



ACT
Government



Annual Report 2022–23

Education Directorate

The Education Directorate acknowledges the Ngunnawal people as the traditional custodians of the ACT and recognise any other people or families with connection to the lands of the ACT and region.

We also acknowledge and pay respect to the Wreck Bay peoples as traditional owners and custodians of the land on which the Jervis Bay School is located.

We respect the Aboriginal and Torres Strait Islander people, particularly our Aboriginal and Torres Strait Islander staff, and their continuing culture and contribution they make to the Canberra region and the life of our city.

Contact for this report

General enquiries about this report should be directed to ETDAnnualReport@act.gov.au.

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ISBN: 978 0 642 60760 5

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First published in October 2023.

Information about the Directorate and an electronic version of this annual report can be found on the website www.education.act.gov.au.

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Abbreviations and Acronyms

ACARA Australian Curriculum and Reporting Authority

ACAT ACT Civil and Administrative Tribunal

ACER Australian Council of Educational Research

ACECQA Australian Children's Education and Care Quality Authority

ACT Australian Capital Territory

ACTGOV ACT Government

ACTIA ACT Insurance Authority

ACTPA ACT Principals' Association

ACTPS ACT Public Service

ACU Australian Catholic University

AESOC Australian Education Senior Officials Committee

AEU Australian Education Union

AIS Association of Independent Schools

ANU Australian National University

ARENA Australian Renewable Energy Agency

ASbA Australian School-based Apprenticeship

ASO Administrative Services Officer

ATAR Australian Tertiary Admissions Rank

ATSIPP Aboriginal and Torres Strait Islander Procurement Policy

BMS Building Management Systems

BSSS ACT Board of Senior Secondary Studies

CECA Children's Education and Care Assurance

CEO Chief Executive Officer

CIC Cultural Integrity Coordinator

CIT Canberra Institute of Technology

CMTEDD Chief Minister, Treasury and Economic Development Directorate

CNG Compressed National Gas

CO2-e Carbon dioxide equivalent

CoP Community of Practice

CORPEX Corporate Executive

CPSU Community and Public Sector Union

CRICOS Commonwealth Register of Institutions and Courses for Overseas Students

CSD Community Services Directorate

CSIRO Commonwealth Scientific and Industrial Research Organisation

CSP Children's Services Program

DA Development Application

DCC Directorate Consultative Committee

DDG Deputy Director-General

DG Director-General

DRIS Decision Regulatory Impact Statement

DSI Director of School improvement

DSSC Digital Strategy Sub-Committee

EA Enterprise Agreement

EAL/D English as an Additional Language or Dialect

EAP Employee Assistance Program

ECEC Early Childhood Education and Care

EDU Education Directorate

EGC Executive Governance Committee

EGC WSC Executive Governance Committee Workforce Sub-Committee

EIP Essential Instructional Practices

ELE External Learning Environments

ESD Ecologically Sustainable Development

ESO Education Support Office

EYLF Early Years Learning Framework

FMA Financial Management Act 1992

FOE Future of Education Strategy

FOI Freedom of Information

FTE Full Time Equivalent

GHG Greenhouse gas

HALT Highly Accomplished or Lead Teacher

HR Human Resources

HRIMS Human Resource Information Management System

HRV Heat Recovery Ventilation

HSR Health and Safety Representative

HVAC Heating, Ventilation and Air Conditioning

ICSEA Index of Community Socio-educational Advantage

ICT Information Communications Technology

ICW Infrastructure and Capital Works Branch

IEO Aboriginal and Torres Strait Islander Education Officer

ILP Individual Learning Plan

IMP Instrumental Music Program

LLO Legal Liaison Officer

LPG Liquid Petroleum Gas

LSA Learning Support Assistant

Maze School administration system

MLA Member of the Legislative Assembly

MSD Musculoskeletal disorders

NAIDOC National Aborigines and Islanders Day Observance Committee

NAPLAN National Assessment Program – Literacy and Numeracy

NCCD Nationally Consistent Collection of Data

NQF National Quality Framework

NQS National Quality Standard

NSIT National School Improvement Tool

OeSc Office of the eSafety Commissioner

OSHC Outside School Hours Care

OV Occupational Violence

PBL Positive Behaviour for Learning

PCM Principal Coach Mentor

PEA Priority Enrolment Area

PLC Professional Learning Communities

PPG Placement Pathway Group

PSIU Public Schools Infrastructure Upgrade

PSIRP Public School Infrastructure Renewal Program

PSM Act Public Sector Management Act 1994

PSWHS Public Sector Work Health, Safety and Wellbeing Strategy 2019-2022

P&C Parents and Citizens

RAP Reconciliation Action Plan

RiskMan ACT Public Sector Work Injury Reporting online reporting system

RTO Recognised Training Organisation

SAIS Safe and Inclusive Schools

SAMP Strategic Asset Management Plan

SAS Staff Assessment Survey

SASSCO Safe and Supportive School Contact Officer

SEA Socio-Educational Advantage

SEL Social and Emotional Learning Programs

SERBIR Senior Executive Responsible for Business Integrity Risk

SOA School Operational Allocation

SSSP Safe and Supportive Schools Policy

STEM Science, Technology, Engineering and Mathematics

SuFS Set up For Success Strategy

TFI Tiered Fidelity Inventory

TPV Territory Plan Variation

TQI ACT Teacher Quality Institute

UC University of Canberra

VEP Vocational Employment Program

VET Vocational Education and Training

VLO Vocational learning options

WEX Work Experience

WHS Work Health and Safety

WHSSC Work Health and Safety Sub-Committee

ZEV Zero Emission Vehicle

Director-General's Reflection



In 2023 we are celebrating 50 years of public education in the ACT. This milestone recognises the anniversary of responsibility for administering ACT public schools transferring from the Australian Government to the ACT.

Over the past 50 years, the ACT has been a bold and ambitious leader of progressive education reform in Australia, particularly in relation to **student voice** and the **prioritisation of equity**.

In 2023, the ACT continues to build on this approach with equity-focused reforms. Our vibrant public education system now provides **excellent education** to over 50,000 students. The children and young people in our education system are creative, resilient, and

capable of incredible learning and growth. We know that it is our responsibility as a Directorate and a community to help them to achieve their boldest dreams.

We are fortunate to have such a capable and diverse community of education professionals here in the ACT. You can see in the way our educators and school leaders respond to the diverse needs of students that they are **placing students at the centre** of their work. Our support staff reflect this approach, working to ensure students and educators have what they need to engage in and **deliver high-quality learning**.

As we near the end of Phase Two of the *Future of Education Strategy* implementation, we continue to collaboratively deliver on our strategic objectives centred on the principles of **equity, agency, access, and inclusion**.

Improving the learning experience of every child and young person in our system through engaging and high-quality teaching remains a significant focus across the Directorate. We start by proactively **creating safe, supportive, and inclusive learning environments** for all students and staff as this is essential for learning. Alongside this work, we are **improving the support systems** and **professional development** provided to our expert educators.

We continue to see evidence reinforce our understanding that **quality early childhood education gives children the best start in life**. *Set up for Success: An Early Childhood Strategy for the ACT* continues to guide our approach, particularly as we work towards providing **universal access to quality early childhood education** for all three-year-olds in the ACT.

Our *Strategic Plan 2022-2025* has helped us to collectively review our ways of working and set a clear direction. Our vision is that every child and young person will receive an excellent

education, delivered and supported by highly skilled and valued professionals. The Strategic Plan also confirmed our mission which is to **collaboratively lead** and deliver excellent, inclusive and equitable education where all are **safe, valued and able to flourish**.

The Directorate has as provided leadership in responding to the national teacher shortage through our Teacher Shortage Taskforce and subsequent *Teacher Attraction and Retention Plan*. This builds on our work ensuring that **all staff are safe and valued as professionals**. We continue to partner with tertiary education providers to improve initial teacher education.

The Directorate is on an important journey to **improve and embed cultural integrity** across all our work. We continue to make progress and have proactively worked with the community and the Aboriginal and Torres Strait Islander Elected Body to take action to ensure all children are engaged in an excellent education.

I look forward to continuing to see the learning journeys of our children and young people unfold, and their bold aspirations be realised.

Katy Haire
Director-General

Compliance Statement

The ACT Education Directorate Annual Report 2022-23 must comply with the *Annual Report Directions (the Directions) 2023* made under Section 8 of the *Annual Reports (Government Agencies) Act 2004*. The Directions are found at the ACT Legislation Register:

www.legislation.act.gov.au

The Compliance Statement indicates the subsections, under Parts 1 to 5 of the Directions, that are applicable to the Education Directorate and the location of information that satisfies these requirements:

Part 1 Directions Overview

The requirements under Part 1 of the Directions relate to the purpose, timing and distribution, and records keeping of annual reports. The Education Directorate complies with all subsections of Part 1 under the Directions.

To meet Section 15 Feedback, Part 1 of the Directions, contact details for the Education Directorate are provided within the Education Directorate Annual Report 2022-23 to provide readers with the opportunity to provide feedback.

Part 2 Reporting entity Annual Report Requirements

The requirements within Part 2 of the Directions are mandatory for all reporting entities and the Education Directorate complies with all subsections. The information that satisfies the requirements of Part 2 is found in the Education Directorate Annual Report 2022-23 as follows:

- A. Transmittal Certificate, see page 16
- B. Organisational Overview and Performance, inclusive of all subsections, see pages 18 to 229
- C. Financial Management Report, inclusive of all subsections, see pages 230 to 343.

Part 3 Reporting by Exception

The Education Directorate has nil information to report by exception under Part 3 of the Directions from 2022-23 reporting year.

Part 4 Directorate and Public Sector Body Specific Annual Report Requirements

The following subsections of Part 4 of the Directions apply to the Education Directorate and can be found within the Education Directorate Annual Report 2022-23:

- Investigation of Complaints, see page 344
- Teacher Quality Institute, see pages 347 to 430
- Ministerial and Director-General Directions, see page 345.

Part 5 Whole of Government Annual Reporting

All subsections of Part 5 of the Directions apply to the Education Directorate.

Consistent with the Directions, the information satisfying these requirements is reported in one place for all ACT Public Services directorates, as follows:

- Bushfire Risk Management, see the annual report of the Justice and Community Safety Directorate
- Human Rights, see the annual report of the Justice and Community Safety Directorate
- Legal Services Directions, see the annual report of the Justice and Community Safety Directorate
- Public Sector Standards and Workforce Profile, see the annual State of the Service Report
- Territory Records, see the annual report of the Chief Minister, Treasury and Economic Development Directorate.

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

http://cmd.act.gov.au/open_government/report/annual_reports

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Part A

Transmittal Certificate

Transmittal Certificate



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

Dear Minister

2022-23 Education Directorate Annual Report

This report has been prepared in accordance with section 6(1) of the *Annual Reports (Government Agencies) Act 2004* and in accordance with the requirements under the *Annual Reports (Government Agencies) Directions 2023*.

It has been prepared in conformity with other legislation applicable to the preparation of the Annual Report by the Education Directorate.

I certify that the information in the attached report, and information provided for whole of government reporting, is an honest and accurate account and that all material information on the operations of the Education Directorate has been included for the period 1 July 2022 to 30 June 2023.

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

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

The annual reports of the following public sector bodies are included as annexed reports:

- The ACT Board of Senior Secondary Studies; and
- The ACT Teacher Quality Institute.

Yours sincerely

A handwritten signature in black ink that reads 'Katy Haire'.

Katy Haire
Director-General
22 September 2023

Part B

Organisational Overview
and Performance

Organisational Overview

The Education Directorate delivers its work across the following areas (Figure 1):

- ACT Public Schools
- School Improvement
- Service Design and Delivery
- Business Services
- System Policy and Reform
- Safe at School.

Our vision, mission and values

The Education Directorate is a leading learning organisation where people are valued and work together to deliver high quality early childhood education and public school education in accessible and inclusive environments. Empowering children and young people to learn has a life-long impact. By fostering student engagement and centring teaching and learning around students as individuals we enable educational growth for every child year on year.

The Directorate shares the ACT Public Service values of respect, integrity, collaboration, and innovation. These values shape behaviours and actions when supporting children and young people in schools.

Role, functions and services

The Directorate is dedicated to facilitating quality education services across the ACT through:

- the provision of government learning institutions in the form of public preschools, primary, secondary, colleges and specialist schools
- access to quality teaching, specialised learning programs and wellbeing supports for individual student needs
- enrolment and support of international students
- the regulation of non-government schools, home education and early childhood education and care services.

The Directorate supports the ACT Government and the Minister to meet their obligations under the following two portfolios:

Yvette Berry MLA

Minister for Education and Youth Affairs

Minister for Early Childhood Development.

As stewards of the ACT education system, the Directorate works actively with a range of partners and stakeholders including:

- the Australian Curriculum, Assessment and Reporting Authority
- the ACT Board of Senior Secondary Studies and the ACT Teacher Quality Institute
- the ACT Principals Association
- the ACT Business Managers Association
- the Catholic Education Archdiocese of Canberra and Goulburn
- the Association of Independent Schools of the ACT
- the ACT Council of Parents & Citizens Association
- the ACT Australian Education Union, the Community and Public Sector Union and the United Workers Union
- the University of Canberra and the Australian National University
- the ACT Aboriginal and Torres Strait Islander Elected Body.

Organisational structure

The Directorate's organisational structure and leadership underwent changes during the reporting period.

From the commencement of the reporting period, Ms Sam Seton was in the role of Executive Group Manager, Service Design and Delivery until September 2022 after which time, Ms Kylie Scholten commenced in the position until December 2022.

From December 2022 until February 2023, Mr Mark Huxley was in the role of Executive Group Manager, Service Design and Delivery, until Ms Angela Spence commenced in the position from February 2023 for the remainder of the reporting period.

Ms Judy Hamilton was in the role of Executive Group Manager, School Improvement from early January 2023 until Mr Mark Huxley returned to the position in February.

Ms Tej Kaur commenced in the position of Executive Branch Manager, Student Engagement in July 2022 and remained in the position for the duration of the reporting period.

Mr Mark Stirling commenced in the position of Executive Branch Manager, Digital Strategy and Services Transformation in December 2022 until Ms Kelly Bartlett returned to the position in April 2023.

Mr John Nakkan commenced in the position of Executive Branch Manager, Infrastructure and Capital works in June 2022.

Mr Robert Gotts departed from the role of Executive Branch Manager, Analytics and Evaluation in September 2022 and the Directorate welcomed Mr Michael Crowther who commenced in the position from February 2022.

Organisation chart

Figure 1: Organisation Chart



Figure 2: Our schools

Where are our public schools?

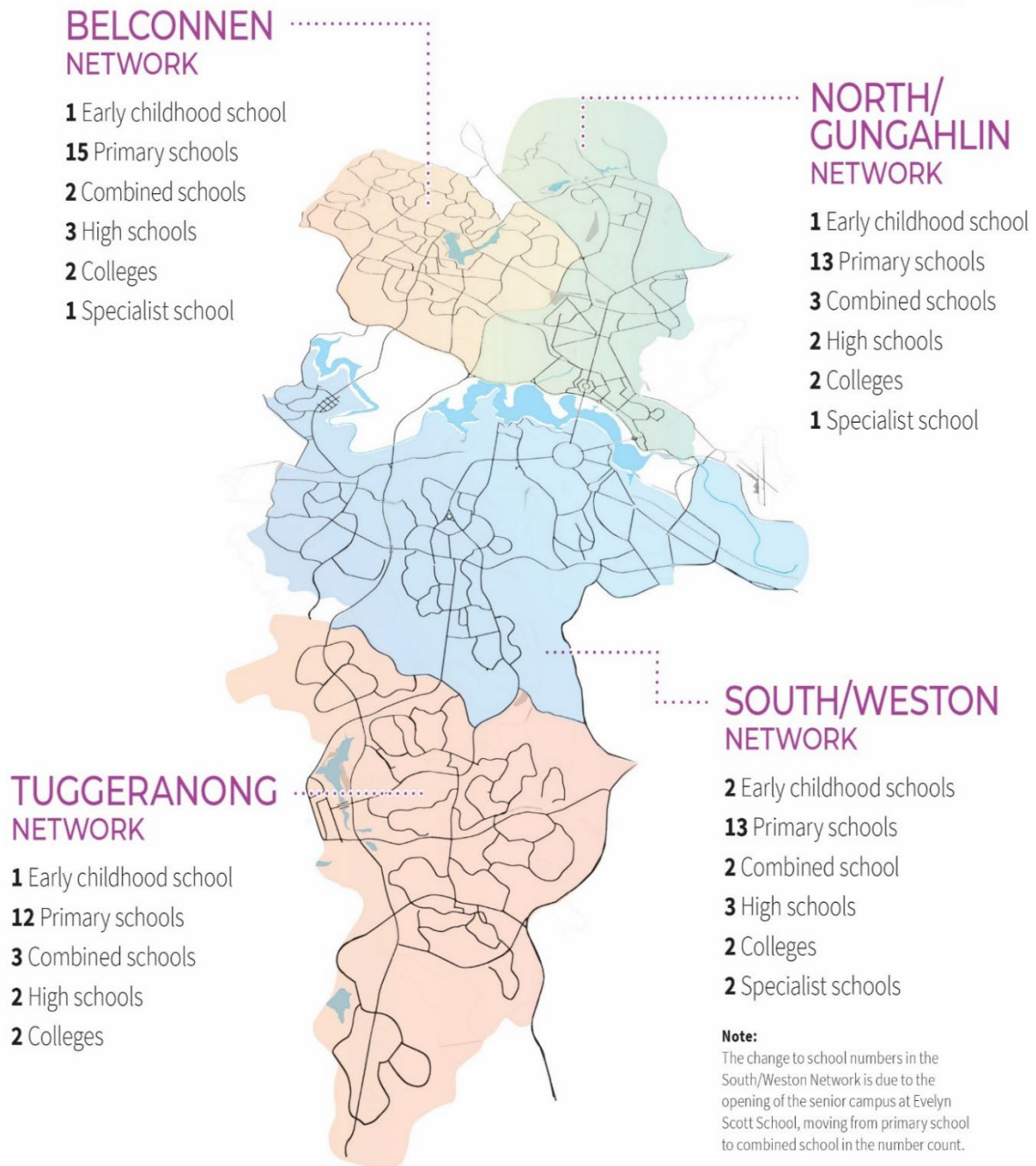
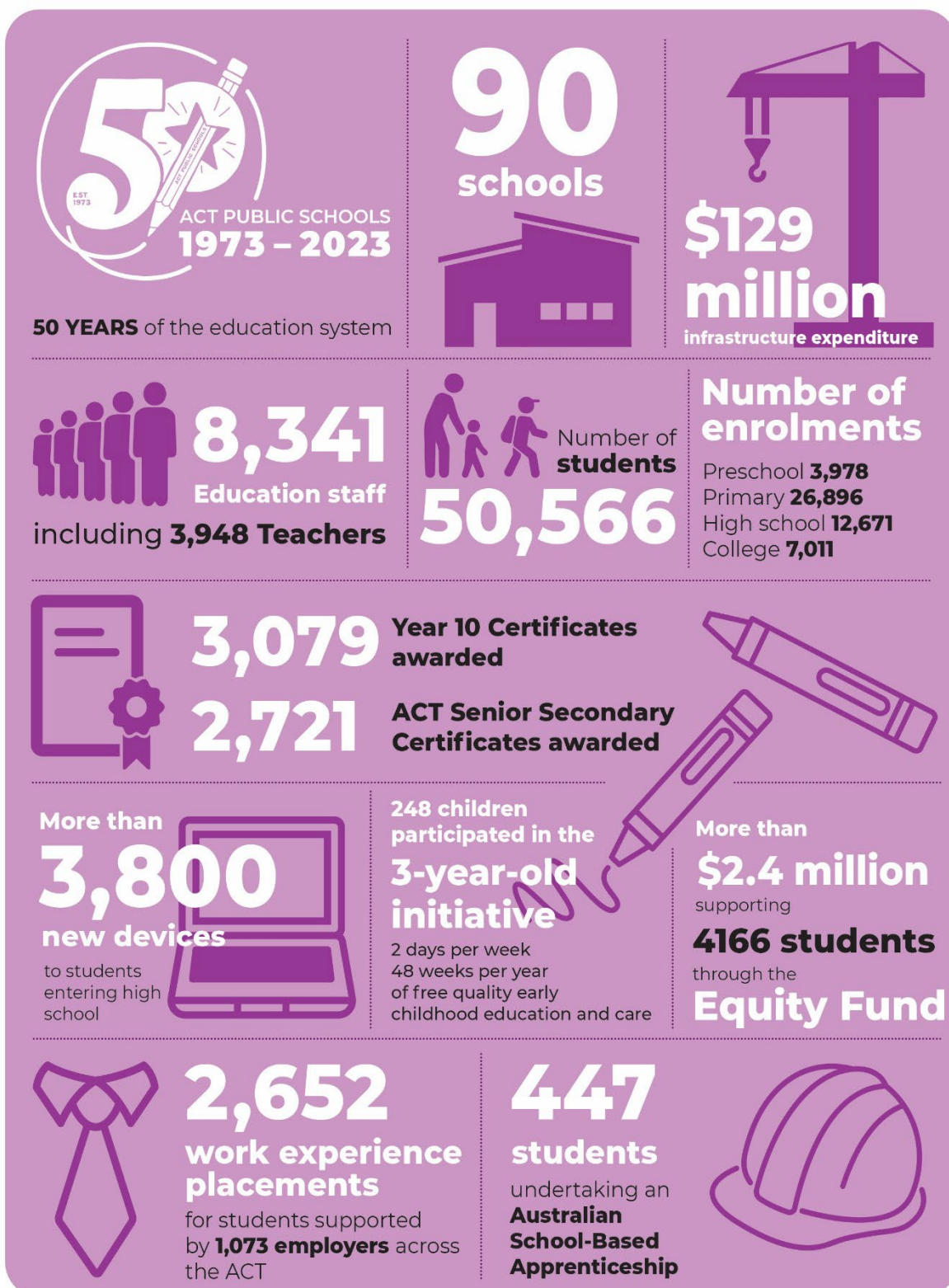


Figure 3: Education Directorate at a glance 2022-23

Education Directorate At a glance



Our environment and planning

The *ACT Wellbeing Framework* guides the territory-wide approach to lift the quality of life of all Canberrans. Our educational mission closely contributes to this wellbeing framework by focusing on empowering children and young people with the knowledge, skills and understanding needed to learn for life.

The Directorate delivers on 2 overarching ACT Government strategies with a shared focus on equity, access, inclusion and student agency. They are:

- *Future of Education – An ACT Education Strategy for the Next 10 Years*
- *Set up for Success: An Early Childhood Strategy for the ACT.*

These strategies were developed in collaboration with the community to guide the delivery of excellent education for children and young people in the ACT and capture our educational reform objectives and actions to provide excellent, inclusive, and equitable education that maximises children and young people's wellbeing.

The Future of Education Strategy

Launched in 2018, the *Future of Education Strategy* sets out the ACT Government's 10-year vision for education. Its foundations are:

- **Students at the centre** – each student treads their own educational pathway and should be empowered to make informed decisions about how their learning environment operates.
- **Empowered learning professionals** – education professionals are experts, highly skilled at working with students to guide them through their learning journey.
- **Strong communities for learning** – a strong education system requires a strong community, with schools acting as hubs for education and support services.
- **Systems supporting learning** – the systems that support learning must acknowledge the importance of early intervention and promote equity of opportunity and excellent outcomes for all learners.

The *Future of Education Strategy* continued to guide the Directorate's strategic direction during the year, with the Phase 2 Implementation Plan, which spans years 3 to 5 of the strategy, having started in late-2021.

This plan renews the focus on the strategy's core principles of equity, agency, access and inclusion, together with strengthened attention on wellbeing, parent and community partnerships, and teaching excellence and workforce.

Set up for Success: An Early Childhood Strategy for the ACT

Launched in August 2020, *Set up for Success: An Early Childhood Strategy for the ACT* is the ACT Government's 10-year plan for early childhood education. Set out over 3 phases, it outlines the government's commitment to providing quality early childhood education for all

children, recognising that children's early years set the groundwork for their lifetime learning.

Set up for Success is informed by overwhelming national and international evidence, as well as feedback from children, families, experts, and the early childhood sector, about the importance of quality early childhood education in giving children the best start in life.

Set up for Success is underpinned by the National Quality Framework and the Early Years Learning Framework: Belonging, Being, and Becoming.

Its foundations are:

- **A fair start for every child** – ensuring access, equity and affordability of early childhood education.
- **Valuing educators, values children** – enhancing the workforce through education, qualification and skills development.
- **Every child has a story** – fostering seamless transitions and supporting children's diverse needs.
- **Working together for children** – connecting systems and services to maximise benefits to children.

The Phase One Implementation Plan outlines the initiatives that will be delivered in the first phase of the strategy under each of the strategy's foundations. It highlights how the initiatives link to research evidence, partnerships, and long-term outcomes.

The foundations of *Set up for Success* align with the foundations and principles of the *Future of Education Strategy*, as shown in Figure 4.

Figure 4: The alignment of *Future of Education* and *Set up for Success* strategies



The alignment of the 2 strategies recognises that genuine equity of opportunity is only delivered through consistent and sustained collaborative effort, including working with key partners from the earliest years of a child’s educational journey.

Strategic Plan 2022–2025

The *Strategic Plan 2022–2025* was finalised in 2022, setting the Directorate’s vision to ensure every child and young person receives an excellent education, delivered, and supported by highly skilled and valued professionals.

The plan provides guiding principles for how schools and the Education Support Office will work together to achieve a shared mission to lead and deliver excellent, inclusive and equitable education where all are safe, valued and able to flourish.

The *Strategic Plan 2022–2025* has 4 focus areas that align with, and support delivery of, the parallel foundations underpinning the *Future of Education* and *Set up for Success* strategies:

- children and young people
- our people
- community partnerships
- systems and supports.

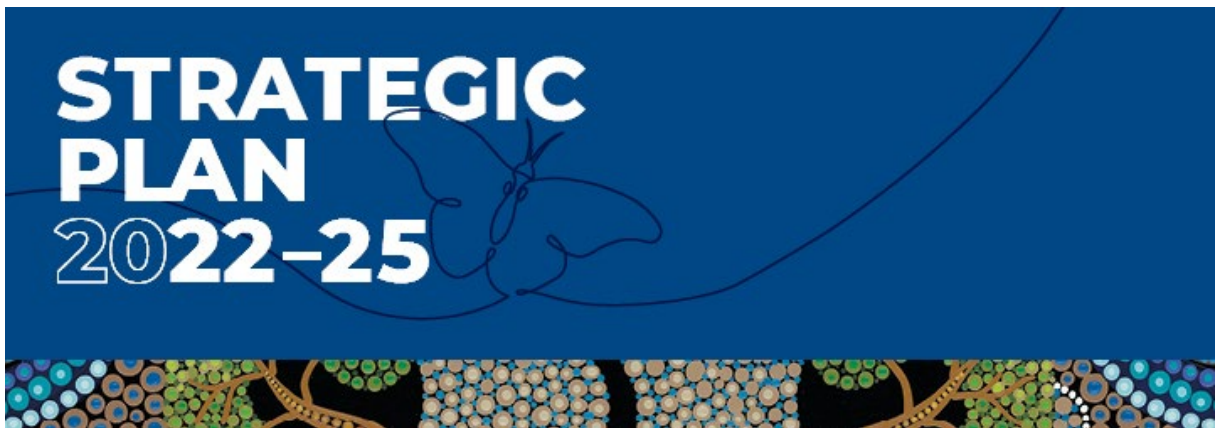


Figure 5: *Strategic Plan 2022–2025* tile

The strategic plan is designed to create a coherent system:

- that supports learning, aspiration and achievement
- where safety, wellbeing and cultural integrity are prioritised
- where families and communities are welcomed and included.

Summary of performance

The Education Directorate has celebrated many achievements and addressed significant local and global challenges during 2022–23.

Key highlights in **school education** for 2022–23 included:

- the opening of Evelyn Scott School Senior Campus in Term 1, 2023
- expanding disability education programs to all ACT public primary schools, high schools and colleges to ensure all eligible students could access smaller class sizes offered in a disability education program at their local school
- ensuring that ACT public schools remain safe and supportive environments for staff and students with the continued work of the Safe at School Taskforce
- continuing to strengthen inclusion in ACT public schools by working with young people with disability, their families, and the broader community to develop the *Inclusive Education Strategy*
- continuing the high performance of the ACT in the *Progress in International Reading Literacy Study* (PIRLS) scoring significantly higher on average than other Australian jurisdictions
- continuing to deliver stable performance in NAPLAN where the ACT remains one of the highest performing jurisdictions
- continuing the ACT Government's commitment to address the national teacher shortage by utilising ongoing recruitment campaigns and actioning the recommendations in the from the *Teacher Shortage Taskforce Report* released in August 2022
- finalising the *ACT Public Sector Education Directorate (Teaching Staff) Enterprise Bargaining Agreement 2023-2026*, delivering nation-leading pay for ACT public school teachers
- continuing the investment in professional development and learning
- partnering with the tertiary sector to support early career teachers and teaching excellence
- further developing and implementing the Gender Equality Initiative with the objective to deliver a whole-school approach to respectful relationships education, and prevent domestic and family violence by creating a culture of gender equality in schools
- continuing the Future of Education Equity Fund, ensuring that eligible students and families experiencing financial stress are able to apply for an annual grant to help cover the costs of education expenses
- continuing to provide all year 7 to 12 students with a Chromebook and access to internet, if required
- continuing the investment in school infrastructure, and the work on new and expanding schools including for 2022–23, projects involving 6 new schools (works in progress) and 3 school site upgrades.

Key highlights in **early childhood development** for 2022–23 included:

- partnering with early childhood education and care services to provide access to free quality early childhood education for hundreds of 3-year-old children experiencing vulnerability and disadvantage
- continuing delivery of support for priority children and families accessing free quality early childhood education
- continuing to work with educators to build their knowledge, confidence and capacity to implement inclusive practices, enhance transitions, and provide continuity for children and families
- consulting with the early childhood education and care sector on key early childhood reforms, including strategies to support the early childhood education profession
- revising and expanding the Continuity and Transitioning Framework and Statement to support effective transition processes for children transitioning to 4-year-old preschool
- delivering the *School Community Playgroups – Guidelines for ACT Public Schools* to provide ACT public schools with knowledge and confidence to establish a playgroup
- delivering key commitments under the *Preschool Reform Agreement 2022–2025*
- launching the Koori Pre Cultural Safety Framework and Koori Pre Curriculum, informed by a co-design process with Aboriginal and Torres Strait Islander communities on the evolution of Koori Preschool to ensure it meets the community’s needs, now and into the future
- developing a health and education resource for parents and carers to support their child’s learning and development from birth to 5 years.

Key highlights in **legislation reform** for 2022–23 included:

- progressing the legislative reform agenda through the passage of the *Education Amendment Bill 2022*, relating to suspensions, transfers, expulsions and exclusions
- updating the registration process and requirements for 75, including the establishment of the Registration Standards Advisory Board
- finalising the policy position for the *Education (Early Childhood) Legislation Amendment Bill 2023* and developing a draft Bill that will recognise early childhood education in ACT law, including through professional recognition for early childhood teachers
- starting consultation on the proposed scope of the *Education Amendment Bill 2024*, which will focus on enrolments, participation, attendance and distance education, and seek to make the *Education Act 2004* more flexible to reflect a modern educational environment.

Outlook for 2023–24

The Education Directorate's priorities for 2023–24 are identified through:

- the *Future of Education* Phase 2 Implementation Plan
- the *Set up for Success* Phase One Implementation Plan.

The Directorate will implement the identified priorities of government as well as other key initiatives and whole of government strategies through its *Strategic Plan 2022–2025*.

The strategic plan is designed to create a coherent education system that supports learning, aspiration and achievement, where safety, wellbeing and cultural integrity are prioritised, and where families and communities are welcomed and included, with the ACT Wellbeing Framework as an overarching focus. The plan articulates how the Directorate implements *Set up for Success* and the *Future of Education*, capturing our educational reform objectives and actions to provide excellent, inclusive, and equitable education that maximises children and young people's wellbeing and learning from birth until they finish school.

In 2023–24, *Future of Education* phase 2 will continue to focus on inclusion, student agency, wellbeing, strengthening partnerships with school communities, and learning gain. These priorities continue to demonstrate the commitment of the ACT education system to take an evidence-based approach to ensure educational excellence for every child and young person. Phase 2 of *Set Up for Success* will be delivered from 2023 to 2025 with actions outlined in the phase 2 implementation plan to be released in the second half of 2023. The phase 2 implementation plan builds on the initiatives delivered throughout phase one.

Implementation of phase 2 and phase 3 will be informed by ongoing evaluation and monitoring of achievements and impact. This work does not happen in isolation and the Directorate continues to recognise and value the continuous partnerships and collaboration required across the early childhood education and care sector and the community.

Work is progressing to finalise an *Inclusive Education Strategy* and the First Action Plan under this strategy in 2023. As part of the *Future of Education*, this work will provide a clear and endorsed policy position for strengthening inclusion for students with disability in ACT public schools. The *Inclusive Education Strategy* will focus on these areas for action:

- culture
- relationships
- learning
- key transitions
- workforce
- resourcing
- infrastructure.

By focusing on these action areas, the strategy will embed system reform to improve outcomes for all students in ACT public schools. The strategy aims to build on strong inclusive practice occurring in many ACT public schools, which ensures the right systems and

supports are in place for all schools to meet the needs of every child and young person. Some of the **priorities** for the Directorate in 2023–24 include:

- completing the construction of the ACT's 91st public school, the Shirley Smith High School in Kenny for 800 students, with enrolments opening in 2023, ahead of the new school opening in 2024
- preparing for, and delivering the ACT Government's commitment to providing all three-year-old children with access to one day per week of free, quality early childhood education and care from 2024
- strengthening inclusive education for students with disability in ACT public schools, through the phased implementation of Inclusion Coaches and broader inclusion reforms
- supporting schools in preparation for the implementation of the Australian Curriculum Version 9.0 in early 2024
- continuing the work of the Safe at School Taskforce to embed a safety culture within ACT public schools through an uplift in specialised work health and safety supports and improved systems of safety to support safe and productive learning and working environments
- implementing the recommendations from the *Teacher Shortage Taskforce Report* released in August 2022
- implementing the new *ACT Public Sector Education Directorate (Teaching Staff) Enterprise Bargaining Agreement 2023-2026*; including supporting staff with workload changes to ensure that 'teachers teach' and 'leaders lead' and implementing and embedding further workload reduction measures to support our teaching staff
- commencing the work of the Sustainable Workload Management Committee, to focus on ensuring that the time of teachers and school leaders is maximised for teaching
- launching an ACT early childhood education and care workforce strategy for the profession, including educator professional standards initially for voluntary adoption, learning and development opportunities, and coaching and mentoring supports
- developing an ACT-wide approach to effective transitions centred around continuity for children, valuing their experiences across settings, and collaborative approaches between services and schools to place children at the centre
- continuing to provide 21st century learning environments for our children and young people by commencing the construction of our new schools in Gungahlin and Whitlam and continuing the design and delivery of the new school and early childhood education and care centre in Strathnairn
- continuing the extensive redevelopment and modernisation works at several ACT public schools that will deliver new learning areas and increase capacity for a growing Canberra, including modernisation at Telopea Park School, Garran Primary School, and Narrabundah College
- continuing to undertake school maintenance works, infrastructure upgrades, sustainability upgrades and hazardous material management works
- delivering relocatable learning units to support student demand across the ACT.

50th anniversary of the ACT public school system

History of ACT public education – the creation of the ACT Schools Authority



On 11 September 1973, then Prime Minister Gough Whitlam, announced that a statutory body would be appointed to administer ACT schools from the beginning of 1974.

This announcement followed 7 years of determined advocacy from ACT parents, teachers, educators; and 4 significant reports from working parties and eminent academics.

The appointment of the Interim ACT Schools Authority Council members on 8 October 1973 led to the creation of a new public school system in the ACT, independent of the NSW Education Department. This new public system would be radically different in structure, governance, and curriculum to any other school system in Australia.

2023 - time to celebrate

During 2023, the Education Directorate celebrated the 50th anniversary of the creation of the unique ACT school system. As part of the celebrations during the year, the Directorate asked to hear from ACT public school staff, students, administrators, and community members to capture stories of ACT public schools.



50th Anniversary YourSay launch, Hawker College

A program of events and activities was held throughout the year to recognise the rich history of the ACT public education system, to celebrate successes and to look forward to what the ACT public education system strives to be over the next 50 years.

The 50th anniversary brought together former and existing staff and students and coincided with several ACT public schools commemorating significant birthdays. This included Canberra's oldest public school – Telopea Park School – celebrating its centennial anniversary, and Turner School, that celebrated its 70th year of operation.

The Instrumental Music Program (IMP) celebrated 50 years during 2023. Set up in 1973, the IMP continues to deliver excellent music education in over 60 primary schools and 7 secondary schools across ACT public schools. Many of the IMP groups perform regularly at community, local and national events including the annual Step into the Limelight Gala show. In June 2023, an extraordinary concert took place at Llewelyn Hall where Principal, Naida Blackley conducted more than 130 former staff and students, along with the current Senior Concert Band and Choir, to celebrate the 50-year milestone.

More than 2,000 students from all year levels will come together to showcase their multi-musical and performing talents and celebrate 50 years of the ACT public school system.

As a culmination of the 50th anniversary, a month-long public exhibition will be held at the newest ACT Government building in the city.

The exhibits will include an inspiring collection of artefacts, video recordings and photos that celebrate the rich history, innovation and achievements of the system and our people.



Internal accountability

Senior executives

Director-General

The Director-General leads the Education Directorate and the network of ACT public schools to implement the *Education Act 2004*. The Director-General is responsible for promoting high-quality education for ACT children and young people, overseeing the operation and governance of ACT public schools, and overseeing the registration of non-government schools and home education.

The Director-General also holds responsibility for the Directorate's strategic direction, including the *Future of Education* and *Set up for Success* strategies, and the implementation of whole of government strategies.

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

The Deputy Director-General leads ACT public schools and holds responsibility for the delivery of high quality education services through student centred learning and teaching initiatives, digital strategy and direction, and the Safe at School Taskforce.

The Deputy Director-General holds accountability for school operations, teaching and learning practices and student outcomes, and the safety and wellbeing of students and staff at schools. Support services are provided in the areas of curriculum delivery, early childhood education and pedagogy, digital strategy, health, student inclusion and wellbeing, vocational education and training pathways and transitions, Aboriginal and Torres Strait Islander education, international education, complex case management, and flexible education and held the responsibility of the COVID Controller for the Directorate.

The Deputy Director-General assists the Director-General to achieve an increase in learning gain at each school and a high level of student and family engagement.

The Deputy Director-General supports the Director-General to ensure the effective implementation of the *ACT Education Directorate Strategic Plan 2022-2025*.

Deputy Director-General, System Policy and Reform

The Deputy Director-General, System Policy and Reform leads the Strategic Policy, Enrolments and Planning, Analytics and Evaluation, and Education and Care Regulation and Support functions of the Directorate.

The Deputy Director-General, System Policy and Reform has responsibility for strategic reforms, including inclusive education, schools and early childhood reforms, as well as advising on national education reforms and associated bilateral agreements.

The role leads the coordination of the ACT's participation in national assessment programs and provides quality data and analytics to inform school and system improvement. This also includes strategic school capacity planning and enrolment policy and procedures.

The Deputy Director-General, System Policy and Reform is responsible for regulatory and registration functions, including:

- the regulation of the early childhood education and care sector through the ACT Regulatory Authority, the Children's Education and Care Assurance Unit
- the registration and regulation of non-government schools
- home education registration and support for children and families in home education
- the registration and compliance of all Territory schools for Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS), as required under Commonwealth law.

Executive Group Manager, Business Services

The Executive Group Manager, Business Services is responsible for managing strategic risks and delivering a wide range of functions that support the ongoing delivery of high-quality education for all children and young people of the ACT.

The Executive Group Manager, Business Services leads the Infrastructure and Capital Works, Governance (including SERBIR and integrity matters), Communications, Engagement and Government Support, People and Performance, the School Cleaning Service, and the Strategic Finance and Procurement functions of the Directorate.

The role has responsibility for the Directorate's budget management, including schools funding, and the delivery of procurement advice and reforms in conjunction with the Chief Financial Officer. The Executive Group Manager leads the Directorate in workforce strategy and engagement, including negotiations, finalising and ongoing management and interface with multiple enterprise agreements. Through the People and Performance Branch, the role is responsible for the ongoing attraction, retention, and recruitment of teachers and leaders into the ACT public school system.

Through the Infrastructure and Capital Works Branch, the role is responsible for delivery of a growing school infrastructure budget, including construction and delivery of new schools and modernisation of older schools to provide ongoing public-school capacity for our growing city. The role is also responsible for the ongoing delivery of the School Cleaning Service, which has continued to be an important part of school facility services following the successful insourcing and subsequent growth into ACT Government office accommodation.

Executive Group Manager, School Improvement

The Executive Group Manager, School Improvement strategically leads and coordinates the improvement agenda for ACT public schools as well as overseeing the day-to-day operations of schools. The role leads improvement activities to ensure students are at the centre of school improvement. These include school leadership development and recruitment, school improvement planning and review, and overseeing the day-to-day operations of schools through the Directors of School Improvement.

The Executive Group Manager influences and shapes the broader work of the Education Support Office in delivering an integrated approach to the delivery of services, while also supporting schools to manage a range of operational processes, such as incident reporting.

Executive Group Manager, Service Design and Delivery

The Executive Group Manager, Service Design and Delivery has responsibility for service design and integration and ensures the provision of high-quality education services and associated policies to ACT public school students, schools, and the community.

The Executive Group Manager is responsible for:

- student engagement and wellbeing
- disability services and inclusion
- allied health services to support the wellbeing of students in all schools
- the Directorate's digital strategy, which supports learning and teaching across our schools
- VET support and opportunities
- careers and transitions coordinated services
- teaching and learning
- services to international students studying within public schools.

Executive Group Manager, Safe at School

The Executive Group Manager, Safe at School was temporarily appointed to lead the Safe at School Taskforce. The Taskforce was established to elevate the Directorate's commitment to the safety and wellbeing of our staff and students in schools.

The Executive Group Manager, Safe at School is responsible for delivering a sustainable approach to safety in schools. The role is responsible for leading and managing the Directorate's comprehensive response to ongoing legislative compliance with the *Work Health and Safety Act 2011*, including:

- supporting schools to respond to WorkSafe ACT activity in schools
- developing a strategic approach to workplace and staff safety at a system level.

The Taskforce brought together the Restrictive Practice, Occupational Violence and Complex Case Management, Positive Behaviours for Learning, Work Health and Safety, and Early Intervention and Wellbeing teams to enhance the support service to schools.

Remuneration for senior executives

All executives employed by the Education Directorate were paid in accordance with the determinations of the ACT Remuneration Tribunal.

The ACT Remuneration Tribunal is an independent statutory tribunal with responsibility for setting the remuneration, allowances, and entitlements for public officials in the ACT, including the ACT Government. Further information can be found at

<https://www.remunerationtribunal.act.gov.au>.

Significant committees of the Directorate

Governance committees

Executive Governance Committee

The Executive Governance Committee (EGC) supports the Director-General as the responsible officer of the Education Directorate reporting to the Minister under Section 19 of the *Public Sector Management Act 1994*.

As the peak governance committee for the Directorate, the EGC provides leadership, direction, and guidance to the Directorate, and oversees the Directorate’s policy and strategy, governance, risk, safety, and compliance frameworks. Supporting the EGC are several subcommittees. EGC subcommittees are established or endorsed by the EGC to monitor, advise, and regularly report on matters to support the decision making of the EGC.

There were several changes made to the EGC subcommittees following a review of the EGC Terms of Reference in August 2022. The review of the subcommittee structure identified subcommittees as those with an ongoing purpose addressing core governance functions, and those that were time-limited and were formed to oversee programs or policy areas.

Other Directorate committees, governance groups, and advisory and consultative bodies, which are often operational in nature, may be required to provide updates to, and seek direction from, the EGC on matters relating to their function.

Table 1: Executive Governance Committee Subcommittees

Executive Governance Committee					
Work Health and Safety Subcommittee	Security and Emergency Management Subcommittee	Digital Strategy Subcommittee	Education Workforce Subcommittee	Education Planning Subcommittee	Finance Subcommittee

Work Health and Safety Subcommittee

The Work Health and Safety (WHS) Subcommittee was established and authorised by the Director-General to ensure as far as reasonably practicable, the Directorate is complying with its obligations under the *Work Health and Safety Act 2011*.

The subcommittee is responsible for ensuring due diligence is actively undertaken, and includes taking reasonable steps to:

- acquire and maintain up-to-date knowledge of work health and safety matters that affect employees collectively, or matters that are unable to be resolved at the WHS Consultative Committee level
- monitor implementation of the Safe at School program and provide an escalation point for any issues as they arise

- monitor WHS performance and compliance, and ensure the Directorate has effective WHS management systems and processes in place
- regularly review and assess strategic WHS risks, including identification and management of emerging risks
- commission and review regular WHS reports from business areas
- consider and/or endorse proposed actions to mitigate or respond to identified risks, noting that, where there are financial implications, proposed/recommended actions are progressed to the Finance Subcommittee for consideration.

The WHS Subcommittee is the consultative body responsible for the review of updated Directorate WHS policies and the WHS Management System.

The subcommittee also provides governance for, and oversees:

- the Directorate's WHS Consultative Committee
- the Safe at School Taskforce work program, including the Safe at School Taskforce Advisory Group.

Security and Emergency Management Subcommittee

The Security and Emergency Management Subcommittee acts as an advisory body to oversee the Directorate's security and emergency management policies, plans and practices. It was established to provide advice and guidance on the development and implementation of initiatives relating to security, emergency management, business continuity, and related risk management and compliance matters across the Directorate.

Digital Strategy Subcommittee

The Digital Strategy Subcommittee provides advice on the development and implementation of digital and ICT strategies, programs, and policies. It makes recommendations to the EGC about digital and ICT strategic directions, policies, risks, cyber threats, and proposals for system-wide ICT initiatives.

Education Workforce Subcommittee

The Workforce Subcommittee (EGC WSC) was established by the Director-General to oversee the implementation of the *Education Directorate Workforce Strategy 2021-2023* (the WFS) and respond to the identified strategic workforce risks including workforce supply and industrial matters.

The EGC WSC provides oversight of the delivery of strategic diversity and inclusion plans, such as Employment Action Plans, and industrial matters such as secure workforce conversion, enterprise bargaining, and enterprise agreement implementation.

The EGC WSC puts forward recommendations and/or proposed actions to address or respond to current and emerging strategic workforce risks across the Directorate, including recruitment and retention, workforce satisfaction and wellbeing and injury prevention.

Education Planning Subcommittee

The Education Planning Subcommittee is responsible for responding to enrolment growth in the Territory by:

- effectively administering ACT public schools with respect to capacity and enrolment demand
- identifying and preparing for future school infrastructure requirements and developing new infrastructure proposals for the Minister and the government's consideration
- overseeing progress on projects of strategic significance and being an escalation pathway through to EGC for issues
- delivering the government's agreed infrastructure measures as they relate to ensuring school capacity that meets enrolment demand.

Finance Subcommittee

The Finance Subcommittee is responsible for providing advice and support around financial management and compliance to the EGC. Advice may include:

- branch and division forecasted positions based on annual budget allocations and ongoing impacts on branch or division allocation
- implementation of election commitments, including budget initiatives, funded and unfunded outcomes, and impacts on the Directorate's position
- operational program changes or innovation ideas prior to implementation
- policy consideration that may have financial impacts
- compliance-related matters, where this would affect the financial operations of the Directorate.

Consultative Committees

Directorate Consultative Committee

The Directorate Consultative Committee shares information across the Directorate. It also consults with and communicates processes to staff, senior managers, and unions on change management proposals in the workplace.

The membership of the committee includes 4 to 6 Directorate and school-based staff representatives, one or 2 union representatives from the Community and Public Sector Union, United Workers Union and the Australian Education Union, and other specialists upon invitation.

Work Health and Safety Consultative Committee

The WHS Consultative Committee was established and authorised by the Director-General as a subcommittee of the WHS Subcommittee (under EGC) to ensure, as far as reasonably practicable, the Directorate is complying with its health and safety workplace consultation obligations under the *Work Health and Safety Act 2011*.

The WHS Consultative Committee was re-established in Term 4, 2022 after an interruption related to COVID-19. The WHS Consultative Committee meets on a quarterly basis.

The WHS Consultative Committee provides advice on the ongoing development and implementation of the Directorate's WHS policies, procedures, and safety priorities; considers health safety and wellbeing performance, as well as specific injury prevention and injury management advice and initiatives.

The WHS Consultative Committee provides advice on high-level strategic initiatives to address injury data trends, reviews statistical data and identifies the Directorate's risk profile trends through reported hazards, incidents/accidents and injuries, or serious illness arising from the workplace undertaking.

Engagement and Advisory Committees

Principals' Advisory Group

The Principals' Advisory Group is a consultation and communication group representing all ACT public school principals. The group considers key strategic, policy and operational matters and provides advice to the Director-General, Senior Executive, and schools.

Education Evidence and Evaluation Advisory Group (previously Education Evaluation Subcommittee)

The Education Evidence and Evaluation Advisory Group ensures the ACT Government Evaluation Policy and Guidelines are implemented across the Directorate and oversees research occurring within, or on behalf of, the Directorate. It guides the development of evaluation capability and reports annually to the EGC.

Safe at School Taskforce Advisory Group

The Safe at School Taskforce Advisory Group was established in late-2022 to provide expertise and advice to the Safe at School Taskforce. The advisory group is chaired by the Deputy Director-General and includes members from:

- Workplace Safety and Industrial Relations within the Chief Minister, Treasury and Economic Development Directorate
- the Parents and Citizens Association
- ACT Policing
- ACT Principals Association
- ACT Education Union
- Community and Public Sector Union
- United Workers Union
- the Aboriginal and Torres Strait Islander community.

The advisory group is not a decision-making body, but considers and provides advice to the Directorate on:

- current and planned initiatives to improve health, safety and wellbeing in ACT public schools
- information relating to health, safety and wellbeing performance in ACT public schools
- opportunities to improve and evaluate the Directorate's health, safety and wellbeing performance
- communications, education and training materials for staff, students, and the broader community.

