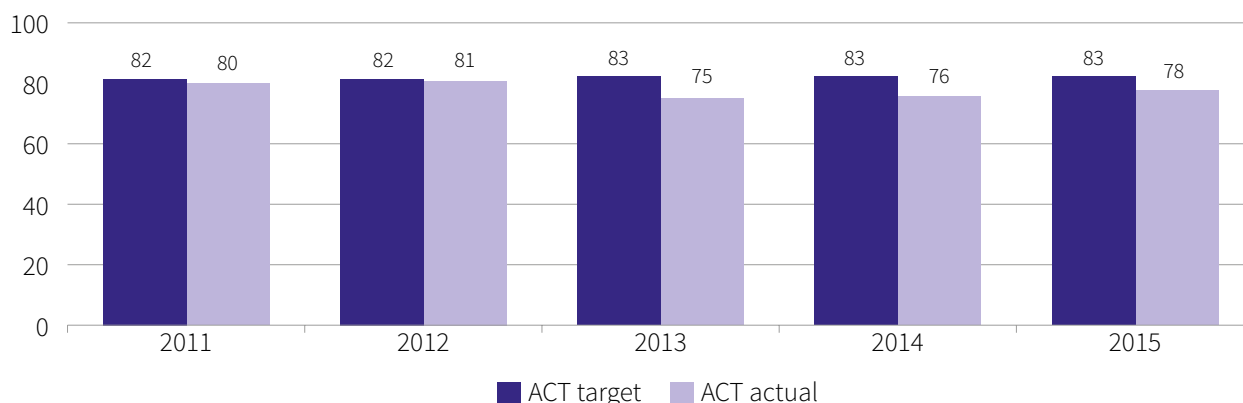
STUDENT SATISFACTION

Student satisfaction is based on a survey of students from years 5 to 12 in ACT Public Schools, excluding students at specialist schools, conducted in August each year. In determining overall student satisfaction, the question 'Overall I am satisfied I am getting a good education at this school' is used. Responses are collected on a five point scale with only statements of 'agree' or 'strongly agree' used to calculate overall satisfaction rates.

Further information on this measure can be obtained by emailing ETDAnnualReport@act.gov.au.

During 2011 and 2012, overall student satisfaction (across primary, high and college sectors) with the quality of education received at public schools remained stable around 80 percent, with a slight drop from 2012 to 2013. The satisfaction level is on the rise from 2013 (Figure B2.17).

B2.17: PERCENTAGE OF OVERALL STUDENT SATISFACTION WITH EDUCATION AT PUBLIC SCHOOLS, 2011 TO 2015



Source: ACT Education Directorate

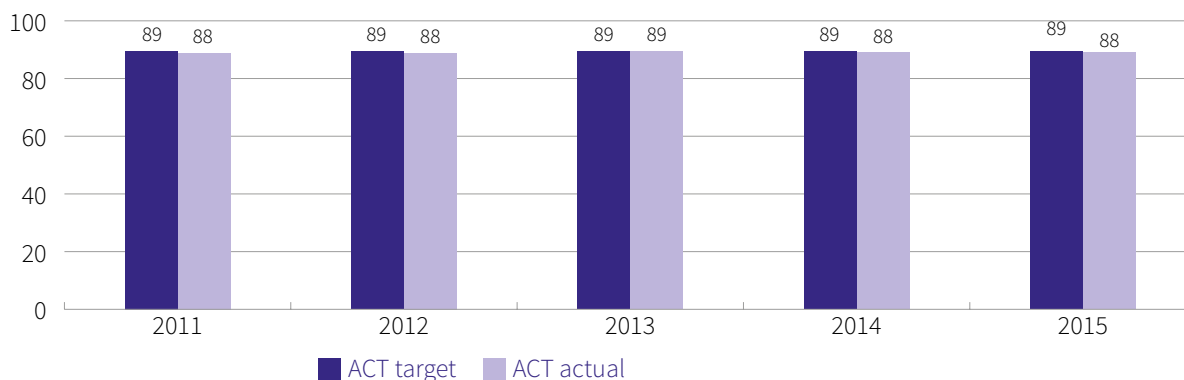
YEAR 12 CERTIFICATION

Year 12 certification is the number of students who meet the requirements of an ACT Senior Secondary Certificate, expressed as a percentage of year 12 enrolments. Data is obtained from the ACT Board of Senior Secondary Studies and the ACT School Census undertaken in February each year. Estimates are calculated based on the number of students completing the requirements of the ACT Senior Secondary Certificate divided by the number of year 12 students as at the ACT School Census in February each year.

Further information on this measure can be obtained by emailing ETDAnnualReport@act.gov.au.

The ACT Public School certification rate for year 12 has been stable around 88 percent over the last five years (Figure B2.18).

FIGURE B2.18: PERCENTAGE OF YEAR 12 PUBLIC SCHOOL STUDENTS WHO RECEIVED AN ACT SENIOR SECONDARY CERTIFICATE, 2011 TO 2015

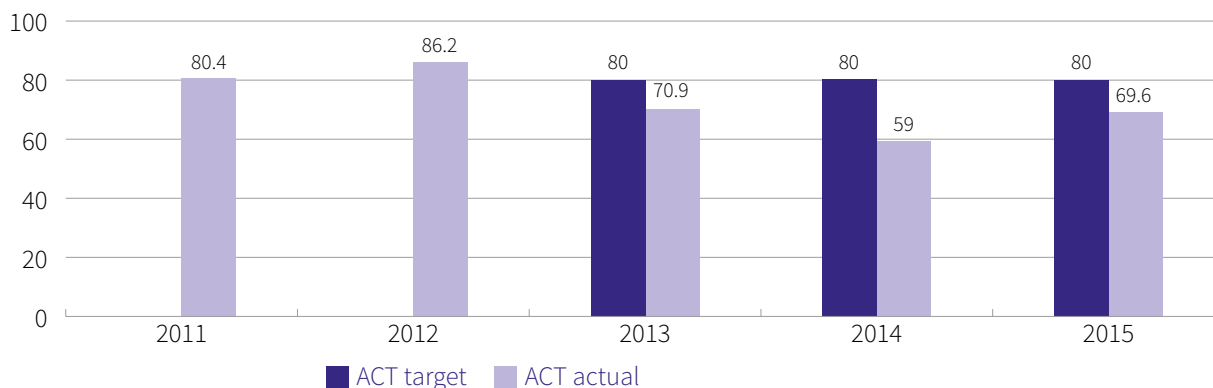


Source: ACT Education Directorate

ABORIGINAL AND TORRES STRAIT ISLANDER YEAR 12 CERTIFICATION RATE

The certification rate for year 12 Aboriginal and Torres Strait Islander students in public schools increased from 80.4 percent in 2011 to 86.2 percent in 2012. The rate dropped for 2013 to 2015 against the target of 80 percent. In February 2015 there were 102 Aboriginal and Torres Strait Islander students enrolled in year 12 at public colleges. Of these, 71 students or 69.6 percent graduated with an ACT Senior Secondary Certificate, less than the target of 80 percent or 82 students (Figure B2.19). The 2015 result is an improvement of more than 10 percentage points from 2014.

FIGURE B2.19: PERCENTAGE OF YEAR 12 ABORIGINAL AND TORRES STRAIT ISLANDER PUBLIC SCHOOL STUDENTS WHO RECEIVED AN ACT SENIOR SECONDARY CERTIFICATE, 2011 TO 2015



Source: ACT Education Directorate

YEAR 12 GRADUATES STUDYING OR EMPLOYED SIX MONTHS AFTER COMPLETING YEAR 12

ACT destination data are based on a survey of graduates who successfully complete an ACT Senior Secondary Certificate. Graduates from the previous year are surveyed in May of the reference year. The survey frame is drawn from the ACT Board of Senior Secondary Studies administrative records.

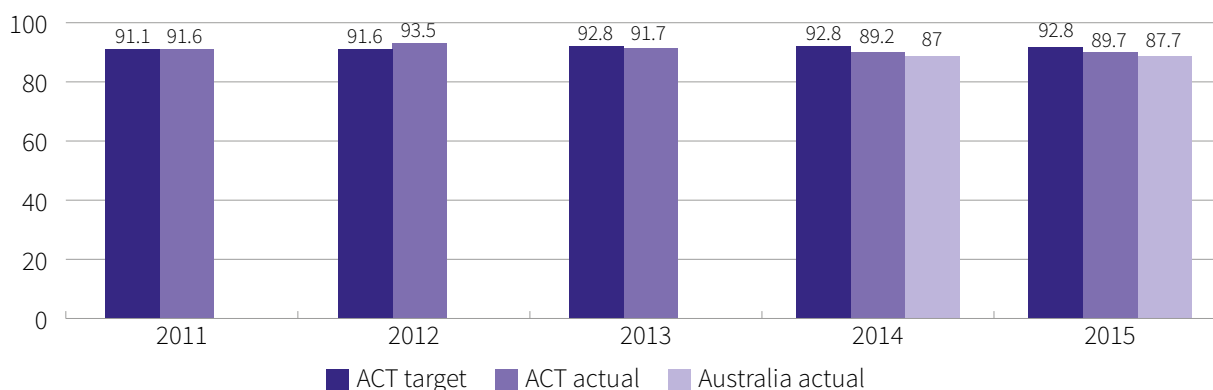
The Australian rate is for 15-24 year-olds engaged in full-time or part-time study or employment in May of the reference year after finishing year 12 the previous year. This is a new time series and not comparable with data reported in the previous annual reports.

Further information on this measure can be obtained by emailing ETDAnnualReport@act.gov.au.

The percentage of public school year 12 graduates engaged in study or employment six months after completing year 12 has been stable at around 90 percent over the last five years. This is a relatively higher percentage than the Australian percentage for 2014 and 2015 (Figure B2.20). The comparable Australian data is available for these two years.

The Directorate continues to develop programs and provides high quality teaching and learning facilities and opportunities to ensure that students are employed and/or studying after leaving school.

FIGURE B2.20: PERCENTAGE OF PUBLIC SCHOOL YEAR 12 GRADUATES STUDYING OR EMPLOYED SIX MONTHS AFTER COMPLETING YEAR 12, 2011 TO 2015



Source: ACT Education Directorate and Australian Bureau of Statistics, Survey of Education and Work 6227.0, 2014 and 2015

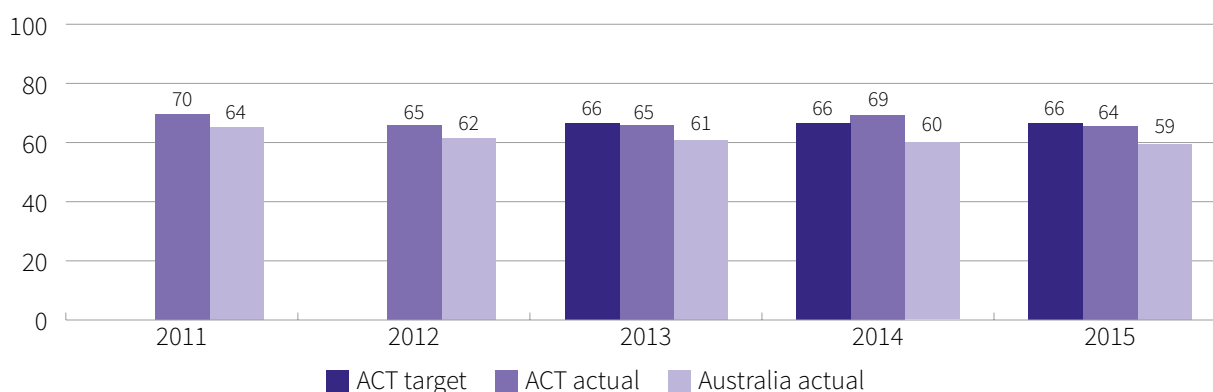
VOCATIONAL EDUCATION AND TRAINING GRADUATES WITH IMPROVED EMPLOYMENT STATUS AFTER TRAINING

Proportion of graduates with improved employment status is defined as graduates aged 20-64 years with an improved employment status after training divided by the total graduates aged 20-64 years. The data are derived from the annual Student Outcomes Survey of the National Centre for Vocational Education Research. The annual survey seeks to measure apprentices' and vocational education and training students' satisfaction with training and post-training employment outcomes.

Further information on this measure can be obtained from www.ncver.edu.au.

Over the five year period from 2011 to 2015, the proportion of vocational education and training graduates with improved employment status after training remained above the national results. In 2015, the proportion of graduates with improved employment status after training was 64 percent slightly below the ACT target (Figure B2.21).

FIGURE B2.21: PROPORTION OF GRADUATES WITH IMPROVED EMPLOYMENT STATUS AFTER TRAINING, 2011 TO 2015

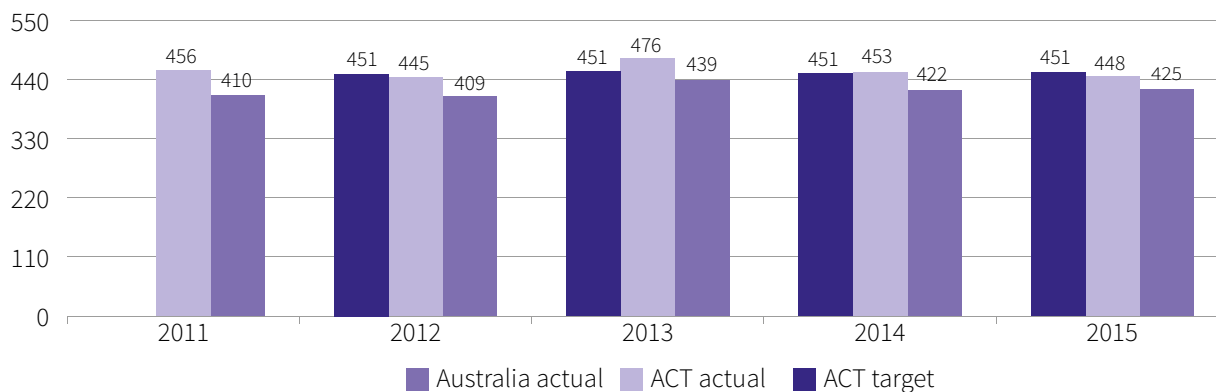


Source: ACT Education Directorate and National Centre for Vocational Education Research, *Student Outcomes Survey 2015*

ABORIGINAL AND TORRES STRAIT ISLANDER LITERACY

The performance of year 5 Aboriginal and Torres Strait Islander public school students in reading is shown by the mean achievement score in NAPLAN. Figure B2.22 shows that the mean achievement score of 448 for year 5 Aboriginal and Torres Strait Islander public school students was substantially above the national mean score of 425.

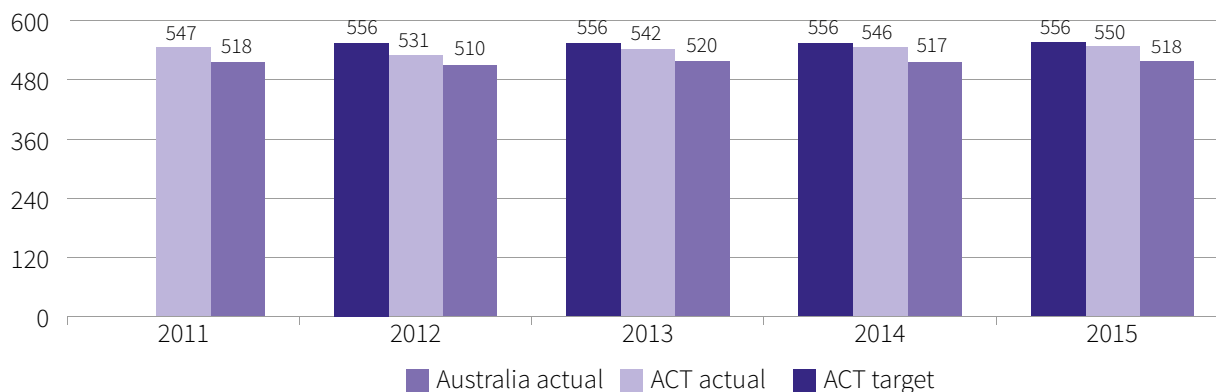
FIGURE B2.22: MEAN ACHIEVEMENT SCORE OF ABORIGINAL AND TORRES STRAIT ISLANDER YEAR 5 PUBLIC SCHOOL STUDENTS, IN READING, 2011 TO 2015



Source: ACT Education Directorate and Australian Curriculum, Assessment and Reporting Authority, National Assessment Program – Literacy and Numeracy 2011 to 2015

The performance of year 9 Aboriginal and Torres Strait Islander public school students in reading is shown by the NAPLAN mean achievement score. Figure B2.23 shows an increasing trend of mean achievement scores for the ACT in reading from 2012 to 2015 and consistently higher than the national mean. The gap between the target and actual scores also declined gradually over the last three years. The Directorate continues to work towards achievement of the target, particularly through targeted programs to assist Aboriginal and Torres Strait Islander students.

FIGURE B2.23: MEAN ACHIEVEMENT SCORE OF ABORIGINAL AND TORRES STRAIT ISLANDER YEAR 9 PUBLIC SCHOOL STUDENTS, IN READING, 2011 TO 2015

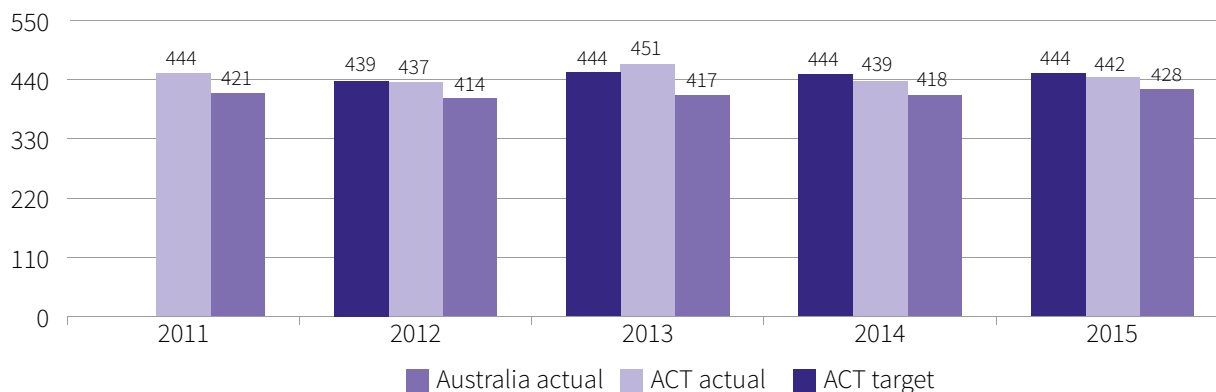


Source: ACT Education Directorate and Australian Curriculum, Assessment and Reporting Authority, National Assessment Program – Literacy and Numeracy 2011 to 2015

ABORIGINAL AND TORRES STRAIT ISLANDER NUMERACY

The performance of year 5 Aboriginal and Torres Strait Islander public school students in numeracy is shown by the NAPLAN mean achievement score. Figure B2.24 shows that ACT mean scores for year 5 numeracy for Aboriginal and Torres Strait Islander students from 2011 to 2015 were consistently above the national mean scores for year 5 Aboriginal and Torres Strait Islander students.

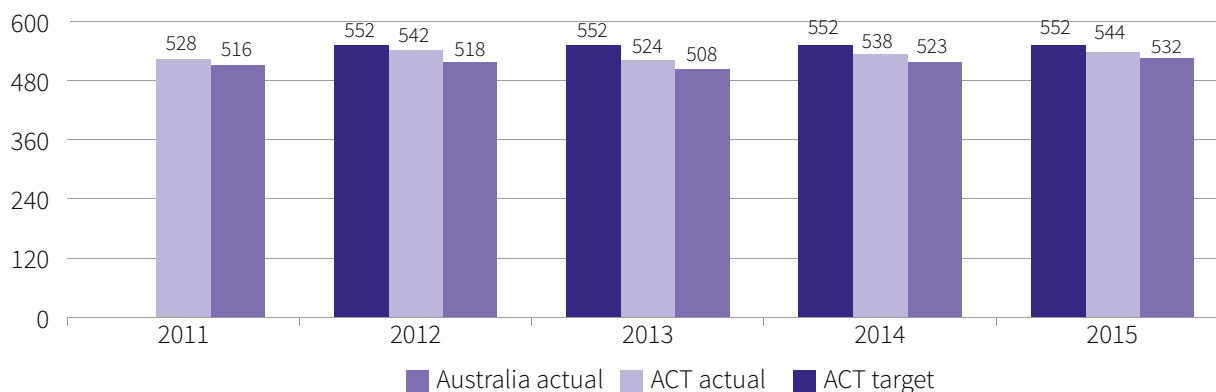
FIGURE B2.24: MEAN ACHIEVEMENT SCORE OF ABORIGINAL AND TORRES STRAIT ISLANDER YEAR 5 PUBLIC SCHOOL STUDENTS, IN NUMERACY, 2011 TO 2015



Source: ACT Education Directorate and Australian Curriculum, Assessment and Reporting Authority, National Assessment Program – Literacy and Numeracy 2011 to 2015

The performance of year 9 Aboriginal and Torres Strait Islander public school students in numeracy is shown by the NAPLAN mean achievement score. Figure B2.25 shows that the numeracy mean achievement scores for year 9 Aboriginal and Torres Strait Islander students in the ACT were consistently above the numeracy mean achievement scores for Aboriginal and Torres Strait Islander students across Australia.

FIGURE B2.25: MEAN ACHIEVEMENT SCORE OF ABORIGINAL AND TORRES STRAIT ISLANDER YEAR 9 PUBLIC SCHOOL STUDENTS, IN NUMERACY, 2011 TO 2015



Source: ACT Education Directorate and Australian Curriculum, Assessment and Reporting Authority, National Assessment Program – Literacy and Numeracy, 2011 to 2015

INTERNATIONAL EDUCATION

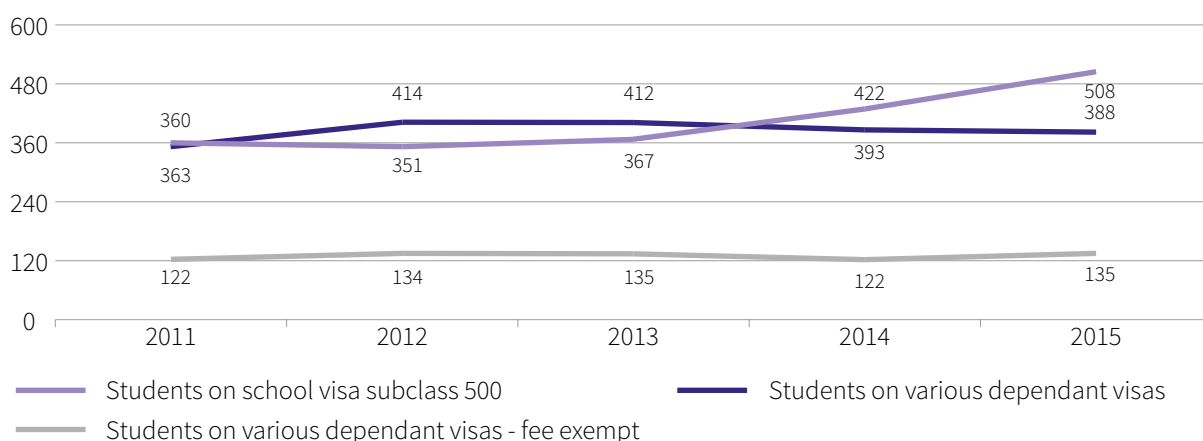
The number of international students is the headcount of students who are non-citizen or non-permanent residents of Australia. The data reported is per calendar year. There are two main categories of international students: students on a School Sector Student Visa Subclass 500 and students who are the dependants of temporary residents whose parents are on various visa subclasses either working or studying in the ACT.