Disability Education Reference Group

The Disability Education Reference Group is a community consultative forum convened by the Director-General. The purpose of the reference group is to provide an opportunity for information sharing and for key community stakeholders to contribute to the formulation of policy and advice in relation to the education of students with a disability in ACT public schools.

ACT Minister's Student Congress

The ACT Minister's Student Congress provides an opportunity for ACT public school students to come together to discuss issues that matter to them and affect their education. It is a conduit for student voices from ACT public schools to the Minister for Education and Youth Affairs and supports students to explore issues of significance for them and their education.

The congress further provides students with opportunities in leadership, advocacy, networking, and organisational skills.

Performance Analysis

Overview

Table 2: Performance analysis overview

Strategic Objective	Strategic Indicator	Comment on 2022–23 Performance	More Information
Strategic Objective 1 – To promote greater equity in learning outcomes in and across ACT public schools	Strategic Indicator 1(a) Reduction in the equity gap between the most advantaged and less advantaged students in reading	The 2022 gap result was 58 NAPLAN points which is higher than the 2022 target of 48. This result, following a gradual narrowing of the equity gap since the 2018 baseline shows there is more to do.	Output Class 1 page 50 Strategic Objective 1(a), page 44
	Strategic Indicator 1(b) Reduction in the equity gap between the most advantaged and less advantaged students in numeracy	The 2022 gap result was 52 NAPLAN points which is higher than the 2022 target of 38 points. This result, following a gradual narrowing of the equity gap since the 2018 baseline shows there is more to do.	Output Class 1 page 50 Strategic Objective 1(b), page 45
Strategic Objective 2 – To facilitate high quality teaching in ACT public schools and strengthen educational outcomes	Strategic Indicator 2(a) ACT public schools gain for Years 3 to 5 in reading	Due to COVID-19 disruption, the NAPLAN 2020 testing did not occur. As a result, no data are available to report for the 2020-22 gain cycle.	Output Class 1 page 50 Strategic Objective 2(a) page 47
	Strategic Indicator 2(b) – ACT public schools gain for Years 3 to 5 in numeracy	Due to COVID-19 disruption, the NAPLAN 2020 testing did not occur. As a result, no data are available to report for the 2020-22 gain cycle.	Output Class 1 page 50 Strategic Objective 2(b) page 47
	Strategic Indicator 2(c) – ACT public schools gain for Years 7 to 9 in reading	Due to COVID-19 disruption, the NAPLAN 2020 testing did not occur. As a result, no data are available to report for the 2020-22 gain cycle.	Output Class 1 page 50 Strategic Objective 2(c) page 47

	Strategic Indicator 2(d) – ACT public schools gain for Years 7 to 9 in numeracy	Due to COVID-19 disruption, the NAPLAN 2020 testing did not occur. As a result, no data are available to report for the 2020-22 gain cycle.	Output Class 1 page 50 Strategic Objective 2(d) page 48
Strategic Objective 3 – To centre teaching and learning around students as individuals	Strongly Identified with their school by group, ACT public schools	Student School Identification peaked following the end of lockdown in 2020 at 66%, as students returned to school and placed higher value on the community experience. Since 2021, Student School Identification have returned to pre-COVID-19 trend levels. Staff School Identification have remained broadly consistent over time (2022 being slightly below target) whereas Parent/Carer School Identification levels exceeded the 2022 target.	Output Class 1 page 50 Strategic Objective 3 page 49

Strategic Objectives and Indicators

The Directorate's 3 strategic objectives outlined in the 2022–23 Budget were guided by the *Future of Education Strategy*.

Although this reporting period continued to be impacted by the ongoing pandemic, the Directorate retained ambitious targets. It is noted that in some cases improvements seen in previous reporting periods have not been maintained, demonstrating the cumulative effect of the pandemic.

Strategic Objective 1 – To promote greater equity in learning outcomes in and across ACT public schools

The ACT public education system is underpinned by the right of all children to access high quality education. It is recognised that not all children are able to access the same educational advantages when starting their education. Some children receive at-home and early childhood education, others first access education at the start of preschool. Children may also experience adversity at different stages of their education journey. The difference in access may be the result of socio-economic factors, physical or mental health or disability, cultural backgrounds, or familial circumstance.

The *Future of Education Strategy* recognises students as individuals and will emphasise the creation of learning environments with students at the centre.

This measure reaffirms the ACT Government's commitment to **equity in the public education system**. This measure shows that difference, expressed as the difference in average NAPLAN points across all four NAPLAN year levels.

The Australian Curriculum, Assessment and Reporting Authority (ACARA) will implement a new measurement scale for NAPLAN 2023 and beyond. The Directorate will review the Equity targets once the ACARA work has been completed and a new scale in place.

As a result of the change, NAPLAN 2023 data will also not be comparable to previous NAPLAN years.

NAPLAN scores in reading represent the performance gap between less advantaged groups of students (those where highest level of parental education is less than university degree) and the most advantaged group of students (those with parents with a university qualification or above) for students in ACT public schools (see Table 3).

Table 3: Strategic Indicator 1(a) – Reduction in the equity gap between the most advantaged and less advantaged students in reading

	2018	2019	2020 ²	2021	2022 Target	2022 Actual
Equity Gap	57 ¹	52	N/A	49	48	58

Source: ACT Education Directorate, unpublished data

¹ 2018 is the baseline year for this new measure. This aligns with the ACT's move to more precise assessment through NAPLAN online. Historical data from 2015 have been retrospectively calculated for reference and have limited comparative value.

² Due to COVID-19 the NAPLAN testing did not occur. As a result, no performance data is available to report for 2020.

Between 2018 and 2021, the equity gap in reading narrowed from 57 points in 2018 to 49 points in 2021. This was despite the challenges of the initial stages of the global pandemic.

Information shared by schools with the Education Support Office indicated that the extended impact of the pandemic was visible to different degrees on some individuals and some groups of students, particularly in the early years.

The 2022 reading equity gap of 58 points confirms that the sustained (3 year) duration of the pandemic has had a more significant impact on the literacy learning of less advantaged students in the ACT. The response of our schools has been to increase efforts to personalise learning to meet the needs of these students.

This system level outcome requires a system level response, and the Directorate has been putting procedures in place to support teachers to provide the right supports to students who are performing at all levels in their classrooms.

Schools use data from system-wide assessments, along with classroom assessments to inform next steps in supporting students to progress their learning and inform decisions about teaching and learning strategies.

Professional Learning Communities (PLCs) are the key mechanism used. PLCs are collaborative groups of teachers and school leaders who come together to enhance their professional knowledge, improve practice, and engage in activities that assist to inform decisions about priorities for student learning in schools. It is informed by a structured framework for engagement and collaboration, focus on learning, shared responsibility and focus on continuous improvement for students.

While teachers currently use student learning data to inform their work, we are giving better access to data to principals and teachers, with access to school and system data along with professional learning to increase data literacy.

In the second half of 2023, principals will have access to a Leadership Dashboard that brings a range of system and student data together in way that will enable them to better determine the learning needs of students and what support and assistance they need in their learning. Informed and supported by the Education Support Office, schools will have enhanced support in their prioritising of the learning needs for students in their schools.

NAPLAN scores in numeracy represent the performance gap between less advantaged groups of students based on parental education (those where highest level of parental education is less than a university degree) and the most advantaged group of students (those with parents with a university qualification or above) for students in ACT public schools (see Table 4).

Table 4: Strategic Indicator 1(b) – Reduction in the equity gap between the most advantaged and less advantaged students in numeracy

	2018	2019	2020 ²	2021	2022 Target	2022 Actual
Equity Gap	45 ¹	44	N/A	39	38	52

Source: ACT Education Directorate, unpublished data

¹ 2018 is the baseline year for this new measure. This aligns with the ACT's move to more precise assessment through NAPLAN online. Historical data from 2015 have been retrospectively calculated for reference and have limited comparative value.

² Due to COVID-19 the NAPLAN testing did not occur. As a result, no performance data is available to report for 2020.

Between 2018 and 2021, the equity gap in numeracy narrowed from 45 points in 2018 to 39 points in 2021. This was despite the challenges of the initial stages of the global pandemic. Information shared by schools with the Education Support Office indicated that the extended impact of the pandemic was visible to different degrees on some individuals and some groups of students, particularly in the early years. The 2022 numeracy equity of 53 points confirms that the sustained (3 year) duration of the pandemic has had a more significant impact on the numeracy learning of less advantaged students in the ACT. The response of our schools has been to increase efforts to personalise learning to meet the needs of these students. Information provided for reading, above, equally applies for numeracy.

Additionally, ACARA has indicated at the national level that numeracy results seem to have been more significantly impacted by the pandemic than other domains. This appears to have amplified the numeracy equity gap in ACT public schools in 2022.

Strategic Objective 2 – To facilitate high quality teaching in ACT public schools and strengthen educational outcomes

The *Future of Education Strategy* sets the objective for the Directorate of ensuring students succeed through the delivery of high-quality learning that engages students and supports the development of learning for life. This will be achieved through collaborative learning and developing cohesive relationships between schools, communities and whole of government.

The Directorate is also strengthening the pedagogy (teaching practice) to respond to diversity and build learner capabilities as well as content knowledge. Progress in student learning gain is an important measure of evaluating educational outcomes. Drawing on the concept of a year's learning for a year's teaching, these strategic indicators measure the **growth in learning** of our students.

To measure the growth in student outcomes over time, the Directorate compares the NAPLAN mean reading scores of children in year 3 (or year 7) with the NAPLAN mean reading scores of the same children when they have reached year 5 (or year 9).

Due to COVID-19 disruption, the NAPLAN 2020 testing did not occur. As a result, no data are available to report for 2018–2020, or the 2020–2022 gain cycles.

Students generally experience a higher gain in their early years of schooling as they develop a foundational understanding of new concepts in numeracy and literacy. This is reflected in the national NAPLAN scale, which reflects double the gain between years 3 and 5 students compared with gain between years 7 and 9 students.

The variation in gain over time in the ACT reflects the national pattern. Each NAPLAN cycle, student scores are equated to a common scale. The scaling processes used in the NAPLAN tests create small, non-significant, measurement uncertainty (variation) in national means and in jurisdiction means over time, causing insignificant variation in the gain results. ACT public schools have achieved similar gain relative to the national gain data.

Reporting of gain data will be in abeyance until after the release of NAPLAN 2025 data. At the time of writing this report, NAPLAN 2023 data is in the process of being put onto a new scale and the 2023 data will not be comparable to previous NAPLAN data, resulting in a time series disruption.

ACARA has indicated that reporting of student gain will not be possible until 2025, 2 years after the time series is restarted, for instance, after students completing NAPLAN on the new scale in 2023 receive their next NAPLAN results in 2025.

Table 5: Strategic Indicator 2(a) – ACT public schools gain for years 3 to 5 in reading

	2016–18 Actual	2017–19 Actual	2018–20 ¹ Actual	2019–21 Actual	2020–22 Target	2020–22 ¹ Actual
Year 3	440	446	N/A	441	442	N/A
Year 5	522	520	N/A	518	522	N/A
Gain	82	74	N/A	77	80	N/A

Source: ACT Education Directorate, unpublished data

¹ Due to COVID-19 disruption, the NAPLAN 2020 testing did not occur. As a result, no data are available to report for 2018–20, nor 2020–22 gain cycles.

Table 6: Strategic Indicator 2(b) – ACT public schools gain for years 3 to 5 in numeracy

	2016–18 Actual	2017–19 Actual	2018–20 ¹ Actual	2019–21 Actual	2020–22 Target	2020–22 ¹ Actual
Year 3	412	421	N/A	414	416	N/A
Year 5	497	499	N/A	494	500	N/A
Gain	85	78	N/A	80	84	N/A

Source: ACT Education Directorate, unpublished data

¹ Due to COVID-19 disruption, the NAPLAN 2020 testing did not occur. As a result, no data are available to report for 2018–20, nor 2020–22 gain cycles.

Table 7: Strategic Indicator 2(c) – ACT public schools gain for years 7 to 9 in reading

	2016–18 Actual	2017–19 Actual	2018–20 ¹ Actual	2019–21 Actual	2020–22 Target	2020–22 ¹ Actual
Year 7	558	563	N/A	555	557	N/A
Year 9	599	592	N/A	587	592	N/A
Gain	41	29	N/A	32	35	N/A

Source: ACT Education Directorate, unpublished data

¹ Due to COVID-19 disruption, the NAPLAN 2020 testing did not occur. As a result, no data are available to report for 2018–20, nor 2020–22 gain cycles.

Table 8: Strategic Indicator 2(d) – ACT public schools gain for years 7 to 9 in numeracy

	2016–18	2017–19	2018–20 ¹	2019–21	2020–22	2020–22 ¹
	Actual	Actual	Actual	Actual	Target	Actual
Year 7	556	561	N/A	561	561	N/A
Year 9	600	594	N/A	592	597	N/A
Gain	44	33	N/A	31	36	N/A

Source: ACT Education Directorate, unpublished data

¹ Due to COVID-19 disruption, the NAPLAN 2020 testing did not occur. As a result, no data are available to report for 2018–20, nor 2020–22 gain cycles.

Strategic Objective 3 – To centre teaching and learning around students as individuals

The *Future of Education Strategy* recognises the importance of developing students as individuals and creating a learning environment adapted to their needs. Children enter the education sector with a diverse range of strengths and needs, and schools respond and adapt the teaching approaches to increase student outcomes.

Student education outcomes are affected by the surrounding school environment. The level of students' school identification informs student attitudes to, and interaction with, the physical, emotional, and relational environment of the school.

The ACT Government recognises that quality peer relationships, and a sense of school belonging, positively impacts the outcomes of students and school staff. This strategic indicator draws information from students, staff, and parents. This indicator will show the change over time in the strength of identification with the schools of students, staff, and parents/carers.

Student school identification peaked following the end of lockdown in 2020 at 66%, as students returned to school and placed higher value on the community experience. Since 2021, student school identification has returned to pre-COVID-19 trend levels. Staff school identification has remained broadly consistent over time, with 2022 being slightly below target, whereas parent/carer school identification levels exceeded the 2022 target.

Between 2019 and 2020, large increases in school identification resulted from the resolution of the first COVID-19 lockdown. Students, staff and parents and carers valued and identified more strongly with their school communities after the experience of not being permitted to engage in the community for an extended time. In 2021 and beyond, school identification levels returned to pre-COVID-19 trend levels. In this case, one of the 3 targets was exceeded, and the other 2 targets were not met by a small margin.

Table 9: Strategic Indicator 3 – Strongly identified with their school by group, ACT public schools

	2019	2020	2021	2022 Target	2022 Actual
	%	%	%	%	%
Student	60	66	62	63	60
Staff	89	92	88	90	89
Parent/Carer ¹	73	82	79	80	84

Source: ACT Education Directorate, unpublished data

¹ Due to changes in the calculation the assessments of school identification for parent/carer, 2018 and 2019 are not directly comparable.

Output classes

Output class 1: Public school education

February 2023 census

The February 2023 census of ACT schools recorded 82,280 students enrolled in ACT public and non-government schools from preschool to year 12, representing an increase of 105 students (0.1%) since February 2022. From February 2019 to February 2023, enrolments increased by 3,528 students (4.5%). Public schools accounted for 61.4% of the total student population.

Annual enrolment increases in ACT schools have been broadly consistent with changes in the annual rate of growth in the Australian Bureau of Statistics (ABS) estimated resident population (ERP) for school aged (3 to 17 years) children since 2016.

There were 50,556 students enrolled in ACT public schools (preschool to year 12), representing a decrease of 532 students (-1.0%) since February 2022. This reduction was due to the fall in overall preschool numbers for the last 2 years. Preschool enrolments in 2023 fell by 196 students (3.5%) from 2022 following a decrease of 490 students between 2021 and 2022.

The reduction in preschool numbers is strongly related to a reduction in the number of eligible children, rather than significant changes in participation in the optional preschool year. The ACT recorded lower births in 2018 and 2019, the years that most current preschool students were born. The ERP of 3-year-old children in the ACT in June 2021 was 376 less than the estimated number of 3-year-old children in June 2020, and 43 less from June 2021 to June 2022, which is impacting the number of children in preschool in 2022 and 2023, also flowing into kindergarten enrolments in 2023.

At the February 2023 census, there were 2,855 Aboriginal and Torres Strait Islander students enrolled in ACT schools, an increase of 55 students (1.9%) compared with 2022. There were 2,187 Aboriginal and Torres Strait Islander students enrolled in ACT public schools, representing 77% of all enrolments of Aboriginal and Torres Strait Islander children and young people in ACT schools.

Cross-border enrolments in ACT public schools

At the February 2023 census, there were 1,347 cross-border enrolments in ACT public schools. Since 2019, cross-border enrolments have decreased by 233 students. As a proportion of total ACT public school enrolments, this represents a decrease from 3.2% in 2019, to 2.7% in 2022 and 2023.

Student attendance

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

The ACT public school student attendance rate in Semester 1, 2022 was 85%; 6 percentage points lower than in 2021. The decline in the attendance rate was observed nationally (86% in 2022, down 5 percentage points from 91% in 2021), and highly consistent with other jurisdictions, described by ACARA as 'student attendance [being] significantly impacted by COVID-19, high influenza flu outbreaks and floods in some regions.'

Targeted support is available to schools to support the engagement and wellbeing of students, including case management support for student attendance and circumstances that allow for exemptions. The Targeted Support team within the Directorate is comprised of educators and health professionals who assist schools with complex student presentations needing multi-agency involvement.

One of the key targeted functions of the team is to work with families, schools and relevant external agencies to support the attendance of disengaged students of compulsory school age, once all in-school attendance procedures have been followed and offers of support have been exhausted. The team also performs a compliance and monitoring function relating to enrolment and attendance.

Figure 6: Attendance rate of public school students years 1 to 10, 2018 to 2022



Source: ACT Education Directorate, audited Accountability Indicators Output Class 1: Public School Education, School Participation

¹ ACT Government school data for 2018 and 2019 were derived from a school administration system in the process of implementation. Care should be taken when comparing the data for years before 2018.

Student retention

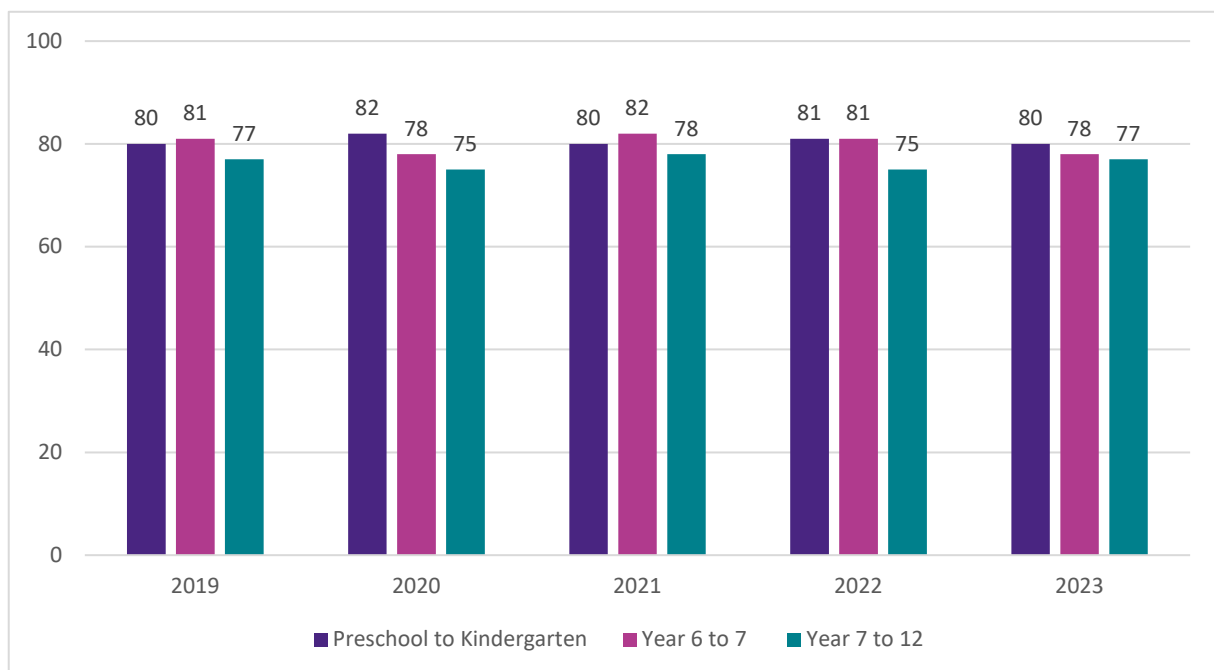
Real retention rates track the ongoing enrolment of the same students across school years. For example, the retention rate between year 7 and year 12 reflects the proportion of year 7 students still enrolled in the public education system in year 12.

Real retention rates in public schools between 2022 and 2023 were consistent with previous results. Student retention of preschool students to kindergarten increased slightly, while for year 6 to year 7, and year 7 to year 12, retention decreased slightly.

Real retention is affected by several 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 who undertake year level acceleration or repetition.

Figure 7: Real retention rates in public schools from preschool to kindergarten, year 6 to year 7 and year 7 to year 12, 2019 to 2023



Source: Census of enrolments in ACT schools, 2019 to 2023

Output 1.1: Public primary school education

Public primary school education spans from preschool to year 6. Learning opportunities in the primary years are designed to allow each student success and achieve high-quality learning outcomes.

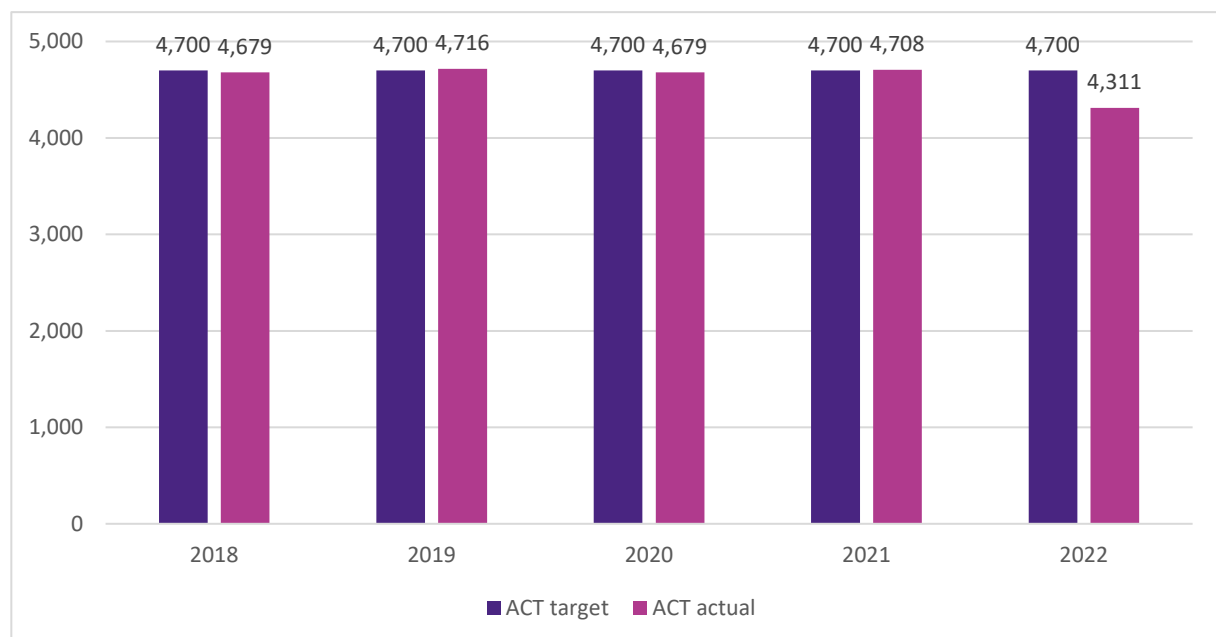
Each school maximises opportunities for students to develop knowledge, understanding, skills and values through implementing curriculum, assessment and reporting using the Australian Curriculum and the Early Years Learning Framework. Schools partner with parents, carers, and the community to enhance student outcomes.

The Directorate is responsible for the regulation of early childhood education and care services. Assessment and monitoring of early childhood education and care services contributes to ensuring quality education and care is provided to children who access these services. Early childhood education and care services include ACT public preschools, independent preschools, family day care, long day care, and school age care programs.

Preschool enrolments

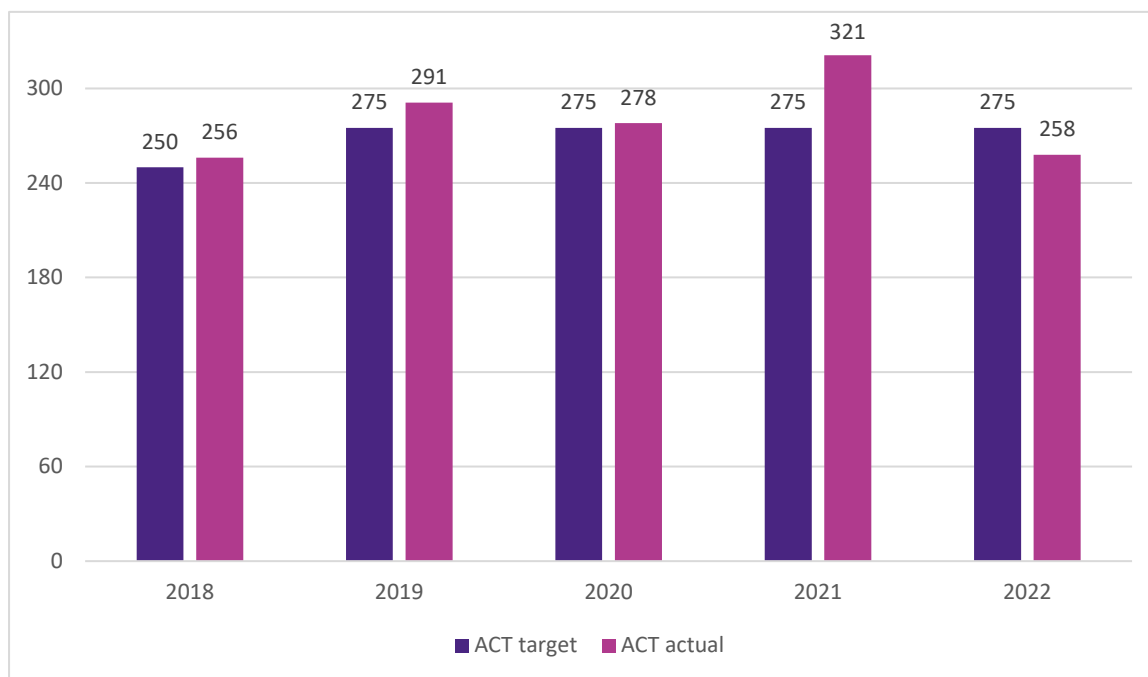
Preschool enrolments are dependent on the number of preschool-age residents during a year (including the number of births 4 years prior) and influenced by non-government sector capacity.

Figure 8: Number of enrolments in preschool in public schools, 2018 to 2022



Source: ACT Education Directorate, audited Accountability Indicators Output Class 1: Public School Education, Early Childhood Education (a)

Figure 9: Number of enrolments of Aboriginal and Torres Strait Islander children in preschool in public schools, 2018 to 2022



Source: ACT Education Directorate, audited Accountability Indicators Output Class 1: Public School Education, Early Childhood Education (b)

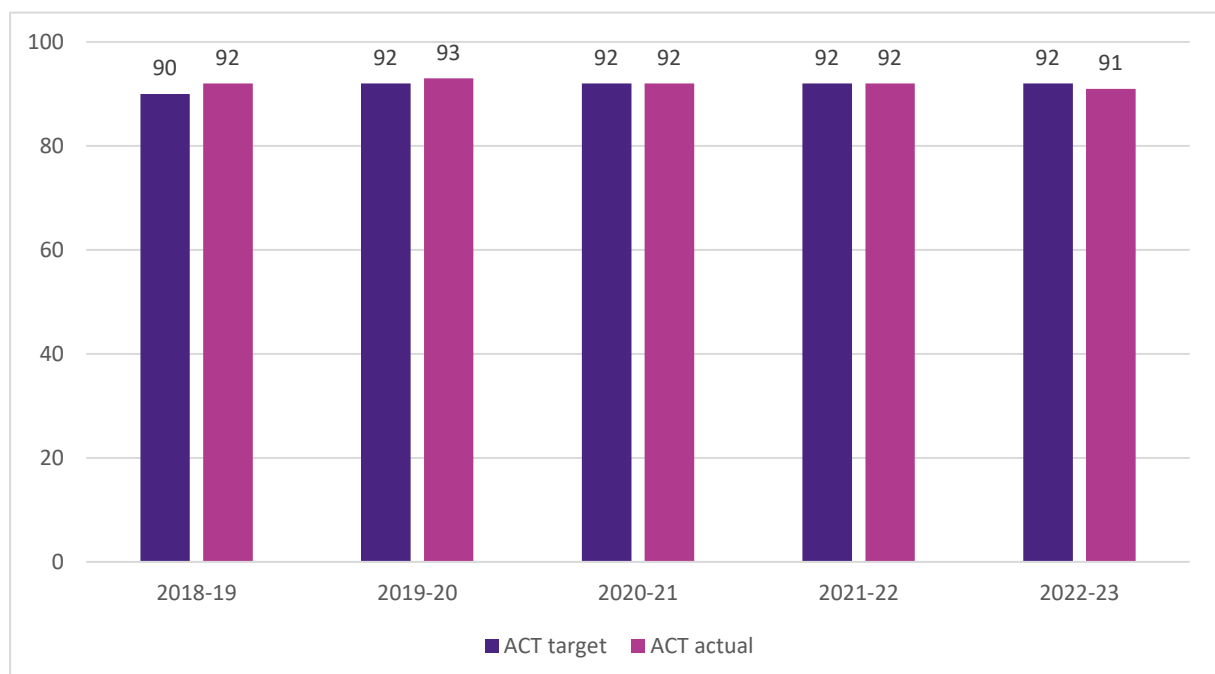
The reduction in preschool numbers is strongly related to a reduction in the number of eligible children rather than significant changes in participation in the optional preschool year. As noted for Output Class 1, the estimated resident population of 3-year-old children in the ACT in June 2021 was 376 less than the estimated number of 3-year-old children in June 2020, and 43 less from June 2021 to June 2022.

Output 1.2: Public high school education

Public high school education covers years 7 to 10. Each school organises its curriculum to maximise opportunities for students to develop the knowledge, understanding, skills and values articulated in the Australian Curriculum.

ACT public high schools offer a comprehensive education across all key learning areas. The focus is on providing challenging and engaging learning, building relationships based on mutual trust and respect, and connecting students to the outside world. School programs develop students' critical thinking, problem solving, interpersonal and teamwork skills, to empower students to contribute positively to their community. Schools partner with parents, carers, and the community to enhance student outcomes.

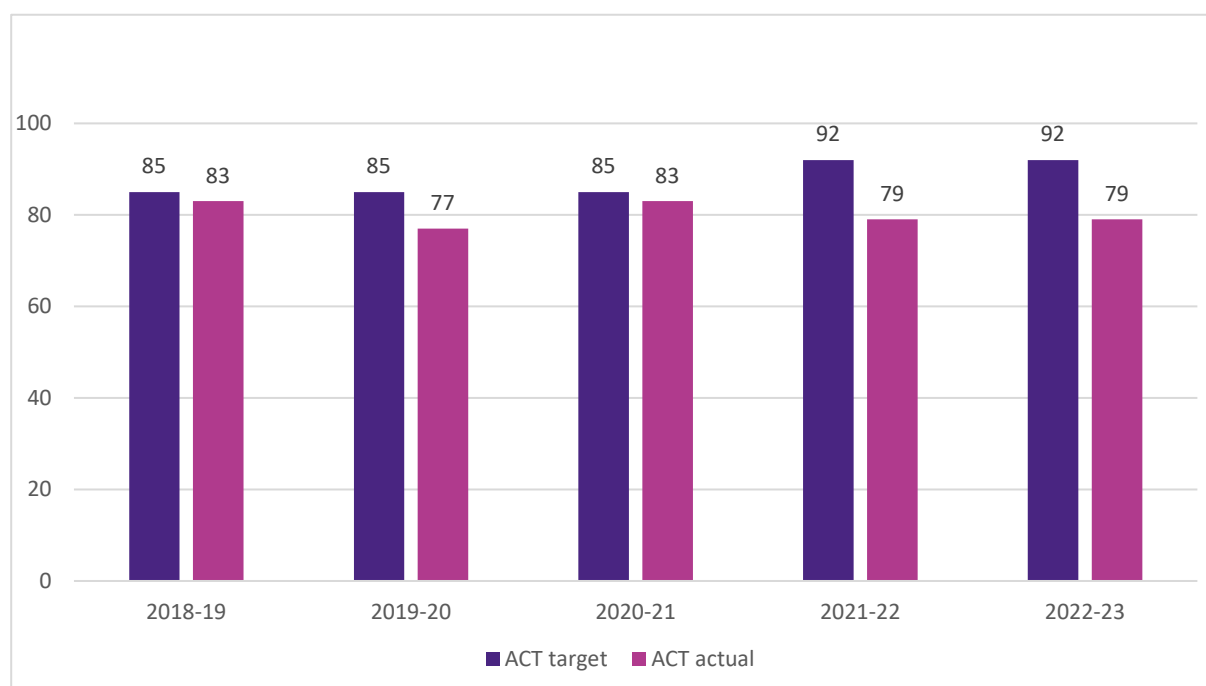
Figure 10: Percentage of year 10 students who proceed to public secondary college education, 2018–19 to 2022–23



Source: ACT Education Directorate, audited Accountability Indicators Output Class 1: Public School Education, Senior Secondary Education (a)

These indicators provide a measure of improving secondary education in ACT schools in support of the National Youth Attainment Targets for successful student transitions from year 10 to 12.

Figure 11: Percentage of year 10 Aboriginal and Torres Strait Islander students who proceed to public secondary college education, 2018–19 to 2022–23



Source: ACT Education Directorate, audited Accountability Indicators Output Class 1: Public School Education, Senior Secondary Education (b)

For the 2021–22 Budget, the target in Figure 11 (SSE b) was increased significantly to ensure alignment with the all-student target. The policy intent is to achieve parity between Aboriginal and Torres Strait Islander student retention and non-Aboriginal and Torres Strait Islander student retention.

Of the 133 Aboriginal and Torres Strait Islander students in year 10 in 2022, 105 (79%) proceeded to public secondary college education in 2023. The small number of students in the Aboriginal and Torres Strait Islander cohort can result in large percentage variances between years.

Output 1.3: Public secondary college education

Public secondary college education covers years 11 and 12. ACT public secondary colleges offer courses catering to a broad range of student needs and interests. Courses are accredited by the ACT Board of Senior Secondary Studies. Students can obtain an ACT Senior Secondary Certificate (ACTSSC) on successful completion of their senior secondary studies.

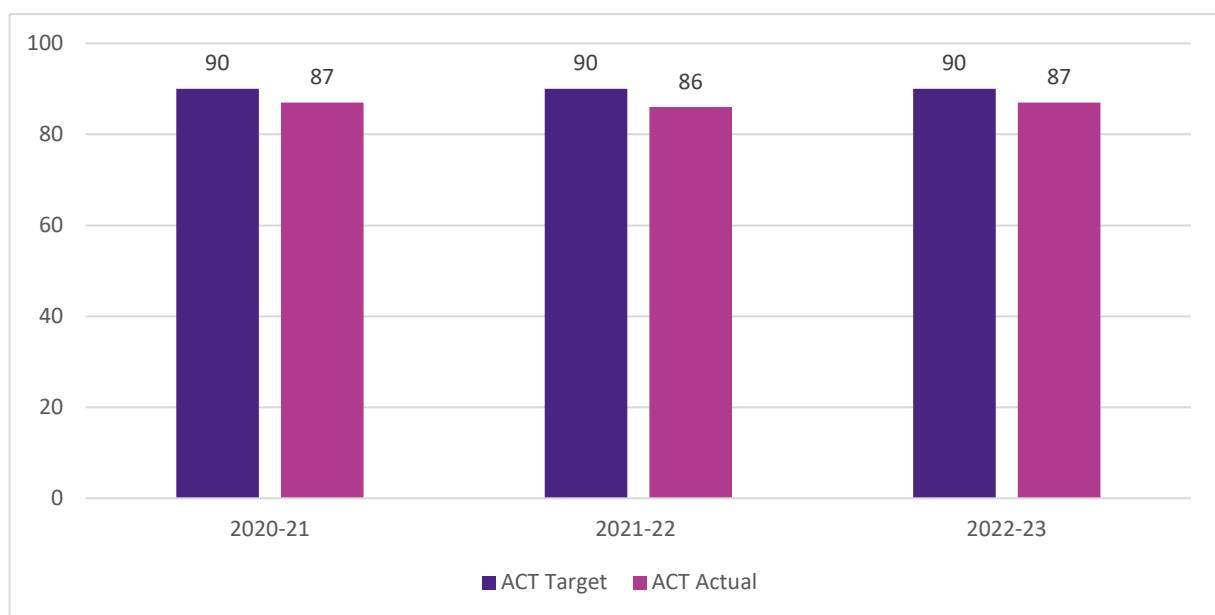
Students can also choose to obtain an ACT Tertiary Entrance Statement which includes an Australian Tertiary Admissions Rank. Students may also achieve recognised vocational competencies or qualifications.

Year 12 certification outcomes

The Directorate commenced 2 new accountability indicators in the 2020–21 Budget to measure year 12 outcomes in the attainment of an ACTSSC.

Figure 12 and Figure 13 show the 2022–23 results and targets.

Figure 12: Percentage of year 12 students in public schools who received an ACT Senior Secondary Certificate



Source: ACT Education Directorate, audited Accountability Indicators Output Class 1: Public School Education, Senior Secondary Education (e)

For the 2021–22 Budget, the target (Senior Secondary Education f) in Figure 13 was increased significantly to ensure alignment with the all-student target. The policy intent is to achieve parity between Aboriginal and Torres Strait Islander students and non-Aboriginal and Torres Strait Islander students.

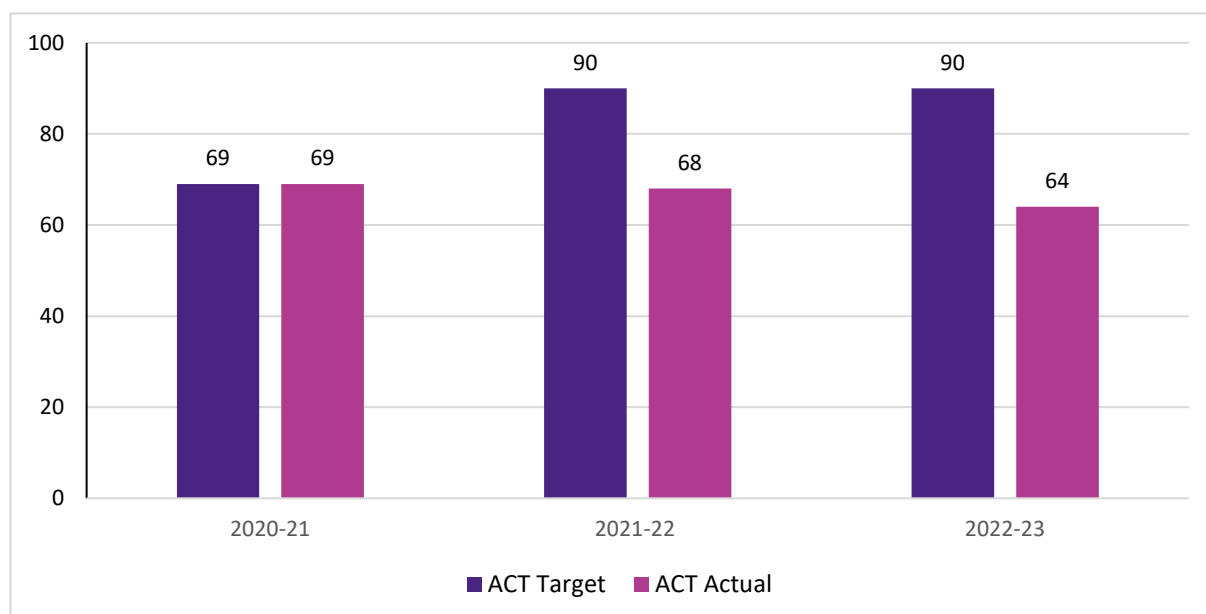
A total of 138 Aboriginal and Torres Strait Islander students were enrolled in year 12 at the February 2022 census (including Older O and O2)¹, and 89 students receiving their ACTSSC, leading to the 64% completion rate. The small number of students in the Aboriginal and Torres Strait Islander cohort can result in large percentage variances between years.

The Directorate has a number of targeted and universal supports to assist Aboriginal and Torres Strait Islander students. These include:

- the Student Aspirations Program
- secondary scholarships and the Mura Awards
- targeted VET supports and programs.

Individual schools and colleges also have school-based supports to assist Aboriginal and Torres Strait Islander students to complete their schooling.

Figure 13: Percentage of year 12 Aboriginal and Torres Strait Islander students in public schools who received an ACT Senior Secondary Certificate



Source: ACT Education Directorate, audited- Accountability Indicators Output Class 1: Public School Education, Senior Secondary Education (f)

1. O refers to students completing an abridged package in one year. O2 refers to students completing an abridged package over two years who are in their final year of study (these students are referred to as O1 prior to their final year). Students whose age cohort have already graduated are eligible to study an abridged package.

Output 1.4: Disability education in ACT public schools

A range of programs are available in ACT public schools for students with a disability. These include:

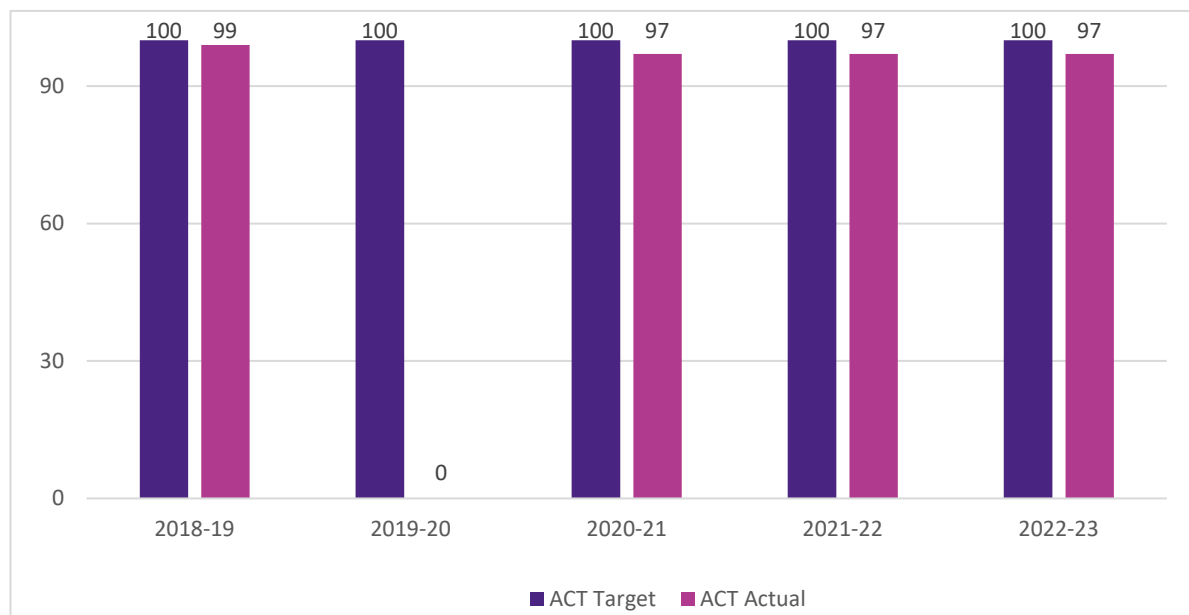
- the Inclusion Support Program, which resources reasonable adjustments in inclusive classrooms
- disability education programs, which offer smaller class sizes and space for regulation
- access to specialist schools.

Students accessing a disability program have an Individual Learning Plan (ILP). ILPs are developed in partnership between the school, the family, the student, and other involved professionals.

Parents or carers and schools work together in developing and reviewing each student's ILP, which identifies educational goals and adjustments. Student progress against the ILP is reviewed annually or more frequently as required.

The Directorate provides personal care support in ACT public schools, as an in-kind contribution to the National Disability Insurance Scheme.

Figure 14: Percentage of Individual Learning Plans completed for students in special and mainstream schools who access special education services



Source: ACT Education Directorate, audited Accountability Indicators Output Class 1: Public School Education, Disability Education (a)

The shift to remote learning in 2020 occurred at the time when the annual ILP Audit would have usually occurred. The focus during this time was on immediate learning and wellbeing of students. ILPs continued to be used, however reporting did not occur for this year.

Output Class 2: Non-government education

The Education Directorate contributes to the maintenance of standards in non-government schools and home education through compliance and registration, and the accreditation and certification of senior secondary courses through the Board of Senior Secondary Studies.

The Directorate is also responsible for the registration of children, young people, and their parents for home education. The Directorate undertakes the administration and payment of the Commonwealth and ACT Government grants to registered ACT non-government schools.

Non-government school education

The Minister for Education and Youth Affairs and the Registrar of Non-Government Schools have statutory responsibility for regulating non-government schools under Chapter 4 of the *Education Act 2004*. The *Education Act 2004* also establishes a Registration Standards Advisory Board (RSAB). The RSAB advises the Minister in her regulatory capacity and the Registrar.

Of the 47 non-government schools registered in the ACT, 29 are Catholic systemic schools and 18 are independent schools.

Non-government school applications

During the reporting period, the proprietor of Taqwa School – Canberra Muslim Youth Inc – applied for a registration amendment.

The proprietor proposed to provide new levels of education for years 7 and 8 at Taqwa School. The school currently provides education from kindergarten to year 6.

The additional levels of education are proposed to commence on 29 January 2024.

In her regulatory capacity, the Minister for Education and Youth Affairs referred the application to RSAB. The Registrar gave public notice for the application on 19 May 2023. The application can be found on the Directorate's website.

Further detail about non-government school regulation and RSAB can be found in the Non-Government School Regulation section of this report.

Home education

Home education is available to parents as an alternative to school education in the ACT and across Australia. In the ACT, parents can also register their child for part-time home education in conjunction with the child also attending school.

Home education can be utilised for short or longer durations depending on the circumstances and needs of the family.

At the February 2023 census of ACT schools, there were 465 ACT resident children and young people registered for home education.

Table 10 Home education registrations as at annual February census

Year	2019	2020	2021	2022	2023
Number of registered children	305	322	395	413	465
Annual % growth	1	5.5	22.7	4.6	14
As a % of total enrolled students in all schools	0.4	0.4	0.5	0.5	0.56

Source: ACT Education Directorate, Censuses of ACT schools, February 2019 to 2023

During the reporting period, there were 234 applications for new registrations and 151 applications for registration renewal for home education. All applications were approved.

All parents applying for home education were notified of the outcome within 28 days of their completed application. No home education registrations were cancelled during the reporting period.

Education Directorate staff authorised to register children and young people for home education also conducted a range of activities to support parents. Directorate staff met with parents of 224 registered children and young people in a range of different formats (either face to face, teleconferencing or online instructional webinar). These meetings and events provided:

- information to new and existing home educating parents about their obligations under the legislation
- support for parents in the tailoring of home education activities to the educational and social–emotional needs of individual children and young people
- the pre-learner licence course for young people aged 15 and over
- NAPLAN testing
- a career planning workshop to explore career options and hear presentations from the National Careers Institute and the Directorate’s Careers and Vocational Pathways team.

Future of Education

The *Future of Education Strategy* sets out the ACT Government's long-term vision for education for 10 years (2018–2028) and aims to ensure all ACT schools are equitable, accessible, inclusive and enable student agency.

The strategy has 4 foundations:

- **Students at the centre** – each student treads their own educational pathway and should be empowered to make informed decisions about how their learning environment operates.
- **Empowered learning professionals** – education professionals are experts, highly skilled at working with students to guide them through their learning journey.
- **Strong communities for learning** – a strong education system requires a strong community, with schools acting as hubs for education and support services.
- **Systems supporting learning** – the systems that support learning must acknowledge the importance of early intervention and promote equity of opportunity and excellent outcomes for all learners.

This section of the report describes key activities and achievements against these foundations.

Students at the centre

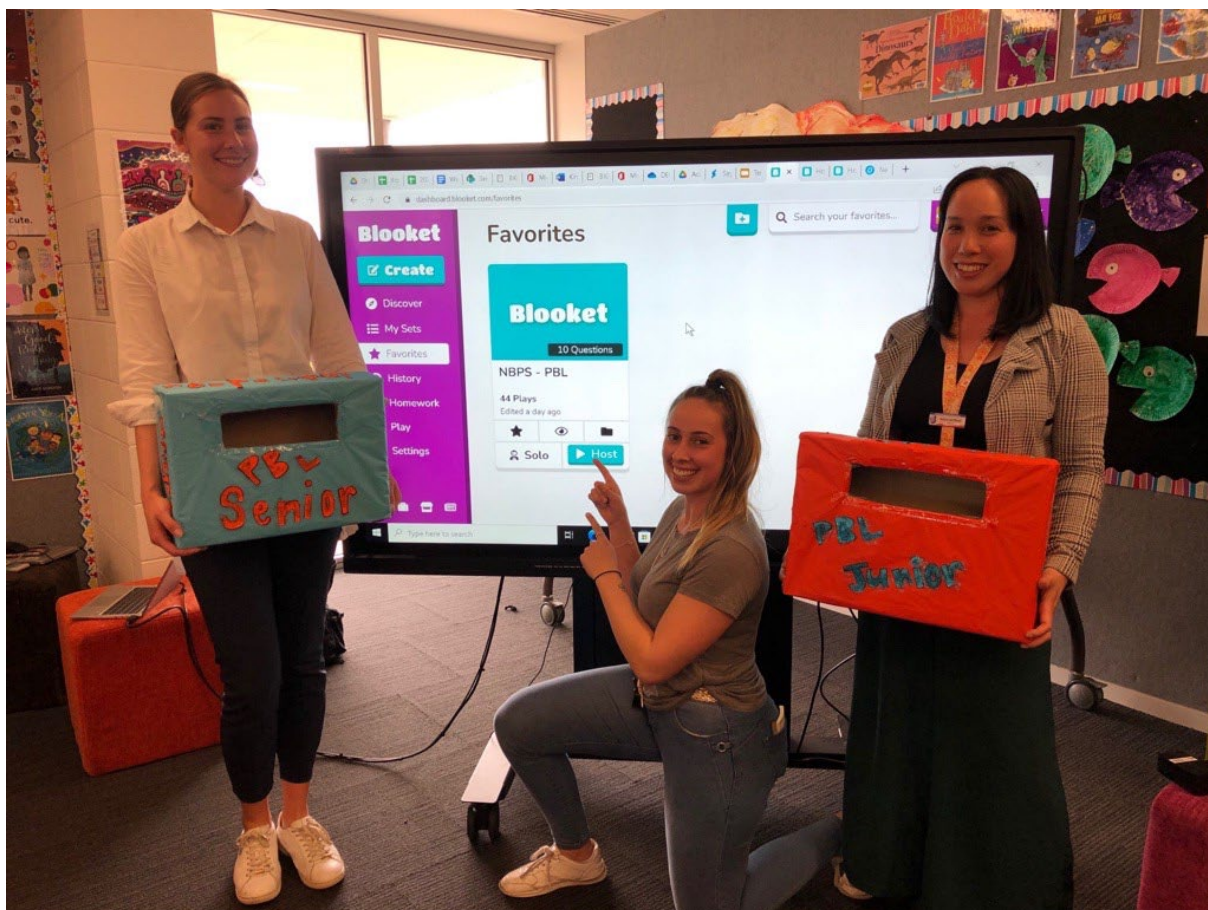
Each student treads their own education pathway and should be empowered to make informed decisions about how their learning environment operates.