Students on a School Sector Student Visa Subclass 500 are those who choose to enrol offshore and pay tuition fees after receiving marketing information about the benefits of studying in ACT Public Schools. Dependent children of temporary residents are those who enrol onshore as their parents are the principal visa holders. The payment of tuition fees for the dependants of temporary residents is dependent on their parents visa subclass. 75 percent of dependants of temporary residents are exempt from paying tuition fees in ACT Public Schools.

Further information on this measure can be obtained by emailing ETDAnnualReport@act.gov.au

Over the past four years, there has been steady growth in the numbers of students on a School Sector Student Visa Subclass 500 with a 20 percent increase in student numbers between 2014 and 2015 (Figure B2.26). Similar growth is expected over 2016 as parents are electing to send their children to the ACT as a high performing education jurisdiction and for the ACT's reputation offshore as a safe study destination. The numbers of both fee exempt and fee paying students studying in ACT Public Schools as dependants on their parents visa has remained largely static over the past five years.

FIGURE B2.26: FULL FEE PAYING AND FEE-EXEMPT INTERNATIONAL STUDENTS IN PUBLIC SCHOOLS, 2011 TO 2015



Source: ACT Education Directorate

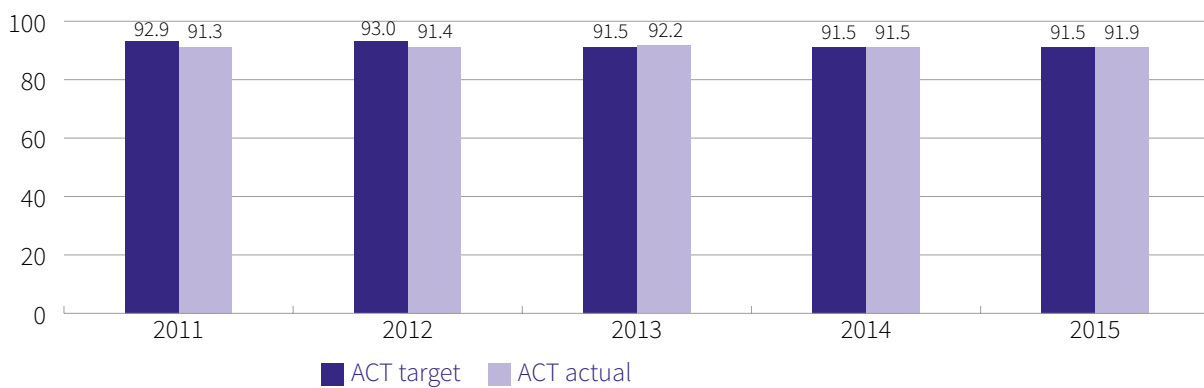
ATTENDANCE

The student attendance rate is the number of actual full-time equivalent student-days attended by full-time students in years 1 to 10 as a percentage of the total number of possible student-days over the period.

A data quality statement on this measure can be obtained from the 'Report on Government Services' page of the Australian Productivity Commission website at <http://www.pc.gov.au/research/ongoing/report-on-government-services>.

The attendance rate of students in ACT Public Schools has been above 91 percent over the last five years. The attendance rate exceeded 92 percent for 2013 (Figure B2.27).

FIGURE B2.27: ATTENDANCE RATE OF PUBLIC SCHOOL STUDENTS IN YEAR 1 TO 10, 2011 TO 2015



Source: ACT Education Directorate

CONNECTING WITH FAMILIES AND THE COMMUNITY

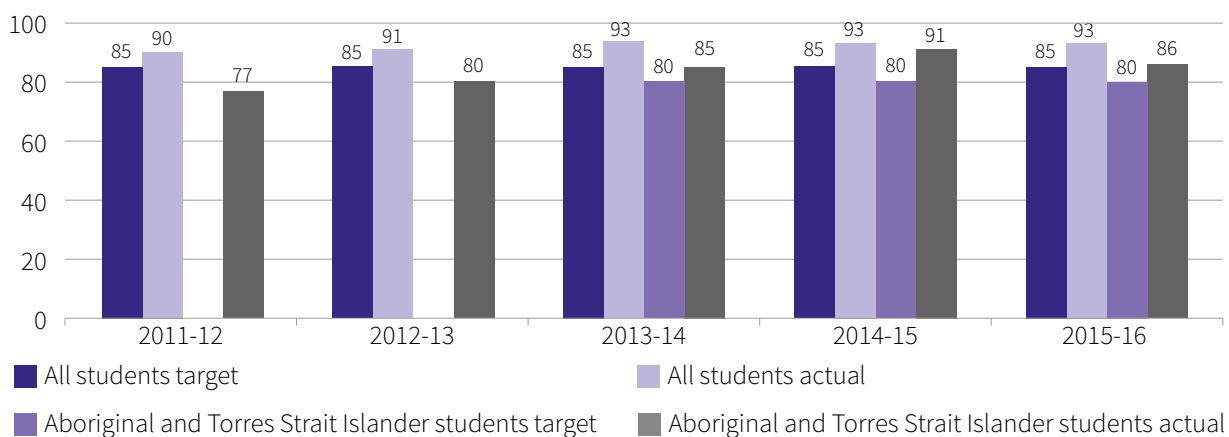
We will partner with families and engage with the community to build meaningful relationships.

The percentage of year 10 students who proceed to public secondary college education reports the total number of year 10 students in public high schools, as at the August census, who enrolled in year 11 at public colleges as at February census in the following year.

Further information on this measure can be obtained by emailing ETDAnnualReport@act.gov.au.

An indicator of stakeholder confidence in public education is the retention of year 10 students in public schools to year 11 in public colleges. The percentage of year 10 students who proceeded to public secondary education increased over the last five years. The percentage of Aboriginal and Torres Strait Islander students who proceeded to public secondary education also increased over the last five years (Figure B2.28).

FIGURE B2.28: PERCENTAGE OF YEAR 10 STUDENTS WHO PROCEED TO PUBLIC SECONDARY COLLEGE EDUCATION



Source: ACT Education Directorate

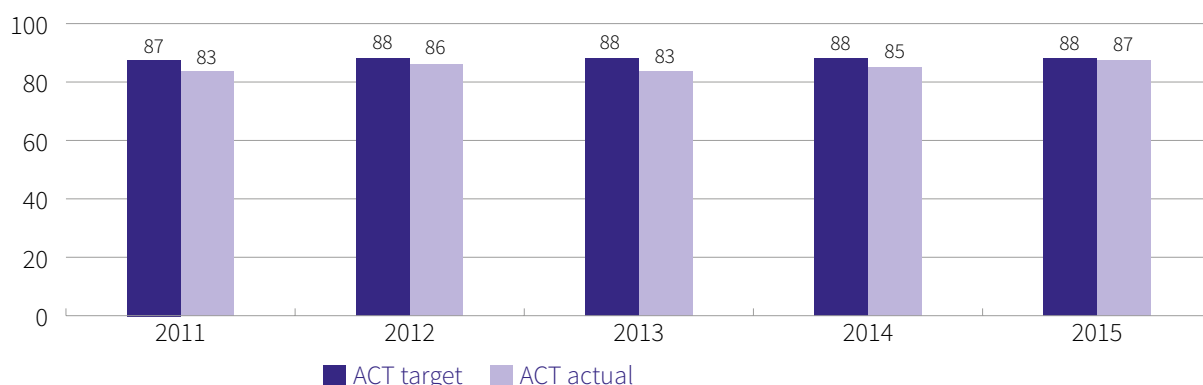
PARENT AND CARER SATISFACTION WITH EDUCATION PROVIDED AT PUBLIC SCHOOLS

Parent and carer satisfaction is based on a survey in August each year of parents and carers of students attending public schools. In determining overall parent and carer satisfaction, the question 'overall I am satisfied with my child's education at the school' is used. Responses are collected on a five point scale with only statements of 'agree' or 'strongly agree' being used to calculate overall satisfaction rates.

Further information on this measure can be obtained by emailing ETDAnnualReport@act.gov.au.

Figure B2.29 indicates that there was a high level of parent and carer satisfaction with the education provided at public schools over the last five years. The level of overall satisfaction is on the rise over the last five year from 83 percent in 2011 to 87 percent in 2015, but was just below the target of 88 percent.

FIGURE B2.29: PERCENTAGE OF OVERALL SATISFACTION OF PARENTS AND CARER WITH THE EDUCATION PROVIDED AT PUBLIC SCHOOLS, 2011 TO 2015



Source: ACT Education Directorate

BUSINESS INNOVATION AND IMPROVEMENT

We will support innovation, improve our business systems and be open and accountable for our decisions.

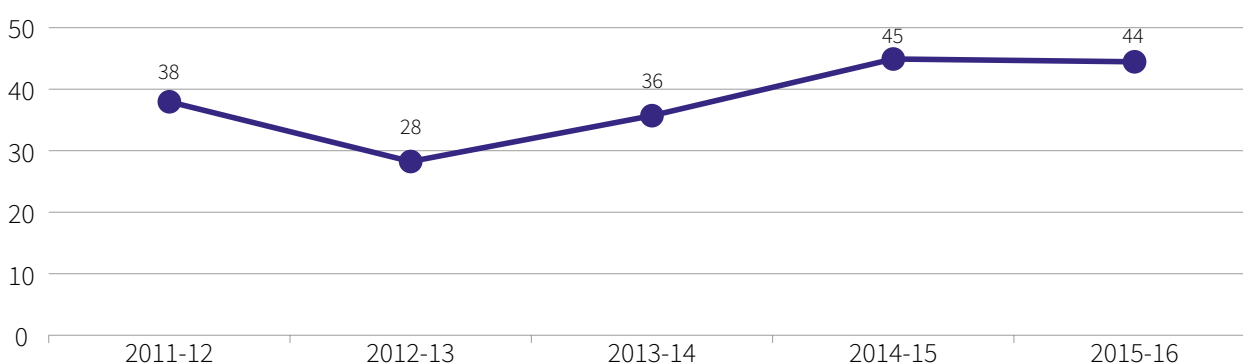
FREEDOM OF INFORMATION (FOI)

The number of FOI requests is the total number of requests received by the Directorate in a financial year under section 79(2) of the *Freedom of Information Act 1989 (ACT)*.

Further information on this measure can be obtained by emailing ETDAnnualReport@act.gov.au.