Positive Behaviour for Learning

Positive Behaviour for Learning (PBL) is a multi-tiered framework that schools use to enable students, staff, families, and the school community to create a safe and supportive learning environment for all students.

Schools create clear expectations and rules that use positive language. These expectations are used in all areas across the school and for all people involved in the school community. Students and families are involved in deciding behavioural expectations at the school. Each school community decides how they will implement acknowledgement systems based on the school, the age of the students and what the school community has agreed.

School communities also work together to decide on what happens when things do not go according to plan. PBL uses an educative approach so there is the opportunity for students to get back on track.



Neville Bonner Primary School Positive Behaviour for Learning Acknowledgement Team delivering an information session to the whole school staff.

Schools implementing PBL ensure all students are explicitly taught the expected behaviours and establish clear and consistent boundaries. Staff take a proactive and preventative approach to ensure all students receive the appropriate level of support to help them to be successful at school (Tier 1 Universal). Student incident data is evaluated so that students can receive additional support when needed (Tier 2 Selected), and a minority of students can access intensive support to enable them to engage successfully at school (Tier 3 Targeted).

The Directorate continues to develop and deliver professional learning and provide access to experts to ensure schools are supported and capable of implementing PBL including:

- providing tailored PBL Tier 1 Universal Systems of Support training and engaging schools to undertake Tier 1 Classroom Systems training
- developing Tier 2 training modules, including Small Group Intervention 'Understanding Behaviour', 'Check In – Check Out' and 'Social and Academic Intervention Groups'

The Directorate has developed and refined systems to support schools including:

- a data dashboard enabling all PBL schools to monitor and use incident data to make evidence-based decisions about behavioural trends within their school
- an online version of the training program 'Essential Features of Classroom Practices' for teachers to improve skills in classroom management
- a 'Prevention of Bullying' training module

- improved tools for regular evaluation surveys and an annual reporting process
- networking opportunities to share practice and build opportunities for collaboration, and regular attendance of the Directorate's PBL coaches at team meetings in schools.

Eighty-four per cent of ACT public schools have commenced PBL implementation. During the reporting period, schools have been focused on meeting the needs of their local school communities, while managing the ongoing impact of staff shortages and COVID-19. This has slowed the capacity for remaining schools to prioritise PBL implementation. The Directorate is working with the remaining schools to support them in commencing or resuming implementation in their schools.

Safe and Inclusive Schools Initiative



The Directorate continues to support the Safe and Inclusive Schools Initiative (SAIS) delivered by Sexual Health and Family Planning ACT. The initiative supports schools to create and maintain safe and inclusive environments for all students regardless of their gender presentation/identity, intersex status, or sexual orientation.

The initiative focuses on strengthening the values of social responsibility, respectful relationships, and inclusion of diversity.

Over the reporting period, 168 individuals participated in the Teacher Quality Institute accredited SAIS Core Training. A new SAIS extension professional learning program was also developed and accredited in late-2022 and became available in 2023 with a focus on supporting gender diverse and intersex students at school, supporting student leadership activities, and embedding inclusion in the curriculum.

Disability and inclusive education

Every ACT public school is committed to meeting the needs of students with disability, and all students are encouraged and welcomed to attend their local school.

In 2022–23, the capacity to offer disability education programs was expanded to all primary schools, high schools, and colleges. This meant all eligible students wanting to access the smaller class size offered in a disability education program could enrol at their local ACT public school alongside their siblings and neighbours. ACT public schools offer a range of disability programs, including:

- resourcing to preschools to support children with developmental delay or disability
- the Inclusion Support Program, where children with disability are educated and receive reasonable adjustments in inclusive classrooms with peers of the same age
- hearing and vision support, which builds teacher capacity and provides specialist support for students from preschool to year 12, including Auslan interpretation where required

- disability education programs with smaller class sizes and dedicated spaces for students to engage in their learning or to support students' self-regulation and manage social situations
- access to specialist schools for students with a moderate, severe, or profound intellectual disability.



Image of resources from the Everyone Everyday pilot at Torrens Preschool. Everyone Everyday is a disability awareness program that focuses on the concept of inclusion. It aims to equip children with the knowledge, skills, and confidence to enhance the inclusion of people with disability, especially children, in everyday life.

In practice, many students move between small groups and inclusive classes during the school day. Students accessing disability programs have an Individual Learning Plan (ILP) developed in partnership between the school, family, student, and other professionals. ILPs identify educational goals and are regularly reviewed. In 2022–23, 97% of students accessing disability programs had an ILP in place.

A range of professional learning opportunities were made available for educators to upskill in best practice in inclusive education in 2022–23. These included:

- professional learning networks to provide opportunities for educators to share information at regular meetings
- online training courses including the disability standards for education, understanding and supporting behaviour, autism spectrum disorder, speech, language and communication needs, understanding hearing loss, and dyslexia and significant reading difficulties

- face-to-face training for educators on a range of other topics, including team teach training, the Everyone Everyday Program, universal design for learning, and evidence-based pedagogical practices
- a new Learning Support Assistant (LSA) Professional Learning package was developed and implemented from May 2023 covering a range of subjects
- Additional targeted support to schools was made available when required, such as access to inclusion coaches, the School Psychology Service, and the Allied Health Service.

In 2022-23, work continued to develop the *Inclusive Education Strategy*. The Strategy is designed to ensure that children and young people with disability are welcomed, valued, and can access education on the same basis as their peers. The Directorate has undertaken extensive engagement with key stakeholders including the education workforce, the broader ACT community including children and young people with disability and their families. The Directorate continues progress to finalise the *Inclusive Education Strategy* and the First Action Plan under this strategy in 2023.

Minister's Student Congress

Minister's Student Congress is an opportunity for public school students to meet and discuss issues of importance with the Minister for Education and Youth Affairs. It supports students to explore issues of significance for them and their education.

The congress was held on 21 October 2022 for more than 130 students with a theme of 'Hearing Student Voices'. It was led by students with support from Directorate staff. In addition to being a forum for discussion, it provided an opportunity for leadership, networking, and public speaking skills for students.

Three 60-minute workshops were held via an interactive online platform, with each targeting a different group:

- primary students located in the south of Canberra
- primary students located in the north of Canberra
- high school students.

The Minister for Education and Youth Affairs attended the workshops alongside teachers, Directorate Senior Executives, members of the Minister's Youth Advisory Council and staff from the Community Services Directorate.

Students built on their understanding of the theme and their personal experiences of student voice, and provided valuable insight into what they see as the best mechanism to get their voices heard. Students identified that a strengthened student voice model would be beneficial and a student working group would be an effective way to develop this.

National Student Voice Council

National Student Voice Student Council is a new national initiative supported by the Directorate. The initiative empowers students by placing their perspectives on the national education policy agenda to inform the work of Education Ministers.

The council is represented by 32 students from public, Catholic, and independent school systems from all states and territories across Australia. In 2022–23, 2 ACT public school representatives for the inaugural council were selected following an expression of interest process.

Legal Services in Colleges

The Directorate partners with Legal Aid ACT to deliver on the ACT Government's commitment to the 'provision of legal support for students experiencing vulnerability.' The Legal Services in Colleges program provides legal supports in ACT public colleges to ensure students and their families have access to confidential legal advice and referrals to legal and other services as required.

During 2022–23, Legal Liaison Officers (LLOs) provided legal services to 251 individuals across 9 colleges. Students have sought advice on a range of legal matters, including family and sexual violence, disputes with family members, personal protection orders, criminal matters, image-based abuse, employment rights and responsibilities, and Centrelink matters. LLOs facilitated referrals to community agencies to further support students.

LLOs also conduct community legal education sessions. LLOs consult with teachers to design presentations for delivery in legal studies classes, pastoral care groups, assemblies, and various Australian School-based Apprenticeship (ASbA) classes. Information sessions are also provided to staff on the role of the LLO, referral processes, and young people and the law.

Instrumental Music Program

The Instrumental Music Program (IMP) provided music and arts education in 63 ACT public schools during 2022–23. This included 107 primary school band classes, 6 high school band classes, 7 primary school ukulele classes and 2 primary school string classes. The program delivered instrumental music tuition to 2,892 students, with Throsby School joining the program in 2023.

The IMP also operated 8 extension ensembles for students from ACT public schools chosen by audition for music extension. This included one percussion ensemble, 2 choirs, one jazz band and 3 concert bands for students in years 4 to 12. A new string ensemble was formed in 2023.

IMP is responsible for additional arts programs across public schools for both students and teachers. This includes Arts Up Front, an annual professional day conference for arts educators that was held in February 2023 at Dickson College.

The conference featured 19 practical workshops for 111 attendees, including professional and community artists and educators as workshop leaders.



Instrumental Music Program performance for Wattle Day at Government House 31 August 2022

Performances by IMP for the Canberra community during 2022–23 included Canberra Raiders home games, Wattle Day at Government House, Floriade, Canberra Nara Candle Festival, Reconciliation Day, and Australian Parliament House 35th birthday event.

The IMP is celebrating 50 years of music education delivery in 2023 with a concert and band reunion. Two new works by Canberran composers have been commissioned for the event.

Step into the Limelight 2022

Step into the Limelight is the major annual creative and performing arts display event for ACT public schools and has been held in July each year since 2007.

In 2022, 34 schools participated in the Limelight art exhibition, with more than 278 artworks on display by more than 300 students. The Limelight art exhibition engaged with 3,000 community visitors over the exhibition season. In 2022, the Limelight program was updated to include 5 accredited teacher professional learning workshops.



Image of student artwork from Limelight Art Exhibition 2022 at M16 Gallery

Gender Equality Initiative

The Gender Equality Initiative commenced in 2021–22. The initiative includes funding for a team of coaches to deliver professional learning, develop teaching and learning resources, and support schools to build inclusive and equitable learning environments. The team, including one Director, and 2 Gender Coaches, has now been recruited.

The objective of the initiative is to support schools to deliver a whole-school approach to Respectful Relationships Education and prevent domestic and family violence by creating a culture of gender equality in schools. Through building the capacity of school staff, children and young children will learn and develop the attitudes, behaviours, and skills to engage in respectful relationships free from violence.

In 2022–23 scoping and development of a whole-school approach to Respectful Relationships Education commenced. The Initiative’s approach has been strongly influenced by the work of *Our Watch*, national leaders in primary prevention of gender-based violence.

During 2022–23, a teacher focus group was also established to inform the development of the Initiative’s approach and provide advice on resources and professional learning to ensure they met the needs of teachers and school staff.

On 8 March 2023, the Gender Equality Initiative supported schools to celebrate International Women’s Day. Professional learning, teacher resources and student-led whole-school activities were made available through the Gender Equality and Respectful Relationships Service Portal. Some examples included supports to deliver gender equality within curriculum and pedagogy, information on safety for teaching about gender equality, what a gender lens is, explaining intersectionality, and the impact of gender inequality on boys and young men.

Wear it Purple Day and International Day Against LGBTQIA+ Discrimination

Twelve schools received grants through SAIS to run a student-led, staff-supported activity for Wear It Purple Day on 26 August 2022. Activities included library book displays, murals, badge making, purple food stalls, purple fashion parade, documentary screenings and school discos.

On 17 May 2023, the Directorate acknowledged International Day Against LGBTQIA+ Discrimination. The Directorate facilitated an information session for Education Support Office staff on the importance of developing inclusive policies.

Student Equity Fund

In the 2021–22 Budget, the ACT Government committed to establishing a \$11.46 million Future of Education Equity Fund to provide a one-off, annual payment to low-income families living in the ACT. The Equity Fund enables ACT families of students from preschool to year 12 who are experiencing financial stress and who meet the eligibility criteria, to apply for annual grants to help cover the costs of education expenses such as school uniforms, school excursions, sport equipment and activities, and music lessons.

The 2023 Equity Fund round opened on 20 February 2023. During 2022–23, 2,052 applications supporting to 4,166 students were approved for payment with \$2,485,100 of funding committed. 1,997 ACT families experiencing financial hardship accessed the fund in the reporting period.

Meals in School pilot

On 27 March 2023, the Directorate announced the Meals in School pilot at 5 ACT public schools. The pilot will provide students with access to free breakfast and lunch for up to 120 days (3 days per week throughout the school year) until the end of 2024.

The 5 schools participating in the pilot are:

- Narrabundah Early Childhood School
- Richardson Primary School
- Gilmore Primary School
- Gold Creek School (High School only)
- Melba Copland Secondary School (senior secondary campus only – years 10, 11 and 12).

The approach to each school's delivery of the Meals in School pilot will vary and will be informed by consultation between the Directorate and students, school staff, and the school community to ensure that the meal service meets the needs of each school's unique context.

Chief Minister's Reading Challenge

The annual ACT Chief Minister's Reading Challenge is part of the Australia-wide Premier's Reading Challenge program. To complete the challenge, students from preschool to year 12 must read a minimum of 30 books in primary school, or 15 books in secondary school between February and August.

Challenge Ambassadors included local Canberra authors Tania McCartney, Harry Laing, Emma Grey, Stephanie Owen-Reader, Jack Heath, and Emma Batchelor, who visited schools, shared their experience as authors and read to students.

In 2022–23, 31,759 students from 81 ACT schools participated in the 2023 challenge.

ACT Children's Week

ACT Children's Week was celebrated from 22 to 30 October 2022. It is a national celebration of children's rights, talents, and citizenship, and focuses the attention of the wider community on children and what is important to them.

Each year, the ACT Children's Week Committee offer small seed grants of up to \$200 to schools, early childhood education and care centres, community organisations, families, carers, and volunteers to host events for Children's Week. In 2022–23, the Directorate contributed \$10,000 to this grant program.

ACT Children's Week seed grants supported 118 activities which involved approximately 13,000 children and 3,000 adults.

Clinical practice – psychology and allied health services in ACT public schools

All ACT public schools have access to school psychologists and allied health professionals to support the learning and participation of students. These professionals work with the school wellbeing or student service teams to identify student need and deliver multidisciplinary holistic supports which include a focus on early intervention activities and strategies to support schools to respond to emerging student needs, as well as whole-school preventative strategies.

School Psychology Service

The School Psychology Service offers group programs to secondary school students and their families. Programs that ran in 2022–23 included:

- Flexible Minds – a 7-week program for students in years 7 to 12 to help strengthen their skills in managing their emotions and achieving their goals
- ACT with HeART – a 5-week program for students in years 7 to 12 to help increase their ability to live in line with their values using creative art
- Overcoming Anxious School Refusal – an 8-week program for parents of students in years 6 to 12 to help increase their child’s ability to cope with anxiety and decrease anxious school avoidance
- Boundaries Without Conflict parenting program – an 8-week program for parents of students in years 7 to 12 to help address their child’s aggressive and challenging behaviours
- Chilled Skills – a 7-week program for students in years 7 to 12 to help regulate emotions, maintain relationships, and increase coping strategies, including 5 skills-based modules for students and 2 information sessions for their parents.

Allied Health Service

The Allied Health Service offers supports to students, families, and schools through a tiered approach. The service also offers group programs. In 2022–23 these included:

- RAGE – a 6-week program for young people aged 11–18 who have difficulty controlling their emotions, to help students identify feelings of anger, along with triggers, and explore strategies for coping with frustration
- Seasons for Growth – this program helps children and young people aged 5–18 build the knowledge and skills necessary to strengthen social and emotional wellbeing following significant loss
- Fine Motor Group – this provides exposure to a range of fine motor activities targeting the ‘building blocks’ of fine motor development, including hand and finger strength, letter formation and scissors skills, and can be adapted to offer to all year levels
- Zones of Regulation – promotes the development of regulation skills for students with the Zones of Regulation curriculum, including identifying and managing emotions, and can be adapted to offer to all year levels.

Social and Youth Workers

Recruitment of additional social and youth workers continued in 2022–23 as part of the ACT Government’s 4-year \$7.4 million commitment to provide early intervention and support for students and their families.



Alex Conroy, Education Directorate Senior Social Worker

The Directorate has employed 9.8 full-time equivalent (FTE) staff during this reporting period, comprising:

- 1.0 FTE youth work lead
- 4.0 FTE senior youth work
- 1.0 FTE social work lead
- 2.8 FTE social work
- 1.0 FTE program director.

These staff are driving the design and trial delivery of a new service model for both social workers and youth workers. Social workers are now located in 6 schools. In Term 2 2023, senior youth workers worked with 65 schools.

The new service delivery model for social workers focuses on strengthening the partnership with school staff through the provision of professional advice and stronger collaboration with teachers to plan supports for students and their families. Lead youth workers have been established to provide guidance to existing school-based youth workers and to strengthen the consistency and quality of practice. Another key focus of their work is to provide professional learning and enhance stakeholder engagement with the community sector.

Flexible Education

Flexible Education provides a range of alternative settings and services designed to offer safe, inclusive, and supportive learning environments for students requiring complex and intensive support.

Within these settings we design academic, wellbeing and transition goals in partnership with students to personalise their learning with a focus on creating strong opportunities to build sustainable future pathways.

Muliyan

The Muliyan off-campus flexible learning program supports public high school students who, at a point in time, require additional support. The aim of the program is to engage and positively connect students with their learning and wellbeing. Fifty-five students accessed the program in 2022–23.

This program provides personalised education programs to students with a strong focus on transitions, ensuring students are supported to return to their local school or move into further education, training, or employment opportunities.

This flexible education model encourages students to co-construct personalised learning plans, which include both academic and wellbeing goals using trauma-informed practices. This model aids the promotion of inclusivity and identifies connections to a multidisciplinary team that is appropriate to student needs.

Waruga Yardhura: Aboriginal and Torres Strait Islander Youth Engagement Program

During 2022-23, the Waruga Yardhura program continued to provide case management for up to 30 Aboriginal and/or Torres Strait Islander students in year 1 to year 10 who have not been attending or engaging in school.

The Waruga Yardhura team, comprising 2 youth workers and a school leader, works directly with students, families, school, and community to support strong case management and develop clear personalised learning and transition plans.

A Community Reference Group comprising Aboriginal and Torres Strait Islander community partners provides ongoing review and feedback for the program.

The Waruga Yardhura program received the Excellence in Cultural Integrity award at the 2022 ACT Public Education Awards.

Details about initiatives designed to improve outcomes for Aboriginal and Torres Strait Islander students can be found in the Aboriginal and Torres Strait Islander Reporting section of this report.

Distance Education

The Distance Education program is provided through a partnership with the NSW Finigan School of Distance Education (FSDE). Students undertake a full online curriculum program, delivered by FSDE, that is appropriate to their year level.

Students are required to attend online classes, learning is provided through an online platform that provides resources, activities, and discussion forums.

The program supports children and young people who meet one of the following criteria with supporting evidence:

- student with a medical condition that prevents their attendance at a regular school or other local provision (supporting documentation from a paediatrician)
- student with elite participation in sport at a nationally recognised level (supporting documentation from the sporting body)
- students with additional learning and support needs that cannot be met in an ACT public school and all avenues of support are exhausted (supporting documentation from a psychiatrist/psychologist).

In 2022-23, 59 students from the ACT accessed distance education, supported by the Directorate.

Hospital School

The Hospital School is in the Adolescent Ward of the Centenary Hospital for Women and Children. Students at the Hospital School can be from government and non-government schools, can be home-schooled and do not have to be residents of the ACT.

The aim of the Hospital School is to keep children and young people connected to or re-engage with their learning.

The program is tailored to each student based on their age, health needs and the length of admission. Where students have a longer admission period, the teachers connect with their enrolled school to ensure they can support the student to keep connected to their learning and support transitions back to their home school.

A significant part of the role of the teachers is to liaise with the students enrolled school. This could include, but is not limited to:

- letting them know the student is in hospital
- supporting the student to stay connected to their teacher and classmates
- finding out the learning program the student is currently completing at school
- supporting the student to transition back to school
- linking the school to appropriate resources or organisations to support students with a chronic/critical illness who are unable to attend school.

Murrumbidgee School

Murrumbidgee School is located within Bimberi Youth Justice Centre and provides educational and training programs to all young people in custody in the ACT.

Murrumbidgee School provides a range of programs including year 7 to 9 Australian Curriculum engagement, year 10 and year 12 Certificate (in partnership with the student's enrolled school), CIT courses and other recognised certification and training.

A significant part of the role of Murrumbidgee School staff is to work with multidisciplinary Declared Care Teams to support young people with their transition back into the community. Transition plans can encompass re-engagement with education, training, work experience and paid employment, and often include involvement with external support agencies and community organisations.

Where a young person is enrolled at a school, Murrumbidgee School staff liaise with the student's enrolled school to ensure the student can continue their learning while in custody.

The Cottage

The Cottage is operated by the Child and Adolescent Mental Health Service and is a day program for young people who have moderate to severe mental health issues which impact their ability to attend school.

The program aims to support young people make functional gains, to build their confidence, and capacity to return to school or vocational programs.

The Education Directorate works in partnership with the Health Directorate to provide a classroom teacher to deliver the learning program as part of the Cottage program.

The teacher works as part of the multidisciplinary team to develop an Individual Learning Plan for students, and support transitions back into their education settings.

Empowered learning professionals

Education professionals are experts, highly skilled at working with students to guide them through their learning journey.

Leadership development

Launched in 2018, the Empowered Learning Professionals Leadership Plan was developed and delivered as a key foundation of the government's strategy arising from the *Future of Education* consultation. The strategic vision is built on previous reforms and committed to long-term reform to empower teachers, school leaders and other professionals to meet the learning needs of all students.

The Aspiring Senior Leaders Development Program was launched in February 2023 and is one of 3 programs designed to uplift leaders at all stages of their careers. The Principal Coach Mentors Program and Principal Induction Program have already commenced and are the other 2 programs that form part of this suite of work.

Aspiring Senior Leadership Program

The Aspiring Senior Leadership Program which commenced in 2023, is a 12-month program for substantive deputy principals who have demonstrated a positive impact in their current context and would like to develop their leadership capabilities, including but not limited to, those aspiring to principalship. It provides formal and targeted support to develop senior leadership capabilities.

The program was developed in partnership with Dr Kylie Lipscombe from the University of Wollongong and is a key part of the Empowered Learning Professionals Leadership Plan which aligns with the *Future of Education Strategy* and the *Australian Institute of Teaching and School Leadership Principal Standards*. Education leadership development modules in NSW and Victoria were also used to underpin the course delivery.

The program is designed to develop a strong and collaborative network of future school principals who are equipped and ready for a sustained period of strong educational leadership across ACT public schools. The program recognises the importance of school leader wellbeing and supports this by building aspiring leaders' knowledge, capability, and confidence to assist them as they undertake their diverse roles.

Initially envisaged to be offered to 20 to 25 participants, the program was expanded to include approximately 40 substantive deputy principals in response to the higher number of strong applications received for the inaugural program.



Attendees at the Aspiring Leadership program 2-day event

To successfully complete the program, participants will:

- complete a 360 degree survey including analysis and feedback
- engage in professional learning workshops over 12 months
- actively collaborate with a small group of colleagues in regular professional learning community meetings, led by experienced Principal Coach Mentors
- complete a leadership inquiry or action research project
- develop a portfolio of evidence based on their learning and leadership impact.

The program began in February with 2 full days of professional learning. The first day comprised 2 workshops with Emeritus Professor Viviane Robinson. The second day started with a walk on country at Birrigai. The Birrigai Outdoor School Principal and staff led the walk and talked about connection to country. Dr Ben Wilson delivered 2 workshops on 'Thinking Differently about Cultural Integrity' and 'Country as a Teacher'.

All participants were engaged in professional learning across the year as well as engaging with their professional learning community with educational research relating to their selected project.

Principal Induction

The Principal Induction program connects all new principals with the Early Career Principal Collaborate and Connect series, Principal Coaching and Mentoring, differentiated New Principal Induction program, and the Enterprise Skills information session series.

During 2022–23, the Principal Induction program was further strengthened with the development of an intensive immersion for principals new to the Directorate. This intensive induction was provided to 3 of the 11 principals appointed during 2022–23. Of the principals appointed, 5 newly appointed early career principals also received targeted induction.

The Principal Induction program provides regular and targeted support provided by the relevant Director of School Improvement, with 30-, 60- and 90-day formal check-ins and sign-off on competencies and achievements over the program.

Principal Coach Mentors program

The Principal Coach Mentor program continued with 21 coaches providing coaching and mentoring across the system. In 2022–23, the program provided coaching to 34 principals in their first year, principals in acting positions for one term or more, and principals who requested personalised coaching for a variety of reasons, including transition between settings or complex school management.

The program develops a highly capable workforce of leaders who are well supported at every stage of their career. The program matches the expertise of experienced and effective principals with early career principals or principals requiring personalised coaching to build capability and strengthen the system from within. Program design values the important role of feedback in leadership development and aligns the outcomes of the *Future of Education Strategy*, the Directorate’s strategic plan and the Australian Institute of Teaching and School Leadership (AITSL) *Australian Professional Standard for Principals*.

All first-year principals and acting principals appointed for a term or more were supported with a coach/mentor. In addition, 5 experienced principals received up to 10 sessions of personalised coaching during Semester 2, 2022 and Semester 1, 2023.

The coaches/mentors were also engaged as part of the Aspiring Senior Leadership Program to provide personalised coaching to build capability by providing feedback to aspiring leaders.

Enabling Pedagogies

The Enabling Pedagogies resource supports ACT public schools to implement and embed evidence-based, high-impact teaching strategies which result in improved student outcomes and articulate pedagogical approaches. These 6 strategies are detailed in Table 11.

Table 11: Teaching Strategies

Strategy	
Evidence based decision making	<ul style="list-style-type: none"> Spirals of inquiry (multiple sources of evidence) Professional learning communities
Student centred learning	<ul style="list-style-type: none"> Agency and co-construction Collaborative learning Inquiry based learning

	Personalised learning
Targeted explicit and scaffolded instruction	Differentiation Explicit instruction Response to need Structuring lessons
High expectations	Goal setting Teacher expectations
Safe, supported, connected and inclusive learning environment	Aboriginal and Torres Strait Islander Education Learning environments Social emotional learning
Assessment	Feedback Formative assessment Learning intentions and success criteria Questioning

Pedagogy coaches from the Directorate provide professional learning and guidance to teachers and school leaders to improve student learning outcomes and pedagogical improvement.

Enabling Pedagogies provides resources on the intranet which are routinely updated in line with best practice. In 2022–23, the Directorate delivered Teacher Quality Institute accredited online professional learning modules, with 142 teachers participating.

The Directorate provided targeted advice and support to 11 ACT public school principals to assist them in developing school pedagogical frameworks and improvement towards each schools' strategic priority areas. Two schools were supported to improve their capacity to implement high-impact teaching strategies.

Feedback showed educators who had engaged with the Directorate for pedagogical support gained useful knowledge and understanding. Teachers reported an increased confidence in their capacity to implement high-impact strategies in their practice.

Literacy, Numeracy and STEM

10 Essential Instructional Practices in Literacy

All ACT public primary schools use a systematic, evidence-based approach to literacy instruction called the 10 Essential Instructional Practices in Literacy (EIPs). These practices draw from a broad base of research to inform literacy instruction and include explicit teaching of phonological awareness and systematic phonics instruction, and other components of reading such as fluency, vocabulary, and comprehension as well as writing. These are outlined in Table 12.

Table 12: 10 Essential Instructional Practices in Literacy preschool to year 6

	Preschool	Kindergarten to Year 3	Year 4 to Year 6
1	Intentional use of literacy artefacts in dramatic play and throughout the classroom	Deliberate efforts to foster literacy motivation and engagement within and across lessons	Deliberate efforts to foster literacy motivation and engagement within and across lessons
2	Read aloud with reference to print	Read aloud of age-appropriate books and other materials, print or digital	Intentional, research-informed instruction using increasingly complex texts and tasks that build comprehension, knowledge, and strategic reading activity
3	Interactive read aloud with a comprehension and vocabulary focus	Small group instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to students' observed and assessed needs in specific aspects of literacy development	Small group instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to students' observed and assessed needs in specific aspects of literacy development
4	Play with sounds inside words	Activities that build phonological awareness (Years K and 1 and as needed thereafter)	Activities that build reading fluency and stamina with increasingly complex text
5	Brief, clear, explicit instruction in letter names, the sound(s) associated with the letters, and how letters are shaped and formed	Explicit instruction in letter-sound relationships	Explicit instruction in letter-sound relationships
6	Interactions around writing	Research-informed and standards-aligned writing instruction	Research-informed and standards-aligned writing instruction
7	Extended conversation	Intentional and ambitious efforts to build vocabulary and content knowledge	Intentional and ambitious efforts to build vocabulary, academic language and content knowledge
8	Provision of abundant reading material in the classroom	Abundant reading material and reading opportunities in the classroom	Abundant and diverse reading material, including digital texts, and opportunities to read in the classroom
9	Ongoing observation and assessment of students' language and literacy development that informs their education	Ongoing observation and assessment of students' language and literacy development that informs their education	Ongoing observation and assessment of students' language and literacy development that informs their education

	Preschool	Kindergarten to Year 3	Year 4 to Year 6
10	Collaboration with families in promoting literacy	Collaboration with families in promoting literacy	Collaboration with families in promoting literacy

The Directorate provides support to school leadership teams and teachers in their literacy capability development. The Literacy Champions Initiative continued throughout 2022–23 to further embed the ongoing implementation of the EIPs. Eighty-four per cent of preschool to year 6 schools have signed up to the initiative, nominating school-based ‘champions’ or coaches who have a strong vision, understanding and knowledge, and the disposition to lead the initiative in their schools. Forums have been held each term across 2022–23 as well as Instructional Mentor collaboration with 36 schools to support ongoing implementation and leadership of the EIPs.

The literacy initiative has had significant impact on school leader and teacher knowledge and teacher practice. The initiative supports the development of leaders of literacy at the network, school, and team level.

In 2023, a 5-hour Teacher Quality Institute accredited professional learning program about the EIPs was designed for new educators. The program consisted of 2 presentations by literacy consultant Ms Christine Topfer, and 3 in-person workshops facilitated by the Directorate and was attended by 19 new educators. This series will continue to be offered to new educators to maintain a high level of professional learning support.

The initiative continues to embed and sustain quality professional learning through the professional learning communities’ model to sustain and strengthen the EIPs in literacy across all ACT primary schools. A range of resources have also been developed for the intranet.

Finding the Balance – Mathematics and Numeracy Strategy

The Directorate’s mathematics and numeracy strategy ‘Finding the Balance’ continues to support teachers and leaders in ACT public schools. Finding the Balance is a strategy to support schools in developing a balanced numeracy program, through effective numeracy mathematics planning and instruction. The key ideas behind Finding the Balance are the proficiency strands of understanding, fluency, problem-solving and reasoning.

School leaders and teachers are supported in the teaching of mathematics and numeracy through regular professional learning opportunities and through school leadership coaching and support. Professional learning videos have been developed, with content divided into 2 separate streams:

- Targeted Improvement in Mathematics
- Numeracy Across the Curriculum.

These resources draw on the expertise of best practice academics and literature.

In 2022–23, the program partnered with the University of Adelaide to pilot the newly developed Maths in Schools Online Massive Open Online Course (MOOC), funded by the Australian Government Department of Education. Finding the Balance schools were given early access to the MOOC to consider how it could be used to drive contextual mathematics and numeracy improvement.

In 2022–23, schools involved in Finding the Balance took part in a co-design process to revise the program model to be implemented in 2023–24. As part of the revised model, conferences focusing on different aspects of mathematics and numeracy improvement were held each term as a universal professional learning offering for all ACT public schools. Each conference was developed in consultation with a national leader in mathematics and numeracy and provided teachers and school leaders with a broad range of improvement strategies.

In Term 1, 2023, the 21st Century Numeracy Conference was held by the Directorate for ACT public school teachers. The conference was held at Mungga-iri-Jingee and consisted of a targeted 3-hour leadership workshop and a whole-day conference. As part of the conference, Professor Marilyn Goos delivered the keynote address and was supported by 12 other workshop sessions delivered by both local and national experts targeting different aspects of Professor Goos' 21st Century Numeracy Model. The conference hosted 108 attendees from 41 schools across early childhood schools through to colleges.

The Term 2, 2023 conference focused on student and teacher engagement. Professor Catherine Attard from the University of Western Sydney partnered with the Directorate to lead this work. The conference was fully subscribed with over 50 school leaders registered for a targeted leadership workshop and over 100 attendees registered for the main conference.

As part of the 2023 model, Finding the Balance has also offered targeted support and professional learning for individual schools. During 2022–23, 24 schools received individualised support.

Science, Technology, Engineering and Mathematics (STEM) – Academy of Future Skills and Science Mentors ACT

The Directorate's Academy of Future Skills team continued to expand its reach and offerings during 2022–23, working across primary schools, high schools, colleges and in specialist settings.

Academy staff worked in 68 schools, with 256 teachers, providing a range of STEM support including in-classroom teacher coaching and mentoring, curriculum planning and assessment support during the reporting period. Demand for specialist equipment has grown significantly this year with teachers continuing to borrow equipment to enhance and transform STEM lessons to be more contemporary and practical, with a focus on skill development.

At the 2 purpose-designed STEM centres, Mungga-iri Jingee and Dhawura Ngadjung, the Academy facilitated 8 professional learning sessions for ACT teachers to support the roll-out of the Australian Curriculum Version 9.0, and to build teacher knowledge in subject

areas such as Digital Technologies, Mathematics and Science. Eight workshop sessions were also delivered to University of Canberra pre-service teachers covering integrated STEM to strengthen problem-based teaching and learning and prepare them for working in ACT public schools.

Some of the offerings and collaborations that Academy staff undertook during 2022-23 include:

- delivering workshops at the national science teachers conference (CONASTA 69) showcasing how the Academy leads practice in STEM education
- providing an inquiry workshop for STEM professionals from the ASTRO 3D Astronomy outreach team to sharpen their science communication skills and designed bespoke in-school professional learning for 3 schools to align with their school goals.
- partnering with the ACT Government's Sustainable Schools Program to run 2 teacher workshops on designing and testing a sustainable home.
- facilitating a visit by NASA engineers to Duffy Primary School and hosted the Makers Empire Kids-in-Space workshop for 6 ACT public schools.
- facilitating a project in partnership with Australian National University to support 4 ACT public schools to design and develop experiments that will travel into the stratosphere before returning to Earth for further testing.
- partnering with a range of local and Australia-wide space industries, research institutions and start-up companies to run the inaugural ACT Space Industry Work Exploration program. This program brought together 40 year 10–12 students from across ACT public schools to develop a broad understanding of the post-school opportunities for study and work in the ACT in this fast-growing sector.

The Science Mentors ACT program provides extension learning for students with an interest and passion for scientific research. Students in the program work throughout the year with a mentor from the scientific community to carry out a research project that is published into a report at the completion of the course. In 2022, 40 students completed the program, and in 2023, there are 50 students beginning or continuing projects. The Science Mentors ACT program continues to provide a unique extension program for ACT public school students that is not available anywhere else in Australia.

Teacher librarians

In 2020, the ACT Government committed to increasing the number of qualified teacher librarians employed in ACT public schools. Part of this election commitment included funding for 25 additional teacher librarian positions in ACT public schools by 2025–26.

This initiative was supported through the Teacher Librarian Scholarships for existing teachers to undertake a Master of Education (Teacher Librarianship). Seven scholarships were awarded in the 2022–23 period, with teachers starting their studies in the 2023 academic year. This brings the total number of scholarships awarded for the government initiative to 20 as of 30 June. Teacher Librarian Scholarships will be offered again in the 2023–24 reporting period.

To further support teacher librarians, subscriptions have been purchased for all ACT public schools to Encyclopedia Britannica and World Book (K–12), ensuring equity of access to information.

Affiliated schools

Affiliated Schools Program

The University of Canberra (UC) Affiliated Schools Program is a long-term collaboration between the Education Directorate, public schools, and the UC under the *Future of Education Strategy*. The program was designed to improve student learning through professional learning for pre-service and current teachers, and support research in schools.

The program is a shared commitment to put students at the centre of their education journey, supported by a respected and professional teaching workforce with access to innovative research and professional development opportunities. The program incorporates:

- school-based pre-service teacher education clinics
- high-quality professional experience placements for pre-service teachers
- UC-facilitated professional learning for teachers
- scholarships for teachers and school- and non-school-based leaders.

The Program also includes the Affiliated Schools Research Program which fosters school-based research projects to meet school and system needs aligned to the *Future of Education Strategy*. Priority topics are regularly decided. The following priority themes and topics were agreed in 2022:

- **Major Theme 1: Student Centred Learning**
 - cultural integrity
 - personalised learning
 - student voice
 - diversity and equity
- **Major Theme 2: Teachers and Communities**
 - early childhood partnerships
 - work life of teachers and principals
- **Major Theme 3: Future School System**
 - new model for schools
 - effectiveness of theories of change
 - 50th anniversary of ACT education

Annual Affiliated Schools Conference

As part of the Affiliated Schools Program, the Directorate and UC hold an annual conference sharing the expertise of educators in affiliated schools and showcasing the educational research conducted in partnership with UC.

In October 2022, the annual Affiliated Schools Conference was held as a 4-part seminar series across multiple weeks to allow for maximum attendance.

The conference theme was 'Celebrating Partnership' and the series involved school leaders and teachers from 26 affiliated schools, UC teaching and academic staff, Directorate staff and UC pre-service teachers. Eight affiliated schools, 6 teachers and 9 UC research teams presented at the conference. The final session was face to face with a keynote speech, UC Mentor Teacher Awards and UC final year students research presentations.

Four outstanding public school teachers were presented with a UC Mentor Teacher Award for their commitment and dedication to mentoring pre-service teachers. During the reporting period there were 31 ACT teachers shortlisted for this award.

University of Canberra Master of Education Scholarships

On 27 March 2023, 20 teachers and school leaders graduated with a Master of Education from UC through the Capital Region Scholarship program. This was the third cohort of scholarship recipients to graduate from the program. Over the reporting period 39 scholarship recipients completed this postgraduate course.

Through the Affiliated Schools Program, ACT teachers and school leaders are offered the opportunity to undertake a Master of Education, jointly funded by the Directorate and UC. The scholarship program focuses on improving student outcomes by providing educators with a deeper pedagogical understanding and the opportunity to analyse and conduct research relevant to the teaching profession.

The Master of Education program has been co-designed in collaboration with the Directorate, focusing on key foundation areas of the *Future of Education Strategy*. As a final capstone unit, teachers and school leaders conduct academic research or undertake Highly Accomplished and Lead Teacher (HALT) certification.

Strong communities for learning

A strong education system requires a strong community, with schools acting as a hub for education and support services.

Career pathways and vocational learning

ACT public schools provide a range of career education services and vocational learning programs. Vocational learning programs include both nationally accredited and non-accredited courses delivered by one of the 4 ACT public school registered training organisations, Canberra Institute of Technology (CIT), and private registered training organisations.

Australian School-based Apprenticeships (ASbA) provide an opportunity for students to achieve a nationally recognised vocational qualification by combining paid work and training as part of their education program. On 30 June 2023, 447 ACT public school students were undertaking an ASbA across qualification from 21 national training packages.

In 2022–23, there were 2,652 work experience placements registered in ACT high schools and colleges. A total of 1,073 employers provided these placements. An additional 123 structured workplace learning placements were also registered.

The Directorate continued to collaborate with schools and school communities, employers and industry stakeholders, and registered training organisations to improve student access to personalised learning pathways. In 2022–23, a range of career education and vocational learning experiences were made available, including:

- The 2022 Canberra CareersXpo delivered by the Rotary Club of Aurora Gungahlin in collaboration with the Directorate to highlight education, training, and employment pathways. The 2-day event was held on 9–10 August 2022 and attracted over 7,000 visitors and 100 local, national, and international exhibitors.
- A tailored information session developed by the Directorate for parents and carers of young people in high schools and colleges to support effective career planning conversations. In 2022, 7 parent workshops were conducted, with approximately 250 participants, via a combination of face-to-face and online sessions in schools, at CIT, and at the 2022 Canberra CareersXpo. During National Careers Week 2023, the Directorate delivered additional workshops to 165 participants across 5 schools.
- An additional 60 places were made available in the Career Pathways Program (Health Starter), delivered in collaboration between the Directorate, CIT, and ACT Health. This introductory course provides year 10 to 12 students with entry level skills in the health and community sector; and a study pathway to enrol in a range of health services programs at CIT, including nursing, individual support (aged care, disability) and allied health assistance (occupational therapy, physiotherapy).

- A new training taster experience (unaccredited short course) in the horticulture and hospitality industries for students from Black Mountain School and The Woden School. The program was delivered in partnership with the Directorate and CIT, aiming to enhance skills learned in the school environment.

In 2023, a new suite of vocational learning programs was introduced, including both accredited and non-accredited training options. These programs will provide up to 500 students in ACT public schools with the opportunity to explore and develop skills in various industries, such as building and construction, electrical, hospitality, business, community services, health, and creative digital technologies.

The first funded vocational learning program began in May 2023, with 20 students from 5 colleges and 5 high schools starting the Health Services Assistant Pathway Program. The program enables students to build skills, knowledge, and readiness for future training and employment in the health industry by completing 6 units of nationally recognised training.



Students from the Health Services Assistant Pathway Program

Head Start Program

The Head Start Pilot Program continued to be delivered during 2022–23, providing 50 tailored Australian School-based Apprenticeships (ASbA) opportunities for students in ACT public schools. The pilot program was launched in 2022 to support up to 50 students

from year 10 and 11 to undertake an ASbA while completing their senior secondary certificate.

There was strong interest in the program, with 175 applications received from students. Following work experience placements and a tailored pre-vocational training program, 41 students were selected for Head Start positions across 22 employers in industries such as building and construction, manufacturing, education and training, retail, and accommodation and food services.

The remaining Head Start positions were tailored for students from The Woden School, Black Mountain School, and Flexible Education, providing personalised vocational learning opportunities with intensive support available to students as needed.

The Head Start program enabled 2 students identified as at risk of disengaging from education and/or employment to transition to full-time Australian apprenticeships with their selected employers, with the support of their parents and school.

Understanding the Building and Construction Industry Pilot Program

In 2022, over 1,100 students participated in the Understanding the Building and Construction Industry Pilot Program. The program was delivered in 4 ACT public high schools (Harrison School, Alfred Deakin, Calwell, and Mount Stromlo High Schools) as part of a nation-leading pilot developed by the Education and Community Services Directorates in partnership with industry stakeholders.



Students from the Understanding the Building and Construction Industry Pilot Program

The program provides a learning experience aligned with the Australian Curriculum that integrates industry perspectives for students in years 7–8 and years 9–10 to improve their

understanding of the building and construction industry. The program aims to break down the barriers hindering young women and gender diverse students from pursuing a career pathway in this field.

eSafety in ACT public schools

eSafety parent and carer workshops

The Directorate's eSafety education officers continued to design, develop, and deliver online eSafety webinars for parents and carers in ACT public schools.

In 2022–23, 18 webinars were run to help prepare and inform the ACT public school communities about student Chromebooks, staying safe online over the summer, as well as delivering up-to-date and research-based information for parents and carers around online safety for their children and young people.

There were 169 synchronous (live) parent and carer participants across 2 secondary and 2 primary school-focused sessions delivered online each term, as well as 2 year 7 parent and carer sessions delivered in Term 1, 2023. As a follow up to the parents and carers in attendance and to support families unable to attend, there were 405 post-webinar engagements where content from the presentation, including resources for parents and carers, were shared via email.

The webinars have all been well received with feedback from parent communities indicating significant increases in confidence and knowledge on keeping children and young people safe online.

eSafety prompts for students

Student Chromebooks were updated with a background and pop-up message each term, designed to deliver relevant and engaging online safety content directly to students.

The pop-up messages were interactive and targeted to the student experience. Prompts were provided with links to the Office of the eSafety Commissioner website for students to continue learning about online safety and being safe and responsible online. The links are designed for students. The pop-up messages were differentiated between primary and secondary year levels, offering targeted interactivity for each group of students.

From Term 3, 2022 to the end of Term 1, 2023, there were 32,973 student interactions with these pop-ups from primary school through to college.

Safer Internet Day

Safer Internet Day is a global initiative that brings together communities, families, schools, and organisations from more than 200 countries to help create safer online spaces.

Safer Internet Day was held on 7 February 2023, with the theme 'Connect. Reflect. Protect'. Safer Internet Day celebrated its 20-year anniversary in 2023, with ACT public schools and communities encouraged to work towards making every day a safer internet day.

As part of the campaign, schools were given the opportunity to join a virtual classroom for a lesson centred around the theme. Campaign promotional resources, teaching and learning

resources, and the opportunity to participate in online safety professional learning, were all shared with teachers and schools.

The Directorate shared resources and content with other states and territories through a cross-jurisdictional working group provided through the NSW Cybermarvel program.

School Volunteer Program ACT

The School Volunteer Program ACT recruits, trains and manages volunteer mentors to support ACT public school students with their education. Volunteer mentors work collaboratively with school coordinators or classroom teachers to support students with literacy, numeracy, and a range of other subjects and activities. At December 2022, there were 154 volunteer mentors working across 45 ACT public schools as part of the return to normal service delivery following the COVID-19 pandemic.

A new Memorandum of Understanding between the Directorate and the program was renegotiated and signed in May 2023, recognising the sustained and valuable partnership, and the program's role in supporting improved outcomes for ACT public school students.

Supporting Parent Engagement Grants

The Supporting Parent Engagement Grant Program strengthens parent engagement in ACT public schools. The \$800,000 program provides grants of up to \$20,000 to Parents and Citizens' associations (P&Cs) to enhance family-school partnerships and strengthen P&C governance and capability to effectively operate businesses. The grant program has now closed.

At the end of 2022–23, 52 schools and P&Cs had received a total of \$782,000 to enhance parent engagement and business acumen in ACT public schools. Thirty grants are fully acquitted with 22 in the process of being acquitted.

Systems supporting learning

The systems that support learning must acknowledge the importance of early intervention and promote equity of opportunity and excellent outcomes for all learners.

Recognising early childhood education in ACT law

The Directorate has continued the work to recognise the importance of early childhood education in ACT law. The fourth phase of amendments to the *Education Act 2004* are progressing through the *Education (Early Childhood) Legislation Amendment Bill 2023*.

The amendments proposed in the Bill were informed by consultation with key stakeholders and the community. The Directorate will continue this work during 2023.

Modernising enrolments, attendance, and participation requirements

Through the *Future of Education Strategy*, an action the foundation of 'systems supporting learning' is to review and amend the *Education Act 2004* to strengthen equity, student agency, access and inclusion. The fifth phase of amendments to the *Education Act 2004*, form the *Education Amendment Bill 2024*, and proposes amendments to the Act related to enrolments, attendance, participation, and distance education.

The Directorate undertook early public consultation from April to June 2023 where stakeholders and the community were invited to provide feedback on the proposed amendments and having the opportunity to review the proposed amendments in a discussion paper. These contributions will inform the final policy position.

Changes to kindergarten to year 12 enrolment criteria

Regularly reviewing enrolment policy ensures policy settings continue to meet the needs of the community, as well as supporting enrolment demand management and school capacity. Enrolment criteria were reviewed, with 2 key changes implemented for all future kindergarten to year 12 enrolments from April 2023. The following enrolment criteria were discontinued:

- Criterion 6: student is an ACT resident seeking to continue to year 7 or year 11 with the majority cohort from their current ACT public school
- Criterion 7: student is an ACT resident who had a sibling who formerly attended the school.

All ACT public schools are great schools, and every local school can meet the needs of all children and young people in its Priority Enrolment Area (PEA).

Changes to Priority Enrolment Areas

PEAs continue to provide certainty for the ACT community by enabling the ACT Government to guarantee every child from kindergarten to year 12 a place at their local school. In some cases, residents live in a PEA Shared Zone. Children in these zones are guaranteed a place at one of the shared zone schools.

PEAs are reviewed annually to reflect changes in population and demand for schooling services. During 2023, several changes to PEAs were established for 2024 enrolments.

A new PEA was established for the new Shirley Smith High School opening in 2024. Similarly, a new PEA was developed for the new North Gungahlin High School, which will open in 2025.

A minor change was made to the northern part of the PEA for Richardson Primary School to align it with the high school PEA for Caroline Chisholm School, thereby reducing potential disruption for affected Richardson families when transitioning to high school. These PEA changes were communicated through the Education Directorate website to ensure community awareness of enrolment options ahead of the 2024 enrolments year opening in April 2023.

In 2022–23, the Directorate maintained the practice of categorising schools as either Category A or B for enrolment purposes, to help manage high demand at some sites. Category A schools are generally not able to accept students from outside their PEA, while Category B schools have some capacity to accept students from out of their enrolment area, subject to meeting specified criteria.