The Directorate, in line with ACT Government policy, is committed to making government decisions transparent through Open Government initiatives. The Freedom of Information (FOI) process is a mechanism allowing the community to access information held by the Directorate. The number of new FOI requests in a financial year increased from 38 in 2011-12 to 44 in 2015-16 (Figure B2.30).

FIGURE B2.30: NUMBER OF NEW FOI REQUESTS, 2011-12 TO 2015-16



Source: ACT Education Directorate

For further information contact:

Director
Planning and Analytics
(02) 6207 6197

B.3 SCRUTINY

Auditor-General Report No. 10/2015-2014-15 Financial Audit

Recommendation	Action	Status
<p>The Audit Office issued an unqualified audit report on the Directorate's 2014-15 financial statements and an unqualified report of factual findings on its 2014-15 statement of performance.</p> <p>The Directorate resolved two of the four previously reported audit findings by:</p> <ul style="list-style-type: none"> > performing reviews of user access to the student administration system used by ACT Public Schools to process receipts and payments (Maze) to ensure that access was appropriate and in accordance with the approved policies and procedures of the Directorate. This reduces the risk of unauthorised (including fraudulent) access to student and financial information; and > ensuring that schools documented the satisfactory receipt of goods and services before payments were made. This reduces the risk of payment irregularities which may be caused by error or fraud. 	<p>Two of the four previously reported findings were not resolved as:</p> <ul style="list-style-type: none"> > salary reports distributed to schools and business units in the Directorate were not always reviewed in a timely manner. This increases the risk of irregularities in payments to employees, which may be due to errors or fraud, not being promptly detected and addressed; and > Maze does not have the capability to generate audit logs on access to the system and its data. Furthermore, the Directorate does not have a documented policy for the review of audit logs. The lack of review of audit logs increases the risk that erroneous or fraudulent changes to the Maze application and its data will not be promptly detected and rectified. <p>The Directorate has advised that it will address this audit finding as part of the replacement of Maze which commenced in 2015-16.</p> <p>One new audit finding reported to the Directorate in 2014-15 related to the incorrect classification of a number of expense transactions as assets. The incorrect classification did not cause significant errors in the financial statements, however, the errors indicate that the Directorate should improve its processes for identifying and correctly classifying these transactions.</p> <p>The Directorate has agreed to address all audit findings.</p>	<p>In progress</p> <p>In progress</p>

Auditor-General Report on Capital Works Reporting

Recommendation	Action	Status
<p>The Auditor-General's report no. 5 of 2014 on Capital Works Reporting has an outstanding recommendation for the Education Directorate.</p> <ul style="list-style-type: none"> > Recommendation 2: The Commerce and Works Directorate's Shared Services Procurement and directorates should develop capital works service level agreements, or the equivalent, by 31 December 2014. These should specify reporting responsibilities. 	<p>The 'Whole of Government' response to the audit was tabled in May 2016 when an implementation update was provided on 'Recommendation 2' which stated;</p> <p>Procurement and Capital Works is developing service level agreements with those directorates which have annual capital works programs over \$5 million. The draft framework for the agreements will be circulated for consideration in early May 2016 by the Capital Works and Procurement Committee. This framework will set the guiding principles, roles and responsibilities to inform the development of individual service level agreements for directorates.</p>	<p>In progress</p>

For further information contact:

Director

Governance

(02) 6205 5511

B.4 RISK MANAGEMENT

The Directorate's risk management framework is based on the *Australian and New Zealand Standard ISO 31000:2009 Risk Management – principles and guidelines*.

Risks are identified and mitigated through the Directorate's internal governance control structure, which includes:

- > *Risk Management Framework*;
- > *Strategic Risk Profile*;
- > school compliance reporting;
- > *Fraud & Corruption, Prevention & Response Plan 2013-2015*;
- > internal audit program;
- > detailed financial policies and controls, such as the *Director-General's Financial Instructions and the School Management Manual*;
- > detailed financial operating procedures and practices; and
- > risk identification and analysis by senior staff.

The Directorate's risk management functions are managed by the Chief Internal Auditor and the Director, Governance Branch.

The Directorate's Senior Executive and the Audit Committee receive regular risk management reports, providing an overview of significant risks, mitigation strategies, responsibilities and an oversight on the implementation of audit recommendations.

The Senior Executive and the Audit Committee assist with the allocation of resources and timeframes to ensure appropriate mitigation and monitoring strategies are implemented.

Monitoring and reporting on risk management occurs through:

- > regular monitoring of outcomes by the senior executive;
- > reporting to the Audit Committee;
- > reporting to the Senior Executive Team; and
- > implementation of internal and external audit recommendations.

The Directorate manages financial risks through a well-defined financial management framework that includes:

- > clearly established ownership of internal budgets;
- > monthly variance reporting by senior management;
- > quarterly strategic review of financial performance and corrective actions as required by the executive;
- > regularly updated financial procedures and practices documents; and
- > provision of training to office and school-based staff.

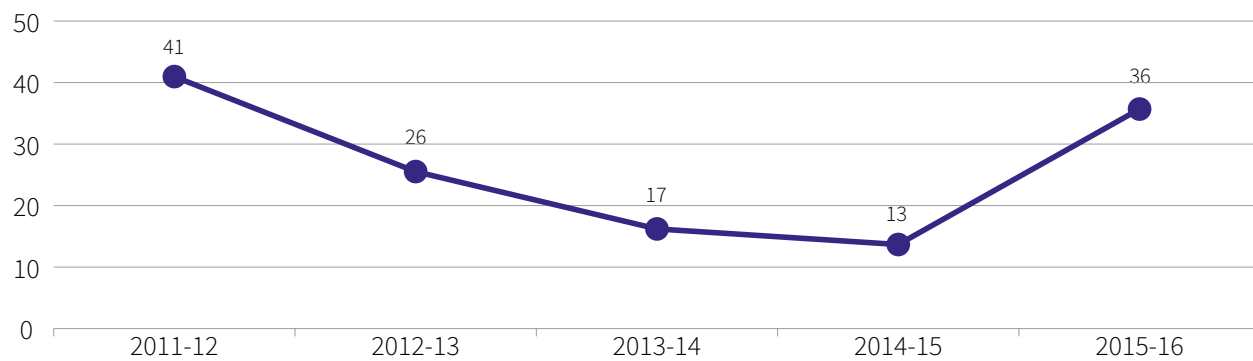
CRITICAL INCIDENTS

The number of critical incidents for a financial year has been calculated on those incidents reported which meet the definition for a critical incident in the Directorate's Critical/Non Critical Incident Management and Reporting Policy i.e. an event that causes severe impact, such as significant disruption to the school routine, an emergency management situation, loss of a sense of control, or threat to the safety of students and staff.

Further information on this measure can be obtained by emailing
ETDAnnualReport@act.gov.au

In Term 1 2016, the Directorate experienced an abnormal number of critical incidents related to threatening phone calls. Investigation of the incidents in ACT schools identified a link to similar incidents that were experienced by education systems across Australia and elsewhere in the world. In the period 1 July 2015 to 30 June 2016, there were 27 critical incidents in ACT Public Schools. Twenty-three of these incidents related to threatening phone calls requiring school evacuation and/or lockdown.

FIGURE B4.1: NUMBER OF CRITICAL INCIDENTS IN PUBLIC SCHOOLS, 2011-12 TO 2015-16



Source: ACT Education Directorate

For further information contact:

Director

Governance

(02) 6205 5511

B.5 INTERNAL AUDIT

Internal Audit Section is responsible for planning and delivering the Directorate's annual audit program, monitoring the Directorate's compliance and governance controls and coordination of audit sponsors, auditees and audit providers. It also undertakes reviews and investigations as requested by the Senior Executive Responsible for Business Integrity Risk (SERBIR), Senior Executive Team (SET) and the Audit Committee.

The Section engages external auditors to conduct some audits. Providers are sourced from a panel of external audit service providers.

Internal audits tabled in 2015-16 were:

- > financial management framework for schools; and
- > legislative obligations.

Internal audits to be undertaken in 2016-17 are:

- > *Working with Vulnerable People* registration;
- > management of leave;
- > implementation of external audit recommendations; and
- > Australian Curriculum implementation.

One financial acquittal was conducted in 2015-16.

The Directorate's Audit Committee Charter reflects the Australian National Audit Office and the ACT Treasury best practice guides for Audit Committees. The Committee's internal audit responsibilities are to:

- > oversee the internal audit function and ensure its effectiveness in accordance with ACT Government standards;
- > periodically review the internal audit charter to ensure appropriate authority, access and reporting arrangements are in place;
- > ensure internal audit or other review function activity is coordinated;
- > review internal audit reports and provide advice to the Director-General on significant issues identified and actions to be taken; and
- > monitor management's responses to findings and the extent to which recommendations are implemented.

The Audit Committee met four times during 2015-16. The Committee membership and attendance are displayed in Table B5.1.

TABLE B5.1: AUDIT COMMITTEE MEMBERSHIP AND MEETINGS IN 2015-16

Members	Title	Meetings attended
Carol Lilley	Chairperson (external)	4
Meg Brighton ¹	Internal member	2
Anthony Polinelli ²	External member	3
Joanne Garrisson ³	Internal member	3
Stephen Gniel ⁴	Internal member	2

Source: Chief Internal Auditor, Audit and Assurance

Notes:

¹Meg Brighton appointed to the Audit Committee, first meeting in March 2016

²Anthony Polinelli appointed to the Audit Committee, first meeting in August 2015. Mr Polinelli ceased membership from the Committee in May 2016.

³Joanne Garrisson resigned from the Audit Committee, last meeting in March 2016

⁴Stephen Gniel resigned from the Audit Committee, last meeting in December 2015

For further information contact:

**Director
Governance
(02) 6205 5511**

B.6 FRAUD PREVENTION

The Education Directorate's Fraud and Corruption Framework complies with the requirements of the ACT Integrity Policy (2010) and incorporates the Fraud and Corruption, Prevention and Response Plan. The Director-General's Financial Instructions (Integrity and Reporting) and the School Management Manual (Fraud Control and Prevention) describe the fraud and corruption control processes for undertaking risk assessments, delivering education and awareness programs, and recording and reporting fraud.

The Fraud and Corruption, Prevention and Response Plan and Integrity Risk Assessment and Action Plan have been reviewed and are being finalised to cover 2016 to 2018. As part of the review the following material has been considered:

- > *Australian Standards AS8001 – 2008, Fraud and Corruption Control*;
- > *Best practice guidelines for the control of Fraud and Corruption*;
- > work undertaken by other jurisdictions within Australia and other ACT Government Directorates; and
- > results from a Directorate-wide fraud and corruption control survey undertaken to raise awareness of policies and procedures for the prevention and response to fraud and corruption.

Risks identified in the Plan and mitigation strategies are reported to the Director-General and the Audit Committee. This ensures that the potential for fraud or corruption is mitigated with appropriate controls.

The Director of the Governance Branch is the Directorate's Senior Executive Responsible for Business Integrity Risk (SERBIR).

The SERBIR reports to the Director-General on matters of fraud and integrity and also reports to the Audit Committee. Formal reports are provided to the Committee at least twice a year.

The Directorate, in conjunction with the Australian Education Union, has developed the Teachers' Code of Professional Practice. A copy is made available to all new teachers, including casual teachers, on commencement. All new teachers are also required to undertake an online training on the Code as part of their induction program.