In recognition of the various matters that can impact on children's happiness and wellbeing, all ACT public schools, regardless of capacity or categorisation, consider applications from children where there are individual circumstances related to student wellbeing.

The NSW Pathway Schools Policy continued to provide NSW residents living in the surrounding region certainty about their schooling pathway through ACT public schools. For the first time, from April 2023 a central process was introduced to assess applications against the criteria and make recommendations on NSW applicants seeking to enrol at a non-NSW Pathway School.

Standardised preschool enrolment prioritisation criteria and supporting processes ensured that students were offered a preschool place as close to their home as possible, in balance with ensuring available capacity. Several preschools were again designated 'High Demand Preschools' with limited capacity to accept enrolments from students for whom it would not also be their PEA primary school and who did not otherwise meet the enrolment criteria.

Demographic analysis and enrolment forecasting

The Directorate continued to use the School Transition Estimation and Projection (STEP) model, developed in collaboration with the Australian National University (ANU) School of Demography (finalised in 2022). STEP is a multistate cohort projection model that incorporates population changes, births, residential development, migration, current school

cohorts across various academic levels, historical behaviour, locational and household preferences to project future school demand across the ACT.

The STEP model incorporated data from the annual February census of ACT schools, as well as population projections released by ACT Treasury for the ACT region. The model is continually updated to ensure it reflects the latest information available, including updated PEA boundaries, PEA shared zones and changes in school capacity.

Working in collaboration with the ANU provided a high level of integrity in enrolment projection outcomes. The STEP model generated projections that enabled the government to anticipate future public school enrolment demand across the ACT, including in regions with high rates of population growth. The model forms the primary tool used by the Directorate to estimate future public school demand.

Planning for future school capacity

Enrolment projections from the STEP model were a key input into schools planning and demand response deliberations. This work supported the Directorate to anticipate and plan for future growth and make best use of current, and plan for future, school capacity. Through this work the Directorate has been able to guarantee children and young people enrolment at their local PEA school.

In 2022–23, ongoing feasibility and master planning work to plan for and deliver additional school capacity continued, in response to anticipated enrolment and population growth. The program of work was informed by enrolment projections, review of existing school infrastructure and consultation with school communities.

Planning for future capacity considered where new infrastructure investment may be required, whether temporary or permanent demand responses were required, and where changes to enrolment policy or PEAs may be required to support schools to manage future enrolment demand. Analysis of projections, classroom capacity and the needs of each school informed decision making on planning for and delivering relocatable learning units for some schools.

New and expanded schools

Planning progressed for the modernisation and expansion of Garran Primary School, including consultation with stakeholders, including the school and local community, as well as work towards a change to the Territory Plan, which also underwent community consultation.

The Directorate continued planning work to deliver new school capacity at Majura Primary School, as well as for other primary, high school and colleges in the ACT's growth regions.

The Directorate put forward a proposed amendment to the Fraser Primary School boundary to expand land at the school, which is currently under consideration.

The Directorate contributed to planning across government for future new early childhood to year 6 public primary school sites in the Molonglo Valley, including at Whitlam, and for Strathnairn in West Belconnen, which were established through amendments to the Territory Plan and in collaboration with other agencies. The new school at Whitlam is

expected to open in 2026 due to unavoidable delivery delays, with established schools in the Molonglo region to accommodate Molonglo student enrolments until the new school opens. Master planning is complete for these sites that will provide new local schools as well as community facilities accessible outside of school hours.

Land planning in collaboration with other directorates continued for additional future new schools in Molonglo and Ginninderry to support the development of future urban areas and ensure available school capacity that responds to population growth in future.

The Directorate also worked closely with key stakeholders to plan for land to become available for new non-government schools in the future.

Planning for Gungahlin

In 2022–23, the Directorate progressed the future delivery of 2 new high schools in Gungahlin – Shirley Smith High School in Kenny and North Gungahlin (Taylor). A delay to the opening of the new high school in North Gungahlin to 2025 was shared with the community, along with confirmation existing PEA schools can guarantee available capacity for affected students.

Expansion of existing schools has been completed at Gold Creek School and Franklin School. Work progressed for the permanent expansion at Margaret Hendry School and to plan for additional temporary capacity at Gungahlin College, in response to growing enrolment demand.

During 2022–23, a preferred site was identified next to Gold Creek School for a second college in Gungahlin. The Directorate undertook master planning and preliminary design works for the second college.

Education Amendment Bill 2022 – student movements and registration standards for non-government schools

The third phase of amendments to the *Education Act 2004* were passed in the Legislative Assembly through the *Education Amendment Bill 2022*, relating to suspensions, transfers, expulsions and exclusions.

This included the introduction of the Student Movement Register to help monitor the movement of children and young people between schools and other education settings, and ensure students stay connected to the education system.

This Bill also introduced new requirements for non-government schools through the development of a set of comprehensive registrations standards, revising the powers of the Registrar of non-government schools and authorised persons, and introduced a non-government schools Registration Standards Advisory Board to oversee the registration process. These changes came into effect in December 2022.

Digital access and equity

The Digital Access and Equity Program provides Chromebook devices to all ACT public secondary students, ensuring equity of access to technology. In 2022–23, more than 3,800

new devices were provided to students entering high school, bringing the total number of devices in use to almost 22,500.

In addition, more than 3,200 devices were refreshed. Students also received support in accessing the internet for remote learning if they needed it, with more than 500 services provided to support remote learning periods.

Digital achievements

In 2022–23, enhancements were made to the School Administration System to:

- support student transition information
- integrate to the ACT Certification System to support college reporting
- fully connect and automate the admissions system with the School Administration System.

Major system enhancements were completed on the Student Movements Register to support changes made in the *Education Act 2004*, and the School Psychologist Service Health Record Management System was extended to allied health professionals.

Dashboards were developed to monitor where wellbeing support is required. These are called the 'Safe and Engaging Environment' and the 'Education System Pulse' dashboards.

Security updates and reviews continued to be strengthened during 2022–23 to keep staff and student information protected online. The school staff Chromebook device refresh program continued following a long period of worldwide hardware shortages due to the COVID-19 pandemic.

School cleaning

The in-house School Cleaning Service delivered an enhanced cleaning program to all ACT government schools during 2022–23. There were 404 staff supporting and delivering cleaning services across 90 schools and 4 office accommodation sites, 7 days per week, as at 30 June 2023. This equated to approximately 1,425 hours of cleaning each day.

Monday to Friday operations were available from 8 am to 11 pm, while weekend cleaning operations are flexible to support the changing nature of community use of school facilities.

The cleaning workforce come from a diverse range of backgrounds with 95% of the workforce born outside of Australia, and with English as a second or additional language for many. Most of the cleaning workforce are from Bhutan (62%), with other backgrounds represented including Myanmar (3.6%), Nepal (3.3%), India (2.8%), Vietnam (1.8%) and South America (1.8%).

Cleaning at the ACT Government City Office Precinct buildings commenced on 11 April 2023. There are 31 new ACT public service cleaning staff working shifts between 8 am and 10 pm, Monday to Friday, to support the operations of 220 London Circuit, Nara House and Allara House. In June 2023, the School Cleaning Service celebrated International Cleaners Day with these new cleaning staff. This was an opportunity for the Directorate to recognise the important role of the service in delivering education services to the children and young people of the ACT.

School improvement reviews

The Directorate has a systematic approach to school improvement, working in partnership with school leaders and external experts to embed evidence-based decision making, which includes a 5-year cycle of school improvement planning outlined in each school's School Improvement Plan.

At the end of the 5-year cycle, ACT public schools undergo an external review. Reviews are anchored in the National School Improvement Tool (NSIT) developed by the Australian Council of Educational Research (ACER) and are led by accredited ACER consultants to provide the public school system with objective analysis of school performance against the NSIT.

School review activity

During 2022–23, 8 schools were reviewed between July and October 2022, with an additional 12 schools reviewed between March and June 2023.

The ACER methodology for a school review includes the requirement that the review teams interview all school leaders, over 85% of teachers and school support staff, and a broad range of students and parents from the school community.

Post-review supports to schools

At the conclusion of the review, individual school planning sessions were conducted by the Directorate to discuss the NSIT recommendations and analyse student growth and wellbeing data.

Schools reviewed in 2022 drafted their next 5-year improvement plans (2023 to 2027). Schools reviewed in 2023 are in the process of identifying improvement priorities, targets, and strategies for their 2023 to 2027 improvement plans.

Special Purpose Reviews

The Directorate approach to school review and improvement recognises that schools may require targeted support at any point in the integrated school improvement cycle. The addition of a strengthened Special Purpose Review provides an opportunity to undertake a more in-depth analysis of specific areas of need outside of the scheduled 5-year review and annual planning cycle. During the reporting period, 2 schools participated in a Special Purpose Review.

Set Up for Success: An Early Childhood Strategy for the ACT

In 2020, *Set Up for Success: An Early Childhood Strategy for the ACT* was launched.

This 10-year plan is set out over 3 phases and outlines the ACT Government's commitment to providing quality early childhood education for all children, recognising that children's early years set the groundwork for their lifetime learning.

Set Up for Success has 4 foundations:

- **A fair start for every child** – ensuring access, equity and affordability of early childhood education.
- **Valuing educators, values children** – enhancing the workforce through education, qualification and skills development.
- **Every child has a story** – fostering seamless transitions and supporting children's diverse needs.
- **Working together for children** – connecting systems and services to maximise benefits to children.

This section of the report describes key actions and achievements under *Set up for Success*.

A fair start for every child

The provision of access to early childhood education for every child, equitably delivered with a priority on those that would most benefit.

Providing free quality early childhood education and care

The Directorate is implementing the first phase of the ACT Government's commitment to provide universal access to quality early childhood education for all 3-year-olds in the ACT.

This involves providing up to 500 places to priority 3-year-old children – those experiencing vulnerability or disadvantage – for 2 days per week, 48 weeks per year of free, quality early childhood education and care (ECEC). Places are offered through 22 providers representing 62 ECEC services, with 2 additional providers joining the initiative in 2022–23.

As at 30 June 2023, 787 children have been referred into the initiative since it commenced in January 2020. 248 children participated at a partnered ECEC service as part of the initiative during the reporting period. At the beginning of 2023, 207 priority children were supported to transition from the initiative into 4-year-old preschool.

Expanding Koori Preschool

The first phase of providing free quality early childhood education under the *Set up for Success Strategy* included providing up to 100 places for Aboriginal and Torres Strait Islander 3-year-olds in Koori Preschool.

Koori Preschool is a preschool program for Aboriginal and Torres Strait Islander children aged 0 to 5 (children under 3 years old attend with an adult) and provides culturally safe and relevant early learning through rich, play-based experiences. Aboriginal and Torres Strait Islander perspectives are reflected across the program, which is aligned to the Early Years Learning Framework.

In 2022, the Koori Pre Cultural Safety Framework and Koori Pre Curriculum were launched following a co-design process with Aboriginal and Torres Strait Islander communities on the evolution of Koori Preschool to ensure it meets the needs of communities now and into the future.

Table 13: Enrolments of Aboriginal and Torres Strait Islander children in the Koori Preschool Program 2017–2022

	2017	2018	2019	2020	2021	2022
3-year-old children	35	13	43	39	44	39
Children in year before full-time schooling (4- and 5-year-old)	52	72	45	51	53	54
Total enrolment	87	85	89	90	97	93

Source: August Census of Enrolments in ACT Schools 2017–2022

Warm referrals

ACT government directorates, community organisations and the ECEC sector continue to work together to identify priority 3-year-old children. Warm referrers (practitioners who are already connected with children and families) are integral to identifying priority 3-year-old children. Warm referrers support families to access the initiative by assisting them to complete the referral form, which is then submitted to the Placement Pathway Group for consideration.

Warm referrers may continue to be involved in the placement process by acting as the main point of contact for the family, or by supporting the family to engage and build relationships with the ECEC service or to access other wraparound human services. In some instances, early childhood community coordinators act as warm referrers.

During 2022–23, the Directorate held 48 tailored sessions with 86 warm referrers representing government and community organisations, such as Community Services Directorate, Canberra Health Services, Victims Support ACT, YWCA Tenancy Support, ACT public primary schools, ECEC services and women’s refuges.

Placement Pathway Group

Placement Pathway Group is chaired by the Education Directorate and includes practitioners representing Community Services Directorate, Australian Early Development Census (AEDC), Inclusive Education, and Children’s Education and Care Assurance (CECA).

Placement Pathway Group considers referrals for priority 3-year-olds and identifies a

placement at a partnered ECEC service that best meets the needs of the family, such as proximity to where a family lives or works, or where older children already attend school. During 2022–23, the Placement Pathway Group met 21 times and considered 273 referrals of priority 3-year-olds.

Early childhood community coordinators

Priority children and families are supported by 2 early childhood community coordinators, who facilitate and nurture referral pathways for priority children into the 3-year-old initiative. The coordinators work with referrers, services, and families to ensure referrals and placements are ongoing. They also provide early learning pedagogical support and transition guidance to educators in ECEC settings and schools. The coordinators have actively supported 19 partnered ECEC services and 2 Out of School Hours Care services with a combination of whole-of-staff workshops, observations and individual child supports. They also provided tailored supports to CCCares (Canberra College), Gudjahgahmiamia ELC (Wreck Bay) and CIT Yurauna (Canberra Institute of Technology).

Increasing partnerships with playgroups

The *School Community Playgroups – Guidelines for ACT Public Schools* were launched during 2022–23 to provide ACT public schools with knowledge and confidence in establishing a playgroup on site. The guidelines are aimed at assisting schools to determine an appropriate model of playgroup for their setting and community and were developed in consultation with ACT Playgroups.

Valuing educators, values children

Quality interactions with children drives child development and therefore educators must be professionally recognised in rewarding, empowering, maturing but sustainable ways.

Communities of Practice

Sixteen Communities of Practice have been established to foster purposeful relationships between early childhood education and care (ECEC) services and schools to help children transition smoothly between these settings, improve sharing of expertise between educators, and increase opportunities for coaching and mentoring. They are supported by 2 early childhood community coordinators.

In the reporting period the Communities of Practice focused on enhancing professional support networks and exploring shared questions of practice within an inquiry cycle.

Developing a cross-sector workforce strategy

Set up for Success recognises that a skilled workforce is essential to delivering high-quality early childhood education that supports the best educational and developmental outcomes for children. Valuing educators and providing a framework to develop as skilled professionals is an important way to support ongoing child development and learning.

Drawing on consultation undertaken with the ECEC sector, an *Early Childhood Education and Care Workforce Strategy* specific to the ACT context is being developed and will align with the *National Children's Education and Care Workforce Strategy*, which is supporting the recruitment, retention, sustainability, and quality of the ECEC workforce across Australia.

Developing educator professional standards

The Directorate is developing early childhood educator professional standards, initially for voluntary adoption, in consultation with unions and the ECEC sector with the aim to promote professionalism of the workforce through recognition of professional practice. The professional standards are intended to be used as part of development or career planning discussions, as a tool for personal reflection, and to support coaching and mentoring relationships.

Increasing coaching and mentoring opportunities

Increasing coaching and mentoring opportunities for the ECEC workforce allows for the development of skills, knowledge, and experience through meaningful relationships with other early childhood professionals. The Directorate is developing a Peer Support, Coaching and Mentoring Framework to support ECEC services to implement coaching and mentoring supports which will be released to the sector in the second half of 2023.

Four preschool pathways partners are working with educators in ACT public preschools and ECEC services partnered with the 3-year-old initiative, to build their knowledge, confidence, and capacity to implement inclusive practices, enhance transitions, and provide continuity for children and families. The preschool pathways partners provide targeted coaching to educators in universal practices for inclusive education and transitions. Coaching support is triaged based on the circumstances of a setting and the level of support required. In the reporting period the preschool pathways partners supported 27 early childhood settings and 55 individual children.

Early Childhood Degree Scholarship Program

As part of the establishment of *Set up for Success*, the Directorate reformed the Early Childhood Degree Scholarship Program to increase the attraction and retention of early childhood teachers in the ECEC sector. The Early Childhood Degree Scholarship Program provides 16 scholarships per year, each to a maximum value of \$25,000 for the life of the scholarship. An additional amount of up to \$4,000 per scholarship is available to support employers to backfill staff while they undertake the practical components of their study.



It is an honour to be selected for this scholarship and I am thrilled to receive this opportunity to further my education. Receiving this scholarship means a great deal to me and it will enable me to pursue my academic and career goals. I am grateful for this generous scholarship and would like to extend my heartfelt thanks to the Early Childhood Degree Scholarship Program Panel for recognising my potential and investing in my future."

Stefano Passeri, recipient of a 2022 Early Childhood Degree Scholarship

The scholarships are open to educators working in non-government and non-school-based approved ECECs in the ACT. Students are also able to participate in a 4-week placement with CECA as part of their final year of study.

The program enables employers to partner with the Directorate to provide an equivalent contribution to a scholarship. This option creates 2 scholarships for the cost of one. Several larger employers are supporting multiple employees through the scholarship program.

In 2022–23, the Directorate ran 2 scholarship rounds, in October 2022 and May 2023. Thirteen scholarships were awarded to suitable applicants for the early childhood education sector, with an additional 3 partial scholarships awarded for applicants that are part way through their studies. One employer was granted \$2,300 to backfill a student during practicum as part of their qualification.

As of 30 June 2023, a total of 39 scholarship holders are actively studying towards a degree in early childhood education. Since 2019, 4 scholarship holders successfully completed their early childhood degree.

Access to training on the National Quality Framework

The Directorate has leveraged the work undertaken by the Australian Children’s Education and Care Quality Authority (ACECQA) to provide Australia’s ECEC sector with access to an online suite of eLearning induction modules that assist new and current providers and educators to understand and apply the requirements of the National Quality Framework. Access to the training is available via the ACECQA website or the Directorate’s website.

Every child has a story

Each child has a unique background and circumstances and each child's learning and development needs, and opportunities, should be nurtured and supported.

Effective transitions

Effective transitions rely on educators and families working together to make sure a child's story is passed along between education settings. Educators from early childhood education and care (ECEC) services partnered to deliver quality early childhood education for priority 3-year-olds and ACT public preschools are supported by early childhood community coordinators and preschool pathways partners to share children and families' stories and other key information, facilitating positive transitions.

In the reporting period, 207 priority 3-year-old children and 51 children with developmental needs or disability were supported to transition to 4-year-old preschool using the revised Continuity and Transitioning Framework and Statement, which was expanded to support children with developmental needs or disability.

Preschools Pathways Program

The Preschool Pathways Program aims to build the capacity of parents to be active partners in their children's education. It acknowledges parents and carers as their child's first teacher and includes resources for them to support a smooth transition to preschool, recognising that success looks different for every child.

The program includes a suite of resources for families available on the Directorate's website:

- Preschool Pathways Map
- Supporting Resource 1: Transition to Preschool and COVID-19
- Supporting Resource 2: What is the EYLF?
- Supporting Resource 3: Great books to read with your child
- Supporting Resource 4: Talking to your child about their day.

A suite of modules and supporting resources are being developed to support early childhood services to enhance preschool transition processes and support families to engage in transitions.

Support for parents as first teachers

Supporting parents as first teachers means empowering them to make informed choices in relation to early childhood development, early learning options and quality considerations, and being able to access the supports they need as parents.

In collaboration with ACT Health, the Directorate published and distributed a poster to ACT public health settings and bulk billing General Practices to provide information for parents and carers about strategies for engaging in their child's learning and development from birth.

The resource provides an overview of the ways parents and carers can support their child to have the best possible start to life with learning from birth to 5 years, and includes web links to local providers, resources and further reading. A supporting magnet was distributed to new parents at their first home visit by a Maternal and Child Health nurse.

Working together for children

The need to make the best use of public funding to ensure that children and families experience best practice in early childhood education and care.

Structured capacity planning and land allocation approach

The Directorate has analysed projected demand for early childhood education and care (ECEC) services to anticipate future requirements in the sector, including availability of ECEC places.

The Directorate continues to collaborate with key ACT government directorates involved in land planning to ensure the supply of land available for new and additional early childhood education and care services in the future, in response to anticipated demand for early childhood services, particularly in growing regions. This work is ongoing.

The Directorate has also worked with ACT Property Group to support the ongoing availability of affordable community facilities for ECEC providers.

Early years engagement officers

The early years engagement officers in the Community Services Directorate are building strong and trusted relationships with the ACT's Aboriginal and Torres Strait Islander communities, connecting them with Directorate initiatives such as Koori Preschool, and supporting transitions between these settings and Child and Family Centres. The officers support stronger educational outcomes for Aboriginal and Torres Strait Islander children in the ACT.

Koori Pre Co-Design Program

The Koori Pre Co-design Program was a key deliverable of the *Set Up for Success Strategy* and continued in 2022–23. The co-design process was completed with the Aboriginal and Torres Strait Islander communities in the ACT and Wreck Bay for the evolution of Koori Preschool. Findings from the wide-ranging engagement with children, families, staff, community members and representatives from peak bodies were brought together in the Koori Pre Cultural Safety Framework, Koori Pre Curriculum and the *About Koori Pre* children's book.

Koori Preschools are located at Kingsford Smith School, Ngunnawal Primary School, Narrabundah Early Childhood School, Wanniasa School, and Richardson Primary School.



The foundational resources were trialled by all 5 Koori Preschools during the reporting period. Revisions to the resources based on feedback from the trial was implemented and final resources were published, launched, and distributed to the Koori Preschools in November 2022.

The Directorate continued to provide pedagogy support in the implementation of the Koori Pre Curriculum and Koori Pre Cultural Safety Framework at the Koori Preschools. The resources underpin the delivery of high quality, high expectation and holistic preschool that is grounded in Aboriginal and Torres Strait Islander cultures, knowledges, and values. These resources recognise that children and their families are proud, strong, and deadly.

Education and Care Services National Law – ACT Regulatory Authority

In 2012, all states and territories and the Commonwealth implemented the National Quality Framework (NQF) for the education and care sector. The NQF incorporates education and care from long day care, family day care, preschools, and outside school hours care.

Its primary function is to create a framework of education and care for children from 0 to 5 years old who are not enrolled in school, and primary school aged children (5 to 12 years old) who attend out of school hours care.



The NQF for the education and care sector includes the *Education and Care Services National Law* and regulations, and a consistent approach to the regulation and quality assessment of the education and care sector. The Director-General is the ACT's Regulatory Authority. The functions of the Regulatory Authority are delegated to Children's Education and Care Assurance (CECA).

As of 30 June 2023, the ACT had 373 education and care services approved under the National Law. The National Law places obligations on CECA to undertake investigations, compliance monitoring, enforcement actions, and assessment and rating against the National Quality Standard (NQS). The capacity of the sector in the ACT is approximately 30,271 full-time places for children.

In addition, as of 30 June 2023, the ACT had 12 education and care services approved under Chapter 20 of the *Children and Young People Act 2008*. These services are licensed for a period of 3 years and are required to comply with the ACT Childcare Services Standards.

The ACT Regulatory Authority is comprised of the following teams:

- Quality Assurance
- Audit and Risk Management
- Investigations.

Quality assurance

The key objective of quality assurance is to assist providers and services in their journey of continuous improvement in delivering quality early childhood education and care (ECEC) to children, acknowledging that this is fundamental to obtaining the maximum benefits from early learning for every child.

CECA's Quality Assurance team undertake the assessment and rating of services in accordance with the National Law. This process provides several benefits, including:

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

Under the National Law, services are assessed and rated against the NQS. Following an assessment, an overall rating is given, which is dependent on evidence collected across 7 quality areas:

- educational program and practice
- children's health and safety
- physical environment
- staffing arrangements
- relationships with children
- collaborative partnerships with families and communities
- governance and leadership.

There are 4 rating levels within the assessment and rating process:

- Exceeding National Quality Standard
- Meeting National Quality Standard
- Working Towards National Quality Standard
- Significant Improvement Required.

At of 30 June 2023, of the 373 approved services, 349 had a quality rating, representing approximately 93.5% of services.

During 2022–23, 64 services were assessed and rated, with approximately 81% of ACT services rated as 'meeting' or above. This is a 3% improvement of services 'meeting' or above compared to 78% in the 2021–22 cycle. The percentage of services with a 'working towards' NQS rating has continued to decline slightly to 19.2% from 21% in 2021–22 and 23% in 2020–21.

The positioning of education and care services in the ACT assessed against the 4 rating levels were:

- 150 (43%) services achieved an 'exceeding' rating
- 130 (37.25%) services achieved a 'meeting' rating
- 67 (19.2%) services had a 'working towards' rating
- 0 (0%) service had a 'significant improvement required' rating.

In addition to the above assessments, 2 services (0.57%), continue to be awarded an 'excellent' rating by the Australian Children's Education and Care Quality Authority

(ACECQA). This level of achievement requires an application to ACECQA, an existing exceeding rating and additional requirements beyond exceeding.

Audit and risk management

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

Announced and unannounced compliance audits are conducted throughout the year. The team also carries out short notice audits in response to incidents or complaints. This type of audit is called a 'risk audit' or, if appropriate, 'emergency response audit'. Risk audits and emergency response audits are conducted to identify and resolve any specific and immediate risks to children.

The team monitors the risk rating of each service in the ACT using the National Quality Agenda IT system to assess the risk rating of each approved service. Risk ratings inform the long-term scheduling of audits as well as assessment and rating. Each service is provided with a risk rating score and overall risk rating, which informs the frequency of audits required to monitor the health, safety, and wellbeing of children.

During 2022–23, CECA carried out 175 audits compared to 90 audits in 2021–22. Six risk audits requiring a rapid response were conducted in 2022–23, compared to 8 risk audits in the previous financial year.

Investigations

CECA's Investigation team assesses notifications and information received from multiple sources to determine if there may be contravention of the National Law, or a risk to the safety, health and wellbeing of children.

In 2022–23, CECA assessed 1,534 notifications of incidents or complaints at services. This is an approximate 50% decrease from the same reporting period last year.

The 2021–22 reporting year included COVID-19-related notifications. In 2021–22, 1,747 notifications were COVID-related; in 2022–23 the number reduced to 60 notifications.

As the ECEC sector returned to usual operations, notifications of non-COVID-related incidents or complaints increased from 1,212 in 2021–22 to 1,474 in 2022–23.

CECA investigated 54 notifications or complaints during 2022–23. A further 22 notifications or complaints were addressed through an audit. Other matters were managed appropriately by the providers, or compliance action taken for offences substantiated without the need for formal investigation, or there were no breaches or risks engaged by the notification.

At the end of June 2023, 18 investigations were in progress. Fifty-six investigations were completed during the year. Twenty investigations were carried over from 2021–22.

Major areas of investigation during 2022–23 were allegations of inappropriate discipline or interactions with children, failure to meet staffing obligations, and missing children.

Compliance actions

CECA took 134 compliance actions during 2022–23. This is an approximate 53% decrease from the previous reporting period, due to lowered COVID-related risk management. Compliance actions included administrative letters, cautions to individuals, prohibition of individuals, enforceable undertakings, emergency action notices, compliance notices, and cancellations of service or provider approvals.

CECA also assessed fitness and propriety of a nominated supervisor and initiated formal meetings with providers to discuss plans to address systemic non-compliance.

Waivers for early childhood educators

Under the National Law, education and care services can apply to the Regulatory Authority for a waiver when unable to comply with certain regulations.

CECA monitor and support the education and care sector through the applications of waivers. The ACT, like other jurisdictions, is experiencing a workforce shortage of educators in the early childhood and school age sectors.

Staffing waivers are usually granted for a 6-month period. The provider is required to establish a plan for how they will attempt to fill this position over this time. If a service applies for the same waiver for a second 6-month period, the provider needs to demonstrate that they have ongoing recruitment processes in place, including attempting to fill the position outside their organisation, or opportunities for professional development and training within their staffing cohort, such as an educator actively studying towards this qualification.

As of 30 June 2023, CECA approved 27 applications for waivers for an early childhood teacher, and 21 waivers for staff members with less than 50% of their Diploma of Early Childhood Education and Care qualification completed.

As of 30 June 2023, there were 12 services without an early childhood teacher and 8 services with less than a full complement of early childhood teachers.

Early childhood education and care workforce

The COVID-19 pandemic and the necessary response had a substantial impact on the ACT education and care sector. Providers and services continue to experience challenges in recruiting and retaining qualified staff at all levels. CECA continue to monitor capacity, demand, and viability of the sector. CECA use sector viability and operational issues surveys to gather information.

Educate and inform

CECA has a statutory obligation to educate and inform the education and care sector of its obligations and best practice under the NQF. CECA continue to develop and deepen opportunities to increase providers', service leaders' and educators' capacity to:

- understand and uphold their legislative obligations
- participate in best practice and ongoing continuous improvement
- make decisions that invest in quality outcomes for children.

Investing in best practice and continuous improvement

In 2022–23, education and care providers, leaders and educators were provided with a suite of workshops and forums with subject matter experts.

Sector participation in these forums and workshops was high. All materials, resources and tools from these events were circulated to the sector and made continually available through CECA communication channels.

Risk management forum and workshop

A risk management forum and workshop were held over 2 half-days on 26 and 27 July 2022. The forum and workshop were devised collaboratively with subject matter experts on risk management, as well as experts on specific risks experienced by the sector.

There was a specific focus on risks associated with:

- playground equipment
- child allergies and medication conditions
- problematic, harmful, or challenging sexualised behaviours.

Providers and service leaders had the opportunity to discuss, share and reflect on risk management strategies, and apply strategic risk management skills in an interactive workshop.

Australian Early Developmental Census forum

The Australian Early Developmental Census (AEDC) session was delivered on 1 November 2022 by the ACT AEDC Coordinator, CECA, and early childhood community coordinators. Providers, service leaders and educators examined the AEDC 2021 results and were shown the benefits of understanding the results in their communities.

AEDC is an important tool to plan for partnerships, service design, curriculum delivery and quality improvement. AEDC microlearning course materials and resources were distributed to assist with evidence-based decision making in their settings.

Refocus on quality forum

A refocus on quality forum (Quality Area 1 Educational Program and Practice) was delivered on 28 March 2023. The forum was designed for service leaders and educators to engage in interactive workshops and discussions, to gain practical insights and strategies for enhancing their educational programs and practices. Subject matter experts and sector practitioners traversed evidence-based approaches, innovative practices in curriculum development, pedagogy, educational leadership and what's new in the approved learning frameworks.

Leadership and governance forum

The leadership and governance forum (leading with impact) was held on 27 June 2023 and was designed for ECEC providers and ECEC staff in management. The forum was a master class in the relationship between good governance, leadership, and service quality. Subject matter experts set out principles and practice of good leadership and governance. They highlighted that leadership is actively governing, and good governance is a critical foundation for the development of quality services. A panel discussion brought a range of perspectives and dialogue about the importance, challenges and opportunities of leadership and governance.

Active messaging

CECA's overall engagement with the sector included timely, tailored, and targeted messaging to educate, inform and engage the education and care sector.

CECA's 'educate and inform' capacity allows the distribution of critical and time-sensitive messaging to reach education and care providers, service leaders and educators. Key sector messaging for 2022–23 included updates on:

- *Set up for Success: An Early Childhood Strategy for the ACT* initiatives
- the Approved Learning Frameworks
- *National Children's Education and Care Workforce Strategy*
- NQF review
- NQF compliance
- children's rights and child safety, health, and wellbeing
- effective transitions for children
- CECA operations
- ACT education and care workforce initiatives
- relevant ACT Health messaging
- effective risk management in education and care
- use of the AEDC to enhance outcomes for ACT children
- quality educational programs and practice
- leadership and governance in education and care
- professional networking, training, and professional development opportunities.

National early childhood reviews

National Quality Framework review

In 2022–23, CECA continued to work with all jurisdictions and ACECQA on the 2019 NQF review. Education Ministers delegated responsibility for implementation of Decision Regulatory Impact Statement (DRIS) recommendations to the Early Childhood Policy Group (ECPG). The Legislative Working Group and Review Implementation Group supported ECPG in developing required legislative amendments, sector guidance and resources.

The most significant change to the National Law will commence on 1 July 2023 and establishes a better alignment with the *Family Assistance Law*. These amendments include an expanded definition of ‘person with management or control’ and clarified fitness and propriety assessments.

There will be a new ‘Joined-up Approval’ system that is due to commence on 1 July 2023. Joined-up Approvals was established by the Australian Government and all state and territory governments to manage applications for Provider and Service Approval under the National Law and Child Care Subsidy under the *Family Assistance Law*.

There are several new regulations commencing during 2023:

- new regulations commenced on 1 March 2023 to improve children’s safety in regular transportation. These regulations included better supervision and staffing arrangements, records of children embarking/disembarking and ensuring that no child remains in the vehicle.
- new regulations will commence on 1 July 2023 to reduce and ease sector burden and workforce pressures, including changes to qualification requirements for Family Day Care educators to hold a Certificate III qualification, moderate fee increases and moderate administrative changes.
- new regulations will commence on 1 October 2023 to improve safety in relation to sleep and rest, emergency evacuations in multi-storey buildings, family day care, and transitions between ECEC services and other settings.

The ACT and Victoria continue to collaborate on implementation of an Approval-in-Principal (AIP) Scheme for proposed centre-based services in multi-storey buildings.

Parallel to the NQF review implementation, NSW led amendments to the national regulations to



prohibit bassinets in services from 1 October 2023. This amendment to the national regulations will implement the NSW Coroner's recommendation from the inquest into the death of an infant in 2019.

National Workforce Strategy: Shaping Our Future

On 14 October 2021, *Shaping Our Future: Children's Education and Care National Workforce Strategy*, a 10-year plan (2022–2031) was published by ACECQA. The strategy was developed closely with the education and care sector nationally, led by ACECQA.

In September 2022, the *Shaping Our Future: Implementation and Evaluation Plan* was published and committed governments and national sector stakeholders to 21 actions. These actions are grouped as short-term (3 years), medium-term (within 6 years) and long-term (within 10 years).

Information on *Shaping Our Future: National Children's Education and Care Workforce Strategy* (2022–2031) and *Shaping Our Future: Implementation and Evaluation Plan* can be found at <https://www.acecqa.gov.au/national-workforce-strategy>.

In October 2022, the ACT Government committed to lead the procurement and contract management of 2 key actions as part of the National Workforce Strategy:

- FA1.1 Investigate options for improving workforce pay and conditions
- FA5.1 Review staffing and qualification requirements under the NQF, with a focus on early childhood teachers and outside school hours care educators.

Approved learning frameworks

In 2021, Education Ministers commissioned an update of the 2 national approved learning frameworks, *Belonging, Being and Becoming: The Early Years Learning Framework* for Australia (EYLF) and *My Time, Our Place: Framework for School Age Care in Australia*. Both curriculum documents have been proven to be integral in the success of the NQF and continue to reflect contemporary developments in practice and knowledge, while supporting all educators to promote the wellbeing, learning and development of each child.

During the first half of 2022, practitioners from 16 services, including one from the ACT, piloted updates to the approved learning frameworks. The updates were reviewed by a consortium from Macquarie University, Edith Cowan University and Queensland University of Technology. The updated frameworks reflect contemporary research and what is already happening in high-quality services.

On 23 January 2023, the updated approved learning frameworks (EYLF V2.0 and MTOP V2.0) were released to the ECEC sector, with supportive resources made available on the ACECQA website. During 2023, the original national approved learning frameworks remained in operation alongside the updated versions to enable educators and services time to transition.

Changes incorporated in the updated approved learning frameworks include stronger connections between the frameworks and the National Quality Standards in areas such as sustainability, theoretical approaches, critical reflection, the importance of Aboriginal and Torres Strait Islander ways of being, knowing and doing, inclusion, and the addition of 3 new principles.

Non-Government School Regulation – Chapter 4 *Education ACT 2004*

Legislation changes in 2022

Following a co-design process with the Association of Independent Schools of the ACT and Catholic Education Archdiocese of Canberra and Goulburn, amendments to the *Education Act 2004* and *Education Regulation 2005* came into effect on 20 December 2022.

Chapter 4 of the Act provides for:

- a) a regulatory framework for the registration and expansion of non-government schools
- b) the establishment of the Registration Standards Advisory Board
- c) Registration Standards for non-government schools
- d) a set of functions and powers to address issues or allegations of serious breaches
- e) provisions on enrolments, transfers, expulsions, exclusions
- f) the documentation of policies and procedures to meet the obligations of Chapter 4 and the Registration Standards.

Registration Standards Advisory Board

The Registration Standards Advisory Board supports the Minister for Education and Youth Affairs and the Registrar to oversee compliance with the Registration Standards.

The Registration Standards outline the obligations and compliance requirements for non-government school proprietors and principals in 4 key areas:

- governance, including financial viability
- educational programs
- safety and welfare
- operational requirements.

Section 76 of the Act outlines the functions of the Registration Standards Advisory Board:

- a) to advise the Minister about whether applications to register non-government schools meet the criteria for registration
- b) to assist the Registrar of non-government schools in developing annual registration review programs, including identifying registered schools for registration reviews and areas of focus for registration reviews
- c) to advise the Minister on matters relating to the Registration Standards, including matters arising from registration reviews
- d) to assist the Registrar in advising the Minister about proposed regulatory action against registered schools
- e) to advise the Minister about potential improvements to the Registration Standards
- f) any other function given to the board under this Act or another Territory law.

On 15 March 2023, the Chair and Members were appointed to the Registration Standards Advisory Board:

- Ms Susan Chapman (Chair)
- Ms Laura Wedmaier
- Ms Carmel Franklin
- Ms Amy L Tang
- Ms Gai Beecher
- Mr Andrew Wrigley
- Mr Ross Fox.

Scrutiny

Auditor General Reports

Table 14: ACT Auditor General's Report 2016-17 Financial Audits Financial Results and Audit Findings Report No. 11/2017

A copy of the report can be found at https://www.audit.act.gov.au/data/assets/pdf_file/0014/1180013/Report-No-11-of-2017-Financial-Audits-Financial-Results-and-Audit-Findings.pdf

Recommendation	Action	Status
<p>The Audit Office issued an unqualified audit report on the Directorate's 2016-17 financial statements.</p> <p>The Audit Office reported two previously unresolved audit findings:</p> <ul style="list-style-type: none">• salary reports distributed to schools and business units did not always have evidence of review. This control weakness increases the risk of erroneous or fraudulent salary payments not being promptly detected and corrected• the Directorate's school administration system (Maze) does not have the capability to generate audit logs showing the activities of users accessing the system and its data. The Directorate also does not have a documented policy for the review of audit logs.	<p>The Directorate's School Staff Expenditure Monitoring System team is responsible for reviewing schools' online pay reports (approvals and follow up of schools). The Directorate reviews school pay reports on a fortnightly basis and files evidence of the reviews appropriately. In addition, salary reviews cover the date approved, name and position of reviewing officers and resolution of issues identified from the review process.</p> <p>Audit logs finding subsumed into a new finding (refer: ACT Auditor-General's Report No.10/2022 – 2021-22 Financial Audits Financial Audit Results and Findings).</p>	<p>In progress</p>

Table 15: ACT Auditor General's Report 2016-17 Financial Audits Computer Information Systems Report No. 4/2018

A copy of the report can be found at https://www.audit.act.gov.au/_data/assets/pdf_file/0006/1184901/Report-No-4-of-2018-2016-17-Financial-Audits-Computer-Information-Systems.pdf

Recommendation	Action	Status
12. Monitoring of Audit Logs The Education Directorate should: <ul style="list-style-type: none">- incorporate procedures for the review of audit logs in the new Schools Administration System; and- perform periodic reviews of audit logs in accordance with these procedures.	Audit logs finding subsumed into a new finding (refer: ACT Auditor-General's Report No.10/2022 – 2021-22 Financial Audits Financial Audit Results and Findings).	In progress

Table 16: ACT Auditor General's Report Physical Security Report No. 6/2018

A copy of the report can be found at https://www.audit.act.gov.au/_data/assets/pdf_file/0009/1205793/Report-No-6-of-2018-Physical-Security.pdf

Recommendation	Action	Status
6. The Education Directorate should, on completion of its Threat and Security Risk Assessment and Security Plan, increase awareness of physical security risk for school-based staff and implement a long-term rolling program of site-specific security risk assessments. Government Response – Agreed and action commenced	This recommendation is superseded. ACT Government action is being progressed on development of a new Protective Security Framework that will include standards for physical security. The Directorate's approach to managing physical security in schools will be addressed as part of the Security Plan to implement the new framework.	No longer required

Table 17: ACT Auditor General's Report Five ACT Public Schools Engagement with Aboriginal and Torres Strait Islander Students, Families and Community Report No.7/2018

A copy of the report can be found at https://www.audit.act.gov.au/data/assets/pdf_file/0019/1215334/Report-No-7-of-2018-Five-ACT-public-schools-engagement-with-Aboriginal-and-Torres-Islander-students,-families-and-community.PDF

Recommendation	Action	Status
7. The Education Directorate should finalise and implement the next Aboriginal and Torres Strait Islander employment and support action plan and, in so doing, give particular emphasis to increasing the number of, and support provided for, Aboriginal and Torres Strait Islander teachers and school leaders. Government Response – Agreed	The Aboriginal and Torres Strait Islander Employment Action Plan 2023–26 has been endorsed by the Directorate's Executive Governance Committee Workforce Subcommittee and has been sent to the Aboriginal and Torres Strait Islander Elected Body for review and feedback.	In progress

Table 18: ACT Auditor General's Report 2017-18 Financial Audits – Financial Results and Audit Findings Report No.12/2018

A copy of the report can be found at https://www.audit.act.gov.au/data/assets/pdf_file/0006/1295133/Report-No-12-of-2018-2017-18-Financial-Audits-Financial-Results-and-Audit-Findings.pdf

Recommendation	Action	Status
The Audit Office issued an unqualified audit report on the Directorate's 2017-18 financial statements and an unqualified report of factual findings on its 2017-18 statement of performance. The Audit Office reported that the Directorate did not resolve the two previously reported audit findings relating to: <ul style="list-style-type: none">the review of salary reports which has been reported	The Directorate's School Staff Expenditure Monitoring System team regularly reviews schools' online pay report approval processes and follows up schools that have not actioned. The Directorate has fully implemented the online review of school pay reports on a fortnightly basis and these documentations are retained in the system. In addition, the reviews of salary reports include the date approved, name and position of reviewing officers and resolution of issues identified from the review process.	In progress

since 2013-14. Salary reports distributed to schools and business units did not always have evidence of review. When these reports are not evidenced as being reviewed there is a higher risk that incorrect or fraudulent salary payments will not be promptly detected and addressed; and

- the Directorate's school administration system (Maze), as it does not have the capability to generate audit logs showing the activities of users accessing the system and its data. The Directorate also does not have a documented policy for the review of audit logs. This increases the risk that erroneous or fraudulent changes to the system or data will not be promptly detected and rectified. This audit finding was first reported in 2011-12.

Audit logs finding subsumed into a new finding (refer: ACT Auditor-General's Report No.10/2022 – 2021-22 Financial Audits Financial Audit Results and Findings).

No new audit findings were identified in 2017-18.

Table 19: ACT Auditor General's Report 2017-18 Financial Audits – Computer Information Systems Report No.4/2019

A copy of the report can be found at https://www.audit.act.gov.au/data/assets/pdf_file/0006/1356963/Report-4-2017-18-Financial-Audits-CIS-Proposed-Final-Report-29-April-2019-Web-V-Final.pdf

Recommendation	Action	Status
<p>10. Monitoring of Audit Logs</p> <p>The Education Directorate with respect to MAZE should:</p> <ul style="list-style-type: none"> • incorporate procedures for the review of audit logs in the new Schools Administration System; and • perform periodic reviews of audit logs in accordance with these procedures 	<p>Audit logs finding subsumed into a new finding (refer: ACT Auditor-General's Report No.10/2022 – 2021-22 Financial Audits Financial Audit Results and Findings).</p>	Complete

Table 20: ACT Auditor General's Report Maintenance of ACT Government School Infrastructure Report No.11/2019

A copy of the report can be found at https://www.audit.act.gov.au/_data/assets/pdf_file/0019/1459000/Report-No-11-of-2019-Maintenance-of-ACT-Government-School-Infrastructure.pdf

Recommendation	Action	Status
<p>1. The Education Directorate should revise Module 7 of the School Management Manual to clearly identify responsibilities for repairs and maintenance activities between the Infrastructure and Capital Works Branch and schools, and in doing so ensure that there is consistency and clarity in language in both Module 7 and the building condition assessments reports.</p> <p>Government Response - Agreed</p>	<p>Amendments to Module 7 of the School Management Manual are complete.</p>	Complete
<p>2. The Education Directorate should complete the development of property quality standards and incorporate them into the asset management system. Property quality standards should then be used to assess the performance of assets and identify if the assets are being appropriately used, maintained and are fit for purpose.</p> <p>Government Response – Agreed</p>	<p>The Directorate has developed a Property Quality Standards template. The template is being refined to ensure schools can appropriately implement required standards.</p>	In progress
<p>3. The Education Directorate should develop operational asset management plans for its school infrastructure assets. The plans should contain information to inform long term strategic asset planning for the Education Directorate and should address matters such as responsibility for the asset, arrangements for monitoring asset performance, operational training and estimated operating costs.</p>	<p>The overarching Operational Asset Management Plan continues to be being refined. Following this, it will be distributed and implemented by schools.</p>	In progress

Government Response – Agreed in principle

<p>4. The Education Directorate should prepare and execute comprehensive annual maintenance plans for school infrastructure assets, which outline the specific tasks which are to be undertaken during the year as well as the estimated resources and cost of maintenance activities. The annual maintenance plans should align with, and support, operational asset management plans to be developed as part of Recommendation 3.</p> <p>Government Response – Agreed</p>	<p>Interim maintenance plan templates have been provided to schools through the Business Manager Front Door team. The Directorate's Infrastructure and Capital Works Branch is further supporting schools to develop their maintenance plans.</p>	<p>Complete</p>
<p>5. The Education Directorate should:</p> <ul style="list-style-type: none"> a) recommence its rolling program of building condition assessments; and b) populate its asset management information system, SPM Assets, with the results of the building condition assessments in order to facilitate and inform asset maintenance planning. <p>Government Response – Agreed</p>	<p>Network Officers continue to undertake condition assessments and input this information into the SPM system.</p>	<p>Complete</p>
<p>6. The Education Directorate should develop baseline data for the cost of activities undertaken under the Service Level Agreement. Expectations should be developed for the benefits that the Service Level Agreement aims to provide and the expectations should be periodically reviewed to inform the performance of the Service Level Agreement.</p> <p>Government Response – Agreed</p>	<p>The Directorate's Infrastructure and Capital Works Branch and ACT Property Group continue to work under the pre-existing Service Level Agreement. The Infrastructure and Capital Works Branch has developed and implemented arrangements and expectations (including better alignment of the Service Level Agreement with the Directorate's Strategic Asset Management Plan) to inform the performance of the Service Level Agreement. The Directorate's Audit Committee are satisfied that the approach taken by the Infrastructure and Capital Works Branch addresses the requirements of the</p>	<p>Complete</p>

recommendation.		
<p>8. The Education Directorate should review:</p> <ul style="list-style-type: none"> a) the methods used to record repair and maintenance activities, and the expenditure on repairs and maintenance, with a view to achieving consistent and consolidated reporting; and b) the operation of the School Operational Allocation, to determine why schools exceeded their maintenance component allocations in 2017 and 2018. <p>Government Response – Agreed</p>	<p>a) The Chart of Accounts for schools provides details on the Directorate’s expenditure on repairs and maintenance in schools. As part of the transition to the new School Administration System (SAS) a Standard Chart of Accounts was implemented across all schools with supporting guidance. To support consistent reporting, schools’ financial information is consolidated on a six-monthly basis. The extent of expenditure on repairs and maintenance across schools can be identified as part of this process.</p> <p>b) The School Operational Allocation (SOA) was revised in 2017, along with the School Management Manual (SMM) Module 7, which outlines the responsibilities for maintenance items between Education Support Office (ESO) and Schools. The allocation was adjusted between Infrastructure and Capital Works and SOA to reflect the responsibilities outlined in SMM Module 7. The Directorate has compiled data from schools in relation to maintenance expenditure by schools, and within ESO through the Directorate’s general ledger, and along with the actual allocations made through the SOA and internal budget provided to Infrastructure and Capital Works from 2017-18. While schools receive minor maintenance budgets through the SOA, schools also undertake other maintenance/minor capital upgrades which are partially reimbursed by Infrastructure and Capital Works and petty cash managed by schools.</p>	Complete

Table 21: ACT Auditor General's Report 2018-19 Financial Audits – Financial Results and Audit Findings Report No.10/2019

A copy of the report can be found at https://www.audit.act.gov.au/_data/assets/pdf_file/0009/1457145/2018-19-Financial-Audit-Financial-Results-and-Audit-Findings.pdf

Recommendation	Action	Status
<p>The Audit Office issued an unmodified auditor's report on the Directorate's 2018-19 financial statements and an unmodified limited assurance report on its 2018-19 statement of performance.</p> <p>The Audit Office reported that the Directorate did not resolve the two previously reported audit findings relating to:</p> <ul style="list-style-type: none"> the review of salary reports which has been reported since 2013-14. Salary reports distributed to schools and business units did not always have evidence of review. When these reports are not evidenced as being reviewed there is a higher risk that incorrect or fraudulent salary payments will not be promptly detected and addressed; and the Directorate's school administration system (Maze), as it does not have the capability to generate audit logs showing the activities of users accessing the system and its data. The Directorate also does not have a documented policy for the review of audit logs. This increases the risk that erroneous or fraudulent changes to the system or data will not be promptly detected and rectified. This audit finding was first reported in 2011-12. 	<p>The Directorate's School Staff Expenditure Monitoring System team is responsible for reviewing schools' online pay reports (approval and follow up of schools). The Directorate reviews school pay reports on a fortnightly basis and files evidence of the reviews appropriately. In addition, salary reviews cover the date approved, name and position of reviewing officers and resolution of issues identified from the review process.</p> <p>Audit logs finding subsumed into a new finding (refer: ACT Auditor-General's Report No.10/2022 – 2021-22 Financial Audits Financial Audit Results and Findings).</p>	In progress
No new audit findings were identified in 2018-19		

Table 22: ACT Auditor General's Report 2018-19 Financial Audits – Computer Information Systems Report No.2/2020

A copy of the report can be found at https://www.audit.act.gov.au/data/assets/pdf_file/0005/1541543/Report-No-2-of-2020-2018-19-Financial-Audit-Computer-Information-Systems.pdf

Recommendation	Action	Status
<p>Monitoring of Audit Logs</p> <p>Since 2011-12, the Audit Office has reported to the Education Directorate that Maze (the school administration system used by ACT public schools to process and record the revenue and expenses of schools) does not have the capability to generate audit logs on user access to the system and changes made to its data and therefore audit logs cannot be reviewed. This weakness continued to exist in 2018–19. This increases the risk that erroneous or fraudulent changes to the school administration system and data will not be promptly detected and rectified.</p>	<p>Audit logs finding subsumed into a new finding (refer: ACT Auditor-General's Report No.10/2022 – 2021-22 Financial Audits Financial Audit Results and Findings).</p>	<p>Complete</p>

Table 23: ACT Auditor General's Report 2019-20 Financial Audits – Financial Results and Audit Findings Report No.10/2020

A copy of the report can be found at https://www.audit.act.gov.au/data/assets/pdf_file/0007/1678399/2019-20-Financial-Audits-Financial-Results-and-Audit-Findings.pdf

Recommendation	Action	Status
<p>The Audit Office issued an unmodified auditor's report on the Directorate's 2019–20 financial statements and an unmodified limited assurance report on its 2019–20 statement of performance.</p> <p>The Directorate partially resolved an audit finding relating</p>	<ul style="list-style-type: none">The Directorate's School Staff Expenditure Monitoring System (SSEMS) team is responsible for reviewing schools' online pay reports (approvals and follow up of schools). The Directorate reviews school pay reports on a fortnightly basis and files evidence of the reviews appropriately. In addition, salary reviews cover the date approved, name and position of reviewing officers	<p>In progress</p>

to the review of salary reports and did not resolve an audit finding relating to the review of audit logs for its school administration system. Two new audit findings were identified:

- Bank signatories who can make payments using cheques or electronic funds transfer from the Directorate's bank accounts are sometimes not current ACT Government employees. Whilst payments require authorisation of two bank signatories, this increases the risk of fraudulent payments being made from the Directorate's bank accounts; and
- A result was not measured in accordance with the Financial Management Act 1996 in the statement of performance for the accountability indicator: 'Disability Education - Individual Learning Plans completed for students in special and mainstream schools who access special education service'.

and resolution of issues identified from the review process.