The general obligations of public employees (obligations) applying to all ACT Public Service staff are outlined in Section 9 of the *Public Sector Management Act 1994* (PSM Act). These obligations are reinforced in the *Public Sector Management*

Standards 2006 (Standards) and supported by the *ACT Public Service Code of Ethics* (Code of Ethics). Division 2.1.3 - Integrity of the Standards specifically addresses fraud and corruption. A copy of the obligations under section 9 of the PSM Act is provided with any application for employment in the Directorate.

Any person applying for employment with the Directorate is required to acknowledge that they have read and will comply with the provisions of Section 9 of the PSM Act, Section 153(1) of the *Crimes Act 1900* (ACT) and Section 244 of the PSM Act. They are also required to acknowledge the consequences of breaching these requirements. Nothing in this acknowledgement is taken to discourage the disclosure of conduct that is "disclosable conduct" within the meaning of the *Public Interest Disclosure Act 1994*.

The PSM Act, the Standards, the Code of Ethics and the Teachers' Code of Professional Practice are all available on the Directorate's website and intranet.

There were three reported incidents concerning fraud in the 2015-16 financial year. Following an investigation it was found that in one instance, fraud had not occurred. Investigations relating to the other two reported incidents continue.

For further information contact:

Director

Governance

(02) 6205 5511

B.7 WORK HEALTH AND SAFETY

The ACTPS Head of Service signed the *ACT Public Sector Work Health and Safety Policy Statement* on behalf of the Service including the Directorate. The Policy outlines the commitment of the Service to the health and safety of its workers and other persons.

The Directorate affirms the intent of the Policy and holds the health, safety and wellbeing of its workforce and of its students at the core of its education and school improvement agenda. The Directorate continued its strong health and safety performance and, with the introduction and systemisation of its health and safety support, has sought to further influence and enhance this performance.

The Directorate implemented a number of initiatives to further support its workers' health, safety and wellbeing including:

- > completing actions from the PricewaterhouseCoopers audit of the Directorate work health and safety management systems in 2015;
- > implementation of the Directorate Safety Management System, which centrally locates all health and safety documentation including policies, procedures, resources and tools;
- > development and rollout of model health and safety risk registers for schools to assist duty holders identify and manage the hazards and risks in their environment;
- > development and rollout of health and safety risk registers for Building Service Officers;
- > implementation of mandatory Work, Health and Safety (WHS) training for key groups across the Directorate including Business Managers, Building Service Officers, Health and Safety Representatives, First Aid Officers;
- > providing an influenza vaccination program for permanent and contract officers;
- > providing a Hepatitis A/B vaccination program for workers in high risk roles;
- > establishment of critical incident assessment and reporting protocols to Senior Executive management team for 'notifiable incidents';
- > establishment of a standard operating procedure for the provision of Employee Assistance Program (EAP) support for workers in critical incident situations;

- > implementation and the promotion of the ACT Public Sector Work Injury Reporting (RiskMan) online accident and incident reporting system for staff and third parties;
- > delivery of injury prevention programs for the three highest mechanisms of injury; and
- > continued development and implementation of the Directorate Injury Management Toolkit to assist Principals and Managers to understand roles and responsibilities of the return to work process and the principles of reasonable adjustment.

INVESTIGATIONS

WorkSafe ACT issued the Directorate with one Improvement Notice on 9 September 2015 in relation to a single incident involving a band-saw. The Health Safety and Wellbeing team (HSW) supported the school to review the equipment operating procedures, and with advice on safe work methods and behavior within the workshop area. HSW consulted WorkSafe on the actions implemented to eliminate further risk. WorkSafe supported the intervention and corrective actions and removed the notice.

The Directorate reported 33 notifiable incidents to WorkSafe ACT during the reporting period including in relation to asbestos, electricity and/or events where a worker attended hospital or sought medical treatment.

A total of 1,201 worker work health and safety incident reports were received during the 2015-16 reporting period including 32 other parties. This marked a significant improvement in reporting for the Directorate with numbers increasing from 680 in the previous year and is reflective of the introduction of the ACT Public Service incident reporting system, RiskMan, across the Directorate.

HSW reviews all RiskMan reports for corrective actions and, in response, has conducted 47 follow up inspections and site visits to assess the WHS issues and to provide support and advice to further eliminate risk.

There were 1,578 student accident and incident reports and eight third party incident reports for the 2015-16 reporting period.

WORKER CONSULTATION ARRANGEMENTS AND HEALTH AND SAFETY REPRESENTATIVES

The Directorate is committed to effective communication and consultation with its workers on Work Health and Safety (WHS) matters at all levels of the organisation. WHS is a standing agenda item for staff meetings and the Directorate has established reporting frameworks and network wide consultation opportunities to formalise discussions with stakeholder groups.

The Directorate has established Worker's Consultation Units (WCU) with its workers. A WCU is the group of workers with whom the consultation arrangements will be agreed and to whom they will be applied. The WCU may include all workers, or the workers may be arranged into multiple units. A total of 97 WCUs have been formed. WCUs include all ACT Government primary schools, preschools, early childhood schools, high schools, colleges, and central office locations.

The Directorate had 97 Health and Safety Representatives (HSRs) and 43 Deputy HSRs undertaking responsibilities during the 2015-16 reporting period. The primary role and function of the HSR is to represent workers within their WCU in relation to health and safety matters.

Quarterly network meetings for key stakeholder groups including HSRs, Building Service Officers, Business Managers and Principals are held to ensure up-to-date health and safety information is disseminated and discussed throughout the Directorate.

INJURY PREVENTION AND MANAGEMENT

INJURY PREVENTION AND MANAGEMENT COMMITTEE

The Directorate formally consults with worker groups through the Injury Prevention and Management Committee. The Committee is the key consultative forum for the Directorate on workplace health and safety matters and has had oversight of the development of new and existing health and safety initiatives such as:

- > review of the Directorate Safety Management System;
- > mandatory training requirements for workers; and
- > implementation of the RiskMan incident reporting system across the Directorate.

INJURY PREVENTION AND MANAGEMENT PROGRAMS

In 2015-16, the Directorate implemented a range of health and safety programs to support worker welfare including:

- > delivery of the Influenza vaccination program to 2,377 permanent and contract employees;
- > providing Hepatitis A/B vaccinations to targeted worker groups including Building Service Officers, First Aid Officers, Early Childhood Educators and Learning Support Assistants;
- > providing workstation assessments to assist with ergonomic set-up for 54 workers;
- > development of WHS Risk Register for all schools and central office. The WHS Risk Register is a tool for executive, principals, managers and supervisors to manage key hazards/risks and implement appropriate controls;
- > establishing mandatory health and safety training requirements for key worker groups within the Directorate;
- > delivering four Managing Psychological Illness in the Workplace seminars for Principals and Deputy Principals; and
- > continuation of the Employee Assistance Program that offers counseling for workers and their families for both work and non-work related matters. The Directorate has engaged three EAP service providers through a whole of Government procurement contract.

PERFORMANCE AGAINST THE AUSTRALIAN WORK HEALTH AND SAFETY STRATEGY 2012-22 TARGETS

Target 1 - A reduction of at least 30 per cent in the incidence rate of claims resulting in one or more weeks off work

The Directorate continues to perform above target expectations and has recorded a further reduction in claims of one week or more for the reporting period as indicated in Table B7.1. This continual improvement marks an overall 45 percent reduction of claims since the introduction of the target in 2012 -13.

The result reflects the Directorate's focus on its workers wellbeing and early intervention injury management strategies, the ongoing risk assessment of all accident or incident reporting, and the provision of specialist advice and support to key stakeholder groups.

TABLE B7.1: REDUCE THE INCIDENCE RATE OF CLAIMS RESULTING IN ONE OR MORE WEEKS OFF WORK BY AT LEAST 30 PERCENT

Education	Baseline (Avg FY 09-12)	2012 - 13	2013 - 14	2014 - 15	2015 - 16	2016 - 17	2017 - 18	2018 - 19	2019 - 20	2020 - 21	2021 - 22
EDU # new 5 day claims	76.00	77.00	69.00	42.00	34.00						
EDU rate per 1000 employees	16.64	16.08	14.56	8.35	6.65						
EDU Target 1	16.64	16.15	15.65	15.15	14.65	14.15	13.65	13.15	12.65	12.15	11.65
ACTPS # new 5 day claims	336.33	371	326	280	205						
ACTPS rate per 1000 employees	17.21	18.17	15.48	12.89	9.33						
ACTPS Target 1	17.21	16.69	16.18	15.66	15.14	14.63	14.11	13.60	13.08	12.56	12.05

Source: Chief Minister, Treasury and Economic Development Directorate

Note: Data are based on those claims received by Comcare in each financial year. Past years' claim numbers may differ from results published in previous annual reports due to maturation of claims data. The report includes accepted claims which result in one or more weeks off work. Data includes claims up to 30 June 2016.

Target 2 - A reduction of at least 30 percent in the incidence rate of claims for musculoskeletal disorders resulting in one or more weeks off work

The preventative strategies and early intervention injury management focus adopted by the Directorate has resulted in a significant reduction in musculoskeletal disorders claims achieving a rate of 3.91 claims per 1,000 employees for the reporting period as indicated in Table B7.2. This reduction reflects a 48 percent overall decrease in claims since the introduction of the target in 2012-13.

The Directorate has established manual handling intervention strategies to support its workers including:

- > the active use of the ACTPS Manual Handling Program to support teachers and workers with responsibility for special needs students;
- > establishment of mandatory manual handling risk assessment and control training for targeted worker groups including Building Service Officers and Learning Support Assistants;
- > emphasis on manual handling risk assessment of school activities and the use of lifting equipment for high risk tasks; and
- > the establishment of school based health and safety risk registers.

TABLE B7.2: REDUCE THE INCIDENCE RATE OF CLAIMS FOR MUSCULOSKELETAL DISORDERS (MSD) BY AT LEAST 30 PERCENT

Education	Baseline (Avg FY 09-12)	2012 - 13	2013 - 14	2014 - 15	2015 - 16	2016 - 17	2017 - 18	2018 - 19	2019 - 20	2020 - 21	2021 - 22
EDU # new 5 day MSD claims	43.67	42.00	39.00	21.00	20.00						
EDU MSD rate per 1000 employees	9.56	8.77	8.23	4.18	3.91						
EDU Target 2	9.56	9.28	8.99	8.70	8.42	8.13	7.84	7.56	7.27	6.98	6.69
ACTPS # new 5 day MSD claims	224.67	240	213	180	146						
ACTPS MSD rate per 1000 employees	11.50	11.76	10.11	8.28	6.64						
ACTPS Target 2	11.50	11.15	10.81	10.46	10.12	9.77	9.43	9.08	8.74	8.39	8.05

Source: Chief Minister, Treasury and Economic Development Directorate

Note: Data are based on those claims received by Comcare in each financial year. Past years' claim numbers may differ from results published in previous annual reports due to maturation of claims data. The report includes accepted claims which result in one or more weeks off work. Data includes claims up to 30 June 2016.

For further information contact:

Director

People and Performance

(02) 6205 9202

B.8 HUMAN RESOURCES MANAGEMENT

ENSURING A HIGHLY CAPABLE WORKFORCE

The *ACTPS Education and Training Directorate (Teaching Staff) Enterprise Agreement 2014-2018* (the Agreement) sets the platform for the ongoing development of a highly capable teaching workforce. Attraction, development and retention of excellent teachers is central to leading the nation in achieving high quality outcomes for all students.

The Directorate is committed to ensuring students in ACT Public Schools are taught by excellent teachers in every classroom in every school. The Agreement creates the enabling environment where striving for excellence by teachers and school leaders is recognised and celebrated.

During 2015-16, the Directorate began implementing six major work streams arising from the Agreement.

SUSTAINABLE REDUCTION OF TEACHER WORKLOAD

A project which clearly articulates the central elements required to reduce and manage teacher workload and to describe how those elements effectively work together to increase teacher time spent on the core role of improving student learning in the classroom.

This work stream identifies a core role for teachers as:

- > instruction of students;
- > supervision of students;
- > curriculum planning;
- > assessment of student learning;
- > reporting of student learning;
- > professional learning; and
- > attendance at meetings, parent/teacher interviews and activities to enrich the educational experiences of students, in accordance with the Section Q Guidelines: Addressing teacher workload.

The goal is to reduce teacher time spent on activity not associated with the core role and to better enable teachers to spend time on high quality professional learning as part of their core role.

PRINCIPAL CAREER STRUCTURE

Develop a new principal career structure that recognises and rewards leadership excellence and enables placement of skilled, experienced principals in schools where they are most needed to drive improved student outcomes.

ALIGNMENT OF TEACHER PERFORMANCE AND DEVELOPMENT PROCESSES WITH NATIONAL STANDARDS

Reviewing, refreshing and aligning the school leader and performance and development processes with the *Australian Professional Standard for Principals*, *Australian Professional Standards for Teachers* and associated national frameworks.

ANNUAL PROFESSIONAL LEARNING PROGRAM

Developing a high quality program of professional learning in every school to support all teachers to continually develop their professional knowledge, practice and engagement and assist them to meet their registration requirements established by the ACT Teacher Quality Institute (TQI).

RECOGNITION AND REWARD FOR HIGHLY ACCOMPLISHED AND LEAD TEACHERS

Teachers who achieve certification at the higher Australian Standards of Highly Accomplished and Lead Teacher level were recognised and financially rewarded with an additional salary increment or equivalent one-year allowance for classroom teachers at the top of the salary scale and executive teachers.

SCHOOL LEADER C CAREER DEVELOPMENT

Transitional arrangements were implemented to move from separate designations of Executive Teacher (SLC), under a variety of job titles and conditions, to a holistic Executive Teacher (SLC) position. This new position encompassed opportunities to undertake the full range of school operations and professional practice leadership roles during placement at a school.

The Directorate will continue to implement these work streams to ensure a high performing teaching workforce that will achieve excellent outcomes for all students in the ACT.

RECONCILIATION ACTION PLAN

The Central Office Reconciliation Action Plan (RAP) was launched on National Sorry Day, 26 May 2016. This plan requires all central office employees, sections and branches to ask the question “What is my next step towards Reconciliation?”

Reconciliation in the context of the plan is an understanding of how we want to be together with Aboriginal and Torres Strait Islander peoples in a manner which recognises the strengths within Aboriginal and Torres Strait Islander peoples and cultures.

This innovative RAP is communicated through a suite of tools:

- > *Reconciliation – Keeping it Alive Postcard* – a tool to engage all Directorate staff in ongoing conversations, cultural integrity practices in the workplace
- > *Reconciliation – Keeping it Alive* – double sided poster for internal distribution and prominent display throughout the Directorate
- > *Reconciliation – Keeping it Alive* – Reconciliation Australia endorsed corporate booklet to be launched in NAIDOC week July 3-10 2016.

LEARNING AND DEVELOPMENT

The Australian Charter for the Professional Learning for Teachers and School Leaders (the Charter):

- > affirms the importance of learning in improving the professional knowledge, practice and engagement of all teachers and school leaders to achieve improvement in student outcomes;
- > articulates the expectation that all teachers and school leaders actively engage in professional learning throughout their career; and
- > describes the characteristics of a high quality professional learning culture and of effective professional learning, to assist teachers, school leaders and those who support them to get the most from the professional learning.

The Directorate promotes a culture where teachers and school leaders expect and are expected to be active in professional learning. Professional learning activities are offered ensuring they:

- > are of significant intellectual or professional content and must deal primarily with matters related to the practice and content of teaching;

- > address a teacher’s identified professional development and career stage requirements;
- > specifically address individual, team, school, system or other priorities; and
- > assist teachers to respond to student learning needs.

In 2016 all schools developed an Annual Professional Program to support all teachers continually develop their professional knowledge, practice and engagement. The requirements of the Annual Professional Learning Program included two days professional learning during the stand down period, along with engagement with regular Professional Learning opportunities during the schools required hours of attendance during term time. Each school’s program was designed and implemented in accordance with the Government’s professional learning framework described within the *ACT Teacher Quality Institute Act 2010*.

The Annual Professional Learning Program provides teachers with ongoing opportunities to come together with colleagues to engage in professional conversations and investigations of teaching practice and student learning. With the support of colleagues, each teacher can focus attention on addressing educational issues directly relevant to their students’ learning needs in the classroom and develop their own teaching practice to meet these needs.

EDUCATION BUSINESS LEADERSHIP COURSE

The Directorate, in partnership with Deakin University and the ACT School Business Managers Association conducted the Education Business Leadership professional learning opportunity in the ACT in 2016.

This course was attended by 22 Business Managers and Finance Officers from across the Directorate. The key elements of the course provides critical insights into school finance, resource management and governance, which are essential with the transition of the new school funding model.

INDUCTION

Induction is key to sustaining a strong performance development workplace culture. It is a continual process which relies on a network of professional relationships and clearly articulated goals to develop a high performing, engaged, productive and informed workforce.

Two hundred and forty seven teaching staff and 18 support staff were inducted into the Directorate at the beginning of the 2016 school year.

The following three phases were used to induct those staff into the Directorate.

PHASE 1: WELCOME AND ORIENTATION

A well-prepared and comprehensive welcome and workplace orientation helps staff quickly understand the responsibilities of their new role, the expectations of them and where to source support if required.

During this welcome phase of induction the Directorate hosts a number of events and information sessions designed to anchor new staff in the strategic direction of the Directorate, and provide guidance on agency requirements. Mentor and supervisor introductions are also made during this phase and performance expectations are established.

Thorough school-based induction programs make a significant impact on teacher professional practice and on staff retention. Schools carry out a wide range of induction programs to familiarise new staff with their working environment and orient them to local business practices.

PHASE 2: LAYING FOUNDATIONS

During the early stages of employment, and in particular the first month, new staff receive additional support in order to establish themselves in their role and continue to build capability.

This support consists of online workplace safety and culture training; teacher supervisory panels to assist with teacher registration and probation; and collaborative planning opportunities to model and engage in high performance practices.

Teachers in their first three years of practice receive resources to build individualised programs to support

this stage of induction into the school and the profession.

PHASE 3: CONTINUED PROFESSIONAL GROWTH

New staff require ongoing and sustained support to develop their professional practice. This continued professional growth is guided by identified individual professional learning needs, and is planned using feedback from performance conversations, probation and contract assessments, and performance development plans.

Schools regularly provide new teachers with opportunities to build their professional capabilities and improve student learning outcomes.

To assist both new starters and their supervisors the Directorate has developed a number of supporting documents and resources that can be found on the Directorate's Intranet.

ATTRACTION AND RETENTION INCENTIVES (ARINS) AND SPECIAL EMPLOYMENT ARRANGEMENTS (SEAS)

Attraction and Retention Incentives (ARIns) and Special Employment Arrangements (SEAs) are made in accordance with the provision of the relevant enterprise agreement. They are part of the Directorate's attraction and retention strategy, enabling the Directorate to deliver on strategic goals through the attraction and retention of officers with specialist skills and qualifications.

Tables B8.1, B8.2 and B8.3 provide data on ARIns, SEAs, classifications and remuneration of officers.

TABLE B8.1: ATTRACTION AND RETENTION INCENTIVES

ARIns DESCRIPTION	TOTAL
Number of individual ARIns at 30 June 2016	5
Number of ARIns transferred from Special Employment Arrangements (SEAs) in the period	0
Number of ARIns entered into during period	4
Number of ARIns terminated during period	2
The number of ARIns providing for privately plated vehicles as at 30 June 2016	0
Number of Group ARIns during the period	0
CLASSIFICATION RANGE	REMUNERATION AS AT 30 JUNE 2016
Senior Officer B – Senior Officer A, Senior Professional Officer A	\$123,150 - \$157,588

TABLE B8.2: INDIVIDUAL SPECIAL EMPLOYMENT ARRANGEMENTS

DESCRIPTION	TOTAL
Number of individual SEAs at 30 June 2016	2
Number of SEAs entered into during period	0
Number of SEAs terminated during period	2
The number of SEAs providing for privately plated vehicles as at 30 June 2016	0
CLASSIFICATION RANGE	REMUNERATION AS AT 30 JUNE 2016
School Leader A – School Network Leader	\$152,622 - \$182,838

TABLE B8.3: GROUP SPECIAL EMPLOYMENT ARRANGEMENTS

DESCRIPTION	TOTAL
Number of Group SEAs at 30 June 2016	1
Number of officers covered by a Group SEA during the period 2015/2016	102
Number of Group SEAs terminated during period	1
The number of GROUP SEAs providing for privately plated vehicles as at 30 June 2016	0
CLASSIFICATION RANGE	REMUNERATION AS AT 30 JUNE 2016
Classroom Teacher to School Network Leader	\$76,075 to \$209,337

WORKFORCE PROFILE

The number of staff employed in the Directorate increased from 6,170 at 17 June 2015 to 6,316 at 29 June 2016. The majority of these staff is employed in schools to meet increases in student enrolments.

The ratio of female to male staff (3.4:1) remained consistent for the last four financial years. The average length of service remained steady at 9.0 years during 2015-16. The average age of the workforce is 44 years. The Directorate currently employs 91 Aboriginal and Torres Strait Islander staff members, representing 1.4 percent of the Directorate's total headcount. This is an increase of 19 Aboriginal and Torres Strait

Islander staff members from the 2014-15 financial year. Excellent progress was made during the reporting period to meet Aboriginal and Torres Strait Islander employment targets.

Table B8.4 outlines full time equivalent (FTE) and head count of staff by gender. The information is provided by Shared Services and is reported from the pay period of 29 June 2016.

The statistics exclude staff not paid by the ACT Public Service and people on leave without pay. Staff members who separated from the ACT Public Service prior to 29 June 2016 but received a payment have been included.

TABLE B8.4: FTE AND HEADCOUNT BY GENDER

	Female	Male	Total
Full Time Equivalent	4,002.8	1,242.5	5,245.3
Headcount	4879	1437	6316
Percentage of workforce (based on headcount)	77.2	22.8	100.0

Tables B8.5 to B8.14 break this data down further representing classification, employment category, FTE and headcount by Division/Branch, age, length of service, diversity and separation.