- Audit logs finding subsumed into a new finding (refer: ACT Auditor-General's Report No.10/2022 – 2021-22 Financial Audits Financial Audit Results and Findings).
- Bank Signatories - In 2021-22, the Directorate resolved this audit finding by removing former employees as bank signatories in a timely manner. This reduces the risk of fraudulent payments being made from the Directorate's bank accounts.
- Accountability Indicator - The Directorate resolved an audit finding relating to not measuring a result in accordance with the *Financial Management Act 1996* (FMA) in the statement of performance for an accountability indicator. In 2022-23, results have been measured for all accountability indicators, and reported in accordance with the *Financial Management Act 1996*.

Table 24: ACT Auditor General's Report No.6 of 2021 – Teaching Quality in ACT Public Schools No.6/2021

A copy of the report can be found at https://www.audit.act.gov.au/data/assets/pdf_file/0005/1780907/Report-No-6-of-2021-Teaching-Quality-in-ACT-Public-Schools.pdf

Recommendation	Action	Status
3. The Education Directorate should review and update the People, Practice and Performance framework to: <ul style="list-style-type: none"> a) reflect the revised structure of the Education Support Office, including the roles of Directors of School improvement and Instructional Mentors and their role to support and maintain accountability for school principals; 	The Student-Centred Improvement Program includes the review of People, Practice and Performance. The Program of work will be delivered during 2023 and 2024.	In progress

- b) reflect the requirements of the Evidence and Data Plan for School Improvement (2019); and
- c) require all schools to participate in school improvement activities as well as complete and publish all required school improvement documentation on their website.

<p>4. As part of Recommendation 3, the Education Support Office should review and revise the People, Practice and Performance framework to require the formal evaluation of school improvement documentation on an annual basis. The evaluation should involve consideration of school improvement plans, action plans, school visits feedback and impact reports as a method of gaining specific, actionable and timely information about ACT public schools' progress in improving student educational outcomes. The evaluation should then be used to assess and review Education Support Office supports for teaching quality to determine any refinements or additional assistance required to support schools achieve this outcome.</p>	<p>The Student-Centred Improvement Program of work also includes the development of a new planning and review process for ACT public schools. This will be an iterative improvement, planning and review cycle based on student learning needs and the impact and effect of teaching strategies and supports.</p>	<p>In progress</p>
<p>5. The Education Directorate should review the role of Directors of School Improvement and in doing so:</p> <ul style="list-style-type: none"> a) consider whether individual directors should specialise in sector-specific oversight and support (such as roles focusing on colleges, high schools, primary schools) to better target the implementation of supports for improving teaching quality; and b) determine if the directors' span of control allows them to fulfil the requirements of the People, Practice and Performance framework. 	<p>An implementation plan is currently being developed in consultation with Directors of School Improvement</p>	<p>In progress</p>

<p>6. The Education Directorate should establish a development program for new school executives (School Leader C staff) that upskills these staff on the instructional leadership practices of the Empowered Learning Professional Leadership Plan during the initial years of their appointment.</p>	<p>The Aspiring Senior Leaders Program is a 12-month program and continues to develop senior leaders and Instructional Mentors continue to work with Literacy Champions.</p>	<p>In progress</p>
<p>7. The Education Directorate should clearly identify and articulate its expectations for the role and responsibilities of Highly Accomplished and Lead Teachers in ACT public schools. The role could include working with principals and Education Support Office to support school improvement activities, and better using the school network model to connect with other professionals to promote better teaching practice in their school settings.</p>	<p>The Directorate will continue to work with the Teacher Quality Institute (TQI) to better utilise and promote engagement with Highly Accomplished and Lead Teacher (HALT) initiatives.</p> <p>The use of HALTs is beneficial but further work needs to be undertaken to explore how schools can use these highly capable teachers to support improvement of professional practice for individual teachers and across whole of school practice, through system- wide approaches or pedagogical best practice methods.</p> <p>There will be a particular focus on how HALTs may be used to support beginning teachers through their first 3 years, including through mentoring, planning and demonstrating best practice.</p>	<p>In progress</p>
<p>8. The Education Directorate should develop a practice for the Education Support Office to oversee:</p> <ul style="list-style-type: none"> a) the completion of each school's annual professional learning program; and b) the development of a school's annual professional learning program as part of the school improvement process. The program should identify the development needs of teaching staff in connection with school improvement goals, and the expected impacts on student outcomes. 	<p>Most professional learning courses facilitated by the Directorate are now captured in HRIMS Learning. Further work is required to provide central oversight of each school's Annual Professional Learning Program.</p>	<p>In progress</p>

<p>9. The Education Directorate should establish universal professional learning for all school leaders and teachers on the Spiral of Inquiry Model and Multiple Sources of Evidence approach in order to support school leaders to facilitate these activities. This support should focus on increasing understanding and consistency in the quality and impact of professional learning communities for the purpose of improving the quality of teaching practices in all ACT public schools.</p>	<p>The Directorate will continue to provide professional learning to all school leaders through the Spirals of Inquiry Model and Multiple Sources of Evidence approaches. The Directorate will continue to provide professional learning including continuing the new staff and leaders' induction and refresher sessions as part of universal professional learning offering. This will be captured through the new HRIMS and the Learning Management Platform.</p> <p>People Capability continue to work with delivery areas to capture all learning (including historical learning for compliance purposes) into HRIMS Learning</p>	<p>In progress</p>
<p>10. The Education Directorate should work with the ACT Teacher Quality Institute to:</p> <ul style="list-style-type: none"> a) receive and analyse data to use for evaluating the quality of Education Directorate professional learning activities, and identifying trends and insights from its teachers' professional learning to help determine the impact this has on improving student outcomes; and b) design methods and practices to recognise key professional learning supports, including professional learning communities, as accredited learning that meets the requirements of the Australian Professional Standards for Teachers. 	<p>TQI responded to the Directorate to accept the request to work together. A letter was sent from the Directorate to TQI from the Director-General on 17 April 2023 outlining work towards endorsing PLCs as accredited professional learning in our schools has commenced and is progressing through a collaborative design sprint with the Directorate and the TQI.</p>	<p>In progress</p>
<p>11. The New Education Support Program should be reviewed and redesigned. The program should:</p> <ul style="list-style-type: none"> a) be facilitated by the Education Support Office to provide centralise oversight of all Enterprise Agreement provisions, centralised support and resourcing to New Educators in ACT public schools; 	<p>The Professional Learning Framework was published and has been operating since January 2023 offering a suite of targeted professional learning for new educators.</p> <p>The New Educator Support Program guidelines have been updated.</p>	<p>In progress</p>

- b) document a core set of highly-effective pedagogical competencies that New Educators are expected to acquire within the first three years of their teaching careers;
- c) include a series of centralised, scaffolded professional development activities to build New Educators' capabilities over the course of the three years of the program;
- d) provide schools with clear guidelines and expectations to facilitate experienced teacher coaching and mentoring for New Educators; and
- e) establish an annual monitoring and evaluation process for the program, which incorporates feedback from New Educators, experienced teacher mentors and school leaders.

12. The Education Directorate should review and revise the mechanisms that support the distribution and monitoring of the teaching workforce across ACT public schools by:

- a) monitoring the distribution of experienced teachers across ACT public schools to ensure it aligns with Education Directorate priorities under the *Future of Education*; and
- b) developing processes to monitor and review principal decisions to extend teacher placements to ensure schools have appropriate and equitable access to experienced teachers.

- a) The People and Performance Branch continue to bring teacher experience distribution for consideration at the Directorate's Executive Governance Committee (EGC) Workforce Subcommittee on a quarterly basis.
- b) This will be addressed through the Teacher Transfer Round.

In progress

14. The Education Directorate should:

- a) develop policies and guidelines and support for school leaders that enable regular, development-focussed teacher appraisals aligned with the Australian

Due to ongoing uncertainty re HRIMS delivery, People and Performance will review existing documentation during 2023 in preparation for the 2024 Performance Cycle.

In progress

Professional Standards for Teachers. These should be modelled and encouraged through the Empowered Learning Professionals Leadership Plan and aligned with the professional learning requirements of the ACT Teacher Quality Institute Act 2010 to gain additional benefit from these activities;

b) systematise the performance development process to improve efficiency and make teacher professional development data available for central oversight and management to improve teaching quality; and

c) develop supports for school leaders to manage underperformance for poor teaching practices. These supports should emphasise the need to quickly address performance issues, identify ways to successfully improve performance, and connect underperforming teachers with practical supports to improve their practice.

Table 25: ACT Auditor General’s Report No.7/2021 Procurement Exemptions and Value for Money

A copy of the report can be found at https://www.audit.act.gov.au/data/assets/pdf_file/0003/1785081/Report-No.-7-of-2021-Procurement-Exemptions-and-Value-for-Money.pdf

Recommendation	Action	Status
<p>1. To support ACT Government entities to improve the quality and comprehensiveness of procurement documentation, Procurement ACT should:</p> <p>a) promote the use of the Procurement Plan Minute, Tender Evaluation Plan and Tender Evaluation Report templates for procurements using exemptions; and</p> <p>b) provide training to entities on the use of these</p>	<p>An Education Directorate Procurement Training Strategy has been prepared for implementation Q2 2023.</p> <p>The Directorate is working with Procurement ACT in supporting the implementation of the Training Pathways and Accreditation Framework initiatives as part of Procurement Reform.</p> <p>Probity Policy delivered to the Corporate Executive (CORPEX)</p>	Complete

templates and the assessment of value for money in procurements using exemptions.

ACT Government entities should review and revise as necessary their Chief Executive Instructions, or similar procurement policy guidance, to promote the use of Procurement ACT templates, namely the Procurement Plan Minute, Tender Evaluation Plan and Tender Evaluation Report.

members in July 2022, and will be repeated twice per year.

Intranet content has been reviewed, with updates been progressively introduced.

2. To support ACT Government entities to improve staff understanding of the importance of integrity in procurements using exemptions, Procurement ACT should:

- a) promote the *Probity in Procurement Guide (2020)*; and
- b) provide training to entities in probity risk assessments and identifying and monitoring conflicts of interest in procurements using exemptions.

ACT Government entities should improve staff understanding of the importance of integrity in procurement using exemptions by requiring delegates and officers undertaking procurement to undertake probity training, which would include the management of probity risks and identifying and monitoring conflicts of interest.

An *Education Directorate Procurement Training Strategy* has been prepared for implementation Q2 2023.

The Directorate is working with Procurement ACT in supporting the implementation of the Training Pathways and Accreditation Framework initiatives as part of Procurement Reform.

Probity Policy delivered to the Corporate Executive (CORPEX) members in July 2022, and will be repeated twice per year.

Intranet content has been reviewed, with updates been progressively introduced.

In progress

Table 26: ACT Auditor General's Report No.13/2021 Campbell Primary School Modernisation Project Procurement

A copy of the report can be found at https://www.audit.act.gov.au/data/assets/pdf_file/0005/1925222/Report-No.-13-of-2021-Campbell-Primary-School-Modernisation-Project-Procurement.pdf

Recommendation	Action	Status
5. Major Projects Canberra and the Education Directorate should require staff to have received probity awareness training before participating in procurement activities. The training should also identify how staff can elevate and raise any concerns with probity or conduct during a procurement.	<p>Templates updated include:</p> <ul style="list-style-type: none">• Procurement Plan Minute• Conflict of Interest Declarations• Confidentiality Undertaking• Tender Evaluation Plan• Tender Evaluation Report <p>Fact sheets identified to be included on the Directorate's intranet site to provide guidance on procurements including Conflict of Interest, Probity and Value for Money.</p> <p>An Education Directorate Procurement Training Strategy has been prepared for implementation Q2 2023. The Directorate is working with Procurement ACT in supporting the implementation of the Training Pathways and Accreditation Framework initiatives as part of Procurement Reform.</p>	In progress

Table 27: ACT Auditor General's Report No.2/2022 Fraud Prevention

A copy of the report can be found at https://www.audit.act.gov.au/data/assets/pdf_file/0010/1959391/Report-No.-2-of-2022-Fraud-Prevention.pdf

Recommendation	Action	Status
3. Where not already in place, ACT Government agencies should require all recruitment panel members to complete a	People and Performance are in discussions with Shared Services to develop an online conflict of interest form for all recruitment panels	In progress

conflict of interest declaration form when participating in a recruitment, including that they have no known actual or potential conflicts of interest.

across the Directorate.

5. Where not already in place, ACT Government agencies should undertake staff surveys that collect information about the level of staff awareness of their fraud and corruption reporting obligations and the reporting channels they should use, as well as staff perceptions of the integrity of agency senior leadership. This information should be used to benchmark staff awareness levels and inform priorities for fraud and corruption prevention activities.

Questions that explore staff fraud and corruption knowledge and opinions of senior leadership integrity are asked in the biennial ACTPS Employee Survey. These questions seek a perception rating from respondents. They are:

- Senior leaders within ACT Education operate with a high level of integrity, and
- I have a good understanding of my obligations and the policies and procedures ACT Education has in place for reporting fraud and corruption.

As these questions were asked of non-school based staff only in the March 2023 Employee Survey, work is currently progressing to consider inclusion of these questions in the School Satisfaction and Climate Survey This will ensure there is coverage on these questions, and reliable data, across the whole Directorate.

Results from the 2023 ACTPS Employee Survey for our non-school based staff are anticipated to be received in June 2023.

In progress

Table 28: ACT Auditor General's Report No.12/2021 – 2021-22 Financial Audits Financial Audit Results and Findings

A copy of the report can be found at

https://www.audit.act.gov.au/_data/assets/pdf_file/0005/1917176/d3810acf3f4f419d54f59fab266b88d2ba2251bb.pdf

Recommendation	Action	Status
One of the four previously reported audit findings was resolved, two were partially resolved, and one was not	<ul style="list-style-type: none"> • The Directorate's School Staff Expenditure Monitoring System (SSEMS) team is responsible for reviewing schools' online pay reports (approvals and follow up of schools). The Directorate 	In progress

resolved.

- The Directorate partially resolved an audit finding relating to the timely review of salary reports which was first reported in 2013-14. A small number of salary reports were not independently reviewed by the relevant cost centre.
- In addition, some reports were either not reviewed in a timely manner or not dated to determine the timeliness of the review. Salary reports should always be reviewed in a timely manner to promptly identify and correct erroneous or possible fraudulent salary payments.
- The Audit Office has reported since 2011-12 that the Directorate's school administration system (MAZE) does not have the capability to generate audit logs on user access to the system and changes made to its data. This increases the risk that erroneous or fraudulent changes to the school administration system and data will not be promptly detected and rectified. Representatives of the Directorate have advised that the control weakness will be addressed once the ongoing MAZE replacement project is completed.
- The Directorate did not resolve an audit finding in relation to bank signatories. Since 2019-20, the Audit Office has found that bank signatories who can make payments using cheques or electronic funds transfer from the Directorate's bank accounts are not always current or relevant ACT Government employees.

The Directorate has agreed to address all previously reported audit findings.

reviews school pay reports on a fortnightly basis and files evidence of the reviews appropriately. In addition, salary reviews cover the date approved, name and position of reviewing officers and resolution of issues identified from the review process.

- Audit logs finding subsumed into a new finding (refer: ACT Auditor-General's Report No.10/2022 – 2021-22 Financial Audits Financial Audit Results and Findings).
- Bank signatories – In 2021-22, the Directorate resolved this audit finding by removing former employees as bank signatories in a timely manner. This reduces the risk of fraudulent payments being made from the Directorate's bank accounts.

No new audit findings were identified in 2020-21

Table 29: ACT Auditor General's Report No.10/2022 – 2021-22 Financial Audits Financial Audit Results and Findings

A copy of the report can be found at https://www.audit.act.gov.au/_data/assets/pdf_file/0006/2124852/Report-No.-10-of-2022-2021-22-Financial-Results-and-Audit-Findings.pdf

Recommendation	Action	Status
<p>MAZE finding subsumed into a new finding (SAS):</p> <p>SAS (new finding)</p> <ul style="list-style-type: none"> In 2021-22, the Audit Office found that despite the SAS System Security Plan (September 2021) identifying a logging strategy and the formalisation of responsibilities for monitoring logs as 'high priority' risk treatments, these are yet to be implemented by the Education Directorate. There is a higher risk of undetected inappropriate and fraudulent changes to SAS and its data not being detected and promptly addressed when audit logs of privileged users are not monitored and reviewed. The Directorate should document an event logging strategy and formalise responsibilities for monitoring audit logs of activities performed by privileged users. Reviews of audit logs should be periodically performed by an independent officer, documented and reported to appropriately authorised individuals with responsibility over the SAS system and its data. <p>The Education Directorate has agreed to address this audit finding.</p>	<p>Audit logs finding subsumed into a new finding (refer: ACT Auditor-General's Report No.10/2022 – 2021-22 Financial Audits Financial Audit Results and Findings).</p> <p>The Directorate's Digital Strategy, Services and Transformation Branch (DSST) are in the process of finalising application testing to support the monitoring of audit logs. Testing is expected to be completed in mid-2023.</p>	In progress
<p>The Directorate partially resolved an audit finding relating to the review of salary reports which was first reported in 2013-14. The Directorate now ensures that salary reports</p>	<p>The Directorate's School Staff Expenditure Monitoring System (SSEMS) team is responsible for reviewing schools' online pay reports (approvals and follow up of schools). The Directorate reviews school</p>	In progress

are independently reviewed by schools and business units. However, the audit finding is only partially resolved as:

- some salary reports were not reviewed on a timely basis (i.e. more than 2 weeks after the end of the pay period;
- there is no documented policy in place defining what constitutes a 'timely basis of review' to measure the timeliness of the salary report review against; and
- opportunities for improvements were identified in relation to the controls over the 'Schools Staffing Expenditure Monitoring System' (SSEMS) used to distribute salary reports for review to schools, for example some users are using a generic rather than a unique system login so it is not always possible to identify whether the reviewer of the salary report is the appropriate cost centre representative. The lack of timely review of salary reports and weaknesses in the controls over SSEMS increases the risk that incorrect or fraudulent employee payments will not be promptly detected and addressed.

pay reports on a fortnightly basis and files evidence of the reviews appropriately. In addition, salary reviews cover the date approved, name and position of reviewing officers and resolution of issues identified from the review process.

One new audit finding was identified in relation to the documentation supporting the payment of invoices at schools.

- There was no evidence of the satisfactory receipt of goods and services prior to payments being made for some invoices.
- While these payments were found to be properly related to the operations at schools, there is a risk of payment errors, irregularities and fraud when payments can be made without clear evidence of the satisfactory receipt of goods and services marked on the payment

School resourcing and Finance team continue to remind schools (as well as reminders in the school management manual) of the need to provide evidence of satisfactory receipt of goods and services prior to payment through the help desk and individual training undertaken to date.

In progress

documentation.

The Directorate agreed to address these audit findings.

The Directorate should ensure that evidence of the satisfactory receipt of goods or services is documented prior to payment of invoices.

Legislative Assembly Committee Reports

Table 30: Standing Committee on Education, Employment and Youth Affairs - Inquiry into Standardised Testing in ACT Schools, Report 5

A copy of the government response can be found at https://www.parliament.act.gov.au/_data/assets/pdf_file/0012/1393698/9th-EEY-05-Inquiry-into-Standardised-Testing-in-ACT-Schools-GR-tabled-2019-07-30.PDF

Recommendation	Action	Status
12. The Committee recommends that the Education Directorate investigate ways it can better utilise standardised testing data to improve academic outcomes. Government response – Agreed	A Data Insights Steering Committee is the governance group overseeing the development of ‘dashboards’ and exploring other opportunities to improve utilisation of data, including from standardised testing. The dashboard to better utilise standardised testing data to improve academic outcomes has commenced and is expected to be available by the end of 2023.	Complete

Table 31: Standing Committee on Education, Employment and Youth Affairs – Inquiry into the Management and Minimisation of Bullying and Violence in ACT Schools – Report 6 - September 2019

A copy of the government response can be found at https://www.parliament.act.gov.au/_data/assets/pdf_file/0003/1435800/9th-EEY-06-Inquiry-into-management-and-minimisation-of-bullying-and-violence-in-schools-GR-tabled-2019-10-23.PDF

Recommendation	Action	Status
1. The Committee recommends that the ACT Government partner with community agencies to provide independent support and guidance to students and their families when preparing for a formal restorative conference following incidents of bullying or violence. Government response – Agreed	Support is available to schools in partnership with community agencies to provide independent support and guidance to students and their families when preparing for a formal restorative conference following incidents of bullying or violence. An information resource for schools, the Restorative Practice page on the Directorate’s Intranet Service Portal, has been developed and is due for publication in mid-2023.	Complete
7. The Committee recommends that the ACT Government investigate the increased use of support workers to provide structured play options at breaks for students with complex needs and challenging behaviours. Government response – Agreed	Schools have a variety of skilled staff who support students in and out of the classroom. Teachers, Learning Support Assistants (LSAs) and Youth Workers play a role in supporting students at break times. Structures around student support may look different between schools and students, however, the Directorate has work in development to further support LSAs in assisting students with complex needs and challenging behaviours throughout the life of the school. Professional learning for LSAs in development will include explicit references to supporting students at break times.	Complete
18. The Committee recommends that the ACT Government introduce a parent self-reporting portal for incidents relating to bullying, violence and occupational violence. Government response – Agreed in principle	The Parent Portal Project is in progress. The Education Directorate is working on the Parent Portal rollout which is expected to be launched in Semester 2, 2023.	In progress

19. The Committee recommends that the ACT Government introduce a student self-reporting portal for incidents relating to bullying, violence and occupational violence. Government response – Agreed in principle	A Feedback and Complaints icon, which links to information on how to submit a complaint to the Directorate via an online form, is available on the Digital Backpack for any students who have access to Education’s Google Workspace for Education Services.	Complete
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Table 32: Standing Committee on Education, Employment and Youth Affairs - Report on Annual and Financial Reports 2018–2019 – Report 8 March 2020

A copy of the government response can be found at https://www.parliament.act.gov.au/_data/assets/pdf_file/0004/1606315/9th-EEYA-08-Annual-Report-2018-GR-tabled-23-July-2020.pdf.

Recommendation	Action	Status
7. The Committee recommends that the Education Directorate work to ensure that schools have access to youth workers, social workers and chaplains, as well as psychologists, if requested by students or staff. Government response – Agreed in principle	<p>In line with the commitment to increase the number of social and youth workers in ACT public schools, in 2022–23 the Directorate’s full-time equivalent (FTE) across the professional streams increased by 10.0 FTE.</p> <p>These included:</p> <ul style="list-style-type: none"> • a Director/HP5 position to oversee the strategic direction of the 2 professional streams • 4 senior youth workers • a youth work lead • 3 social workers • a social work lead. <p>The funding for the next tranche of positions is scheduled for the 2024–25 financial year.</p> <p>In 2022–23, the Directorate funded 81.0 FTE psychology and 40.2 allied health professional positions.</p> <p>Ongoing collaboration with government and community partners to</p>	Complete

deliver and promote services and resources for students, families and school communities continues as business as usual.

11. The Committee recommends that the ACT Government continues to provide flexible and secure employment options for workers.

Government response – Agreed in principle

Since 2022, the Directorate has conducted quarterly assessments of employee eligibility for conversion to permanency under the Secure Workforce Conversion Policy. In accordance with the agreed staged implementation process, a registration of interest process was initially introduced, to ensure prioritisation of employees seeking permanent employment. As at March 2023, 1,999 employees have been assessed in accordance with the policy.

The Directorate continues to undertake quarterly assessments/reassessments of employees to determine suitability for conversion. In building upon the staged implementation of the policy, it is anticipated all remaining employees will be assessed in 2023.

Complete

Table 33: Standing Committee on Education, Employment and Youth Affairs – Report on Inquiry into Youth Mental Health in the ACT - Report 9 – August 2020

A copy of the government response can be found at https://www.parliament.act.gov.au/_data/assets/pdf_file/0006/1701069/9th-EEYA-09-Inquiry-into-Youth-Mental-Health-in-the-ACT-GR-released-14-Jan-2021-and-tabled-9-February-2021.pdf.

Recommendation	Action	Status
3. The Committee recommends that the ACT Government recruit more youth workers in schools. Government response – Agreed in principle	In 2022–23, there was an increase of 10.0 full-time equivalent (FTE) across the social and youth workers professional streams. These included: <ul style="list-style-type: none"> a Director/HP5 position to oversee the strategic direction of the 2 professional streams 4 senior youth workers a youth work lead 	Complete

- 3 social workers
- a social work lead.

The funding for the next tranche of positions is scheduled for the 2024–25 financial year.

<p>5. The Committee recommends the ACT Government improve privacy for students accessing counselling services at schools.</p> <p>Government response – Agreed</p>	<p>As needed, Clinical Practice works with schools to identify suitable, welcoming spaces for health professionals to provide direct work with students and their families.</p> <p>The current upgrade of Wanniasa High School will include a Southside office space for the Allied Health Service. When completed the office will provide spaces for direct client work, including a family-friendly space.</p>	<p>Complete</p>
<p>63. The Committee recommends that the ACT Government integrate wellbeing into the curriculum through evidence-based mental health programs and e-mental health, including cognitive behavioural therapy, that help students cope with stress and boost self-esteem, increasing mental health literacy and preventing bullying.</p> <p>Government response – Agreed</p>	<p>In 2023, school psychologists continue to be part of their school's student services team and provide direct, indirect and universal support to students learning and wellbeing.</p> <p>The School Psychology Service Early Intervention team delivers a variety of group programs to young people in secondary schools and parents/carers. The focus of these groups is to build emotional regulation skills that promote resilience.</p>	<p>Complete</p>
<p>66. The Committee recommends that the ACT Government roll-out the mental health promotion program which is found to be most effective for 8-12 year olds as a matter of urgency, including to non-government schools.</p> <p>Government response – Agreed in principle</p>	<p>The Education Directorate continues to collaborate with other government directorates and agencies to support the development of mental health services for children and young people.</p> <p>In the 2021–22 Budget, the Australian Government committed to working in partnership with state and territory governments to create a national network of 15 Head to Health Kids Hubs (mental health and wellbeing centres) for children aged 0–12 years.</p> <p>Head to Health Kids will deliver a community-based multidisciplinary</p>	<p>Complete</p>

mental health service for children 0–12 years experiencing mild to moderate and emerging mental health concerns. The service will also provide education, support and connection for families and carers. Head to Health Kids Hubs are scheduled to commence nationally in 2023–24.

ACT Health will deliver one Head to Health Kids Hub in the ACT.

The Education Directorate meets quarterly with Child and Adolescent Mental Health Service (CAMHS) Childhood Early Intervention Program, Canberra Health Services, which run the Understanding and Responding to Feelings and Behaviour in schools (UR FaB). UR FaB is an early intervention program for children in primary school, their parents and teachers. The program is run by CAMHS in collaboration with the Education Directorate.

Previously reported groups are now business as usual.

Table 34: Standing Committee on Education and Community Inclusion - Annual and Financial Reports 2019-2020 and the Appropriation Bill 2020–2021 – Report 1— April 2021

A copy of the government response can be found at https://www.parliament.act.gov.au/_data/assets/pdf_file/0007/1744810/ECI-01-Annual-Report-2019-20-and-ACT-Budget-2020-21-Govt-Response-on-Budget-tabled-2021-04-20.pdf.

Recommendation	Action	Status
<p>5. The Committee recommends that the ACT Government expedite the feasibility study for further college capacity in north Canberra, and if required, construction of further college facilities in Canberra’s north.</p> <p>Government response – Agreed</p>	<p>The Education Directorate has confirmed enrolment projections demonstrate future demand requirement for new college capacity in north Canberra. A preferred site has been confirmed.</p> <p>The service delivery model and scope of works has been finalised by the Education Directorate for the new college in Canberra’s north.</p> <p>This service delivery model and scope will be combined with the</p>	Complete

Education Directorate Infrastructure Specification. This will allow the procurement of a design consultant to commence master planning and preliminary design works on the proposed site.

Master planning and preliminary design works have been undertaken to inform investment deliberations.

Table 35: Standing Committee on Education and Community Inclusion Report on Appropriation Bill 2021–2022 and Appropriation (Office of the Legislative Assembly) Bill 2021–22 – Report 2

A copy of the government response can be found at

https://www.parliament.act.gov.au/_data/assets/pdf_file/0004/1905439/Government-Response-to-Standing-Committee-Reports-on-Appropriation-Bill-2021-2022-and-Appropriation-Office-of-the-Legislative-Assembly-Bill-2021-2022.pdf

Recommendation	Action	Status
<p>5. The Committee recommends that the ACT Government:</p> <ul style="list-style-type: none"> a) implement measures to improve access for young disabled people in ACT Government schools. b) ensure that the disability education review process is accountable and transparent to disability stakeholders. c) respond to community concern about the use of specialist schools and specialist streaming and the desire to have students with disability fully included in mainstream schools. <p>Government response – Agreed</p>	<p>a) ACT public schools are committed to meeting the needs of students with disability. In partnership with the student, parents, carers and other professionals, schools make reasonable adjustments for students with disability at the time of their enrolment and during their education. This supports students to access and participate in the school curriculum, programs, and activities on the same basis as their peers. In 2023, in-person and online professional learning opportunities continued to be offered to educators in relation to inclusive education. The Directorate also facilitated professional networks to share information about inclusive education between schools and provided inclusion coaching to schools upon request.</p> <p>b) The <i>Inclusive Education Strategy</i> has been drafted to ensure as a system there is a shared starting point for policy, practice and related dialogue to help work towards a common goal of inclusive education in all schools. The strategy was informed by extensive engagement over the past 2 years. This has included engaging</p>	Complete

with the workforce, the broader ACT community including children and young people with disability and their families, and also consideration of contemporary evidence. A discussion paper was published that outlined 7 focus areas based on information gathered from the evidence review and engagement. These areas are culture; relationships; workforce (including staff capability); learning; key transitions; resourcing; and infrastructure. The ACT Disability Education Reference Group has had ongoing involvement with this work to date.

c) All students with disability are welcome and encouraged to attend their local school. Students with disability can access different settings in their local ACT public school.

All primary schools, high schools and colleges offer the Inclusion Support Program, which resources reasonable adjustments in a mainstream classroom with same-aged peers; and disability education programs, which provide smaller class sizes and a dedicated space for regulation.

10. The Committee recommends that the ACT Government:

- a) engages with the community sector to provide chrome books and data access to vulnerable families and young people.
- b) undertake an evaluation of online learning during lockdown, including an assessment of the social and economic impacts on young people and their families.

Government response – Agreed in principle

Over 3,800 Chromebook for new secondary students were provided in Term 1, 2023. Devices that had reached 3 years were refreshed in Term 2, with over 3,200 devices being replaced.

The primary school shared Chromebook program refreshed over 2,100 devices in late-2022.

Internet services were provided to over 200 students to continue their learning at home.

eSafety professional learning and supports were provided to all ACT public schools.

Planning is underway for the evaluation of remote learning.

In progress

16. The Committee recommends that the ACT Education Directorate provides quarterly updates to the Assembly on

The Taskforce completed its work at the end of June 2022. In August 2022, the Taskforce released a comprehensive report, Teacher

Complete

the work of the Teacher Shortage Taskforce.
Government response – Agreed in principle

Shortage Taskforce – Final Report which outlined the Taskforce’s findings with 20 recommendations for the Directorate to deliver.

18. The Committee recommends that the ACT Government provide quarterly updates to the Assembly on:

- a) teacher employment casual to permanency conversion.
- b) progress towards the goal of establishing 400 new full-time teaching positions during the current term of government.

Government response – Agreed in principle

a) As at 31 March 2023, 20 casual teachers have been assessed as eligible for conversion to permanency in accordance with the Secure Workforce Conversion Policy (the Policy). Of the 20 casual teachers assessed as eligible, 11 have accepted conversion to permanency, 8 employees have declined conversion to permanency and 1 employee has yet to accept or decline. A further 26 casual teachers have been assessed as ineligible in accordance with the Policy.

b) The Directorate continues to perform ongoing recruitment for classroom teachers and support staff to meet the commitment of 400 additional staff in the ACT public school system during the current term of government. Between 4 November 2020 and June 2023, the number of full-time equivalent teaching and support staff employed in the Education Directorate has increased from 6,359.3 to 6,898.2 representing an increase of 538.9 full-time equivalent staff.

Complete

19. The Committee recommends that the ACT Government:

- a) increase the number of registered teachers in ACT government schools.
- b) provide the full number of FTE registered teachers required to fully staff ACT government schools.
- c) provide to the Committee the number of job vacancies for school teachers across the entire government school system.
- d) ensure that teacher exit interviews are conducted and a full report delivered analysing the reasons staff leave teaching.

The Minister for Education and Youth Affairs tabled the Education Directorate Teacher Attraction and Retention Plan 2023–2028 in the ACT Legislative Assembly on 9 February 2023, which outlined the number of teachers required to be employed in ACT public schools. Refer to the Human Resources Management section of this annual report for progress against teacher recruitment targets. Recommendations A, C and D were addressed in the 2021–22 Education Directorate Annual Report.

Complete

Government response – Agreed in principle

<p>20. The Committee recommends that the ACT Government explore options to increase investment in training and recruiting more A&TSI teachers and explore infrastructure needs.</p> <p>Government response – Agreed in principle</p>	<p>The draft Aboriginal and Torres Strait Islander Employment Action Plan 2023-2026 (Action Plan) has been provided to the Aboriginal and Torres Strait Islander Elected Body for consultation, prior to finalisation and launching of the Action Plan. The launch of the Action plan is scheduled for the second half of 2023.</p>	<p>In progress</p>
<p>22. The Committee recommends that the ACT Education Directorate aim to accredit all ACT schools under the Moneysmart program by the end of the 2022–2023 financial year.</p> <p>Government response – Agreed in principle</p>	<p>The Moneysmart program was re-profiled from 2021-22 to 2022–23 to provide targeted support to schools to build teacher capacity and implement changes in the teaching and learning of financial capability. In particular, the transition from the Australian Curriculum Version 8.4 to Version 9.0. Version 9.0 has an increased emphasis on financial capability across all learning areas, particularly HASS, Mathematics and Economics. In addition, the Program provided funding to ACT public schools to improve the financial capability of students.</p> <p>Thirty schools opted-in to receive accreditation through the Program. Accredited schools received \$3,000 to support financial capability further, for example, professional learning, resources, or community events. Examples of financial capability practice of accredited schools are shared on the Education Directorate’s Service Portal. The Program will cease on 30 June 2023.</p> <p>The Education Directorate will continue to support schools to deliver financial capability through the Numeracy: Finding the Balance and Curriculum Implementation and Improvement projects.</p>	<p>Complete</p>

Table 36: Standing Committee on Education and Community Inclusion – Inquiry into Annual and Financial Reports 2020–21

A copy of the government response can be found at https://www.parliament.act.gov.au/data/assets/pdf_file/0003/2009451/ECI-Report-4-Inquiry-into-Annual-and-Financial-Reports-2020-2021.pdf.

Recommendation	Action	Status
<p>4. The Committee recommends that the ACT Government continue to invest in high-quality public schools in the Gungahlin area.</p> <p>Government response – Agreed</p>	<p>The ACT Government has continued to invest in high-quality public schools in the Gungahlin area. The Education Directorate is delivering new schools in Gungahlin, including at Shirley Smith High School in Kenny, North Gungahlin High School in Taylor, and planning for a second college in Gungahlin. Expansion of existing schools is also progressing at Margaret Hendry School and Gungahlin College in response to growing enrolment demand.</p>	Complete
<p>5. The Committee recommends that the Education Directorate finalise the priority of enrolment area for Kenny high school as soon as practicable.</p> <p>Government response – Agreed</p>	<p>A Priority Enrolment Area for the new Shirley Smith High School was published on the Education website ahead of 2024 enrolments opening on 26 April 2023.</p>	Complete
<p>6. The Committee recommends that the Education Directorate ensure all delegates are well-trained in procurement and probity processes and that supplementary refresher training is provided regularly.</p> <p>Government response – Agreed</p>	<p>The Education Directorate’s Executive staff participated in a Probity in Procurement Masterclass in June 2022, ensuring there is a clear and consistent approach through the procurement lifecycle.</p> <p>Procurement awareness and training sessions have been delivered to school-based staff and office-based staff and will continue to form part of the Directorate’s procurement training. The Directorate is working closely with the Whole of Government Procurement Reform Program.</p>	Complete
<p>7. The Committee recommends that the Education Directorate consider expanding the performance measures</p>	<p>The Directorate continues to participate in national conversations through the Australian Curriculum, Assessment and Reporting</p>	Complete

used in annual reports when reporting on its strategic objectives. Government response – Agreed in principle	Authority (ACARA) and Education Ministers on changes to the National Measurement Framework.	
8. The committee recommends that the Education Directorate monitor the results of ACT students. Should trends emerge, the Directorate should take further steps to understand and address the factors that may be contributing to the relevant changes, with a particular focus on any academic gender gap. Government response – Agreed	The Directorate continues to monitor the results of ACT students. Trends in results are used to inform policy and program development.	Complete

Table 37: Standing Committee on Education and Community Inclusion – Inquiry into the ACT Auditor-General Report No.6 of 2021 – Teaching Quality in ACT Public Schools

A copy of the government response can be found at https://www.parliament.act.gov.au/_data/assets/pdf_file/0011/2155493/ECI-05-Inquiry-into-the-ACT-Auditor-Generals-report-No-6-of-2021-Teaching-Quality-in-ACT-Public-Schools-Government-Response-tabled-1-Dec-2022.pdf.

Recommendation	Action	Status
2. The Committee recommends that the Education Directorate clearly articulate in its response to a System School Review Report (Review Report) how it has implemented the recommendations set out in the Review Reports for previous years. Government response – Agreed	School reviews for 2023 are scheduled to finish mid-September 2023. Australian Council of Educational Research (ACER) will then develop a system report based on all 2023 school reviews. The Directorate will develop a plan for how recommendations will be implemented.	In progress
5. The Committee recommends that the ACT Government ensure all teachers and learning support assistants have	Following the delays due to hardware shortages and ACT Health Digital Health Record project laptop device requirement being	In progress

<p>access to appropriate information technology (IT) equipment.</p> <p>Government response – Agreed</p>	<p>prioritised, Digital, Data and Technology Solutions has delivered over 50% of the refreshed devices and over 30% of the additional devices to casual relief teachers, all teachers, and all administration staff. Remaining uplift is scheduled to be completed over the next year.</p>	
<p>8. The Committee recommends that the ACT Government invest additional resources in occupational health and safety for ACT public schools, and ensure that at a minimum:</p> <ul style="list-style-type: none"> all public schools in the ACT have clear, consistent policies for managing occupational violence in school settings and reducing risks to staff and students; staff have the capacity to manage risks of violence, including clear strategies for escalation and de-escalation; and staff have access to streamlined processes for reporting and recording incidents and are enabled to share experiences in a safe and non-judgmental setting. <p>Government response – Agreed</p>	<p>The Safe at School Taskforce was established in June 2022. The taskforce is focused on providing subject matter expertise, strengthening the safety culture across the Education Directorate, and creating and operationalising safe systems of work.</p> <p>The taskforce has started reviewing the existing processes for managing incidents of occupational violence to identify areas for improvement. The taskforce, in collaboration with other areas of the Directorate, has completed the review of incident management and the professional learning program with the view to enhance staff ability to prevent, respond to and manage incidents in schools.</p> <p>The taskforce has also led the review of a suite of work health and safety policies and procedures, including the development of a Work Health and Safety Plan, Work Health and Safety and Wellbeing Policy, and Training and Induction Policy as well as their respective procedures and implementation documents.</p>	<p>In progress</p>
<p>11. The Committee recommends that the ACT Government provide additional learning and development opportunities to all educators focused on inclusive education and behaviour management.</p> <p>Government response – Agreed</p>	<p>The Education Directorate is providing additional professional learning available to all educators focused on inclusive education and positive behaviour support. This includes:</p> <ul style="list-style-type: none"> Professional learning networks to provide information-sharing and opportunities for educators at regular meetings held in-person or online. These included the Disability Coordination Education Officer Network, the Supporting Students with Disability Network, and the Physically Included Network. Online training courses on a wide range of contemporary topics, 	<p>Complete</p>

including the Disability Standards for Education, Understanding and Supporting Behaviour, Autism Spectrum Disorder, Speech, Language and Communication Needs, Understanding Hearing Loss, and Dyslexia and Significant Reading Difficulties.

- Face-to-face training for educators on a range of other topics, including Team Teach Training, the Everyone Everyday Program, Universal Design for Learning, and evidence-based pedagogical practices.
- A new Learning Support Assistant (LSA) Professional Learning package has been developed covering a range of subjects including legislative and regulatory requirements, building positive teacher/LSA relationships, effective communication, knowing and responding to a learner's learning, social and emotional development and communication needs, trauma-informed practice, understanding neurodiversity, and contributing to inclusive communities.
- Targeted support to schools is made available when required. This includes access to Inclusion Coaches, the School Psychology Service, and the Allied Health Service.

In addition, to enhance behaviour management, ACT public schools use the Positive Behaviour for Learning (PBL) framework to support students, staff, families, and the school community to create a safe and supportive learning environment for all students through the clarification, teaching and acknowledging of expected behaviours.

PBL implementation in ACT public schools has reached 84% of schools and the Directorate will continue to work with remaining schools to support readiness, need and suitability for PBL implementation. Of the ACT public schools that have implemented PBL, 10 have progressed to the next phase of PBL implementation and been provided additional training modules contextualised for the ACT.

	<p>These additional modules support staff to embed evidence-informed small group interventions for students in need of more intensive behaviour and academic supports.</p> <p>In May 2023, the Education Directorate also launched a Prevention of Bullying professional learning module for school-based staff. This module supports school-based PBL teams to create a school-wide approach to the identification of bullying behaviours, understanding and working with data, and empowering students to safely take action against bullying behaviours. During Term 2, 2023, 26 schools accessed this training with future sessions scheduled for Term 3, 2023.</p>	
<p>12. The Committee recommends that the ACT Government ensure that all school leaders are provided with the necessary resources to implement and evaluate Annual Professional Learning Programs.</p> <p>Government response – agreed</p>	<p>This is an ongoing annual process that ensures the professional learning plan is developed to support the school planning tools and Principal Professional Development Agreement.</p>	Complete
<p>13. The Committee recommends that the ACT Government implement in full Recommendation 11 of the ACT Auditor General’s Report 6 of 2021—Teaching Quality in ACT Public Schools. This should include close consultation with New Educators, and the provision of clear guidance as to the operation of the New Educator Support Program and associated entitlements.</p> <p>Government response – Agreed in principle</p>	<p>The New Educator Support Program was endorsed by the Education Directorate’s Executive Governance Committee in November 2022. A Professional Learning (PL) framework was developed for new educators in their first 3 years of their teaching career, which aligns with the Directorate’s Enabling Pedagogies Framework and the <i>Australian Institute for Teaching and School Leadership Teaching Standards</i>.</p> <p>The PL framework covers a range of topics such as pedagogy, behaviour management and inclusion; and assists new educators move from graduate to proficient.</p>	In progress

<p>14. The Committee recommends that the ACT Government expedite development of systems to estimate and address future workforce needs in ACT public schools. The system should capture specialist roles, experienced teachers, and learning support assistants.</p> <p>Government response - Agreed</p>	<p>The Minister for Education and Youth Affairs tabled the <i>Education Directorate Teacher Attraction and Retention Plan 2023–2028</i> at the ACT Legislative Assembly on 9 February 2023, which outlined the number of teachers required to be employed in ACT public schools from 2023 to 2028.</p> <p>The Directorate has commenced work to mature its workforce planning and projection methodologies to incorporate segmentation of teacher specialisation requirements.</p>	Complete
<p>15. The Committee recommends that the ACT Government provide incentives for teachers with relevant expertise to take up specialist teaching roles.</p> <p>Government response – Agreed in principle</p>	<p>The Education Directorate offers Priority Area Scholarships of up to \$10,000 to encourage teachers to undertake further training and to take up specialist teaching roles. Current priority areas include:</p> <ul style="list-style-type: none"> • complex needs and challenging behaviours • languages education • science, technology, engineering and mathematics (STEM) • Certificate IV in Training and Assessment • Certificate III and IV in Outdoor Leadership, and individual Statements of Attainment • other education qualification with a demonstrated link to the <i>Future of Education Strategy</i> and <i>Strategic Plan 2022–2025</i>. 	Complete
<p>16. The Committee recommends that the ACT Government work with teachers, school leaders and other relevant stakeholders to develop and implement clear policy and guidance on the work that teachers can reasonably be expected to perform outside of school settings, and the priority that should be assigned to particular activities.</p> <p>Government response – Agreed in principle</p>	<p>The Directorate has commenced work to mature its workforce planning and projection methodologies to incorporate segmentation of teacher specialisation requirements.</p>	In progress

<p>17. The Committee recommends that the ACT Government ensure that educators are never required to supervise classes of a larger size those set out in the Education Directorate's Class Size Policy. This should involve:</p> <ul style="list-style-type: none"> • more effective oversight and enforcement of the Directorate's Class Size Policy and Class Size Procedures; and • consideration of a cap on class sizes in enterprise agreements for teaching staff. <p>Government response – Agreed in principle</p>	<p>The principal is responsible for the implementation and management of class sizes in accordance with the Class Sizes Policy. Directors of School Improvement have oversight over the enforcement of Class Size Policy and Class Size Procedures in schools within their network.</p> <p>The new enterprise agreement continues to recognise the fundamental contribution of class size to learning outcomes for students, quality of teaching, and the health and wellbeing of teachers.</p>	<p>Complete</p>
<p>18. The Committee recommends that the ACT Government ensure a more even distribution of teachers across the ACT public school system, including but not limited to consideration of:</p> <ul style="list-style-type: none"> • providing incentives for experienced teachers to transfer to schools with a low concentration of experienced teachers—particularly schools in areas of lower socioeconomic advantage; and • limiting the ability of principals to exempt teachers from the transfer round. <p>Government response – Agreed in principle</p>	<p>The Education Directorate acknowledges the important role that teacher experience plays in providing high-quality teaching outcomes, however, recognises that placement of teachers is made based on a number of factors relevant to the needs of schools and individual teachers.</p> <p>The ACT Government proposal for the new <i>Education Directorate (Teaching Staff) Enterprise Agreement</i> provides a commitment to review the Classroom Teacher and School Leader Transfer Process in consultation with the Australian Education Union.</p> <p>The proposal also includes an employer-initiated transfer allowance to attract experienced teachers to schools where they are needed most across the system.</p>	<p>Complete</p>
<p>19. The Committee recommends that the ACT Government provide more guidance and training to school leaders on performance management and review, including when to initiate formal performance management processes and how those processes should be implemented.</p>	<p>The Directorate will develop more guidance and training for school leaders to assist the performance management process, including a range of practical supports that underpin the procedures within the Enterprise Agreement.</p>	<p>In progress</p>

Table 38: Select Committee Report on the Inquiry on the COVID-19 2021 Pandemic Response

A copy of the government response can be found at https://www.parliament.act.gov.au/_data/assets/pdf_file/0004/1973029/COVID-19-Report-on-the-Inquiry-into-the-COVID-19-2021-Pandemic-Response-GR-tabled-22-Mar-2022.pdf.

Recommendation	Action	Status
<p>28. The Committee recommends that the ACT Government further extend and increase as needed the funding of extra school psychologists to schools due to long-term collective stress experienced by children during COVID-19, noting that demand is currently outstripping supply and that the tail end of COVID-19 stress is likely to last for several years.</p> <p>Government response – Agreed in principle</p>	<p>The Education Directorate continues to monitor national trends on the impact of the COVID-19 pandemic on the psychological wellbeing of students. As areas of needs are identified, the Education Directorate supports educators and families by providing targeted advice and resources.</p> <p>The temporary investment of 2 psychology positions to assist with the increased need for mental health supports because of the COVID-19 pandemic ceased in June 2022. The central telehealth service continues in a limited capacity to help address any temporary psychology vacancies in schools.</p> <p>The Education Directorate maintains strong partnerships with community stakeholders to raise awareness about mental health and promote help-seeking behaviours, including with ACT Mental Health, Office for Mental Health and Wellbeing, Headspace ACT and the ACT Child Development Service.</p> <p>In 2023, 2 national initiatives are providing additional funding to schools to support student wellbeing, which may result in positive mental health outcomes for students:</p> <ul style="list-style-type: none"> • The National Student Wellbeing Program • The National Student Wellbeing Boost. 	Complete

29. The Committee recommends that the ACT Government investigate giving home educated students access to school psychologists and ensure that future restrictions about gathering for home educated children are consistent with restrictions placed on school educated children. Government response – Agreed in principle	Currently the Education Directorate provides psychology services to students enrolled in ACT public schools. The demand often outstrips supply, and consideration would need to be given to the legal and workforce capacity to reach out to students enrolled for home education.	In progress
30. The Committee recommends that the ACT Government consider the benefits of remote learning for some children and consider whether to introduce this as an ongoing arrangement for those who are better suited to remote learning. Government response – Agreed in principle	<p>The ACT Government, through the Education Directorate, continues to ensure that students remain engaged with their education.</p> <p>The Directorate continues to provide several opportunities for students who cannot or choose not to physically attend school to continue engaging in learning. ACT teachers are supported to identify the appropriate teaching method to support the relevant learning needs of all students.</p> <p>Where a regular school setting may not suit an individual student, the Education Directorate’s Distance Education Program is also an offering provided through the Flexible Education team in partnership with the Finigan School of Distance Education.</p>	Complete

Table 39: Standing Committee on Education and Community Inclusion Report No.3 – Inquiry into the Management of School Infrastructure

A copy of the government response can be found at https://www.parliament.act.gov.au/data/assets/pdf_file/0003/2083359/ECI-03-Managing-ACT-School-Infrastructure-Government-Response-tabled-21-September-2022.pdf

Recommendation	Action	Status
1. The Committee recommends that the ACT Government more carefully plans the construction of new schools to better meet size demands to avoid further construction in	The development of the School Transition Estimation and Projection (STEP) model was finalised in 2022 in collaboration with the ANU School of Demography. The STEP model is used to estimate future	Complete

the early life of the school.

Government response – Agreed

anticipated public school enrolment demand, as a key input to support infrastructure demand responses and enrolment policy planning.

The model has a high level of accuracy and supports evidence-based deliberations and decision making to manage the balance of enrolment supply and demand, including through informing future investment decisions. The model is continually updated to ensure it reflects the latest information available. Updates include revised population projections (including ACT Population projections released by ACT Treasury), school census data, enrolment policy changes such as updated Priority Enrolment Area boundaries and school capacity, as well as investment.

While the STEP model itself has been finalised, the Directorate continues to work with ANU to further enhance enrolment projections capability and undertake demographic analysis.

The Education Directorate Infrastructure Specification (EDIS) details the design requirements for new Education Directorate schools based on the predicted maximum Long Term Enrolment for the school, i.e. the average enrolment figure that accommodates the natural fluctuation of enrolment over a 15-to-25-year cycle.

The EDIS brief requires detailed planning for the predicted maximum enrolment, or peak enrolment, as part of the master planning process. This includes the siting and integration of Relocatable Learning Units to provide appropriate learning infrastructure during enrolment peaks. Depending on the size of the original school this may also include comprehensive designs and sighting for expansion buildings.

<p>2. The Committee recommends that the ACT Government ensures that schools always maintain the capacity to accept the transfer of students from outside Priority Enrolment Areas who possess suitable reasons for requesting a transfer.</p> <p>Government response – Agreed in principle</p>	<p>The Education Directorate’s enrolment policy settings continue to enable enrolment from students outside of their Priority Enrolment Area (PEA) under specific, standard enrolment criteria and recognition of circumstances (such as legal considerations or individual circumstances based on student wellbeing), in balance with continuing to ensure available capacity for local in-area demand.</p> <p>Applicants who meet the legal or individual wellbeing enrolment criteria will be enrolled regardless of school capacity. All other out-of-area criteria are subject to available capacity after meeting demand from in-PEA and legal/wellbeing enrolments. This ensures obligations under the Education Act 2004 are upheld.</p>	<p>Complete</p>
<p>3. The Committee recommends that the ACT Government expedite the feasibility study for further college capacity in north Canberra and, if required, construction of further college facilities in Canberra’s north.</p> <p>Government response – Agreed</p>	<p>The Education Directorate has confirmed enrolment projections demonstrate future demand requirement for new college capacity in north Canberra. A preferred site has been confirmed. The service delivery model and scope of works has been finalised by the Education Directorate for the new college in Canberra’s north. This service delivery model and scope will be combined with the EDIS. This will allow the procurement of a design consultant to commence master planning and preliminary design works on the proposed site. Master planning and preliminary design works have been undertaken to inform investment deliberations.</p>	<p>Complete</p>
<p>4. The Committee recommends that the ACT Government build a flexible offsite learning centre on Canberra’s northside.</p> <p>Government response – Agreed</p>	<p>The Education Directorate has reviewed its capacity to deliver flexible education and briefing is underway. Additional capacity challenges will continue due to:</p> <ul style="list-style-type: none"> • the response to raising the age of criminal responsibility • the impact of COVID-19 on students and staffing • the national interest in school attendance 	<p>In progress</p>

	<ul style="list-style-type: none"> a report from the Disability Royal Commission, which will identify the requirements for expanding the Directorate's Flexible Education programs. <p>The Directorate will take a considered approach as the need for expansion becomes more evident.</p>	
<p>5. The Committee recommends that the ACT Government articulates and communicates to the wider community medium- and long-term plans to address capacity issues at schools.</p> <p>Government response – Agreed</p>	<p>The ACT Infrastructure Plan 2019 is a comprehensive multi-decade plan detailing priority infrastructure investment, including proposals for new and expanded schools. The next update to the ACT Infrastructure Plan will detail infrastructure investment in new and existing schools for the next 5 years, in 5–10 years and in 10–20 years. The ACT Infrastructure Plan 2019 includes medium- and long-term plans to cater for children and young people at ACT public schools. An Education update to the ACT Infrastructure Plan is planned and will identify indicative infrastructure investment needs for new and existing schools.</p> <p>The Education Directorate has continued to provide updates on medium- and long-term infrastructure, investment, and demand management plans through the Education Directorate website. The Education Directorate is continuing to engage with ACT community stakeholders about schools planning.</p>	Complete
<p>7. The Committee recommends that the ACT Government ensures that the adequacy of library and specialist teaching spaces are taken into account when the capacity of a given school is increased.</p> <p>Government response – Agreed</p>	<p>The design and pedagogical requirements of library and specialist teaching spaces are considered and addressed in the EDIS. When undertaking an expansion that increases the capacity of the school, the adequacy of existing infrastructure, including the library, specialist teaching spaces, sanitation and administration space, amongst others, are considered using the EDIS.</p> <p>Where these requirements are identified for specific schools, they are</p>	Complete

	captured in EDIS Part A – Project Specific Requirements.	
8. The Committee recommends that the ACT Government provides more outdoor learning spaces. Government response – Agreed	Schools submitted their infrastructure requests for the 2023–24 PSIRP budget in October 2022. Seven additional schools will receive external learning structures as part of the 2023–24 PSIRP budget deliverables, totalling \$2.150 million.	Complete
9. The Committee recommends that the ACT Government provides more Technology classrooms. Government response – Agreed	<p>The design and pedagogical requirements for technology classrooms in schools are considered and addressed in the EDIS.</p> <p>The Education Directorate works closely with Digital, Data and Technology Services (within the Chief Minister, Treasury and Economic Development Directorate) to design and install various technology services into schools.</p> <p>Where unique requirements are identified for specific technology classrooms/teaching spaces, these are captured in EDIS Part A – Project Specific Requirements.</p>	Complete
10. The Committee recommends that the ACT Government factors in the provision of Out of Hours School Care into capacity planning at the school and Education Directorate level. Government response – Agreed	Planning for school infrastructure has continued to consider facilities that support out of school hours care (OSHC) and other community uses of school infrastructure outside of school hours at all ACT schools. The design and pedagogical requirements of library and specialist teaching spaces are considered and addressed in the EDIS. Where unique requirements are identified for specific schools, these are captured in EDIS Part A – Project Specific Requirements.	Complete
11. The Committee recommends that the ACT Government ensures the use of environmentally sustainable materials in the construction and upgrade of schools. Government response – Agreed	<p>One of the overarching principles within the EDIS is that of ‘Sustainable Design’, which requires the design to consider, and to incorporate, the necessary elements to create sustainable education environments.</p> <p>These elements include architecture, landscape, transport, linkages to</p>	Complete

	<p>broader networks and infrastructure that is low carbon, water sensitive and resource efficient in both construction and operation.</p> <p>The Education Directorate will continue to mandate the use of environmentally sustainable materials in the construction of schools. Where unique requirements are identified for environmentally sustainable design, these are captured in EDIS Part A – Project Specific Requirements.</p>	
<p>12. The Committee recommends that the Education Directorate immediately focus on upgrading and maintaining tools, hardware, software, and firmware, as well as internal policies and procedures, to enable optimal digital literacy learning for ACT students.</p> <p>Government response - Agreed</p>	<p>The Education Directorate continues to support an ICT environment that is fit for learners, with key highlights being:</p> <ul style="list-style-type: none"> • Chromebooks for new secondary students, with over 3,800 being provided in Term 1, 2023. Devices that had reached 3 years were refreshed in Term 2, with over 3,200 devices being replaced. • Primary school shared Chromebook program refreshed over 2,100 devices in late-2022. • Internet services provided to over 200 students to continue their learning at home. • eSafety professional learning and supports provided to all ACT public schools. • Ongoing Google enhancements aligned to Digital Pedagogy practices. • Devices (switches) supporting the SchoolsNet education network were refreshed in early-2023. 	Complete
<p>14. The Committee recommends that the Education Directorate engage with the Australian Electoral Commission to firstly understand their accessibility requirements for polling places, and then identify how the Directorate might address any barriers, to assist not only polling day, but even more importantly, everyday access for</p>	<p>The Australian Electoral Commission (AEC) has provided its accessibility assessment tool to the Education Directorate which highlights the criteria used for determining accessibility.</p> <p>The Directorate is working with the AEC to ensure there is a clear understanding of the accessibility assessments undertaken by AEC of ACT public schools proposed to be used by the AEC. This will form part</p>	Complete

its own students.	of the future process for negotiating the hire agreement with AEC.	
Government response – Agreed in principle		
<p>15. The Committee recommends that the ACT Government adopt a definition of ‘inclusion’ consistent with Article 24 of the United Nations Convention on the Rights of Persons with Disabilities and General Comment No. 4 of the United Nations Committee on the Rights of Persons with Disabilities for the provision of public education in the ACT.</p> <p>Government response – Agreed in principle</p>	<p>An <i>Inclusive Education Strategy</i> (the Strategy) is being developed. It is designed to ensure that children and young people with disability are welcomed, valued, and access quality, differentiated education on the same basis as their peers. The Strategy is informed by extensive engagement over two years which involved various stakeholders, including the schooling workforce, the broader ACT community including children and young people with disability and their families. The Strategy focuses on seven key areas: culture, relationships, workforce, learning, key transitions, resourcing, and infrastructure and was also shaped by a review of contemporary evidence. The <i>Inclusive Education Strategy</i> aligns with the UNCRPD Definition of inclusion. It commits to a process of systemic reform that will amplify and expand current good practice, coordinate and commence areas of work across the Directorate and in our schools, to ensure as a system, inclusive education is strengthened in all ACT public schools.</p>	In progress
<p>16. The Committee recommends that the ACT Government ensures that all ACT school infrastructure adheres to Universal Design principles to ensure accessibility for students, teachers, parents, students who are carers, and carers with disabilities.</p> <p>Government response – Agreed in principle</p>	<p>The ACT Government has committed to universal design principles through the EDIS, which identifies universal design as one of the key overarching principles in designing school infrastructure. The need to incorporate universal design is necessary to reflect the Directorate’s commitment to the principles of ‘equity, universality and non-discrimination’. EDIS describes universal design as ‘the design of products and environments (both indoor and outdoor) to be usable by all people, without the need for adaptation or specialised design’. Where unique requirements are identified for universal design principles, these are captured in EDIS Part A – Project Specific</p>	Complete

	Requirements.	
<p>17. The Committee recommends that the ACT Government commit to ensuring that all ACT public schools are universally accessible as soon as possible.</p> <p>Government response – Agreed</p>	<p>The Education Directorate continues to commit \$4 million annually to support inclusion and access works across ACT public schools through the Public School Infrastructure Renewal Program budget.</p> <p>The Directorate’s EDIS identifies the requirements that indoor and outdoor environments are to be usable by all people, without the need for adaptation or specialised design.</p> <p>Where unique requirements are identified for universal access principles, these are captured in EDIS Part A – Project Specific Requirements.</p>	Complete
<p>18. The Committee recommends that the ACT Government articulates a clear and equitable process to prioritise accessibility and maintenance modifications to school infrastructure and facilities, as well as prioritise maintenance of accessibility facilities including ramps, toilets, and lifts.</p> <p>Government response – Agreed</p>	<p>The Education Directorate continues to commit \$4 million annually to support inclusion and access works across ACT public schools through the Public School Infrastructure Renewal Program budget.</p> <p>A joint coordination team, including representatives from Infrastructure and Capital Works and Inclusion and Allied Health, meet fortnightly to plan, prioritise and manage inclusive works for specific student needs within this budget.</p>	Complete
<p>19. The Committee recommends that the ACT Government report on the tree canopy at ACT Government schools and detail plans for its expansion.</p> <p>Government response – Agreed</p>	<p>The Education Directorate has commenced discussions with Transport Canberra and City Services (TCCS) and the Environment, Planning and Sustainable Development Directorate (EPSDD) with a view to improving access to existing geospatial data for the evaluation and reporting of canopy coverage in ACT schools.</p> <p>TCCS and EPSDD are also exploring options to improve the coverage and currency of their geospatial data resources which will further enhance the Directorate’s future reporting capability on Living Infrastructure in ACT schools.</p>	In progress

<p>20. The Committee recommends that all ACT Schools prioritise the incorporation of green space and sensory spaces into design to support the mental and emotional health of all students and especially students with disabilities and mental ill health.</p> <p>Government response – Agreed in principle</p>	<p>The Education Directorate recognises the importance of appropriate outdoor and sensory spaces for students. The amount of available green space varies across different school sites due to the amount of available land and other urban developments. The Education Directorate Infrastructure Specification (EDIS) states that there must be an integrated approach to the design of external environments that will help define the character of the school, enhance learning and teaching, and provide a sense of connection to the school. This standard is also applied to the expansion and major refurbishment of existing schools.</p> <p>The ACT Government supports safe and inclusive environments in ACT public schools through meeting the needs of individual students via recommendations from allied health experts, and through universal design that promotes inclusion. This includes initiatives such as:</p> <ul style="list-style-type: none"> • Flexible classroom spaces with works done to enable adjacent small group learning areas; • Quiet rooms and withdrawal spaces where students can meet with a teacher or self-regulate; • Sensory gardens, outdoor courtyards, and playgrounds to ensure everyone can enjoy an outdoor area with a range of sensory experiences; and • Disability access compliance, including automatic doors and ramps, and accessible toilets. 	<p>Complete</p>
<p>21. The Committee recommends that the ACT Government provide adequate space for community organisations to do in-reach support and provide adequate guidance for its use.</p> <p>Government response – Agreed</p>	<p>The Directorate continues to work with schools when planning new or upgrading existing school spaces, including student wellbeing and psychology offices to ensure they are fit for purpose and improve accessibility.</p> <p>Allied Health professionals (Occupational Therapists and</p>	<p>Complete</p>

physiotherapists) provide advice to schools to support individual students participate in their learning and school activities.

<p>23. The Committee recommends that the ACT Government implements the Recommendations of ACT Auditor-General Report No. 11 of 2019—Maintenance of ACT Government School Infrastructure.</p> <p>Government response – Agreed</p>	<p>The ACT Government is continuing to progress the response to the ACT Auditor-General Report No. 11 of 2019—Maintenance of ACT Government School Infrastructure.</p> <p>Updates on the status of the Education Directorate response to this report are available in this Annual Report.</p>	<p>In progress</p>
<p>24. The Committee recommends that the ACT Government ensures that operational asset plans and annual maintenance plans are adequately funded by the Directorate, to remove the current need for schools to use money from other areas of their budget for maintenance.</p> <p>Government response – Agreed</p>	<p>Operational Asset Management Plan (OAMP) templates have been developed as part of the implementation of the Strategic Asset Management Framework.</p> <p>These OAMPs will be implemented in consultation with schools to augment their current infrastructure management practice and allocation of maintenance activities. This will provide consistency and best practice across the ACT public school system.</p> <p>These OAMPs will be distributed for implementation by ACT public schools once completed. Interim maintenance plan templates have been provided to schools while the OAMP document is being finalised.</p>	<p>In progress</p>
<p>26. The Committee recommends that the ACT Government ensure appropriate, comfortable, and secure amenities in ACT public school staff rooms.</p> <p>Government response – Agreed</p>	<p>The ACT Government is committed to ensuring that appropriate, comfortable and secure amenities are provided to public school staff at all ACT public schools.</p> <p>The Education Directorate upgrades staff rooms each year as part of the Capital Upgrades program.</p>	<p>Complete</p>
<p>27. The Committee recommends that the ACT Government ensures that decisions on current and future school infrastructure needs are informed by a collaborative</p>	<p>The Education Directorate has continued to engage with key stakeholders and school communities on school enrolment, capacity management and investment in new and expanded school</p>	<p>Complete</p>

community engagement process that includes advice from relevant professionals.

Government response – Agreed

infrastructure. The Directorate has continued to seek advice from subject matter experts in planning matters as needed.

28. The Committee recommends that as part of the collaborative community engagement process the ACT Government outlines an overall vision for schools which includes short, medium, and long-term infrastructure plans and forecasted costs for budgeting.

Government response – Agreed in principle

The ACT Government has outlined commitments to future public school planning and investment through the *ACT Infrastructure Plan 2019*.

The Education Directorate also provides regular updates on medium- and long-term infrastructure and demand management plans through the Education Directorate website.

Future updates to the *ACT Infrastructure Plan* will include planned and anticipated investment in public education infrastructure.

Complete

29. The Committee recommends that the ACT Government ensures that all indoor spaces in ACT public schools are climate controlled by the end of 2024.

Government response – Agreed in principle

In 2023–24, the Education Directorate will spend \$8 million as part of the Delivering Energy-Efficient Heating Upgrades for ACT Public Schools initiative.

In progress

31. The Committee recommends that the ACT Government obtain expert advice in the design and location of bike and scooter storage facilities and consult with school communities based on that advice.

Government response – Agreed

Schools submitted their infrastructure requests for the 2023–24 Public Schools Infrastructure Renewal Program budget in October 2022. Two schools will receive new secure bike and scooter shelters as part of this program budget with deliverables totalling \$0.5 million.

In progress

32. The Committee recommends that the ACT Government address traffic concerns by implementing traffic management plans and investing in infrastructure upgrades, including the installation of flashing school lights and other traffic calming measures.

Traffic management concerns in relation to the traffic network outside school boundaries are the responsibility of TCCS.

The design requirements around traffic, parking, vehicle and pedestrian movements in and around new schools are considered and addressed in the EDIS. Where unique requirements are identified for

Complete

Government response – Agreed in principle

traffic, parking, vehicle and pedestrian movements they are captured in EDIS Part A – Project Specific Requirements.

33. The Committee recommends that the ACT Government includes adequate consideration of car parking and traffic management measures in any school expansion plans.

Government response - Agreed

The Education Directorate has continued to review traffic and parking management and plans for existing schools and for new or expanding schools, in collaboration with TCCS.

Complete

34. The Committee recommends that the ACT Government ensures that all development applications for developments adjacent to schools include traffic assessment and traffic management plans to minimise negative impacts on school users, nearby residents and the community and protect the safety of students.

Government response – Agreed

The design requirements around traffic, parking, vehicle and pedestrian movements in and around schools are considered and addressed in the EDIS.

Where unique requirements are identified for traffic, parking, vehicle and pedestrian movements they are captured in EDIS Part A – Project Specific Requirements.

Complete

35. The Committee recommends that the ACT Government continues to support schools to communicate and engage with families on hazardous materials in schools.

Government response – Agreed

The ACT Government has allocated an additional \$15 million in funding until 2024–25 to accelerate the removal of hazardous materials from ACT schools.

This program, supported by dedicated staff, will continue to prioritise communication and engagement with school communities.

Complete

Table 40: Select Committee Inquiry into the Appropriation Bill 2022-23 and Appropriation (Office of the Legislative Assembly) Bill 2022-23

A copy of the government response can be found at https://www.parliament.act.gov.au/data/assets/pdf_file/0005/2088338/Estimates-2022-2023-Government-Responses-tabled-11-October-2022.pdf

Recommendation	Action	Status
92. The Committee recommends that the ACT Government provide annual update to the Assembly on the number of additional teachers employed against the recruitment targets as covered in the Teacher Shortage Taskforce Final report. Government response – Agreed	The Minister for Education and Youth Affairs tabled the <i>Education Directorate Teacher Attraction and Retention Plan 2023–2028</i> in the ACT Legislative Assembly on 9 February 2023, which outlined the number of teachers required to be employed in ACT public schools. Refer to the Human Resources Management section of this report for progress against teacher recruitment targets.	Complete
94. The Committee recommends that the ACT Government annually update the Assembly on progress of the use of inbuilt relief teachers across all schools to support schools in managing teachers’ absences. Government response – Agreed	The Education Directorate is piloting a process for capturing data on the use of in-built relief teachers across all ACT public schools. Following consultation, this process will be rolled out to all schools in the second half of 2023.	In progress
96. The Committee recommends that the ACT Government ensures that in the event of any incidents of serious violence occurring in ACT schools that the Minister is briefed immediately. Government response – Agreed in principle	A strengthened process has been implemented to ensure the Minister is notified as soon as is practicable and to ensure all necessary supports and actions are coordinated.	Complete

Table 41: Select Committee Report on the Inquiry into the Drugs of Dependence (Personal Use) Amendment Bill 2021

A copy of the government response can be found at https://www.parliament.act.gov.au/_data/assets/pdf_file/0012/2016300/Select-Committee-Drugs-Of-Dependence-Personal-Use-Amendment-Bill-2021-tabled-9-June-2022.pdf

Recommendation	Action	Status
<p>13. The ACT Government should review current ACT drug education programs and implement an evidence-informed school drug education program, appropriately funded, for ACT school students and their teachers.</p> <p>Government response – Agreed in principle</p>	<p>The ACT Health Directorate, with support from the Education Directorate has developed curriculum resources for years 7 and 8, and teacher professional learning to support education about e-cigarettes and associated risks in all ACT schools. The Health Directorate has indicated these resources will be made available to schools in 2023. During 2023, the Education Directorate will work with the Health Directorate to develop a corresponding package of curriculum resources for years 5 and 6. The School Youth Health Nurse program continues to support ACT school communities to adopt a whole-school approach to address the health and social issues that face young people and their families. School Youth Health Nurses also continue to see students individually to perform thorough psycho-social assessments, provide brief solutions-focused care, and make referrals to external agencies where appropriate.</p>	<p>In progress</p>

Table 42: Standing Committee on Education and Community Inclusion – Inquiry into Racial Vilification

A copy of the government response can be found at https://www.parliament.act.gov.au/_data/assets/pdf_file/0006/2199471/Government-Response-Report-6-Inquiry-into-Racial-Vilification.pdf

Recommendation	Action	Status
<p>16. That the ACT Government encourage ACT public schools to promote the social media accounts of the Office</p>	<p>In consultation with the Office of the Children and Young People Commissioner, the Education Directorate provides schools with the</p>	<p>Complete</p>

of the Children and Young People Commissioner to ACT public school students.

Government response – Agreed

resources to assist them in promoting the social media accounts of the Office of the Children and Young People Commissioner to their students and school communities through the weekly Schools Bulletin. The Education Directorate promotes these channels through its own social media accounts throughout the year.

Table 43: Standing Committee on Education and Community Inclusion – Inquiry into Access to Services and Information in Auslan

A copy of the government response can be found at

https://www.parliament.act.gov.au/_data/assets/pdf_file/0003/2234784/Government-Response-Inquiry-into-access-to-services-and-information-in-Auslan-7-June-2023.pdf

Recommendation	Action	Status
<p>17. That the ACT Government liaise with relevant organisations in order to establish dedicated, formal and frequent learning and social networks for Deaf school students throughout the ACT and Australia.</p> <p>Government response – Agreed in principle</p>	<p>The Education Directorate’s Hearing Support Team continues to facilitate social groups for Deaf and hard-of-hearing students and will continue to offer and strengthen these dedicated social groups.</p> <p>After COVID-19 restrictions were eased, the Directorate supported the reinstatement of the Sign Club in 2023 and has provided opportunities (through the Hearing team) for social groups and gatherings. Hearing Support Teachers will continue to be supported with professional learning opportunities.</p>	Complete
<p>18. That the ACT Government investigate the current delivery status of the subject of Auslan (LOTE, Australian Curriculum, F-10) in ACT schools with the view to increasing the offering of this subject throughout a range of year levels and schools.</p> <p>Government response – Agreed in principle</p>	<p>The Education Directorate is reviewing its language offerings and Auslan will be included as part of this review.</p>	In progress

Risk Management

The Directorate faces a range of potential strategic and operational risks and is committed to effective and early identification and treatment of risks, and regular review and monitoring of risks across the Directorate. The approach to risk management is consistent with the Directorate's vision, mission and values in delivering education services for children and young people.

Risk management seeks to promote a positive risk culture through standardisation, consistency, and accountability for risk management in schools and the Education Support Office (ESO).

In May 2023, the Directorate published the Risk Management Framework, based on the *Australian Standard ISO 31 000:2018 Risk Management – Principles and Guidelines* and the ACT Government Risk Management Policy 2019.

Following extensive consultation with internal and external stakeholders, the framework provides the foundation and organisational arrangements for how risk is managed across the Directorate. It supports and guides staff to actively engage with risk to achieve the Directorate's strategic and operational objectives. The framework elements (process, tolerance, environment and governance) guide the Directorate to manage the identification of key risks in the changing risk environment as it relates to the Directorate. Integral to success is leadership at all levels, supporting and promoting effective risk management and performance through the application of risk management principles and processes in the pursuit of promoting a positive risk culture.

The Directorate's risk governance is based on the 3 lines of defence model:

- At the first line – direct service delivery – all staff in schools and the ESO are responsible for managing risks within the scope of their delegated authority and area of responsibility.
- This is supported by risk management control at the second line, including support by specialist areas such as risk, security and emergency management, and work, health and safety.
- In the third line, the Executive Governance Committee (EGC) provides governance leadership and oversees strategic risks, and the internal audit function provides independent assurance on controls to manage operational and strategic risks. Further independent assurance is provided by the Education Directorate Audit Committee.

Monitoring, review and reporting on risk management occurs through the 3-line model, particularly for reporting and escalating new and emerging risks. The EGC and the Audit Committee receive regular risk management reports, providing an overview of strategic risks, allocating responsibilities, and reviewing the corresponding mitigation strategies. These committees also assist with the allocation of resources and timeframes to ensure appropriate mitigation and monitoring strategies are implemented.

Growing risk maturity continues to be a focus for the Directorate. Working collaboratively with ACT Insurance Authority, staff are offered training opportunities to support business areas. A tailored approach to risk management is offered to schools to address school-specific risks, including business needs, and work health and safety. Training for all staff addresses workplace risk roles and responsibilities, accountabilities, risk assessment and control effectiveness.

The Risk Management Framework supports risk training and information, providing staff with procedural steps, risk tools and guidance materials to ensure standardised approach to risk management across the Directorate's diverse settings.

Risks across the Directorate are identified and managed through a range of internal governance control structures, including:

- the Directorate's Risk Management Framework, policy and procedures
- the EGC and subcommittee structure
- Fraud and Corruption Prevention Plan
- the Directorate's Strategic Risk Register
- school operational risk registers
- the annual internal Audit and Assurance Program
- school compliance reporting
- detailed policies and controls, such as the *Director-General's Financial Instructions*
- detailed financial operating procedures and practices.

Potential risks that could influence the future financial position of the Directorate are detailed in the Management Discussion and Analysis section of the report.

Internal Audit

The internal audit function provides assurance to the Director-General that the Directorate's financial and non-financial management activities are transparent and subject to continuous improvement. The Chief Internal Auditor is accountable to the Director-General for the efficient and effective operation of the internal audit function.

During 2022–23, the Audit Committee Charter and Internal Audit Charter were reviewed by the Audit Committee and approved by the Director-General. These charters reflect ACT Government requirements and the Institute of Internal Auditors better practice guidance.

The Audit Committee's membership during 2022–23 comprised 3 external independent members (including the Chair) and an internal non-member adviser/observer. As determined by the Audit Committee Charter, the Director-General appoints all members of the Committee, and membership was reviewed during the reporting period.

The Audit Committee provides independent advice on the Directorate's:

- enterprise risk management framework and whether it effectively identifies and manages business and financial risks
- fraud control and corruption prevention plan, including whether there are adequate systems to detect, capture and effectively respond to fraud and corruption risks including reporting from the Senior Executive Responsible for Business Integrity and Risk (SERBIR)
- financial and performance reporting activities, including reviewing the annual audited financial statements and related management representations
- resourcing, coverage and independence of the internal audit function
- internal audit reports and implementation of agreed audit actions
- overall control environment as it relates to governance, risk management and assurance arrangements.

The Audit Committee met 5 times during 2022–23. The committee membership and attendance are detailed in Table 44.

Table 44: Audit committee membership and meetings in 2022–23

Name of Member	Position	Meetings eligible to attend	Meetings attended
Ms Maria Storti	Independent Member and Chair	5	5
Ms Sue Chapman	Independent Member	5	5
Mr Greg Field	Independent Member	5	5
Ms Jane Simmons PSM	Non-Member adviser/observer (Deputy Director-General)	3	3
Ms Vanessa Attridge	Non-Member adviser/observer (A/g Executive Group Manager, Business Services)	1	1
Ms Kristen Laurent	Non-Member adviser/observer (Executive Branch Manager, Governance)	1	1

Source: A/g Chief Internal Auditor, Audit and Assurance

Five internal audit activities were tabled at the Audit Committee in 2022–23:

- School Compliance Audits 2021
- School Administration System post-implementation review
- School Audits 2022 – Narrabundah baseline review outcomes report
- Review of funding arrangements for 2 ACT public schools – Telopea Park School and Narrabundah College
- School Audits 2022 – School Excursions – observations report.

The Directorate uses a mix of internal and external resources to complete its internal audit program. When used, external auditors are sourced from the ACT Government panel of external audit service providers.

Fraud Prevention

The Directorate's fraud and corruption prevention strategies address the requirements of the ACT Public Service (ACTPS) Integrity Governance Policy (2022) and are incorporated into the Fraud and Corruption Prevention Plan (2023). The *Director-General's Instructions (Section 2.2 Management of Risk Fraud and Corruption Prevention)* and the *School Management Manual (Part 6.10: Fraud Control and Prevention)* describe the fraud and corruption control processes for undertaking risk assessments, delivering education and awareness programs, and recording/reporting fraud within the Directorate.

The Directorate's Fraud and Corruption Prevention Plan details the Directorate's fraud prevention strategies and actions. All instances of fraud and corruption 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 Directorate maintains a Fraud Risk Register, which is updated at least annually, and periodically where new risks are identified.

The Executive Branch Manager, Governance 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 to the Audit Committee.

The Education Directorate's intranet provides employees with access to the fraud plan, resources for ethical decision making, information on Public Interest Disclosures and guidance on conflict of interest. The site also includes video messages from the Director-General and the SERBIR, and news articles for staff raising awareness on integrity issues in the workplace.

The general obligations for all ACT Public Service (ACTPS) staff are outlined in the ACTPS Code of Conduct, Section 9 of the *Public Sector Management Act 1994*, and the *Public Sector Management Standards 2016*. All new Directorate staff are required to undertake an induction program that includes codes of conduct and a mandatory online training module, which references the Act and the Standards.

Any person appointed to 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 potential consequences of breaching these requirements. Nothing in this acknowledgement is taken to discourage the disclosure of conduct that is 'disclosable conduct' as defined in the *Public Interest Disclosure Act 2012*. The PSM Act, the Standards, the ACTPS Code of Ethics and the codes of conduct are all available on the Directorate's website and intranet.

Over the reporting period, the Directorate has worked with the ACT Integrity Commission to promote fraud and corruption prevention, including reporting obligations under the *Integrity Commission Act 2018*.

During the reporting period, the SERBIR was notified of 3 new cases of possible fraud, each relating to procurement. For 2 of these matters, there was no evidence of fraud and corruption. The third matter, disclosed by the Integrity Commission following their decision to dismiss the case, is being managed by the Directorate.

During the reporting period, the Integrity Commission also notified the Directorate that a matter referred in an earlier reporting period had been dismissed. Another case referred to the Integrity Commission in March 2021 remains open.

Freedom of Information

Requests under ACT legislation

Freedom of Information (FOI) reporting as required by the *Freedom of Information Act 2016*, which commenced on 1 January 2018, is provided as follows:

Table 45: Open Access Information – Section 96 (3) (a) (i), (ii) and (iii)

Open Access information	Number
Number of decisions to publish Open Access information	57
Number of decisions not to publish Open Access information	0
Number of decisions not to publish a description of Open Access information withheld	0

Source: ACT Education Directorate

Table 46: FOI Applications received and decision type – Section 96 (3) (a) (iv), (vii), (viii) and (ix)

FOI applications received and decision type	Number
Number of access applications received	100
Number of applications where access to all information requested was given	8
Number of applications where access to only some of the information requested was given (partial release)	70 ¹
Number of applications where access to the information was refused	18

Source: ACT Education Directorate

¹Includes 10 decisions carried over from 2021–22 reporting period.

There were 12 applications on hand on 1 July 2022, and 8 undecided applications on 30 June 2023.

The number of decisions made in accordance with Section 35 of the FOI Act during 2022–23 was 96. In addition, 7 applications were withdrawn, and one application did not meet the requirements of a valid application set out at Section 30 of the FOI Act.

One of the applications received by the Directorate during 2022–23 was for records held by the ACT Teacher Quality Institute.

In addition, 740 requests for access to personal information relating to 1,192 individuals were processed by the Directorate under the *Information Privacy Act 2014* and the Access Student Records Policy, available on the Directorate's website. This enables requests

for routine records, such as academic reports and student attendance information, to be handled outside of the formal FOI process, providing a faster response to the applicant.

Table 47: FOI processing timeframe – Section 96 (3) (v) and (vi); Section 96 (3) (d)

FOI processing time	Number
Total applications decided within the time to decide under section 40	65 ¹
Applications not decided within the time to decide under section 40	32 ¹
Number of days taken to decide over the time to decide in section 40 for each application	1, 1, 2, 3, 5, 5, 7, 8, 9, 10, 10, 10, 10, 10, 10, 10, 12, 14, 15, 18, 20, 21, 22, 28, 30, 35, 36, 39, 47, 54, 62, 69

Source: ACT Education Directorate

¹ Includes 8 decisions carried over from 2022–23 reporting period.

Table 48: Amendment to personal information – Section 96 (a) (x) and Section 96 (3) (e)

Request type	Number
Number of requests made to amend personal information, and the decisions made (e.g. amended, refused, notation added to record, other)	0

Source: ACT Education Directorate

Table 49: Reviews – Section 96 (3) (b); Section 96 (3) (c)

Request type	Number
Number of applications made to Ombudsman under section 74 and the results of the application (e.g. affirmed, varied, set aside and substituted, withdrawn, other)	7 ¹
Number of applications made to ACAT under section 84 and the results of the application (e.g. affirmed, varied, set aside and substituted, withdrawn, other)	0

Source: ACT Education Directorate

¹ 1 decision confirmed (carried over from 2021–22); 1 decision varied; 1 withdrawn by applicant; 1 Ombudsman decided not to review; 1 invalid application; 3 decisions pending.

Table 50: Fees – Section 96 (3) (f)

Fee collected	Number
Total charges and application fees collected from access applications	0

Source: ACT Education Directorate

Requests under Commonwealth legislation

The Directorate also processes FOI requests under the *Freedom of Information Act 1982 (Cth)* in accordance with the *Education and Care Services National Law (ACT) Act 2011* and associated regulations. This applies to requests for records held by the ACT Regulatory Authority, Children's Education and Care Assurance, relating to the regulation of preschools, family day care, long day care, and out of school hours care.

During 2022–23:

- 3 applications were received
- one application was carried over from 2021–22
- 2 applications were undecided as at 30 June 2023.

The outcomes for the 2 applications processed during the year were partial release of information for both applications.

Further information is available in the National Education & Care Services FOI & Privacy Commissioners & Ombudsman (NECSOPIC) annual report available at <https://necsopic.edu.au/>.

Lodging an FOI request

Information about how to make an access application under FOI legislation is available on the Directorate's website at https://www.education.act.gov.au/about-us/freedom_of_information.

The Education Directorate's Disclosure Log provides information about the access applications that have been processed, including a copy of the decision and documents released to the applicant. The Disclosure Log does not include information about any access applications seeking personal information and does not disclose the applicant's personal information. The Disclosure Log is available at https://www.education.act.gov.au/about-us/freedom_of_information.

Community Engagement and Support

Community engagement activities

During 2022–23, the Directorate held a range of engagement activities across ACT public schools and their local communities.

In 2023, the Directorate celebrated 50 years of the ACT education system, working closely with schools and stakeholders to share the stories of the unique system, its founders and to celebrate the people that make up ACT public schools today.

During the reporting period, our engagements included:

- communication through email and written correspondence
- face-to-face engagement with stakeholders, school staff and the broader community
- online information sessions, open house information sessions, school events and project announcement events
- social media posts, Directorate website and school website updates and news stories, newsletters, flyers, surveys and YourSay engagements.

Shaping the future of inclusive education

In Term 4, 2022, the Directorate engaged with schools, the community and key stakeholders on a discussion paper aimed to help inform the *Inclusive Education Strategy* for the ACT, planned for release in late-2023.

This work built on the ‘Community Conversation’ consultation held in 2021 and 2022 and has helped shape how the Directorate can strengthen inclusive education across ACT public schools.

Helping inform future education legislation reforms

The Directorate started engagement on a range of legislative improvements to ensure supports remain contemporary, and reflect the needs of students, families, and teaching staff now and into the future.

Feedback was sought on proposed amendments designed to:

- clarify school enrolment requirements
- modernise participation and attendance requirements to reflect the different methods of education delivery
- strengthen enrolment, attendance and participation provisions to minimise the risk of children and young people disappearing from the education system
- outline requirements for distance education.

The Directorate engaged with community and stakeholders through a YourSay conversations web page (3,196 views), a discussion paper (2,381 downloads), a survey (108 contributions), stakeholder meetings, a roundtable, the Directorate website, social media posts, and school newsletters. This feedback will inform the scope of these changes and the drafting of a Bill in

the second half of 2023. It is anticipated that these reforms will come into effect for the 2025 school year.

Opening of Molonglo's first high school

In Term 1, 2023, the first high school for Molonglo – Evelyn Scott Senior School – opened.

This milestone was celebrated with a media event on the first day of school, social media posts, information in the *Our Canberra* newsletter, and a video capturing the student voice at the end of the school's first term.

New public high schools in the suburbs of Taylor and Kenny

The Directorate continued to engage with the Gungahlin community to provide updates on construction works for 2 new high schools in Taylor and Kenny. This included progress updates via social media posts, school newsletters and presentations to community stakeholders, as well as support for students transitioning to high school in the area for 2024.

Early engagement with both Traditional Owners and ACT Place Names was undertaken for official names for these 2 schools. The community will soon have the chance to be involved in the selection of uniform colours and school logos.

Refresh of Florey Oval

Canberrans were invited to have their say on the redevelopment of a portion of the Florey Dryland Oval through a YourSay survey (493 respondents), letterbox drops (1,200 homes), information in the *Our Canberra* newsletter, stakeholder meetings, and pop-up sessions at the school and local shops.

The redevelopment will help create a natural outdoor space for students at Florey Primary School, who use this space every day, and the wider community for recreational use in the evenings and weekends.

Student ideas and input were also sought and every student at the school (782 students) was invited to vote on the elements they most wanted to see in the new space.

Draft designs were released in early-2023 and were refined based on feedback, school input and consultation with Traditional Owners. This exciting project will be constructed in the second half of 2023, ready for the 2024 school year.

Engaging the community on infrastructure projects

The Directorate is committed to providing great schools that ensure every young person can access a quality education in facilities that are accessible, safe, inclusive, and sustainable. In delivering these projects, the Directorate works closely with the school leadership team, school community, stakeholders, and the wider community.

During the reporting period, the Directorate provided information to keep the community well informed on infrastructure projects, as well as inviting engagement and participation.

School and Directorate websites and social media platforms, as well as school newsletters and emails, were used to provide updates to school communities and the wider Canberra community about school infrastructure projects.

In 2022, an official 'naming ceremony' was held for Throsby School, which had been delayed as a result of COVID-19 and is usually held when a school first opens.

Expansions and modernisations of ACT public schools

The Directorate continued to support community communication throughout expansion and modernisation projects involving the Margaret Hendry School, Garran and Majura Primary Schools, Campbell Primary School, and Gold Creek School Senior Campus. Regular updates were provided through the school websites, school and community newsletters, community meetings, letterbox drops, social media posts and *Our Canberra* newsletters.

The Directorate created videos highlighting student voices and capturing the newly furnished learning spaces for the community.

School fences and boundaries

The Directorate supported several schools to work with their boards, P&Cs, and communities on proposals for boundary fences.

Engagement was held through open house information sessions, school websites, online surveys, letterbox drops, presentations at community council meetings, and email correspondence with communities.

The Directorate also engaged with the Fraser Primary School community on a proposed school boundary expansion to support this growing school community.

COVID-19 communications and engagement

The Directorate continued to support schools and their communities, as well as the early childhood education and care sector, to understand and manage the changing impacts of COVID-19 relevant to their settings. This included ensuring the impacts of changing public health advice affecting schools was communicated clearly. A range of communications were shared through school and Directorate websites and social media platforms, as well as school newsletters, websites, and emails.

The Directorate also supported schools to proactively communicate potential impacts to learning because of staff shortages due to COVID-19 and seasonal illness.

Table 51: Community support initiatives: grants and sponsorship

Recipient	Project purpose/Summary	Term of grant	Amount
ACT Children's Week	Run by the ACT Children's Week Committee, this initiative provides seeding grants of up to \$200 to organisations to celebrate and promote Children's Week. It also invites schools to nominate individuals and groups for awards acknowledging local Canberrans who have made a difference to children and young people.	Annual grant	\$21,000
History Teachers Association	National History Challenge Prize encourages students to engage in research and inquiry-based learning to discover history of the world through an examination of an event or person in terms of a theme. The prize winner, the best entry in the ACT receives a medal, prize money and attends the National Ceremony each November.	Annual Grant	\$500
Belconnen Arts Centre	A sponsorship was provided for NAIDOC in the North events.	Annual sponsorship	\$1,500
Dickson College	A sponsorship to support the Inner North Indigenous Cluster celebration. The celebration is attended by Aboriginal and Torres Strait Islander students from inner north public schools.	Annual sponsorship	\$1,000
Australian Children's Television Foundation	Education support to schools. Access to Australian Children's Television Foundation film and video resources, lesson plans, classroom materials, online resources, and professional learning for all sectors in the ACT.	Three year deed of grant, paid annually 2022–2025	\$18,700
Mura Awards recipients	An initiative that recognises the achievements of Aboriginal and Torres Strait Islander students, which supports the <i>Future of Education Strategy</i> and cultural integrity in ACT public schools.	Ongoing award program; award periods covers 2023 school year.	\$19,200
Secondary Scholarship Program recipients	The Directorate provides scholarships to Aboriginal and Torres Strait Islander students who are interested in pursuing a career in post-year-12 study and/or pursuing a vocational pathway.	Ongoing scholarship program; scholarship period covers the 2023 school year.	\$40,000
Tertiary Scholarship Program recipients	The Directorate provides scholarships to Aboriginal and Torres Strait Islander recipients undertaking an approved teaching or health degree.	Ongoing scholarship program; scholarship period covers the 2022 school year.	\$52,500

Recipient	Project purpose/Summary	Term of grant	Amount
ANU Extension Program	The Directorate provides a grant to the ANU Extension Program to support students across the full range of extension subjects. The Australian Government is the primary source of funding for the ANU Extension Program through the Commonwealth Grants Scheme.	3-year Deed of Grant – 22/12/2020 to 31/12/2022 New Deed of Grant paid annually, from 29/3/2023 (date of signing) – 31/12/2025	\$109,091
The ACT Council of Parents and Citizens Associations Inc	The Directorate provides an annual grant to facilitate consultation with parents and citizens with an interest in public school. The association uses the financial assistance to: <ul style="list-style-type: none"> • support affiliate associations • promote parent participation in ACT Government schools • advise the government on views, expectations and concerns of parents • support participation on relevant committees and working parties. 	Five-year Deed of Grant paid annually – 1/7/2019 to 30/6/2024	\$234,186
Supporting Parental Engagement Grants	The Supporting Parent Engagement Grant Program provides individual grants of up to \$20,000 to enhance family–school partnerships as well as strengthen P&C association governance and capability to effectively operate businesses (e.g. canteens, uniform shops).	Successful grants will be paid out until funds are exhausted. Grant payment began in 2020–21	\$20,000
Early Childhood Degree Scholarship Program Recipients	The Directorate provides scholarships to recipients undertaking an Early Childhood Teaching Degree.	Ongoing scholarship program; scholarship period covers 4 years (full-time)/8 years (part-time) study	\$104,696
ACT Chief Minister's Inclusion Awards	The awards acknowledge those who have demonstrated a clear commitment to include people with disability in their workplace, business and/or community.	Sponsorship 2022-23 only	\$5,000
Association for the Teaching of English Incorporated	The Grant is for the 2023 AATE/ALEA National Conference which focuses on supporting ACT Teachers to build capacity to use English and literacy to empower students in their learning.	Grant 2022-23 Only	\$45,455

Recipient	Project purpose/Summary	Term of grant	Amount
CareersXpo	A sponsorship was provided for the 2023 Canberra CareersXpo presented in association with the Rotary Club of Aurora Gungahlin.	Annual sponsorship	\$10,000

Source: ACT Education unpublished data

Aboriginal and Torres Strait Islander Reporting

The Directorate continues to strengthen its cultural integrity to meet the needs and aspirations of all Aboriginal and Torres Strait Islander students and to support all students and staff to deepen their understanding of Aboriginal and Torres Strait Islander histories, cultures, languages, and knowledge.

Professional learning

In January 2023, approximately 150 new educators participated in sessions that included presentations on cultural integrity in schools, the difference between a Welcome to Country and Acknowledgement of Country, an introduction to Engoori, and ways of embedding Aboriginal and Torres Strait Islander perspectives in teaching and learning.

Cultural competency training

Cultural competency online training involves the completion of 10 online modules through the Centre for Cultural Competence Australia. This training is supplemented by 3 face-to-face workshops facilitated by the Aboriginal and Torres Strait Islander Education section in the Directorate. In 2023, this professional learning continued to be offered to school-based staff, Education Support Office (ESO) staff, P&C members, and school board members. During the reporting period, a total of 76 participants, including 38 teachers and 38 non-teaching staff, participated in cultural competency training. This included 8 ESO staff.

On Country Walks

‘On Country Walks’ have been popular professional learning opportunities for several years. Participants engage with community members to share knowledge of Country and to learn about, and from, the Country on which we live, learn and work.

A total of 41 people attended 3 ‘On Country Walks’ during the reporting period. These were held at Theodore Grinding Grooves, the Pinnacle Nature Reserve, and the Australian National Botanic Gardens.

Ngunnawal language workshops

Ngunnawal language workshops are 2-hour workshops providing an overview of the Ngunnawal language revitalisation process and impact of colonisation on language retention. Participants learn how to give an Acknowledgement of Country in Ngunnawal language, including protocols that should be followed.

During 2022–23, 6 workshops were held with a total of 71 participants. These workshops were delivered to school-based staff and ESO staff, with Ngunnawal language appearing in Acknowledgements across different educational settings.

The Irene Lind Speaker Series

The Irene Lind Speaker Series focuses on Aboriginal and Torres Strait Islander education, recognising Irene Lind's contribution to Aboriginal and Torres Strait Islander education in the ACT. The series has featured guest panellists with lived and professional experience in the field. Two sessions were delivered during the reporting period. The first session was delivered in August 2022 with 28 people attending. The second session was delivered in November 2022 with 32 people attending. Attendees were a mix of school based and ESO staff.

Engoori

Engoori is a strength-based training approach to addressing complex challenges and transforming organisational and school culture. During the reporting period, several schools organised Engoori training, recognising the usefulness of this approach for school leadership. The Directorate continues to provide Engoori training to schools and within the ESO. Key examples include targeted Engoori training for new educators as part of the New Educator Induction, training for teams within the ESO, as well as sessions for school leaders, executives, supervisors of Indigenous education officers, and school students. Over 250 Directorate employees participated in Engoori training during 2022–23.

Book clubs

Book clubs assist educators to embed the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority into their teaching and learning programs. Six book clubs were conducted during the reporting period, with over 90 participants attending.

In 2022–23, book clubs have been delivered face to face based on teacher feedback that meeting in person provides better opportunities to share reflections and work samples.

Author and illustrator talks

Author and illustrator talks are developed concurrently with book clubs, supporting students and teachers to engage with authors and illustrators in an informal discussion about their texts. In 2022–23, the author talk with Thomas Mayo featured his highly successful children's book *Finding Our Heart*. The session included whole-school student workshops as well as a teacher workshop delivered to 25 teachers. The illustrator talk with Dub Leffler engaged students in learning about his illustration process, demonstrated his visual art diaries, and took questions from students. A workshop for teachers was also delivered and attended by 30 staff.

Professional learning for Aboriginal and Torres Strait Islander education officers and cultural integrity coordinators

Professional learning has been developed and delivered to support the work of Aboriginal and Torres Strait Islander education officers (IEOs) and cultural integrity coordinators (CICs) in schools, with a particular focus on strengthening their understanding of the Australian Curriculum and relevant resources to support teachers, teacher librarians and schools.