TABLE B8.5: HEADCOUNT BY CLASSIFICATION AND GENDER

Classification groups	Female	Male	Total
Administrative Officers	1,413	211	1,624
Executive Officers	10	7	17
General Service Officers & Equivalent	5	117	122
Health Professional Officers	5	1	6
Information Technology Officers	3	27	30
Professional Officers	87	10	97
School Leaders	545	217	762
Senior Officers	99	39	138
Teacher	2,709	807	3,516
Trainees and Apprentices	3	1	4
TOTAL	4,879	1,437	6,316

TABLE B8.6: HEADCOUNT BY EMPLOYMENT CATEGORY AND GENDER

Employment category	Female	Male	Total
Casual	615	226	841
Permanent Full-time	2,259	876	3,135
Permanent Part-time	1,356	129	1,485
Temporary Full-time	318	125	443
Temporary Part-time	331	81	412
TOTAL	4,879	1,437	6,316

TABLE B8.7: FTE AND HEADCOUNT BY DIVISION/BRANCH

Division/Branch	FTE	Headcount
Director-General	2.0	2
Deputy Director-General	89.0	93
Office for Schools	4,432.1	4,989
• Casual Staff	343.3	810
Education Strategy	253.9	290
Organisational Integrity	125.0	132
Total	5,245.3	6,316

TABLE B8.8: HEADCOUNT BY DIVISION/BRANCH AND EMPLOYMENT TYPE

Division/Branch	Permanent	Temporary	Casual	Total
Director-General	1	1	0	2
Deputy Director-General	76	17	0	93
Office for Schools	4,188	778	23	4,989
• Casual Staff	0	0	810	810
Education Strategy	244	41	5	290
Organisational Integrity	111	18	3	132
Total	4,620	855	841	6,316

TABLE B8.9: HEADCOUNT BY AGE GROUP AND GENDER

Age Group	Female	Male	Total
Under 25	219	86	305
25-34	1,104	379	1,483
35-44	1,281	358	1,639
45-54	1,208	286	1,494
55 and over	1,067	328	1,395
Total	4,879	1,437	6,316

TABLE B8.10: HEADCOUNT BY LENGTH OF SERVICE, GENERATION AND GENDER

Length of service (years)	Pre-Baby Boomers ¹		Baby Boomers ²		Generation X ³		Generation Y ⁴		Total	
	F	M	F	M	F	M	F	M	F	M
0-1.99	0	1	122	59	315	64	448	184	885	308
2-3.99	1	1	80	40	209	39	321	97	611	177
4-5.99	3	2	91	41	203	64	236	87	533	194
6-7.99	2	1	117	42	204	48	196	63	519	154
8-9.99	1	0	105	26	194	43	144	50	444	119
10-11.99	4	4	225	46	226	47	106	28	561	125
12-13.99	4	2	143	23	163	41	56	10	366	76
14 plus	16	5	526	147	411	129	7	3	960	284

Notes:

¹Born prior to 1946²Born from 1946 to 1964 inclusive³Born from 1965 to 1979 inclusive⁴Born from 1980 and onwards

TABLE B8.11: AVERAGE YEARS OF SERVICE BY GENDER

	Female	Male	Total
Average years of service	9.1	8.9	9.0

TABLE B8.12: HEADCOUNT BY DIVERSITY GROUP

	Headcount	Percentage of agency workforce
Aboriginal and Torres Strait Islander	91	1.4
Culturally and Linguistically Diverse	649	10.3
People with Disability	97	1.5

Note: Employees may identify with more than one of the diversity groups

TABLE B8.13: RECRUITMENT AND SEPARATION RATES BY DIVISION/BRANCH

Division/branch	Recruitment rate (percent)	Separation rate (percent)
Director-General	0.0	0.0
Deputy Director-General	49.7	16.9
Office for Schools	6.1	5.3
• Casual Staff	251.9	63.0
Education Strategy	4.6	6.7
Organisational Integrity	15.0	5.0
Total	6.4	5.5

TABLE B8.14: RECRUITMENT AND SEPARATION RATES BY CLASSIFICATION GROUP

Classification group	Recruitment rate (percent)	Separation rate (percent)
Administrative Officers	4.3	4.6
Executive Officers	22.4	16.8
General Service Officers & Equivalent	8.5	11.7
Health Professional Officers	0.0	0.0
Information Technology Officers	0.0	0.0
Professional Officers	16.2	14.6
School Leaders	0.3	4.5
Senior Officers	7.1	5.5
Teacher	8.6	5.7
Trainees and Apprentices	135.3	45.1
Total	6.4	5.5

For further information contact:
 Director
 People and Performance
 (02) 6205 9202

B.9 ECOLOGICALLY SUSTAINABLE DEVELOPMENT

The ACT Government is determined to reduce energy and water consumption and improve the thermal comfort of student learning and teaching spaces. The Directorate's strategic priorities for ecologically sustainable development, outlined in the Resource Management Plan, align with the ACT Government's commitments to waste minimisation, water efficiency, transport efficiency, energy efficiency and greenhouse gas (GHG) reductions. The Directorate's priorities are informed by the strategic pathway outlined in *AP2: A new climate change strategy and action plan for the Australian Capital Territory* and the Carbon Neutral ACT Government Framework. The Directorate continues to pursue initiatives aimed at delivering the ACT Government's aspirational target for all ACT Public Schools to be carbon neutral by 2017.

SCHOOL-BASED SUSTAINABILITY

Information on operational consumption of resources for 2014-15 and 2015-16 for all public schools is summarised in Table B9.1.

TABLE B9.1: SCHOOL-BASED SUSTAINABLE DEVELOPMENT PERFORMANCE 2014-15 AND 2015-16

Indicator as at 30 June	Unit	2014-15	2015-16	Percentage change
Director-General				
Occupancy – students and staff ¹	FTE	45,798	47,229	3.1
Area school space	Area (m ²)	599,620	611,007	1.9
Stationary energy usage				
Electricity use	Kilowatt hours	24,963,621	24,099,194	-3.5
Renewable electricity use ²	Kilowatt hours	n/a	n/a	n/a
Natural gas use	Megajoules	132,423,468	124,920,742	-5.7
Water usage				
Water use	Kilolitres	337,471	337,710 ³	-0.5
Greenhouse gas emissions				
Emissions from stationary energy use	Tonnes CO ₂ -e	28,513	26,665 ⁴	-5.8
Emissions from transport	Tonnes CO ₂ -e	n/a	n/a	n/a
Total emissions	Tonnes CO₂-e	28,513	26,665	-6.5

Source: Education Directorate's Strategic Finance Branch, Enterprise Sustainability Platform (as at 1 September 2016)

Notes:

¹Student figures from February census of students. Preschool students taken as 0.5 FTE. Staff in schools figure based on 2016-17 Budget Paper No.3.

²ACT Property Group purchased 7,700 Mega Watt hours (MWh) of GreenPower on behalf of the ACT Government, representing an indicative 5% of the ACT Government's energy consumption for 2015-16.

³As water billing is provided quarterly, the water data reported in the current FY column (2015-16) is for the 12 months from 1 May 2015 to 30 April 2016 and represents the best available data at the time of publishing.

⁴Greenhouse gas emissions for electricity consumption have been calculated using an emission factor of 0.773 kilogram (kg) CO₂-e/kilowatt hour (kWh) or 0.773 tonne (t) CO₂-e/megawatt hour (MWh). The emission factors include total GreenPower purchases for the ACT calculated in the third quarter of the financial year and are specific to the ACT. These emissions factors (Scope 2 plus Scope 3) reflect the increasing combination of renewable electricity generated under the ACT's 90% Renewable Energy Target (RET).

Energy and water consumption and greenhouse gas emissions figures are for 87 schools in 2015-16 compared to 86 schools in 2014-15 as resource usage at the new Charles Weston School - Coombs, which opened in Term 1 2016, was recorded for half of the reporting year.

ENERGY CONSUMPTION AND GHG EMISSIONS

Electricity consumption in 2015-16 totalled 24.0 million kilowatt hours. This is a decrease of 3.5 percent. Gas consumption totalled 123 million megajoules (MJ) and is a decrease of 6.7 percent from 2014-15.

Greenhouse gas (GHG) emissions for the reporting year were 26,580 tonnes of CO₂-e. This is a decrease of 6.8 percent from 2014-15.

WATER CONSUMPTION

Water consumption across all public schools in 2015-16 totalled 335,615 kilolitres (kL) which was a decrease of 0.5 percent. For comparative purposes between the reporting periods, excluding water usage at the new Charles Weston School – Coombs, total consumption at existing schools was 324,743 kL representing a decrease of 3.7 percent.

In 2014-15, the Directorate entered into Memorandums of Understanding with the Territory and Municipal Services Directorate for the supply of non-potable water from the inner north waterway system for the irrigation of grounds at Lyneham Primary School and Lyneham High School and Dickson College. The system was switched on in October 2015 and Lyneham High and Lyneham Primary Schools are now using the recycled water to irrigate their grounds.

TRANSPORT

The *Ride or Walk to School* program is an initiative managed by the Health Directorate which aims to encourage active travel to ACT schools and reduce transport related GHG emissions. As part of the whole of government *Ride or Walk to School Active Streets* pilot project, improvements (roof structure, expansion of secure area, bike racks) were made to cycle storage facilities at Macquarie Primary School.

PHOTOVOLTAIC (SOLAR PANEL) SYSTEMS

The installation of roof mounted photovoltaic [(PV),(solar)] systems were completed in 2015-16 at Canberra College (20kW), Black Mountain School (20kW), Dickson College (10kW), Erindale College (10kW), Lyneham High School (10kW) and Caroline Chisholm School (junior campus) (10kW). Red Hill and

Calwell Primary Schools also installed 10kW systems using their feed in tariff (FiT) income. All of these systems are net feed, where the electricity generated is used on-site and only excess energy is fed back to the electricity grid. The installation of a 100kW system at the new Charles Weston School in Coombs was also completed during the reporting period.

A 600kW solar system was installed at Amaroo School during the reporting period as part of a unique leasing arrangement between the school and the installation company. This is currently the largest solar PV system installed on any school roof across Australia.

FEED-IN-TARIFF

Public schools receive the maximum tariff rate (45.7 cents/kWh) under the ACT FiT scheme for small-scale systems. The collective size of solar panel installations at public schools approved under this scheme was 1,200kW. All ACT Public Schools generated FiT income for the entire reporting year.

In 2015-16, schools re-invested their FiT income into further environmentally sustainable initiatives such as window coverings, roof mounted photovoltaic [(PV), (solar)] systems, air locks and external door replacements, water tanks, water efficient fixtures (taps), waste recycling infrastructure (composting, recycling, worm farms), LED lighting upgrades, cycle facilities (e.g. bike racks, learn to ride) and external learning environments (e.g. food gardens, chicken coops)

A total of 1,807 MWh of solar energy was generated from these systems in 2014-15 resulting in approximately \$826,000 of income for all ACT Public Schools. Schools' annual solar production resulted in 1,397 tCO₂-e of avoided emissions in the national electricity grid.

PULSE (SMART) METERS

All ACT Public Schools are now equipped with the technology to monitor resource usage through the installation of smart meters. These meters track electricity, gas and water usage and solar energy generation and the results are published on a public website allowing both the schools and the local community to track performance. The web-based interface is publicly accessible at www.watergroup.com.au/actschools.

CARBON NEUTRAL SCHOOLS

Stage 1 of the Carbon Neutral Schools project continued to be rolled out by the Directorate in 2015-16. Installation of LED lights were completed at Calwell and Monash Primary Schools and Wanniasa Senior School during the reporting period. Solar tubes were also installed at Monash Primary School as part of the lighting upgrades.

Insulation upgrades were completed at Caroline Chisholm Senior campus (ceiling) and Theodore Primary School (wall cladding). As part of a program of draught proofing works, thermally reflective window coverings were installed at Alfred Deakin High School and Arawang Primary School and door seals/replacements at Evatt, North Ainslie, Weetangera Primary Schools and Calwell and Canberra High Schools. Power factor correction equipment was also installed at Weetangera Primary School. This equipment improves how efficiently a facility uses the electricity it draws from the electricity grid and reduces electricity operating costs.