All IEOs and CICs attend these professional learning sessions. Ongoing professional learning is routinely delivered for 2 full days at the end of the stand down period prior to the commencement of the start of term.

Supporting Education Directorate staff and students

Koori preschools

The Koori Preschool Co-design, a key deliverable of the *Set Up for Success: An Early Childhood Strategy for the ACT*, was completed during 2022–23.

On 3 November 2022, the Directorate launched resources developed through the Koori Preschool Co-design, including the Koori Preschool Cultural Safety Framework, Koori Preschool Curriculum, *About Koori Preschool* children's book and a Koori preschool promotional video. These foundational resources work together to support Koori preschools to meet the aspirations and expectations of Aboriginal and Torres Strait Islander communities and deliver high-quality and holistic preschool that is grounded in Aboriginal and Torres Strait Islander cultures, knowledges and values, and recognises that children and their families are proud, strong and deadly.

The schools implementing Koori preschool are Kingsford Smith School, Narrabundah Early Childhood School, Ngunnawal Primary School, Richardson Primary School and Wanniasa School.

Student Aspirations Program

Tertiary scholarships of up to \$10,000 per annum for 3 years are available, by application each year, for Aboriginal and Torres Strait Islander students undertaking a teaching qualification at an ACT university, as well as one-off scholarships in any discipline, as part of a transition to a new scholarships program model. In 2022–23, 4 scholarships were awarded – 2 to teaching students and 2 one-off scholarships to students undertaking tertiary courses in any discipline.

Secondary scholarships of up to \$4,000 are available annually, by application, to Aboriginal and Torres Strait Islander secondary students to support Year 12 completion and pathways to further education and training. Eleven students were awarded secondary scholarships in 2022–23.

The Mura Awards is an annual program providing bursaries of \$400 each to Aboriginal and Torres Strait Islander students in key transition years who demonstrate high engagement with learning, leadership within their school community or improved achievement. Mura Awards were awarded to 46 students over the reporting period.

Lighting the Spark

On 5 and 6 August 2022, the Directorate assisted in coordinating a careers event called Lighting the Spark, alongside Young Change Agents and the Canberra Indigenous Business Network. The event was facilitated by Aboriginal businesswomen who have previously, or

are currently, running their own business and was made available to female-identifying Aboriginal and Torres Strait Islander students.

The workshops focused on informing students on what it is like to be their own boss, identifying business opportunities, how to establish a business and how to use business to make meaningful change in their community. Participants gained valuable insights into what it means to be an entrepreneur and gained access to networks to help them consider and access future opportunities.

Broaden Your Horizons

On 22 June 2023, the Directorate delivered the annual Broaden Your Horizons careers event, available to Aboriginal and Torres Strait Islander students in years 9 to 12. Each year, the event focuses on a different career pathway. This year, the event occurred at the ACT Courts and focused on legal and justice career pathways, including a greeting from the Chief Justice, presentations from Magistrates, a behind-the-scenes tour of the court, presentations on pathways to studying law and exhibitions on legal career pathways. A total of 22 students attended.

Indigenous engagement officers and cultural integrity coordinators

IEOs assist schools to develop and implement programs and resources for embedding Aboriginal and Torres Strait Islander perspectives across student learning. CICs lead and mentor the development of cultural integrity awareness and practice for IEOs and school-based staff. They also collaborate with school staff and communities in the development and implementation of programs, activities and resources aimed at embedding Aboriginal and Torres Strait Islander perspectives in student learning. There were 4 CIC and 16 IEO positions funded in 2022–23, with occupancy of these positions fluctuating over the reporting period due to normal staff turnover.

IEOs and CICs also plan for significant dates and events with their cultural integrity teams, including Reconciliation Week, National Sorry Day, Mabo Day and NAIDOC.

The Directorate's IEOs and CICs continue to support teachers and schools to build cultural integrity. Some best practice examples included:

- an IEO collaborated with their art faculty, particularly the dance and media classes. The IEO supported teachers to embed Aboriginal and Torres Strait Islander perspectives in their dance assessment by examining one of Bangarra Dance Theatre's productions
- an IEO organised a breakfast for teachers, students and families. The school's 'Deadly Dingoes' group made and cooked omelettes using Warrigal greens from their bush garden. This was a great opportunity for families to meet other families and teachers, and further develop community connections
- an IEO worked with secondary teachers to critically examine a pre-made lesson on Customary Law and the *Native Title Act*. The IEO identified opportunities to improve cultural integrity by working with the CIC to enhance lessons. The IEO collaborated with

the teachers to strengthen the lessons with appropriate and relevant content and resources.

National Aboriginal and Torres Strait Islander Health Academy Program

The National Aboriginal and Torres Strait Islander Health Academy Program is an Australian School-based Apprenticeship (ASbA) that provides year 11 Aboriginal and Torres Strait Islander students with the opportunity to pursue a Certificate II in Allied Health Assistance while working towards a Year 12 Certificate.

In 2022, 14 students were enrolled in the program, with 10 new students enrolled in the 2023 program and 4 students continuing from the 2022 cohort.

The first cohort included 3 students from ACT public schools who successfully completed their Certificate III in Allied Health Assistance through this program in 2022. These students went on to enrol in further education programs or accepted employment in the field.

Aboriginal and Torres Strait Islander Employment Pathways Program

The Chief Minister, Treasury and Economic Development Directorate (CMTEDD) Aboriginal and Torres Strait Islander Employment Pathways Program commenced in October 2021.

In 2022–23, the program employed 13 students to work across various divisions of CMTEDD to complete a range of Certificate II and III pathway qualifications, with the opportunity to gain ongoing employment with the ACT Government upon completion of year 12. Of that cohort, one student transitioned over to full-time employment at an ACT public school, one student left the program, and the remaining 11 students went onto full-time employment within CMTEDD after year 12.

Aboriginal and Torres Strait Islander year 12 outcomes

The *National Agreement on Closing the Gap* requires the ACT Government to report against the following indicator relating to Aboriginal and Torres Strait Islander year 12 completion: 'By 2031, increase the proportion of Aboriginal and Torres Strait Islander people (age 20 to 24) attaining Year 12 or equivalent qualification to 96%'.

As the indicator relates to 20- to 24-year-olds, this information is only available through Australian Bureau of Statistics Census data. Annualised data is available for the percentage of Aboriginal and Torres Strait Islander students receiving a Senior Secondary Certificate in the year that they graduate. There was a marked increase between 2017 (60%) and 2018 (69%), with results from 2019 to 2022 fluctuating between 66% to 69%. In 2022–23, the percentage of Aboriginal and Torres Strait Islander students receiving a year 12 certificate was 64%. Small cohort numbers contribute to this variability.

ACT Aboriginal and Torres Strait Islander Agreement 2019–2028

The Directorate continues to meet its reporting obligations under *the ACT Aboriginal and Torres Strait Islander Agreement 2019–2028*.

Phase one of the Agreement concluded at the end of July 2022 after an extension to the phase following the COVID-19 pandemic.

For phase 2 of the Agreement, the Education Directorate has leadership or partnership responsibilities under the following focus areas and focus area actions:

Children and Young People, including:

- continuing to implement the ACT Government’s 10-year plan for early childhood education, *Set up for Success: An Early Childhood Strategy for the ACT*, ensuring access to two days per week, 48 weeks per year, of quality education and care for up to 500 three-year-olds, prioritising children and families most in need
- leading the implementation of actions from the Koori Preschool co-design process, including the Koori Pre-Cultural Safety Framework and Koori Pre-Curriculum and associated professional learning for school staff
- developing a cross-sector approach to effective transitions for children, based on strong collaborative relationships, best practice, and a formal process for sharing information about children’s learning and development across early childhood education and care settings and schools
- partnering on work to build supports around children and their families accessing the three-year-old initiative, including investigating the feasibility of developmental checks to make sure children have the best possible start to their education, including speech and hearing, and undertaking further screening prior to them starting school, as well as linking their parents and families with a range of other supports
- partnering in the continuation of work across government and with the community to develop the *Best Start for Canberra’s Children: the First 1000 Days Strategy* and test approaches to better support children and their families in their early years
- developing a Child and Family Network across government and community service partners to improve connection and service integration across health, mental health, education, early childhood education and care, community and mainstream health and paediatric services, and community service sectors to better support children, young people, and their families.

Cultural Integrity, including:

- leading the development and implementation of an *ACT Public Service Cultural Integrity Framework* to support each Directorate to create their own Cultural Integrity Action Plan and Professional Learning Plan relevant to their own contexts
- leading the establishment of an ACTPS Cultural Integrity Professional Learning database to guide the creation of Directorate specific Professional Learning plans aimed at building ACTPS workforce cultural capability and workplace cultural safety

- leading the development of a Cultural Integrity ‘best practice’ guide including case studies that align with the ACT Public Service Cultural Integrity Framework to support all Directorates to develop their own Cultural Integrity Action Plans
- partnering in the ACTPS development of general guidelines on identifying systemic racism in systems and processes, including expert input on barriers and governance to progress.

Lifelong Learning, including:

- strengthening of the Aboriginal and Torres Strait Islander Secondary and Tertiary Scholarship Programs to support Year 12 retention and attainment and to extend support for Aboriginal and Torres Strait Islander students undertaking a teaching degree
- increasing community awareness of post school pathways and lifelong learning opportunities available to Aboriginal and Torres Strait Islander Canberrans
- leading the development, implementation, and promotion of quality pathways to tertiary qualifications for Aboriginal and Torres Strait Islander students in the ACT
- monitoring the uptake and breadth of Australian School-based Apprenticeship opportunities for Aboriginal and Torres Strait Islander school students to inform future planning
- collaborating with the Winanggaay Ngunnawal Language Group in the development of Ngunnawal language resources for use in ACT Government and public schools.

Economic Participation, including:

- alongside all ACT Government directorates, incorporating the voices of Aboriginal and Torres Strait Islander Canberrans through conducting Wellbeing Impact Assessments for new budget, projects, and programs, with input from partners and community
- alongside all ACT Government directorates, maximising opportunities to attract and retain Aboriginal and Torres Strait Islander employment with the ACTPS workforce, to achieve the employment target of 3% Aboriginal and Torres Strait Islander People employed across the service by 2026
- assisting with the establishment of a whole of government inclusion KPI to ensure the ACTPS is consistently building and maintaining inclusive workplace cultures. Progress against this target will be measured objectively through all staff surveys.

Inclusive Community, including:

- alongside all directorates, embedding Aboriginal and Torres Strait Islander service and product design capability across Directorates and ensuring it is seen as integral to delivering on policy intent
- alongside all directorates, increasing diverse Aboriginal and Torres Strait Islander user perspectives for all programs and services early and often
- alongside all directorates, co-designing mainstream government policy and service pathways with Aboriginal and Torres Strait Islander communities
- alongside all directorates, designing ACT Government services in an integrated way, from end to end, ensuring it makes sense to Aboriginal and Torres Strait Islander Canberrans

- alongside all directorates, collecting wellbeing data for Aboriginal and Torres Strait Islander peoples in the ACT and region, to help identify barriers experienced by Aboriginal and Torres Strait Islander peoples and support self-determination in seeking solutions.

Community Leadership, including:

- alongside all directorates, co-designing the *ACT Disability Strategy* with people with disability to ensure the needs and aspirations of Aboriginal and Torres Strait Islander peoples with disability are included
- alongside all directorates, encouraging development of community leaders with disability.

The Directorate has submitted its action plan to the Office of Aboriginal and Torres Strait Islander Affairs to deliver on its phase 2 actions across all the relevant focus areas. Phase 2 of the Agreement is scheduled to conclude in December 2024.

Work Health and Safety

The Directorate is committed to ensuring a healthy and safe working environment for all staff and students. Health, safety and wellbeing practices are embedded in all activities to support the formation of a maturing workplace safety culture. Work, health and safety (WHS) is managed in accordance with the statutory provisions of the *Work Health and Safety Act 2011*.

The WHS Early Intervention and Wellbeing team builds accountability and responsibility in health, safety and wellbeing by committing to healthy and safe working and learning environments in all Directorate workplaces. During 2022–23, this was achieved by:

- recognising the legal and moral obligations in building a positive workplace culture, where risks to health and safety, including psychosocial safety are assessed and managed
- finalising a WHS Management Plan to guide the Directorate's safety culture focus
- developing a Wellbeing Policy and Procedure to provide enhanced safe work practices and ensuring staff have the support they need
- developing a Training and Induction Policy and Procedure to support staff achieve a better understanding of their place in the ecosystem of WHS rights and responsibilities
- deploying counselling support to staff through the Employee Assistance Program (EAP) where specific crisis or post-traumatic incident intervention was required
- consulting and collaborating with the Directorate's workforce and their representatives to achieve positive health, safety and wellbeing outcomes
- driving continuous improvement in health, safety and wellbeing practices across all sites in the Directorate with the provision of training and resources
- fulfilling relevant health, safety and wellbeing legislative and compliance obligations through targeted site visits, some of which have involved multiple site visits
- improving WHS practice across the organisation through provision of advice and support to staff.

The WHS team visited 27 schools since February 2023, when 2 additional WHS specialist officers joined the team. During these visits, issues observed by WHS specialists were promptly rectified, where possible. Where not possible, a follow-up action was conducted by the responsible business area within the Directorate. During these visits, schools were also able to introduce any new issues to the WHS specialists for advice and rectification.

The WHS team has a strong escalation and communication process, linking schools to other supports where needed, such as Risk and Emergency Management, Infrastructure and Capital Works. In some cases, the team link schools with supports from Positive Behaviours for Learning and Occupational Violence teams.

Supporting worker physical and mental health and wellbeing is critical to the success of the Directorate and achieving exemplary education outcomes.

The WHS team supported Directorate staff by:

- providing wellbeing services in response to incidents aligned to a triage model and expanding proactive wellbeing services, including on-site EAP following critical incidents and traumatic occurrences
- collaborating across the Directorate in response to staff wellbeing and school supports through the development of training, policies and procedures that increase safe practices in all Directorate workplaces
- monitoring and analysing data to inform and improve practice, and supporting workers to prevent and respond to occupational violence incidents at the workplace
- strengthening a positive reporting culture across all schools through awareness campaigns, risk management support to staff directly, when required, and training
- developing and refining data analysis tools that provide the Directorate's senior executive with current incident information, the supports provided to staff and students, as well as identifying the business areas involved
- delivery of the annual influenza vaccination program.

Most significant risk and actions to address

Based on reported incidents, the most significant risk to health and safety of workers in ACT public schools continues to be occupational violence in the form of verbal or physical aggression by students or parents. In 2022–23, there were 7,448¹ distinct work incident reports submitted via the RiskMan reporting system in relation to occupational violence. This is in comparison to 7,164 reports in 2021–22¹. The increase is primarily attributed to schools remaining open for longer in the reporting period, where in 2020 and 2021, shutdowns due to COVID-19 caused a noticeable decrease in reports of occupational violence.

At the end of 2022–23, 83%² of Directorate employees had completed the mandatory occupational violence online training module designed to assist staff to understand what constitutes occupational violence, the importance of reporting incidents, and strategies to manage the risk of occupational violence. In comparison, 70% of employees had completed the training in the previous reporting period.

The Directorate has invested significant resources into the full implementation of the Occupational Violence Management Plan, which encompasses a range of strategies to manage aggressive and other unacceptable behaviours of parents and students. Wellbeing supports and resources are also provided to staff to enable safe and sustainable resumption or continuation of duties.

¹ This may differ from statistics provided from CMTEDD once coding processes have been finalised.

² This figure represents paid permanent and temporary employees who have completed this training within the last two years.

The Safe at School Taskforce

The Safe at School Taskforce was established in June 2022. The Taskforce is focused on providing subject matter expertise, strengthening the safety culture across the Directorate, and creating and operationalising safe systems of work.

The taskforce has advanced work in 2022–23 under 3 components.

Component 1: Safety culture (discovery phase)

The taskforce developed a Safe at School Operating Framework to provide clear guidance about the way the taskforce operates, and strong project methodology to enable and support safe systems of work.

To ensure transparency and accountability, the taskforce established the Safe at School Advisory Group to provide guidance and advice to the taskforce about a range of safety topics and its performance, including opportunities to improve. The advisory group is comprised of representatives from the Directorate and key external stakeholders.

During 2022–23, the taskforce initiated a Rapid Review. This review was an assessment of the Directorate’s work health and safety systems to determine areas for priority and improvement based on best practice. The review focused on policy and safety management systems relating to incident management and post-incident responses for ACT public schools, the suitability of risk controls for occupational violence in schools, and issues identified in WorkSafe ACT regulatory activity.

The taskforce developed an action plan to support implementation of the 7 recommendations identified in the Rapid Review report. This was published on the Education Directorate website and internally on the Directorate’s intranet. The action plan provides key milestones and activities to ensure the review recommendations are met within the agreed timeframes.

The taskforce continued to work with schools and stakeholders to identify areas of safety concerns and apply a risk management approach to keep schools safe and supportive for staff and students. A Safe at School showcase event was presented to stakeholders and was an opportunity to uplift the safety culture by sharing the breadth of work completed and planned.

Component 2: Safety response – cultural change

The taskforce continued to collaborate with business areas to deliver professional learning on legislation, codes and regulation, and support an uplift in the safety culture through a stronger understanding of roles and responsibilities.

The Directorate actively works towards collaborative relationships with regulators, unions, key stakeholder groups, and other government and non-government organisations to drive engagement and support of the Directorate’s safety cultural change program.

The Directorate has developed and published a Risk Management Framework, incorporating a risk management policy, procedure, overview and guide for schools, and supporting Risk Appetite and Tolerance Statement template and fact sheets. The framework will be a

key mechanism for creating a strong, sustainable foundation to mature the Directorate's risk management capability and practice.

A WHS Management System was delivered and published on the Directorate's intranet site. The intent of this system is to provide a central location for access to WHS resources and 'one-stop-shop' advice and expert assistance. Quick and easy access to this information ensures staff have the resources to enhance safety and meet their compliance requirements.

In collaboration with other business areas, the taskforce actively identifies opportunities for system-wide programs and activities which improve safety and/or reduce workload and administration from schools, where possible. For example, the taskforce introduced ChemWatch, a chemical management system across all schools, a centralised coordination of training, and templates/local site plans to support schools with compliance activities.

To support psychosocial safety and wellbeing and WHS legislative compliance, the Directorate developed and published a system-wide Consultation Statement and Consultation Information Sheet, including supporting resources such as a process summary, consultation paper template, feedback summary template and email template. These resources give staff a mechanism to provide feedback on issues that impact them. This has successfully increased staff input on working arrangements and engaged them in owning and developing solutions.

The following WHS training opportunities were made available in 2022–23:

- due diligence training was delivered to school leaders and Education Support Office (ESO) staff. The training supported school leaders and Directorate senior officers and executives to strengthen their understanding of their WHS obligations and duty of care requirements
- a centralised 5-day Health, Safety Representative (HSR) training in May 2023 for HSRs who had not attended this training and a one-day refresher training in March and May 2023. Training sessions were fully subscribed and well received by the staff attending
- negative Incident Scenario Training was delivered to school leaders in Term 1, 2023 and ACT Policing staff attended school network meetings to discuss processes
- a memorandum of understanding between ACT Policing and the Directorate has been drafted and is in final stages of consultation. It will include regular training and collaboration activities between the 2 organisations.

The taskforce continued to raise awareness and understanding on safety issues through several mechanisms:

- delivery of a series of School Safety Leadership videos, with specialist information contextualised by school leaders about issues relating to safety in schools that can be shared with staff
- a safety notification system consisting of Safety Notices and Safety Alerts, which provides timely and responsive information either emailed directly to key staff or received indirectly through publication on the Directorate's intranet site, based on the severity/urgency of the notice

- a refreshed compliance checklist for school leaders to know and understand their compliance obligations, providing greater accountability and assurance.

A range of strategic measures were taken to help alleviate workload pressures for teachers due to the ongoing staff shortages. This included the allocation of a curriculum officer to help reduce workload pressures associated with curriculum improvement and the transition to Australian Curriculum V9.0. At 30 June 2023, over 130 engagements and more than 35 professional learning sessions were held with individual schools since Term 4, 2022.

Component 3: Understanding safety through data

Work continued on using data to inform preventative and early intervention measures, including through dashboards and reporting tools to bring data sets together. Data has been collected to enhance the capability of the Directorate to identify and assess critical issues and risks related to safety. The data captured informed and supported decision making, planning and program delivery to improve systems of safety.

The Work Health and Safety Management Plan (WHS Management Plan) was developed and published on the Directorate's intranet. The WHS Management Plan outlines a set of plans, actions, and key performance indicators to assist the Directorate to systematically monitor, measure and evaluate health and safety risk associated with the delivery of education services in ACT public schools.

The Work Health and Safety Consultative Committee was re-established to provide a forum to Directorate stakeholders to discuss work health and safety matters relevant across the workforce. An element of the Work Health and Safety Consultative Committee's role is to identify opportunities for improving work health and safety performance through the review of the Directorate's risk profile and statistical data on reported hazards, incidents, accidents, injuries, or diseases.

Through regulatory activity in schools, the Taskforce identified several trends and issues that would benefit from a systemic approach. The Taskforce developed several supporting factsheets, templates, and guidelines for schools to utilise in strengthening safe systems of work.

Resourcing and consultation arrangements

Table 52: Dedicated work health and safety resources

Position	Number of resources
Senior Director, Work, Health, Safety and Early Intervention and Wellbeing (Senior Officer Grade A)	1
Director Work Health, Safety Early Intervention and Wellbeing (Senior Officer Grade B)	1
Assistant Director, Work, Health and Safety (Senior Officer Grade C)	1
Assistant Director, Early Intervention and Wellbeing (Senior Officer Grade C)	1
Assistant Director, Injury Management (Senior Officer Grade C)	2
Wellbeing Officer (Administrative Service Officer Class 6)	2
Safety Adviser (Administrative Service Officer Class 5)	2
Incident Triaging Officer (Administrative Service Officer Class 5)	1

Source: Shared Services/Education Directorate

The Executive Governance Committee WHS subcommittee provides governance of and oversees WHS performance and activity. During 2022–23, 100 Health and Safety Representatives (HSR) and 41 Deputy HSRs held positions across the Directorate. This HSR network has been critical to provide advice and support to the development of WHS policies and procedures via the WHS Consultative Committee.

Audit activity

Table 53: Type and number of work health and safety audits undertaken during 2020–21

Type of audit	Number of audits	Further information
Whole of Government Audit Program	1	Tier 2 Audit – Notification and Incident Investigation Procedures

Source: ACT Education Directorate, People and Performance branch

Incident reporting and notices under the *Work Health and Safety Act 2011*

RiskMan Reporting System

During 2022–23, there were 10,067² incident reports lodged across the Education Directorate using the RiskMan Work Incident Reporting System. In accordance with Part 3 Section 38 of the *Work Health and Safety Act 2011*, 35 events/incidents were notified to WorkSafe ACT.

WorkSafe ACT activity

During 2022–23, WorkSafe ACT issued 2 Prohibition Notices and 30 Improvement Notices to the Directorate under the *Work Health and Safety Act 2011*.

The schools affected by Prohibition Notices were Dickson College and Melba Copland Secondary School.

The schools affected by Improvement Notices were Calwell High School (2 notices), Dickson College (6 notices), Hawker College (11 notices), Lanyon High School (3 notices), Lyneham Primary School (2 notices), Gold Creek School (3 notices) and Melba Copland Secondary School (3 notices).

The Directorate worked with each school and WorkSafe ACT to address the issues identified in the notices and close them within the timeframes agreed with WorkSafe ACT.

During the reporting period, the Directorate has focused on strengthening its collaboration with the regulator. This allowed the Directorate to increase its understanding of the powers and strategic intent of the regulatory function. That strengthened relationship has supported improved WHS practice across all ACT public schools.

²This figure (n=10,067) represents all Riskman incident reports, including those relating to occupational violence, reported above (n=7,448).

Performance against the *Australian Work Health and Safety Strategy 2012–23* targets

Table 54: Target 1 – reduce the incidence rate of claims resulting in one or more weeks off work by at least 30%

Financial year	Number of new 5-day claims	Rate per 1,000 employees	Directorate target	ACTPS number of new 5-day claims	Rate per 1,000 employees	ACTPS target
2012–13	60	12.53	10.69	274	13.42	12.08
2013–14	44	9.28	10.36	257	12.20	11.70
2014–15	31	6.17	10.03	228	10.49	11.33
2015–16	34	6.63	9.70	205	9.36	10.96
2016–17	50	9.45	9.37	243	10.91	10.58
2017–18	45	8.24	9.04	202	8.93	10.21
2018–19	54	9.45	8.71	201	8.50	9.84
2019–20	63	10.36	8.38	231	9.32	9.46
2020–21	101	15.90	8.05	325	12.46	9.09
2021–22	59	8.91	7.72	255	9.37	8.72
2022–23	79	11.80	7.72	255	8.98	8.72

Source: Work Safety Group, Office of Industrial Relations and Workforce Strategy, CMTEDD

The Directorate is committed to strengthening the systems in place to prevent injury and implement early interventions to support workers when illness or injury occurs.

The following programs are in place to support staff and schools:

- the triage of risks and incident reports, and support given to injured workers by the Early Intervention and Wellbeing team
- the Employee Assistance Program, which is used to stand up critical incident responses as required.

Table 55: Target 2 – reduce the incidence rate of claims for musculoskeletal disorders resulting in one or more weeks off work by at least 30%

Financial year	Number of new 5-day claims	Rate per 1,000 employees	Directorate target	ACTPS number of new 5-day claims	Rate per 1,000 employees	ACTPS target
2012–13	33	6.89	5.81	183	8.96	8.29
2013–14	26	5.49	5.63	174	8.31	8.03
2014–15	12	2.39	5.45	144	6.63	7.78
2015–16	20	3.9	5.29	146	6.67	7.52
2016–17	26	5.06	5.09	150	6.73	7.26
2017–18	19	3.48	4.91	128	5.66	7.01
2018–19	17	2.98	4.73	102	4.31	6.75
2019–20	29	4.77	4.55	126	5.09	6.49
2020–21	49	7.71	4.37	194	7.44	6.24
2021–22	21	3.17	4.19	118	4.33	5.98
2022–23	25	3.73	4.19	106	3.73	5.98

Source: Work Safety Group, Office of Industrial Relations and Workforce Strategy, CMTEDD

The Directorate focuses on early intervention strategies to successfully decrease musculoskeletal rates of claims with a particular emphasis on early intervention physiotherapy. Early intervention physiotherapy provides injured workers with access to up to 6 sessions of physiotherapy to support rapid recovery.

Engagement with the program limits the impact of injury on an employee's work and personal life and reduces the lodgement of workers compensation claims for minor injuries.

Human Resource Management

Education Directorate Workforce Strategy 2021-2023

The Directorate continues to implement the *Education Directorate Workforce Strategy 2021-2023* (Workforce Strategy) to ensure that the Directorate has the right workforce, with the right capabilities, in the right capacity, at the right time to deliver learning outcomes for children and young people in the ACT.

The Workforce Strategy is underpinned by 6 focus areas that shape and drive actions across a three-year period:

- strategic recruitment of teachers and education professionals to meet current and emerging needs
- evidence-driven and integrated workforce planning to enable our service delivery model
- a highly capable, skilled, and future-focused workforce
- leadership excellence and development at all levels
- workforce safety and wellbeing
- a diverse and inclusive workforce to reflect the communities we serve.

To support the implementation of the Workforce Strategy, the Directorate progressed the following priority workforce programs in 2022-23:

- bargaining for the ACT public sector enterprise agreements
- implementation of recommendations for the *Teacher Shortage Taskforce – Final Report*
- the *ACT Education Directorate Teacher Attraction and Retention Plan 2023-2028*
- National Teacher Workforce Action Plan.

Directorate Enterprise Agreements

ACT Public Sector Enterprise Agreements are the primary source of employment conditions for ACT government employees. The Directorate has 6 Enterprise Agreements covering a range of employee classifications:

- *ACT Public Sector Education Directorate (Teaching Staff) Enterprise Agreement 2018-2022*
- *ACT Public Sector Administrative and Related Classifications Enterprise Agreement 2021-2022*
- *ACT Public Sector Infrastructure Services Enterprise Agreement 2021-2022*
- *ACT Public Sector Health Professional Enterprise Agreement 2021-2022*
- *ACT Public Sector Technical and Other Professional Enterprise Agreement 2021-2022*
- *ACT Public Sector Support Services Enterprise Agreement 2021-2022.*

Employees and unions were notified of the commencement of bargaining for the ACT public sector enterprise agreements in February 2022.

Concurrently, bargaining commenced for the *ACT Public Sector Education Directorate (Teaching Staff) Enterprise Agreement 2023-2026 (Teaching Staff EA)* with the Australian Education Union (AEU).

In June 2023, Elections ACT advised that 2,971 eligible staff voted in the ballot for the Teaching Staff EA with 83% of those having voted 'yes' in favour of the agreement.

The agreement represents an investment of an additional \$201 million and reflects the high value placed on ACT public school teachers and school leaders. The agreement will deliver nation leading pay for public schools and better workloads for all teaching staff and school leaders to ensure we can attract and retain new and experienced educators to ACT public schools.

The *ACT Public Sector Infrastructure Services Enterprise Agreement 2023-2026* covering Building Services Officers, Cleaning Services Officers and General Services Officers in the Education Directorate had a successful ballot in May 2023.

The Education Directorate, in conjunction with other directorates, continue to bargain in good faith to replace the remaining agreements.

Teacher Shortage Taskforce

In August 2022, the Minister for Education and Youth Affairs released the *Teacher Shortage Taskforce – Final Report* (Taskforce Report) and agreed to implement all the Teacher Shortage Taskforce's 20 recommendations to address the ongoing teacher shortage in the ACT.

In 2022-23, the Directorate made significant progress in implementing all recommendations, which included:

- launching the *ACT Education Directorate Teacher Attraction and Retention Plan 2023-2028* (Recommendation 1)
- revising teacher workforce projections and reporting progress against annual teacher recruitment targets (Recommendation 2)
- establishing a process for the temporary engagement of Permit to Teach holders (Recommendation 3)
- expanding conditional offers of employment to students in their third year of teaching qualification studies (Recommendation 4)
- providing Permit to Teach holders with access to 6 weeks of paid practicum leave in the new Teaching Staff EA (Recommendation 6)
- providing paid professional learning for casual teachers and incentives for recently retired teachers to return to work in the new Teaching Staff EA (Recommendation 9)
- establishing an employer-initiated transfer allowance in the new Teaching Staff EA to attract experienced teachers to schools where they are needed most (Recommendation 11)

- launching the New Educator Support Program as an assurance framework to ensure that the New Educator Development Program is implemented for all new educators (Recommendation 15)
- assessing, planning, and responding to COVID-19 impacts on school operations, as required (Recommendation 18).

ACT Education Directorate Teacher Attraction and Retention Plan 2023-2028

On 9 February 2023, the *ACT Education Directorate Teacher Attraction and Retention Plan 2023-2028* (the Plan) was tabled at the ACT Legislative Assembly. The Plan identifies teacher workforce requirements for the ACT public education system for the next 5 years and includes a commitment to annual target setting and public reporting. It also reinforced the commitment by the ACT Government to implement all 20 recommendations outlined in the Taskforce Report to support the Directorate in achieving its annual teacher recruitment targets.

The February 2023 ACT School Census showed that enrolments in ACT public schools were 50,556, a decrease of 532 students (-1.0%) from February 2022. This contrasts to projections outlined in the Plan, which had projected an enrolment growth of 1.9% in 2023.

On 13 April 2023, the Executive Governance Committee Workforce Subcommittee endorsed revised student enrolment and teacher workforce projections, detailed below:

Table 56: ACT public school enrolment projections

	2023	2024	2025	2026	2027	2028
Annual enrolment growth	-1.0%	1.6%	1.5%	1.5%	1.4%	1.4%
Cumulative growth since 2022	-1.0%	0.5%	2.0%	3.4%	4.9%	6.3%

Source: ACT Education Directorate

Table 57: Teacher workforce projections

	2023	2024	2025	2026	2027	2028
Required teacher FTE	3,801	3,860	3,917	3,974	4,032	4,089
Annual teacher FTE	-40	59	57	57	58	57
Cumulative growth since 2022	-40	19	76	133	191	248

Source: ACT Education Directorate

As at 21 June 2023, the Directorate's teaching workforce (Classroom Teachers and School Leader Cs) was 3,791.9 FTE, representing a decrease of 29.1 FTE since 30 June 2022. The Directorate's current teacher workforce is 9.1 FTE lower than the 2023 teacher FTE required to maintain a student-teacher ratio of 13.3:1. These FTE numbers are a single point in time and fluctuate each pay period.

The Directorate acknowledges that not all schools have a full complement of FTE teaching staff and continues to actively prioritise recruitment and placement of teachers to fill all vacant positions in ACT public schools.

The Directorate has committed to undertaking a comprehensive review of the projection methodology before the next reporting period to ensure that it remains fit for purpose.

National Teacher Workforce Action Plan

The Directorate continues to work with other states and jurisdictions to implement the *National Teacher Workforce Action Plan* (Action Plan), released in December 2022.

The Action Plan outlines both immediate actions and actions that are needed over the medium and longer term and brings a national focus to the teacher shortage across the country.

ACTPS Employee Survey

The Directorate is committed to listening to the needs of its employees and ensuring that they are supported to thrive. Between 6 to 24 March 2023, staff within the Education Support Office were invited to participate in the ACTPS Employee Survey (the Survey) to give honest feedback about working in the Directorate. This was the second time that the Directorate has participated in the Survey.

58% of staff responded to the Survey, with the Directorate recording improvement across the three key outcome measures of the Survey and exceeding the ACTPS average:

- 75% of employees reported high levels of engagement (74% in 2021)
- 79% of employees reported high levels of satisfaction (78% in 2021)
- 73% of employees showed strong commitment and loyalty to our Directorate (68% in 2021).

Employees also reported a stronger personal connection to the Directorate with:

- 86% of employees strongly believing in the purpose and objectives of the Directorate (85% in 2021)
- 80% of employees feeling proud to work for the Directorate (76% in 2021)
- 76% of employees reporting that they would recommend the Directorate as a good place to work (65% in 2021).

Of the 29 workplace factors explored in the Survey, the Directorate saw improvements of at least 5% in 7 factors, with 21 factors scoring similar to 2021 and one factor declining by more than 5%.

Induction

The Directorate provides a suite of induction programs to ensure that all employees are aware of their obligations as ACT Public Service employees. Induction programs provide an overview of the Directorate's strategic direction, roles and responsibilities and key compliance information. In addition, there is an explicit focus on work, health, safety and wellbeing, as well as understanding the risk of occupational violence.

New starters are identified and sent an invitation to the All Staff Induction, and tailored induction programs are run for other cohorts such as New Educators and School Cleaning Services. Other important information is relayed through information sessions such as the 'Work Health and Safety induction for new and acting school leaders, business managers and principals' information session.

New Educator Induction

New educators (in their first 3 years of professional practice) participate in a 5-day induction program prior to the commencement of each school year. In 2023, the New Educator Induction Week was held from 17 to 23 January with a total of 153 new educators attending.



New Educator induction week

The New Educator Induction Week covered the following topics, with sessions being delivered by subject matter experts from across the Directorate:

- Professional expectations and obligations
- Equity, Inclusion, Safety, and Wellbeing

- Learning and teaching
- Cultural Integrity.

Training and development programs

Mandatory Training

The Directorate requires all staff to complete online foundation modules every 2 years. The modules are designed to support staff to understand their obligations, and to ensure the Directorate fosters a safe environment for staff, students, and visitors. The following modules are available on HRIMS Learning:

- Work Health and Safety (Refresher)
- Occupational Violence in the Workplace
- Reportable Conduct
- Code of Conduct
- Disability Standards for Education
- Keeping Children and Young People Safe.

Domestic and Family Violence Training

The ACT Government recognises that the impacts of domestic and family violence on the workplace. Research and consultation by the Office of the Coordinator-General for Family Safety shows that most people affected by domestic and family violence are more likely to disclose to someone they trust. This may include a work colleague or a manager.

As an employer, the Directorate is committed to the safety and wellbeing of staff. The Domestic and Family Violence training package is an ACT Government commitment to help educate staff about the impacts of domestic violence, provide guidance in how to respond and direct colleagues to professional support if needed.

In 2023, the Domestic and Family Violence eLearning training package was added as a recommended training package to all staff members via the Directorate's Learning Management System. Face-to-face training was also offered to staff to complement the online training package.

Since July 2022, 1,219 staff members have completed the Domestic and Family Violence online foundation modules available to all staff. The Domestic and Family Violence online modules for managers was completed by 75 managers. In addition, face-to-face sessions building on the online training was completed by 120 staff.

Joint Selection Committee Compliance Training

The Joint Selection Committee Compliance training is designed to support staff in recruiting the right people with the right skills. The training is mandatory for staff to complete if they will be participating or leading the recruitment of any school-based staff member, as agreed between the Directorate and the Australian Education Union.

The training provides participants with information on the different roles and responsibilities of those involved in recruitment, the open recruitment process, and the teacher transfer rounds. The training has been designed in line with the ACTPS Recruitment Guidelines and incorporates Directorate specific policies and procedures.

Entry Level Programs

Entry level programs support new starters, graduates, and inclusion participants with the opportunity to work within the Directorate and gain practical skills while supporting the outcomes of the Directorate. Entry level programs support talent attraction and engagement strategies.

ACTPS Graduate Program

The Directorate participates in the ACTPS Graduate Program annually. The program provides participants with a comprehensive learning and development program with on-the-job skill development. The program provides participants with exposure to senior leaders and regular training designed to help them to build the skills that they need for a successful career within the Directorate and across the ACTPS. In 2022, the Directorate supported 4 graduates to complete the program. A further 4 graduates were secured for the 2023 program. Graduates in the Directorate are placed within teams in the Education Support Office.

Learning Support Assistant Scholarship Program

The Directorate supported a cohort of 24 Learning Support Assistants (LSAs) to undertake the Certificate IV in Education Support in 2022. In the first half of 2023, a further 21 LSAs commenced a bridging course entitled Introduction to Education Support, which included completion of 2 units of the Certificate IV in Education Support.

Senior Leadership Programs

The Directorate continues to support senior leadership development, providing staff with access to:

- the ACTPS Senior Executive Speaker Series
- executive learning groups
- nomination/participation in the Australia and New Zealand School of Government Executive Program
- participation in whole of government talent initiatives and pilot development programs.

Two Directorate Senior Executive Service (SES) members participated in the ACTPS Senior Executive Induction Program this financial year. The program aims to ensure those who are new to executive positions have the information and connections they need to transition quickly into their new roles.

Two SES members (Band 1) from the Directorate commenced the ACTPS SES Leadership Beyond Crisis Program during this financial year. The program aims to create a space for senior executives across the ACTPS to come together to consider, experiment and practice

skills which respond to the question: ‘What do we collectively need to do, learn, and unlearn in order to lead the ACTPS to thrive, not just survive?’. A further SES member (Band 2) completed the SES Band 2 Leadership Program in April 2023.

Study Assistance Program

The ACTPS Study Assistance Policy assists staff undertaking an approved course of study in line with the operational needs of the work area with linkages to the goals in the Strategic Plan. Study assistance can be in the form of paid or unpaid leave to undertake study, and/or financial assistance for course costs.

In 2022-23, 20 staff were provided support through the Study Assistance Program. From this cohort, 3 staff were approved for more than one semester, 17 were approved for paid study leave and 6 were approved for financial assistance. Staff have undertaken a broad range of studies including ethics and governance, communications, public policy, and advanced study in education.

Reward and Recognition

The Directorate values and recognises the achievements of our employees. The ACT Public Education Awards recognise and celebrate outstanding achievements in public education in the ACT. In 2022, 13 award categories were open for public nominations and the Directorate introduced the Director-General’s Award for Excellence.

Table 58: 2022 ACT Public Education Award Recipients

Award	Recipient
Early Childhood Teacher of the Year	Claire Wirth, Nicholls Preschool Unit, Gold Creek School
Primary Teacher of the Year	Sharee Hodge, Macgregor Primary School
Secondary Teacher of the Year	Nick Maniatis, Campbell High School
School Leader of the Year	Michael Hatswell, Evatt Primary School
New Educator of the Year (joint winners)	Kieran Sibley, Calwell High School Catherine Dempster, Harrison School
Education Support Person of the Year (joint winners)	Karen McLachlan, Curtin Primary School Chris Cowie, Taylor Primary School
Outstanding Partnership of the Year	Understanding Building and Construction Pilot Program
Excellence in Cultural Integrity	The Waruga Yardhura Team, Flexible Education

Excellence in Diversity and Inclusion	Jean Walker, Student Engagement Branch
Allied Health Professional of the Year	The Allied Health Team, Black Mountain School
Education Support Office Employee of the Year	Murray McKay, Student Engagement Branch
Excellence in Innovation	The Library Team, Melba Copland Secondary School
Volunteer of the Year (joint winners)	Lauren Johnston, Macquarie Primary School Rhodina Ellison, Namadgi School
Director-General's Award for Excellence	Understanding Building and Construction Pilot Program



Education Directorate ACT Public Education Awards Recipients

Recognition and Reward for Highly Accomplished and Lead Teachers

In 2015, the reward and recognition process for teachers who achieve certification at the national Australian Standards of Highly Accomplished and Lead Teacher career stages was established. The Teaching Staff Enterprise Agreement recognises and financially rewards certified teachers with an additional salary increment or equivalent allowance for one year.

During the reporting period there were 3 Directorate employees who achieved either Highly Accomplished or Lead certification.

Diversity and Inclusion

The Directorate is committed to a diverse workforce that reflects the community and pursues respectful and inclusive workplace behaviours.

In the 2023 ACTPS Employee Survey, 80% of Education Support Office staff reported that the Directorate supports and actively promotes a safe and inclusive workplace culture.

The foundations for the *Future of Education Strategy* asserts the commitment to fostering and promoting an inclusive workplace and learning environment where every student and staff member can see themselves thriving and succeeding. This is further supported by Focus Area 6 of the Workforce Strategy, to build 'a diverse and inclusive workforce to reflect the community we serve'.

The Directorate has been pursuing priority actions under this Focus Area, including:

- delivering on initiatives within the *Access and Inclusion (Disability) Employment Action Plan 2019-2023*
- finalising the development of the *Aboriginal and Torres Strait Islander Employment Action Plan 2023-2026*
- continuing our work on an action plan to support our commitment to cultural integrity
- establishing a culturally and linguistically diverse staff network.

The Directorate considers gender equity a key contemporary responsibility and critical component in embracing diversity and inclusion in the workplace.

Work undertaken in 2022-23 included:

- gender data analysis of the Directorate's workforce profile, with an additional emphasis on intersectionality with other underrepresented cohorts
- publication of the Gender Inclusive Policies and Forms Factsheet
- development of promotional material (pronoun factsheet, books, and high-profile artist and celebrities) and articles that normalises trans and gender diversity.

In May 2023, the Directorate announced the Pride Executive Champion, Angela Spence and in June 2023, the Women's Executive Champion, Mandy Kalyvas. This continues a strong commitment of our Senior Executive in supporting and championing diversity within the Directorate.

The Directorate continues to implement a range of initiatives that provide a supportive workplace culture that recognises, celebrates and supports workforce diversity including:

- recognition of dates of significance
- promotion, coordination and enhancing the Respect, Equity and Diversity Contact Officers Network
- promoting staff diversity networks and engaging with the networks on initiatives to improve inclusive practices
- coordination of Directorate staff to attend the 2023 Garma Festival

- delivery of training to increase workforce capability, including Unconscious Bias, Cultural Appreciation, and Let's Talk Disability
- published monthly, the Diversity and Inclusion Newsletter to highlight days of significance, inclusion topics and share upcoming training opportunities.

Workforce Profile

The workforce figures in this section represent Education Directorate employees who received a payment on the last payday of 2022-23. Employees who separated from the ACT Public Service (ACTPS) prior to 21 June 2023 and received a payment have been included. The figures exclude employees not paid by the ACTPS and employees on leave without pay.

On 21 June 2023, the Directorate's paid workforce was 8,341 employees – a decrease of 110 in the year since June 2022. The 8,341 employees equated to 6,918.5 full-time equivalent (FTE) staff. This is a 126.5 FTE increase on the same time last year. ACT public schools represent approximately 85% (5,868.0) of the Directorate's total FTE.

The Directorate fosters and promotes inclusive environments so that every staff member can see their whole-self thriving, succeeding, and fully participating. The diversity in our communities is recognised and celebrated at the Directorate, and this is reflected in the unique and positive cultures of individual schools and workplaces.

During 2022-23, the Directorate increased the proportion of Aboriginal and Torres Strait Islander peoples, people with disability, and staff from culturally and linguistically diverse backgrounds employed in the Directorate's workforce.

The proportion of employees who identify as Aboriginal or Torres Strait Islander rose 0.1 percentage points to 1.9% (159 people). The proportion of people with disability increased 0.2 percentage points to 2.6% (216 people). The proportion of culturally and linguistically diverse employees increased to 15.3%, from 15.2% in June 2022.

The Directorate continues to strengthen its inclusive employment strategies in line with the Directorate's *Workforce Strategy 2021-2023*.

The Directorate had a high female employment rate of 73.4%. Female employees make up 75.1% of teachers, and 72.2% of school leaders.

The highest proportion of employees (27.1%) were in the age group 35 to 44 years. The average age of the Directorate's workforce is 42.3 years, with teachers at an average 42.4 years of age, and school leaders at an average 45.9 years of age.

The average length of service for Directorate employees was 8.6 years. School leaders (17.3 years) and teachers (9.0 years) have an average length of service above the Directorate average.

The Directorate's workforce separation rate increased to 7.9% from 5.9% in 2021-22. The increased rate in 2022-23 follows a period of reduced separation reflecting employment uncertainty during 2019-20 to 2021-22. The Directorate's separation rate in 2022-23 was also higher as a result of the Directorate initiating 'forfeiture of office' procedures for employees on extended periods of unauthorised absence, in accordance with clause 127 of

the *Public Sector Management Act 1994*. The separation rates of teachers (7.3%) and school leaders (5.9%) remain below the overall Directorate separation rate.

For privacy reasons, the ACTPS has elected not to publish detailed information on non-binary employees. All the 'total' rows include staff who identify as neither male nor female.

Table 59: FTE and headcount by gender

	Female	Male	Non-binary	Total
FTE by Gender	5,024.0	1,890.5	3.9	6,918.5
Headcount by Gender	6122	2,212	7	8,341
% of Workforce	73.4%	26.5%	0.1%	100.0%

Source: Shared Services

Table 60: Headcount by classification and gender

Classification Group	Female	Male	Non-binary ¹	Total
Administrative Officers	1,930	520		2,450
Executive Officers	10	10		20
General Service Officers & Equivalent	200	332		532
Health Assistants	5	0		5
Health Professional Officers	72	6		78
Information Technology Officers	5	29		34
Professional Officers	93	17		110
School Leaders	588	226		814
Senior Officers	252	91		343
Teacher	2,967	981		3,948
TOTAL	6,122	2,212	7	8,341

Source: Shared Services

¹Breakdown by classification groups not provided due to privacy reasons.

Table 61: Headcount by employment category and gender

Employment Category	Female	Male	Non-binary ¹	Total
Casual	585	243		828
Permanent Full-time	2,814	1,144		3,958
Permanent Part-time	1,769	253		2,022
Temporary Full-time	226	168		394
Temporary Part-time	728	404		1,132
TOTAL	6,122	2,212	7	8,341

Source: Shared Services

¹Breakdown by employment category not provided due to privacy reasons.

Table 62: FTE and headcount by division/branch

Branch/Division	FTE	Headcount
Business Services	470.1	618
Casuals	347.1	804
Deputy Director General's Office	3.0	3
Director General's Office	5.0	5
Safe at School	12.9	13
School Improvement	5,553.0	6,319
Service Design and Delivery	414.0	462
System Policy and Reform	113.3	117
TOTAL	6,918.5	8,341

Source: Shared Services

Table 63: Headcount by age group and gender

Age Group	Female	Male	Non-binary ¹	Total
Under 25	474	313		787
25-34	1,295	554		1,849
35-44	1,699	563		2,262
45-54	1,532	452		1,984
55 and over	1,122	330		1,452
TOTAL	6,122	2,212	7	8,341

Source: Shared Services

¹Breakdown by age group not provided due to privacy reasons.

Table 64: Average years of service by gender

Gender	Female	Male	Non-binary ¹	Total
Average years of service	9.1	7.4		8.6

Source: Shared Services

¹Not for publication due to privacy reasons.

Table 65: Headcount by diversity group

Diversity Group ¹	Headcount	% of Total Staff
Aboriginal and/or Torres Strait Islander	159	1.9%
Culturally & Linguistically Diverse	1,274	15.3%
People with a disability	216	2.6%

Source: Shared Services

1. Employees may identify with more than one of the diversity groups.

Table 66: Recruitment and separation rates

Classification Group	Recruitment Rate %	Separation Rate %
Total	11.9%	7.9%

Source: Shared Services

Table 67: Gender pay gap

Classification Group	Female Avg Salary (\$)	Male Avg Salary (\$)	Pay Gap
Administrative Officers	74,536	70,912	-5.1%
Executive Officers	247,387	224,398	-10.2%
General Service Officers & Equivalent	54,968	61,760	11.0%
Health Assistants	77,610	0	0.0%
Health Professional Officers	110,882	114,485	3.1%
Information Technology Officers	86,051	89,869	4.2%
Professional Officers	122,976	109,061	-12.8%
School Leaders	146,784	149,479	1.8%
Senior Officers	136,605	140,908	3.1%
Teacher	107,497	105,179	-2.2%
TOTAL	101,797	98,605	-3.2%

Source: Shared Services

Ecological Sustainability Reporting

The 2022–23 reporting period saw the Directorate continue to demonstrate excellence and leadership in best practice ecological sustainability across ACT public schools.

The Directorate's *Strategic Plan 2022–2025* adopts the various sustainability goals and targets outlined in the ACT Government's broader suite of policies, including the:

- *ACT Climate Strategy 2019–2025*
- *ACT Zero Emissions Vehicles Strategy 2022–30*
- *Canberra's Living Infrastructure Plan: Cooling the City*
- *ACT Nature Conservation Strategy 2012–2023*
- *ACT Water Strategy 2014–2044.*

It was evident during 2022–23 that long-established protocols on the way things are done had changed forever as a result of the COVID-19 pandemic. The introduction of new initiatives such as activating outdoor spaces as classrooms and reinvigorating sustainability teaching modules had a profound impact on the Directorate's contribution to future ecological sustainability by inspiring students to value the importance of the environment as part of their learning journey.