CARBON NEUTRAL GOVERNMENT LOAN FUND

In 2015-16 the Directorate secured an additional \$2.51 million from the Carbon Neutral Government Fund for energy conservation projects including:

- > trial of Organic response lighting at Hawker Primary School (\$0.022m);
- > new building management system (BMS) at the Erindale Education Resource Complex (\$0.738m); and
- > installation of energy efficient LED lamps at a further 31 school sites (\$1.556m).

To date, the Directorate has secured \$4.905 million for a number of energy conservation projects. When all of the projects funded to date are implemented they are projected to reduce the Directorate's annual greenhouse gas (GHG) emissions by 2,142 tonnes and save 2,259 gigajoules of natural gas and 3,196 megawatt hours of electricity.

EXTERNAL LEARNING ENVIRONMENTS

In 2015-16, construction of external learning areas commenced at Turner School. These areas are designed to connect with the internal learning environment and support curriculum delivery. Flexible layouts, facilitated by the installation of removable fences, have been incorporated and include partial screening from the elements, upgraded paving areas and the construction of small performance areas in

the form of small timber decks. The design utilises existing trees on site to maximise the available shade and preserve the visual amenity value the existing trees provide.

Environmentally sustainable landscapes are designed to increase stormwater infiltration, reduce soil erosion, improve water quality, reduce trip hazards, minimise irrigation demands, use drought tolerant plant species and increase biodiversity. This approach to school landscape design is incorporated into all new school designs, including Charles Weston School – Coombs, which opened in the 2015-16 reporting year.

GREEN STAR

The application for 5 Star Green Star – Education Design v1 certification for Namadgi School was progressed during the 2013-14 reporting period. A final outcome on the application is with the Green Building Council of Australia and is expected to be received in the 2016-17 reporting period.

Canberra High School was registered for the Green Star Performance Tool (pilot) in the 2013-14 reporting year. This tool focuses on identifying and implementing best practices in the daily operation and maintenance of a facility to reduce the environmental impact of the asset. The application process was progressed during the reporting period and is expected to be completed in the 2016-17 reporting period.

ACTSMART SCHOOLS

The Directorate continues to work in close partnership with ActSmart Schools. ActSmart Schools is a school sustainability program managed by the Environment and Planning Directorate. The aim of the program is for all schools to reduce their environmental impact and embed sustainable management practices into everyday school operations.

As at 30 June 2016, a total of 42 public schools had been awarded ActSmart Schools accreditation for the sustainable management of energy, 46 for sustainable management of water, 42 for sustainable waste management, 24 for biodiversity and schools grounds management, and nine for sustainability in curriculum. Five more public schools gained five-star accreditation.

Professional development and training was provided to school-based staff, including business managers, building services officers and teachers. Workshops on improving energy efficiency, waste and recycling practices, establishing and maintaining food gardens and integrating sustainability into the curriculum were delivered in 2014-15. The average number of participants attending 2015-16 workshops was

45 -50 participants, far exceeding the set target of 30-35 participants per workshop. Two eco bus tours were offered to teachers and students to visit 'best practice' schools.

OTHER INITIATIVES

As capital works are undertaken at ACT Public Schools, including new facilities, building upgrades and refurbishments, opportunities are taken to improve the energy efficiency and water conservation of these spaces. This includes solar passive design, natural ventilation and thermal comfort, lighting upgrades, solar tubes and roof insulation. Details of capital works completed in 2015-16 are found in Section C3.

OFFICE-BASED SUSTAINABILITY

Information on operational consumption of resources for the two main central office sites (Braddon and Stirling) is provided in Table B9.2. Costs for the smaller Lyons and Maribyrnong sites are met by the schools, therefore these sites are not reported in Table B9.2.

ENERGY CONSUMPTION AND GHG EMISSIONS

During the reporting year, electricity consumption at the two central office sites decreased by 24.9 percent and gas consumption decreased by 24.2 percent. Greenhouse gas (GHG) emissions from stationary energy were 718 tonnes of CO₂-e. This is a decrease of 27.0 percent from 2014-15.

The 176kW solar panel system at the Hedley Beare Centre for Teaching and Learning in Stirling was registered as a power station by the Clean Energy Regulator in December 2015 and has been providing approximately 25 percent of the site's annual energy requirement.

WATER CONSUMPTION

Water consumption totalled 1,104 kilolitres which is a decrease of 19.9 percent from the 2014-15 reporting period.

WASTE MANAGEMENT

The Directorate's Braddon and Stirling sites are accredited recyclers under the ACT SmartOffice recycling program. Commitment to the program has increased the levels of recycling and increased the accuracy of measuring waste to landfill, paper recycling, co-mingled and organic waste.

TRANSPORT

The Directorate endorsed its Sustainable Transport Strategy in May 2016. In an effort to reduce the production of transport greenhouse gas emissions, the strategy advocates that employees should avoid work-related vehicle travel where possible. The preferred travel method of work-related travel is ACTION buses, particularly for meetings held within Canberra City area. During the reporting year, two MyWay cards were purchased for each branch located at 220 Northbourne Ave to support implementation of the strategy. A second Nissan Leaf electric vehicle was added to the Directorate's fleet bringing the total to two. The Directorate is also participating in the whole of government electric bike trial and two electric bikes will be located at the 220 Northbourne Ave early in the 2016-17 reporting year.

RESOURCE MANAGEMENT PLAN

The Directorate's 2015-16 Resource Management Plan was endorsed during the reporting period and will be reviewed and updated in the 2016-17 reporting year.

In 2015-16, the Directorate participated in the whole of government carbon budget trial and established a target of five percent reduction in electricity usage and five percent reduction in natural gas usage across the ACT Public School portfolio. A 3.7 percent reduction in electricity usage was achieved which is a reduction of approximately 860,000kWh of electricity. This is equivalent to the electricity usage of approximately 115 Canberra homes. A 6.7 percent reduction in natural gas usage was achieved which is a reduction of approximately 8.9 million MJ of natural gas.

TABLE B9.2: OFFICE-BASED SUSTAINABLE DEVELOPMENT PERFORMANCE 2014-15 AND 2015-16

Indicator as at 30 June	Unit	2014-15	2015-16 ¹	Percentage change
Agency staff and area				
Agency staff ²	FTE	469	487	3.8
Workplace floor area	Area (m ²)	7,226	6,628	-8.3
Stationary energy usage				
Electricity use	Kilowatt hours	1,004,731	754,349	-24.9
Renewable electricity use ³	Kilowatt hours	n/a	n/a	n/a
Natural gas use	Megajoules	2,778,046	2,106,967	-24.2
Transport fuel usage				
Total number of vehicles	Number	18	17	-5.6
Total kilometres travelled	Kilometres	208,440	122,316	-41.3
Fuel use – Petrol	Kilolitres	1.4	1.2	-14.3
Fuel use – Diesel	Kilolitres	10.41	7.9	-24.1
Fuel use – Liquid Petroleum Gas (LPG)	Kilolitres	n/a	n/a	n/a
Fuel use – Compressed Natural Gas (CNG)	Kilolitres	n/a	n/a	n/a
Water usage				
Water use	Kilolitres	1,379	1,021.48 ⁴	-3.2
Resource efficiency and waste				
Reams of paper purchased	Reams	8,734	7,500	-14.1
Recycled content of paper purchased	Percentage	100	100	nil
Waste to landfill ⁶	Litres	156,000	235,040	48.6
Co-mingled material recycled	Litres	59,580	38,400	-35.55
Paper & Cardboard recycled (incl. secure paper)	Litres	208,320	124,080	-40.4
Organic material recycled	Litres	1,653	1,196.5	-27.7
Greenhouse gas emissions				
Emissions from stationary energy use	Tonnes CO ₂ -e	984	718 ⁵	-27.0
Emissions from transport	Tonnes CO ₂ -e	38.88	26	-33.1
Total emissions	Tonnes CO₂-e	1,018	744	-26.9

Source: Strategic Finance Branch, Education Directorate, Enterprise Sustainability Platform (as of 1 September 2016)

Notes:

¹As part of an Administrative Arrangement Order the Training and Tertiary Education (TaTE) moved to the Chief Ministers, Treasury and Economic Development Directorate (CMTEDD). 2015-16 resource usage data for TaTE is included in CMTEDD's annual report.

²Staff figure based on 2016-17 Budget Paper No. 3.

³ACT Property Group purchased 7,700 MWh (Mega Watt hours) of GreenPower on behalf of the ACT Government, representing an indicative 5% of the ACT Government's energy consumption for 2015-16.

⁴Information on water usage is available only for the nine-month period May 2015 to January 2016. In comparison with the same nine-month period in 2014-15, this is a reduction of 3.2 percent in water usage.

⁵Greenhouse gas emissions for electricity consumption have been calculated using an emissions factor of 0.773 kilogram (kg) CO₂-e / kilowatt hour (kWh) or 0.773 tonne (t) CO₂-e / megawatt hour (MWh). The emission factors include total GreenPower purchases for the ACT calculated in the third quarter of the financial year and are specific to the ACT. These emissions factors (Scope 2 plus Scope 3) reflect the increasing contribution of renewable electricity generated under the ACT's 90% Renewable Energy Target (RET).

⁶Waste to landfill is reported only for Hedley Beare Centre for Teaching and Learning. Actual waste contract are provided above. The Actsmart estimate was reported in 2014-15 at 156,000 litres.

For further information contact: Director Infrastructure and Capital Works (02) 6207 6541

FIVE STAR SUSTAINABLE SCHOOLS

Five schools have been awarded five star Actsmart accreditation this year after successfully achieving their sustainability goals. Evatt Primary School, Hawker Primary School, Isabella Plains Early Childhood School, Maribyrnong Primary School, and O'Connor Cooperative School all received the awards, having addressed each of the five focus areas of energy, waste, water, biodiversity and curriculum in their schools. The schools have shown that changing the behaviour of a whole school can have a positive impact on the environment.

At Maribyrnong Primary School a variety of school based sustainability initiatives have been introduced, such as weekly waste free lunches, recycling stations in each unit for paper, mixed plastic metal glass, and compost bins. Student Power Rangers monitor the use of power and water, and make suggestions across the school as to how to improve energy use. They also create awareness across the school regarding the impact of energy consumption. Herb and vegetable gardens have been established, as well as a worm farm and worm hotels. Rainwater tanks have been installed across the school, which feed back into the toilets to promote the use of recycled water. Bird boxes have been created by students and installed throughout the playground to support native birds within the area. A frog pond has been established as part of exploring and learning about ecosystems. Solar panels have been installed and the funds from the feed-in tariff are spent on reducing the school's energy footprint. Renewable energy was addressed in the curriculum, with students presenting a workshop at the 2015 Kids teaching Kids Conference.



Sustainable management practices have been incorporated into everyday operations at all five schools and sustainability education integrated across the curriculum. Hawker Primary School promoted 'container only' habits and reduced the daily waste from student lunches to an average 1kg of waste per day from their 350 students, for both recycling and landfill. Isabella Plains Early Childhood School developed a Backyard Rangers outdoor nature playgroup for families and children under school age and an Urban Rangers outdoor program. The students took part in across curriculum activities such as making scarecrows, weaving fences and drawing. Each child kept a Science Journal to record their findings as they observed 'The Farm' created at the school. O'Connor Cooperative School used its feed-in tariff to erect shade sails to shade a classroom. At Evatt Primary School students learnt about sustainable transport, energy and waste management.

Actsmart Schools is an initiative of the ACT Government Environment and Planning Directorate. The ACT is the only jurisdiction in Australia to have all schools registered in a sustainability program such as this.