Although the pandemic provided opportunities for change and improvement, it also presented challenges to the Directorate's sustainability performance. Increased ventilation and indoor air quality requirements in schools increased energy consumption, while rising building costs and supply chain constraints threatened to restrict the Directorate's capability to deliver on its planned sustainability initiatives. However, the Directorate responded to these challenges with reforms that have embedded lasting improvement to its environmental footprint.

Emission reduction and climate adaptation

The Directorate continues to uphold its commitment to the emission reduction targets set out in the *ACT Climate Change Strategy 2019–2025*. All new schools are designed and constructed as all-electric facilities, and rigorous efficiency performance standards have been integrated into ongoing capital works upgrades at existing schools.

The Directorate recognises the importance of integrating living infrastructure in ACT public schools as a means to address adaptation and resilience against climate change.

The development of green spaces, trees and other natural elements in schools all create sustainable and resilient protection against the adverse environmental conditions created by climate change such as heatwaves, droughts, storms, and bushfires. Green roofs, green walls and extended tree canopies also enhance shade and evaporative cooling and create comfortable outdoor spaces.

Energy efficiency and thermal comfort

Energy efficiency and thermal comfort initiatives minimise the use of energy from existing buildings and subsequently reduce operating costs and emissions.

Energy efficiency and thermal comfort initiatives completed or commenced in 2022–23 included:

- LED lighting upgrade at Campbell Primary School
- roof upgrades at Alfred Deakin High School, Dickson College, Forrest Primary School, Melba Copland Secondary School (both senior campus and high school campus)
- double-glazing upgrades and/or airlock upgrades at Arawang Primary School, Curtin Primary School, Lanyon High School and Yarralumla Primary School
- insulation upgrades at Curtin Primary School and Macgregor Primary School
- Building Management System (BMS) upgrades, including new central BMS server to improve oversight of heating ventilation and air conditioning systems (HVAC) operation and energy use across more than 80 schools
- BMS data analytics pilot projects to optimise energy efficiency at Canberra College and Hedley Beare Centre for Teaching and Learning
- electrification of the HVAC systems at Alfred Deakin High School, Fadden Primary School, Forrest Primary School, Gilmore Primary School, Latham Primary School, Lyons Early Childhood School, Macquarie Primary School, Red Hill Primary School, Wanniasa School Senior Campus, Wanniasa Hills Primary School and Weetangera Primary School.

Indoor air quality and COVID-19

The Directorate continued to maintain its focus on indoor air quality to ensure a safe teaching and learning environment within ACT public schools. On advice from various agencies such as the World Health Organization, Safe Work Australia and the ACT Chief Health Officer, the Directorate significantly increased the level of fresh air ventilation in schools to minimise the transmission of COVID-19.

While this was effective in facilitating a safe environment for students and teachers, the introduction of additional fresh air came at a significant cost to sustainability performance in the form of increased energy consumption and associated emissions, particularly gas consumption throughout winter.

The Directorate is exploring opportunities to optimise the balance of fresh air with efficient energy consumption.

100% electric schools

In 2023, the Directorate opened the Evelyn Scott School Senior Campus. The Senior Campus forms part of the Evelyn Scott School Junior Campus, one of the Territory's 3 all-electric schools. Evelyn Scott School's integrated sustainability features include a 100 kilowatt (kW) solar array, double glazing, air permeability barriers to provide air tightness, LED lighting and a fully electric HVAC system.

The Directorate also installed a total of 330 kilolitres of inground water tanks for irrigation at Evelyn Scott School, which will contribute to the objectives outlined in the Territory's ambitious Living Infrastructure Plan, including a 30% tree canopy coverage target.

In September 2022, the Evelyn Scott School won the ACT Master Builders award for Sustainable Commercial Project.



Evelyn Scott School

During 2022–23, construction works commenced on the new Shirley Smith High School (Kenny) as well as the expansion of Margaret Hendry School.

Both projects include integrated sustainability features such as large solar arrays, double glazing, air permeability barriers to provide air tightness, LED lighting, fully electric HVAC systems and large inground rainwater tanks for irrigation.



Margaret Hendry High School – increased solar array

Innovation

Innovation Hub for affordable heating and cooling (i-Hub)

The Directorate continued its collaboration with the University of Wollongong to progress the i-Hub Living Laboratories project at Amaroo School. The i-Hub is an initiative led by the Australian Institute of Refrigeration, Air Conditioning and Heating (a not-for-profit industry body providing industry leadership in heating and cooling technologies) in conjunction with the CSIRO and supported by the Australian Government Australian Renewable Energy Agency.

A prototype indirect evaporative cooling system with integrated electric heat pump that can significantly improve indoor air quality by providing up to 100% outside air was installed at Amaroo School in 2022–23. This heating unit is being evaluated by the University of Wollongong under strict laboratory conditions to assess the performance and suitability of these systems with a view to upscaling similar technology across additional ACT schools.



Amaroo School indirect evaporative cooling system with integrated electric heat pump

Waste and resource recovery

The Directorate has started developing and implementing solutions to enhance waste management and recycling within ACT public schools. These solutions include the installation of worm farms to manage organic waste, bottling of worm tea, collecting seedlings, and recycling bottles through the container deposit scheme. All solutions are engaging for students while decreasing waste to landfill, reducing waste management costs, and eliminating scope 3 emissions.

The Directorate has also started developing a Sustainable Waste Management Policy, which will guide schools to adopt a best practice waste recovery model and result in further reductions in waste across the school portfolio.

Table 68: Sustainable development performance current and previous financial year

Indicator as at 30 June	Unit	Current FY ¹	Previous FY ²	% change
Stationary energy usage				
Electricity use	Kilowatt hours	26,044,217	23,773,539	10%
Natural gas use (non-transport)	Megajoules	121,962,159	103,752,033	18%
Diesel use (non-transport)	Kilolitres	0	0	0%
Transport fuel usage				
Battery electric vehicles (BEV)	Number	0	0	0%
Fuel Cell Electric Vehicles	Number	7	7	0%
Plug-in Hybrid Electric vehicles (PHEV) ³	Number	15 ⁴	14	7%
Hydrogen vehicles	Number	0	0	0%
Internal Combustion Engine (ICE) Vehicles	Number	57	60	(5%)
Total number of vehicles	Number	79	81	(2%)
Fuel use – Petrol	Kilolitres	16	8.47 ⁵	89%
Fuel use – Diesel	Kilolitres	46	29.96 ⁵	54%
Fuel use – Liquid Petroleum Gas (LPG)	Kilolitres	0	0	0
Fuel use – Compressed Natural Gas (CNG)	Gigajoules	0	0	0
Water usage				
Water use	Kilolitres	273,768	227,126	21%
Resource efficiency and waste^{6,7}				
Reams of paper purchased	Reams	62,662	47,886	31%
Recycled content of paper purchased	Percentage	4.86	9.67	(50%)
Waste to landfill	Litres	23,673,741	303,679	7,696%
Co-mingled material recycled	Litres	2,571,061	78,176	3,189%
Paper & Cardboard recycled (incl. secure paper)	Litres	6,054,944	218,947	2,665%

Indicator as at 30 June	Unit	Current FY ¹	Previous FY ²	% change
Organic material recycled	Litres	11,191	471	2,276%
Greenhouse gas emissions⁸				
Emissions from electricity use	Tonnes CO ₂ -e	0	0	0%
Emissions from natural gas use (non-transport)	Tonnes CO ₂ -e	6,285	5,346	18%
Emissions diesel use (non-transport)	Tonnes CO ₂ -e	0	0	0%
Emissions from transport fuel use	Tonnes CO ₂ -e	163	101.3	61%
Emissions from refrigerants	Tonnes CO ₂ -e	184	184	0%
Total emissions	Tonnes CO ₂ -e	6,632	5,631.3	18%

Source: Enterprise Sustainability Platform, waste invoices, ACT procurement records and SG Fleet

1. 2022-23 figures may include estimated accrual data where actual data is not available.
2. As reported in the 2021-22 Education Directorate Annual Report.
3. From 1 January 2023, plug-in hybrid vehicles (PHEVs) are no longer considered zero emission vehicles (ZEVs).
4. Increase in the number of PHEVs was due to orders placed prior to above-mentioned ZEV policy definition amendment on 1 January 2023.
5. Public health orders relating to COVID-19 limited to the use of vehicles for school excursions and other activities in 2021-22.
6. Waste to landfill, co-mingle recycling, paper/cardboard and organic material data for ACT public schools is being reported for the first time in 2022-23.
7. Where necessary, the following conversion rates were applied to waste and recycling volumes:
 - 0.15kg/litre for waste to landfill
 - 0.63kg/litre for co-mingled recycling
 - 0.1kg/litre for paper and cardboard recycling
 - 0.425kg/litre for organic waste
8. Emission factors used to calculate natural gas and transport fuels are based on the latest National Greenhouse Account factors.
9. The ACT Government reports zero greenhouse gas emissions from electricity use as a result of the ACT's 100% renewable electricity supply.

All measures were taken to ensure accuracy was maintained in the table above. Where data is not available, the Enterprise Sustainability Platform provides estimations using an accrual function.

State of the Environment Report

In 2022–23, the Office of the Commissioner for Environment and Sustainability requested that the Directorate provide a response to recommendations contained in the *State of the Environment Report*. The Directorate’s response to the Commissioner outlined the following key budget appropriations:

- ongoing funding to upgrade gas heating systems to low or zero emission heating systems and thermal envelope upgrades (\$15.9 million)
- continuation of existing program to upgrade roof systems, including minimum R4 insulation and higher stormwater capabilities (\$10.9 million)
- electrification of gas assets (\$2.7 million)
- innovative program opportunities such as the i-Hub pilot initiative to enable the upscale of zero emission HVAC technology in schools.

In addition, the Directorate noted that minimum performance specification standards have been integrated into all capital works upgrades which include double glazing, insulation, LED lighting, and water saving toilets and taps.

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Part C

Financial Management Reporting

Management Discussion and Analysis

General Overview

Objectives

The Education Directorate (the Directorate) is a leading learning organisation where our people are valued and work together to deliver high quality early childhood education and public school education in accessible and inclusive environments. Empowering children and young people to learn has a lifelong impact. By fostering student engagement and centring teaching and learning around students as individuals we enable educational growth for every child year on year. By focusing on engagement and learning growth we will strengthen equity across our system and ensure that all children and young people get a great education and the life opportunities that flow from that.

The Directorate achieves this through:

1. the provision of public preschools, primary, secondary and specialist schools and colleges
2. access to quality teaching, specialised learning programs and wellbeing supports for individual student needs
3. enrolment and support of international students
4. the registration and regulation of home education, early childhood education and care services and non-government schools.

As stewards of the ACT education system, the Directorate works actively with a range of partners and stakeholders; and has a highly collaborative relationship with Catholic Education Archdiocese Canberra and Goulburn and the independent schooling sector represented by the ACT Association of Independent Schools. The Directorate also works closely with the ACT Council of Parents and Citizens Association and maintains a constructive and active working relationship with the Australian Education Union and other relevant unions. The Directorate also engages with a wide range of early childhood education and care providers.

The Directorate delivers the Government's priorities through the *Future of Education Strategy Phase Two Implementation Plan* and the *Set Up for Success Phase One Implementation Plan*.

Risk Management

The Directorate's Executive Governance Committee (EGC) has identified the following potential risks that could influence the future financial position of the Directorate:

1. The ability to attract and retain teaching staff:
 - The national supply of graduate teachers is in decline, with all state and territory government school systems experiencing teacher workforce shortages

- Implementation of actions in the *Teacher Attraction and Retention Plan 2023-2028* will ensure the ACT continues to increase teacher availability, attract educators to work in our schools and retain current educators
- This will be supported by a new *Education Directorate (Teaching Staff) Enterprise Agreement*, which will deliver nation-leading pay for public schools and better workloads that prioritise educational leadership, teaching and learning
- Additional teachers required for 2023-2028 will be fully funded by the ACT's student enrolment-based funding, as outlined in the current and future ACT Budget papers.

2. The increased Cyber Security risk profile:

- Cyber security is a shared risk and priority for the ACT Government, in an environment where we are seeing a heightened level of malicious cyber activity locally and nationally
- Investment at a whole of government level to implement a new ACT Government Protective Security Framework will uplift information security standards across all agencies to mitigate the current and persistent cyber threat
- The Directorate continues to monitor, manage, and maintain stringent protections (technical and behavioural) to mitigate the risk of compromise of Education systems and data. Over the reporting period this has included a review of all business systems and software and identification of recommendations to remediate vulnerabilities.

These risks are regularly monitored by the EGC throughout the year. Further details of all the Directorate's risk and associated management are provided in the Risk Management chapter of this report.

Directorate Financial Performance

The Directorate managed its operations within the 2022-23 budgeted appropriation including additional funding provided through a Treasurer's Advance. The Original Budget presented in the Management Discussion and Analysis reflect amounts presented in the Directorate's 2022-23 Budget Papers.

The table below (Table 69) provides a summary of the financial operations based on the audited financial statements for 2021-22 and 2022-23.

Table 69: Net Cost of Services

Net Cost of Services	Actual 2022-23 \$m	Original Budget 2022-23 \$m	Actual 2021-22 \$m
Total expenditure	1,074.0	1,079.4	998.4
Total own source revenue ¹	63.5	64.5	72.1
Net cost of services	1,010.5	1,014.9	926.3

1. Relates to Total Revenue excluding Controlled Recurrent Payments.

Net Cost of Services

The Directorate's net cost of services for 2022-23 of \$1,010.5 million was \$4.4 million or 0.4 per cent lower than the 2022-23 original budget of \$1,014.9 million which is an immaterial variance overall.

In comparison to 2021-22, the net cost of services in 2022-23 increased by \$84.2 million or 9.1 per cent. The net increase is primarily due to additional employee expenses associated with staff wages and salary increases in line with enterprise agreements and new and continuing initiatives.

Operating Result

In 2022-23, the operating deficit for the Directorate was \$81.4 million and was \$0.1 million or less than 1 per cent better than the original budget deficit of \$81.5 million, which is an immaterial variance overall.

Table 70: Line item explanation of significant variances from the original budget – Operating Statement

Variance from Budget	Actual 2022-23 \$m ⁽¹⁾	Original Budget 2022-23 \$m ⁽¹⁾	Variance \$m ⁽¹⁾
Income			
Controlled Recurrent Payments ⁽²⁾	929.2	933.4	(4.2)
Sale of Goods and Services from Contracts with Customers ⁽³⁾	14.9	17.9	(3.0)
Investment Revenue ⁽⁴⁾	2.3	1.4	0.9
Grants and Contributions Revenue	40.3	42.7	(2.4)
Other Revenue ⁽⁵⁾	6.0	2.5	3.5
Total	992.7	997.9	(5.2)
Other Comprehensive Income			
Increase in the Asset Revaluation Surplus ⁽⁶⁾	237.0	-	237.0
Total Comprehensive Income	237.0	-	237.0
Total Income	1,229.7	997.9	231.8

Table 71: Line item explanation of significant variances from the original budget – Operating Statement (continued)

Variance from Budget	Actual 2022-23 \$m ⁽¹⁾	Original Budget 2022-23 \$m ⁽¹⁾	Variance \$m ⁽¹⁾
Expenses			
Employee Expenses ⁽⁷⁾	829.9	807.5	22.4
Supplies and Services ⁽⁸⁾	88.6	100.3	(11.6)
Depreciation and Amortisation	83.1	87.1	(4.0)
Grants and Purchased Services	6.1	8.0	(1.9)
Borrowing Costs	0.1	0.3	(0.2)
School and Other Expenses ⁽⁹⁾	66.2	76.2	(10.1)
Total Expenses	1,074.0	1,079.4	(5.4)
Operating Result	(81.4)	(81.5)	0.1
Total Comprehensive Result ⁽¹⁰⁾	155.6	(81.5)	237.1

Notes:

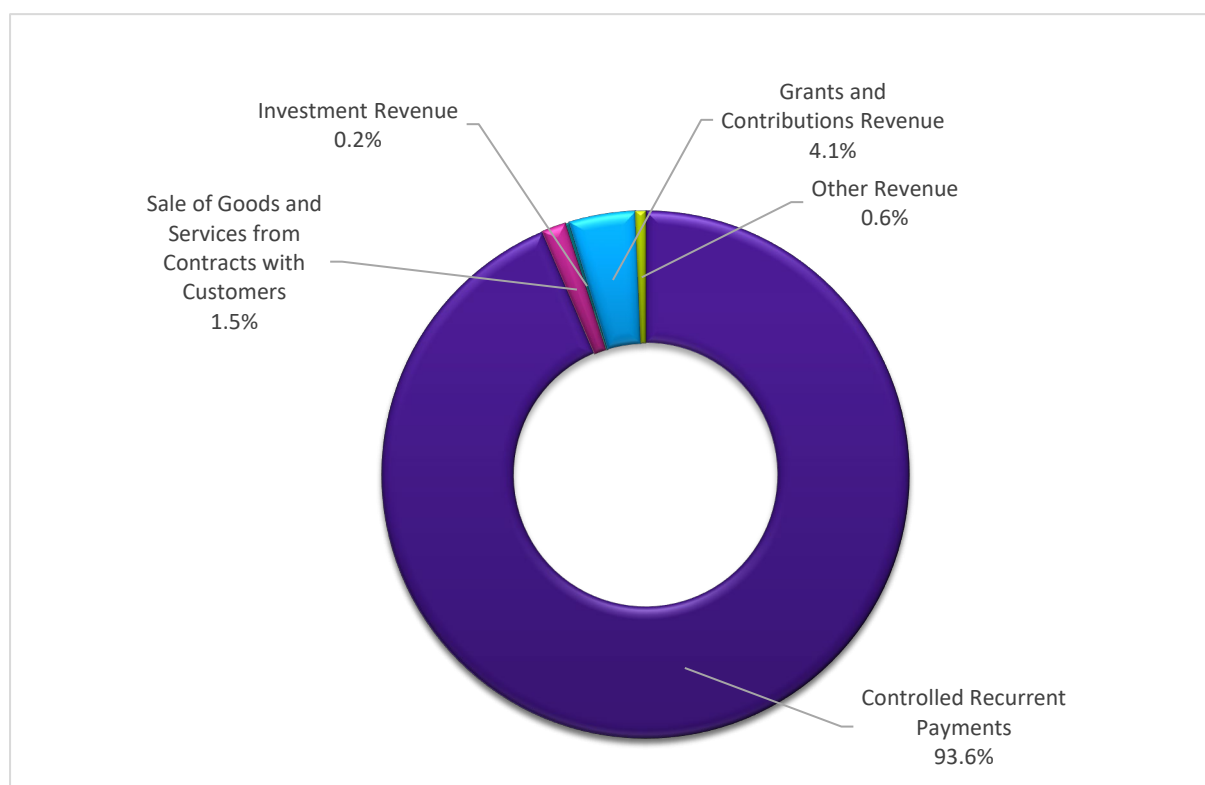
- Figures may not add due to rounding.
- The lower than budgeted Controlled Recurrent Payments primarily relates to rollover of funding from 2022-23 to 2023-24.
- The lower than budgeted amount for Sale of Goods and Services from Contracts with Customers relates to lower than anticipated receipts from International Private students as activities continue to return to pre-COVID-19 levels.
- The higher than budgeted Interest received relates to higher interest on school cash balances.
- The higher than budgeted Other Revenue mainly relates to the transfer of assets relating to Birrigai Outdoor School to the Education Directorate.
- The increase is associated with the revaluation of Education Directorate land and building assets during 2022-23.
- Higher than anticipated employee expenditure primarily relates to increases associated with teachers, administrative and other enterprise agreements, along with costs related to the Directorate's worker's compensation premium.
- The lower than budgeted supplies and services expenditure mainly relates to capitalisation of repairs and maintenance and school assets, being higher than anticipated.
- The lower than budgeted schools and other expenditure primarily relates to reduced expenditure associated with school excursions, camps, and other school enrichment activities due to continued impacts from COVID-19.
- Total Comprehensive Result includes surplus related to the revaluation of the Education Directorate's land and building assets during 2022-23

Total Revenue

Components of Revenue

The Directorate's revenue for 2022-23 totalled \$992.7 million. The main source of revenue for the Directorate is Controlled Recurrent Payments.

Figure 15: Components of Revenue 2022-23



Source: Education Directorate 2022-23 Financial Statements.

Comparison to 2022-23 Budget and Prior Year Actual

The Directorate's revenue for 2022-23 was \$5.2 million or 0.5 per cent lower than the original budget (\$997.9 million), which is materially in line with budget. The decrease against budget primarily relates lower than budgeted revenue from international students and 'Other Revenue' relating to lower than anticipated number of school excursions, camps, and other student enrichment activities due to COVID-19 restrictions.

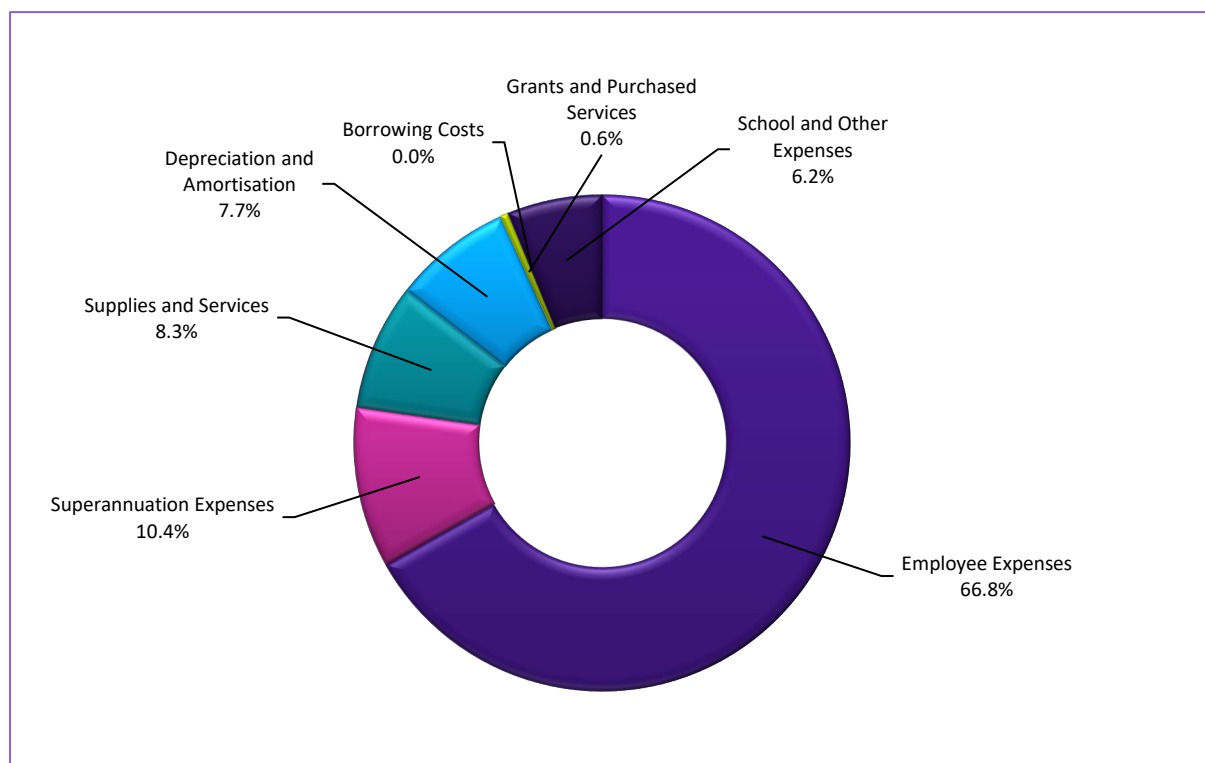
In comparison to the 2021-22 actual, revenue increased by \$36.3 million or 3.8 per cent. The increased revenue from 2021-22 is primarily due to additional funding received for increased salaries and wages associated with staff enterprise agreements, Commonwealth grants and funding related to new initiatives, along with higher levels of school related revenue for hire of facilities and camps and excursions as school operations increase with the easing of COVID-19 restrictions.

Total Expenses

Components of Expenses

Expenses for the Directorate totalled \$1,074.0 million for 2022-23. As shown in Figure 16, the main component of expenses is employee expenses, including superannuation.

Figure 16: Components of Expenditure 2022-23



Source: Education Directorate 2022-23 Financial Statements.

Comparison to 2022-23 Budget and Prior Year Actual

In 2022-23, total expenses were \$5.4 million or 0.5 per cent lower than the original budget of \$1,079.4 million, which is materially in line with budget. The variance is primarily due to lower than anticipated expenditure related to school activities such as excursions, camps and other school enrichment activities which are slowly returning to pre COVID-19 levels of activity. This has been offset by wages and salary increases in line with staff enterprise agreements and increased costs related to workers compensation premiums.

Total expenses were \$75.6 million or 7.6 per cent higher than 2021-22 (\$998.4 million). The increase is primarily due to additional employee expenses associated with staff wages and salary increases in line with current enterprise agreements and associated increases in superannuation expense, expenditure related to new initiatives (both employee and non-employee related), and increased costs relating to workers compensation premiums. Also increased expenditure from 2021-22 has occurred due to excursions, camps and other

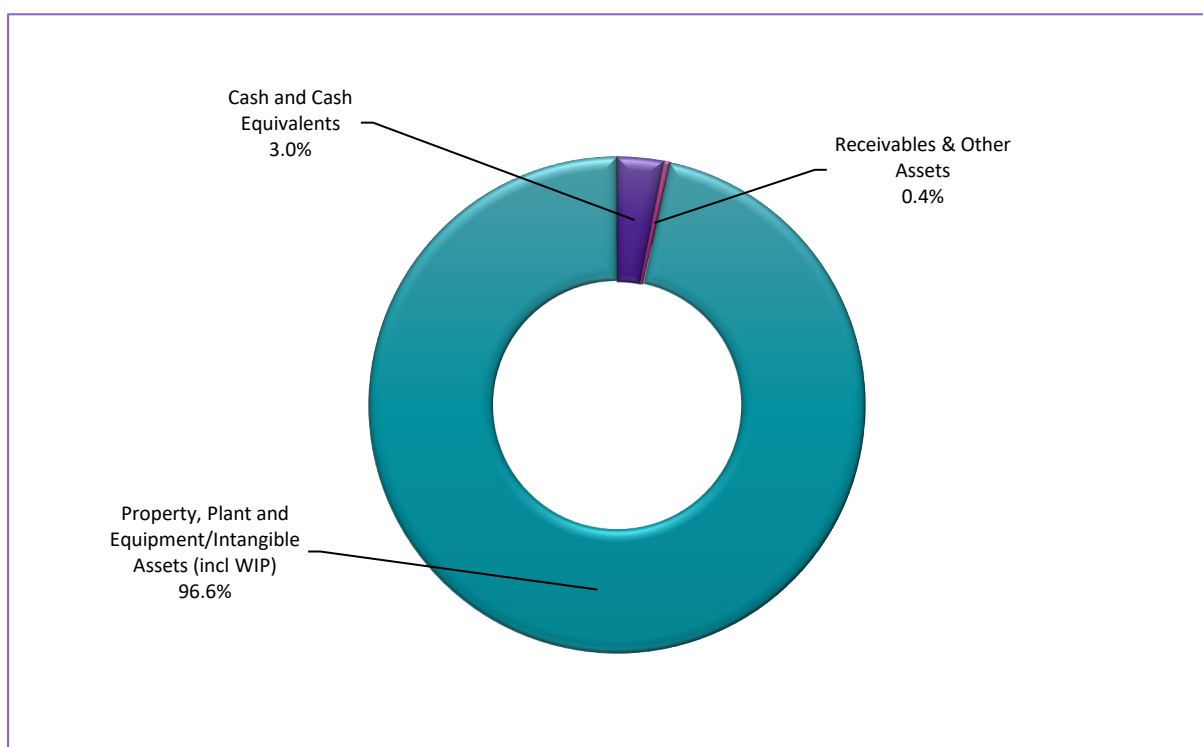
school enrichment activities that have been increasing as COVID-19 related restrictions have eased.

Financial Position

Components of Total Assets

The Directorate held most of its assets in property, plant and equipment including capital works in progress.

Figure 17: Total assets at 30 June 2023



Source: Education Directorate 2022-23 Financial Statements.

Comparison to 2022-23 Budget and Prior Year Actual

At 30 June 2023, the Directorate's assets totalled \$2.68 billion, which was \$233.1 million or 9.5 per cent higher than the original budget. The increase primarily relates to the revaluation of the Education Directorate's land and building assets in 2022-23, increased capital works in progress due to several schools in Gungahlin still under construction, and higher than anticipated levels of cash holdings in schools.

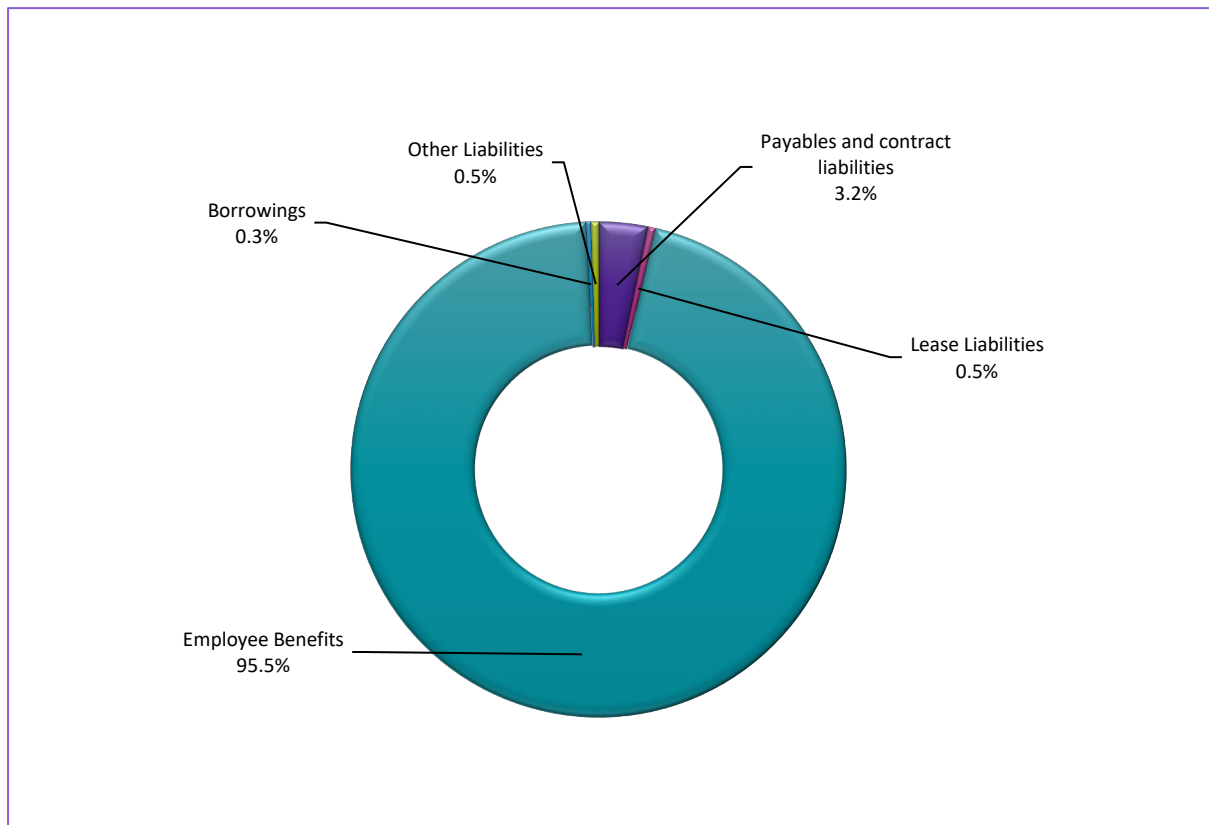
In comparison to 30 June 2022, total assets increased by \$328.1 million or 14 per cent primarily due to the revaluation of the Education Directorate's land and building assets in 2022-23, along with increased capital works in progress due to several schools in Gungahlin still under construction.

Financial Position

Components of Total Liabilities

The Directorate's liabilities comprised primarily employee benefits.

Figure 18: Total Liabilities at 30 June 2023



Source: Education Directorate 2022-23 Financial Statements.

At 30 June 2023, the Directorate's liabilities totalled \$243.4 million. This was \$1.3 million or 0.5 per cent lower than the original budget of \$244.7 million, which is immaterial. The variance is primarily due to lower than budgeted accruals related to capital works projects offset by higher than anticipated wages and salary accruals.

In comparison to 30 June 2022, total liabilities increased by \$17.1 million or 7.6 per cent. The increase from the prior year is primarily due to an accrual for back pay associated with teaching, clerical and other staff enterprise agreements.

Current Assets to Current Liabilities

At 30 June 2023, the Directorate's current assets (\$91.2 million) were lower than its current liabilities (\$228.4 million). The Directorate does not consider this as a liquidity risk as working capital needs are funded through appropriation from the ACT Government on a cash needs basis.

The Directorate's current liabilities primarily relate to employee benefits, and while the majority are classified under a legal entitlement as current, the estimated amount payable

within 12 months is significantly lower and can be met with current assets. In addition, in the event of high termination levels requiring significant payment for leave balances, the Directorate is able to meet its obligations by seeking additional appropriation under Section 16A of the [Financial Management Act 1996](#).

Table 72: Line item explanation of significant variances from the original budget – Balance Sheet

Variance from Budget	Actual 2022-23 \$m ⁽¹⁾	Original Budget 2022-23 \$m ⁽¹⁾	Variance \$m ⁽¹⁾
Current Assets			
Cash and Cash Equivalents ⁽²⁾	80.3	58.7	21.6
Receivables ⁽³⁾	8.4	5.5	2.9
Other Assets	2.5	3.1	(0.6)
Total Current Assets	91.2	67.3	23.9
Non-Current Assets			
Property, Plant and Equipment ⁽⁴⁾	2 473.6	2 309.5	164.1
Intangible Assets	6.0	9.3	(3.3)
Capital Works in Progress ⁽⁵⁾	108.2	59.8	48.4
Total Non-Current Assets	2 587.8	2 378.6	209.2
Total Assets	2 679.0	2 445.9	233.1
Current Liabilities			
Payables ⁽⁶⁾	7.7	18.9	(11.2)
Lease Liabilities	0.5	0.3	0.2
Employee Benefits ⁽⁷⁾	219.1	207.0	12.1
Other Liabilities	1.1	0.0	1.1
Total Current Liabilities	228.4	226.2	2.2
Non-Current Liabilities			

Borrowings	0.7	0.6	0.1
Lease Liabilities	0.7	0.7	0.0
Employee Benefits	13.5	17.1	(3.6)
Other Liabilities	0.1	0.1	0.0
Total Non-Current Liabilities	15.0	18.5	(3.5)
Total Liabilities	243.4	244.7	(1.3)

Notes:

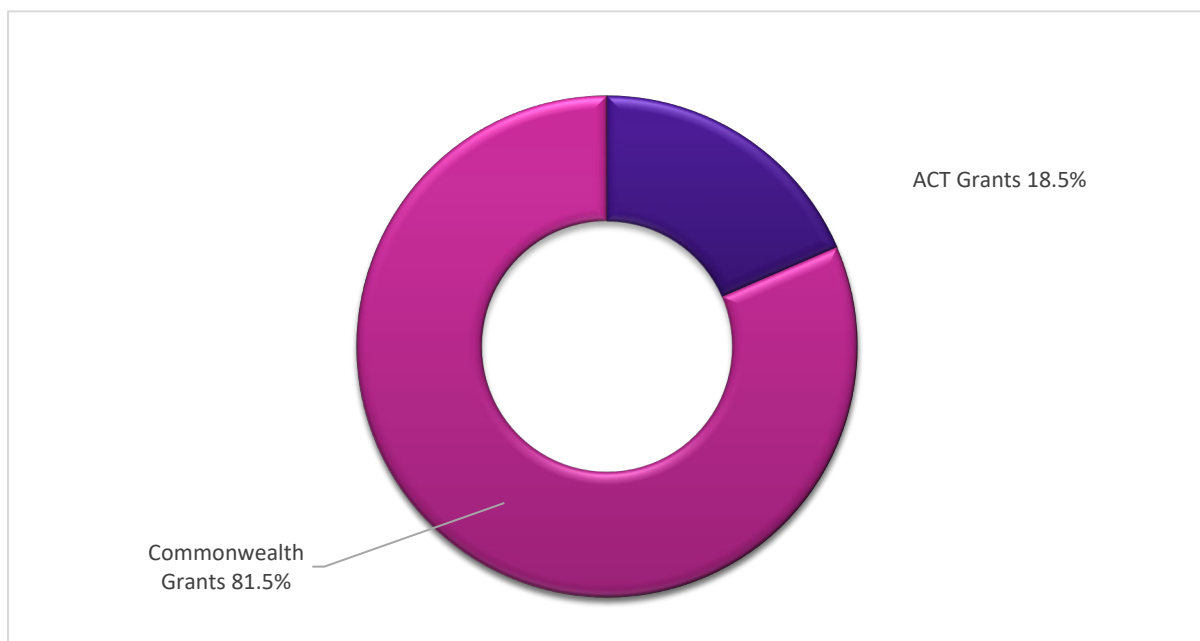
1. Figures may not add due to rounding.
2. Increase primarily relates to higher than anticipated school cash balances due to higher interest rates and cash held for international student payments in advance.
3. Increase primarily relates to higher GST receivable due to timing of payments in June 2023 including large receivable for the purchase of land for a new school in Whitlam.
4. Increase primarily relates to revaluation of the Education Directorate's land and building assets during 2022-23.
5. Increase in WIP primarily relates to the timing of capitalisation of Kenny and Taylor High Schools.
6. Decrease in payables and contract liabilities is mainly associated with reduced capital works accruals due to timing of payments at year-end.
7. The increase in employee entitlements is primarily due to pay increases and accrued entitlements associated with the teaching, clerical and other staff enterprise agreements.

Territorial Statement of Revenue and Expenses

Territorial Revenue

Total income received included revenue for expenses on behalf of the Territory, primarily for the provision of grants to non-government schools.

Figure 19: Sources of Territorial Revenue



Source: Education Directorate 2022-23 Financial Statements.

Territorial revenue is mainly comprised of funding for non-government schools from the Commonwealth and ACT Governments.

Comparison to 2022-23 Budget and Prior Year Actual

Territorial revenue totalled \$349.5 million in 2022-23, which was \$2.9 million or 0.8 per cent higher than original budget of \$346.6 million. The increase from original budget primarily relates to increased funding associated with Commonwealth Government Quality Schools grants in line with the National School Reform Agreement: Australian Capital Territory Bilateral Agreement.

When compared to the same period last year, total revenue increased by \$13.1 million or 3.9 per cent. The increase from 2021-22 primarily relates to increased funding associated with Commonwealth Government Quality Schools grants in line with the National School Reform Agreement.

For 2022-23, Territorial expenditure matched revenue received as the funding relates to grants provided, by the Directorate, primarily to non-government schools for general assistance or for a particular purpose and are usually subject to terms and conditions set out in Deeds of Grant, Services Agreements, or by legislation. Explanation of variances to 2022-23 Original budget and 2021-22 Actual results are in line with those provided for revenue, above.

Financial Statements

Financial Statements of Education Directorate

**For the Year Ended
30 June 2023**

INDEPENDENT AUDITOR'S REPORT

To the Members of the ACT Legislative Assembly

Opinion

I have audited the financial statements of the Education Directorate (Directorate) for the year ended 30 June 2023 which comprise the:

- Controlled financial statements – operating statement, balance sheet, statement of changes in equity, statement of cash flows and statement of appropriation;
- Territorial financial statements – statement of income and expenses on behalf of the Territory, statement of assets and liabilities on behalf of the Territory, statement of changes in equity on behalf of the Territory, statement of cashflows on behalf of the Territory and Territorial statement of appropriation; and
- Notes to the financial statements, including a summary of significant accounting policies and other explanatory information.

In my opinion, the financial statements:

- (i) present fairly, in all material respects, the Directorate's financial position as at 30 June 2023, and its financial performance and cash flows for the year then ended; and
- (ii) are presented in accordance with the *Financial Management Act 1996* and comply with Australian Accounting Standards.

Basis for opinion

I conducted the audit in accordance with the Australian Auditing Standards. My responsibilities under the standards are further described in the 'Auditor's responsibilities for the audit of the financial statements' section of this report.

I am independent of the Directorate in accordance with the ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 *Code of Ethics for Professional Accountants (including Independence Standards)* (the Code). I have also fulfilled my other ethical responsibilities in accordance with the Code. I believe that the audit evidence obtained is sufficient and appropriate to provide a basis for my opinion.

Responsibilities of the Directorate for the financial statements

The Director-General is responsible for:

- preparing and fairly presenting the financial statements in accordance with the *Financial Management Act 1996*, and relevant Australian Accounting Standards;
- determining the internal controls necessary for the preparation and fair presentation of the financial statements so that they are free from material misstatements, whether due to error or fraud; and
- assessing the ability of the Directorate to continue as a going concern and disclosing, as applicable, matters relating to going concern and using the going concern basis of accounting in preparing the financial statements.

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Auditor's responsibilities for the audit of the financial statements

Under the *Financial Management Act 1996*, I am responsible for issuing an audit report that includes an independent opinion on the financial statements of the Directorate.

My objective is to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements.

As part of an audit in accordance with Australian Auditing Standards, I exercise professional judgement and maintain professional scepticism throughout the audit. I also:

- identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal controls;
- obtain an understanding of internal controls relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for expressing an opinion on the effectiveness of the Directorate's internal controls;
- evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Directorate;
- conclude on the appropriateness of the Directorate's use of the going concern basis of accounting and, based on audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Directorate's ability to continue as a going concern. If I conclude that a material uncertainty exists, I am required to draw attention in this report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify my opinion. I base my conclusions on the audit evidence obtained up to the date of this report. However, future events or conditions may cause the Directorate to cease to continue as a going concern; and
- evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether they represent the underlying transactions and events in a manner that achieves fair presentation.

I communicate with the Director-General regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during my audit.

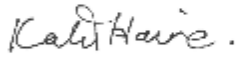


Michael Harris
Auditor-General
25 September 2023

**EDUCATION DIRECTORATE
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2023**

Statement of Responsibility

In my opinion, the Directorate's financial statements fairly reflect the financial operations for the year ended 30 June 2023 and its financial position on that date.



Katy Haire
Director-General
Education Directorate
22 September 2023

**EDUCATION DIRECTORATE
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2023**

Statement by the Chief Finance Officer

In my opinion, the Directorate's financial statements have been prepared in accordance with the Australian Accounting Standards, are in agreement with its accounts and records and fairly reflect its financial operations for the year ended 30 June 2023 and the financial position on that date.



Ian Turnbull
Chief Finance Officer
Education Directorate
22 September 2023

EDUCATION DIRECTORATE

CONTROLLED FINANCIAL STATEMENTS

FOR THE YEAR ENDED
30 JUNE 2023

EDUCATION DIRECTORATE

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**EDUCATION DIRECTORATE
OPERATING STATEMENT
FOR THE YEAR ENDED 30 JUNE 2023**

	Note	Actual	Original	Actual
	No.	2023	Budget	2022
		\$'000	\$'000	\$'000
Income				
Controlled Recurrent Payments	#	929 206	933 465	884 335
Sales of Goods and Services from Contracts with Customers	5	14 889	17 861	34 044
Investment Revenue		2 236	1 396	566
Grants and Contributions Revenue	6	40 312	42 670	25 935
Other Income	7	6 027	2 534	11 555
Total Income		992 670	997 926	956 435
Expenses				
Employee Expenses	8	829 932	807 456	784 956
Supplies and Services	9	88 640	100 285	83 241
Depreciation and Amortisation		83 067	87 108	78 480
Grants and Purchased Services		6 136	8 042	3 728
Borrowing Costs		90	265	41
School and Other Expenses	10	66 172	76 232	47 982
Total Expenses		1 074 037	1 079 388	998 428
Operating Result		(81 367)	(81 462)	(41 993)
Other Comprehensive Income				
<i>Items that will not be reclassified subsequently to profit or loss</i>				
Increase in the Asset Revaluation Surplus	13	237 010	-	-
Total Other Comprehensive Result		237 010	-	-
Total Comprehensive Result		155 643	(81 462)	(41 993)

The above Operating Statement is to be read in conjunction with the accompanying notes.

Refer to the Statement of Appropriation.

**EDUCATION DIRECTORATE
BALANCE SHEET
FOR THE YEAR ENDED 30 JUNE 2023**

	Note	Actual	Original	Actual
	No.	2023	Budget	2022
		\$'000	\$'000	\$'000
Current Assets				
Cash and Cash Equivalents	11	80 306	58 686	75 134
Receivables	12	8 451	5 489	5 712
Other Assets		2 457	3 136	2 974
Total Current Assets		91 214	67 311	83 820
Non-Current Assets				
Property, Plant and Equipment	13	2 473 612	2 309 507	2 208 529
Intangible Assets	14	5 957	9 278	7 818
Capital Works in Progress	15	108 199	59 845	50 747
Total Non-Current Assets		2 587 768	2 378 630	2 267 094
Total Assets		2 678 982	2 445 941	2 350 914
Current Liabilities				
Payables	16	7 695	18 944	10 469
Lease Liabilities		529	295	521
Employee Benefits	17	219 086	206 989	197 805
Other Liabilities		1 087	-	300
Total Current Liabilities		228 397	226 228	209 095
Non-Current Liabilities				
Lease Liabilities		715	664	636
Employee Benefits	17	13 450	17 071	15 145
Borrowings		738	603	1 274
Other Liabilities		136	136	136
Total Non-Current Liabilities		15 039	18 474	17 191
Total Liabilities		243 436	244 702	226 286
Net Assets		2 435 546	2 201 239	2 124 628
Equity				
Accumulated Funds		1 086 457	1 089 160	1 012 549
Asset Revaluation Surplus		1 349 089	1 112 079	1 112 079
Total Equity		2 435 546	2 201 239	2 124 628

The above Balance Sheet is to be read in conjunction with the accompanying notes.

**EDUCATION DIRECTORATE
STATEMENT OF CHANGES IN EQUITY
FOR THE YEAR ENDED 30 JUNE 2023**

		Accumulated Funds Actual 2023 \$'000	Asset Revaluation Surplus Actual 2023 \$'000	Total Equity Actual 2023 \$'000	Total Equity Original Budget 2023 \$'000
	Note No.				
Balance at 1 July 2022		1 012 549	1 112 079	2 124 628	2 093 530
Comprehensive Income					
Operating Result		(81 367)	-	(81 367)	(81 462)
Increase in the Asset Revaluation Surplus	13	-	237 010	237 010	-
Total Comprehensive Result		(81 367)	237 010	155 643	(81 462)
Transactions Involving Owners Affecting Accumulated Funds					
Capital Injections	#	155 275	-	155 275	189 171
Total Transactions Involving Owners Affecting Accumulated Funds		155 275	-	155 275	189 171
Balance at 30 June 2023		1 086 457	1 349 089	2 435 546	2 201 239

The above Statement of Changes in Equity is to be read in conjunction with the accompanying notes.

Refer to the Statement of Appropriation.

EDUCATION DIRECTORATE
STATEMENT OF CHANGES IN EQUITY – CONTINUED
FOR THE YEAR ENDED 30 JUNE 2023

	Accumulated	Asset	Total
	Funds	Revaluation	Equity
	Actual	Surplus	Actual
Note	2022	2022	2022
No.	\$'000	\$'000	\$'000
Balance at 1 July 2021	906 927	1 112 079	2 019 006
Comprehensive Income			
Operating Result	(41 993)	-	(41 993)
Total Comprehensive Result	(41 993)	-	(41 993)
Transactions Involving Owners Affecting Accumulated Funds			
Capital Injections	# 147 615	-	147 615
Total Transactions Involving Owners Affecting Accumulated Funds	147 615	-	147 615
Balance at 30 June 2022	1 012 549	1 112 079	2 124 628

The above Statement of Changes in Equity is to be read in conjunction with the accompanying notes.

Refer to the Statement of Appropriation.

**EDUCATION DIRECTORATE
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED 30 JUNE 2023**

	Note No.	Actual 2023 \$'000	Original Budget 2023 \$'000	Actual 2022 \$'000
Cash Flows from Operating Activities				
Receipts				
Controlled Recurrent Payments		929 206	933 465	884 335
Sales of Goods and Services from Contracts with Customers		15 380	17 861	34 346
Interest Received		2 236	1 396	566
Schools and Other		27 576	27 139	17 130
Goods and Services Tax Received		22 196	17 540	21 516
Total Receipts from Operating Activities		996 594	997 401	957 893
Payments				
Employees		810 946	803 863	781 185
Supplies and Services		78 197	89 547	73 515
Grants and Purchased Services		6 136	8 042	3 729
Schools and Other		66 057	76 133	48 682
Borrowing Costs		90	7	41
Goods and Services Tax Paid		24 183	17 540	20 815
Total Payments from Operating Activities		985 609	995 132	927 967
Net Cash Inflows from Operating Activities	11	10 985	2 269	29 926
Cash Flows from Investing Activities				
Receipts				
Proceeds from the Sale of Property, Plant and Equipment		87	-	45
Total Receipts from Investing Activities		87	-	45
Payments				
Purchase of Property, Plant and Equipment and Buildings		160 297	190 386	159 600
Total Payment from Investing Activities		160 297	190 386	159 600
Net Cash (Outflows) from Investing Activities		(160 210)	(190 386)	(159 555)
Cash Flows from Financing Activities				
Receipts				
Capital Injections		155 275	189 171	147 615
Total Receipts from Financing Activities		155 275	189 171	147 615
Payments				
Repayment of Borrowings		352	165	882
Repayment of Lease Liabilities - Principal		526	258	-
Total Payments from Financing Activities		878	423	882
Net Cash Inflows from Financing Activities		154 397	188 748	146 733
Net Increase in Cash and Cash Equivalents Held		5 172	631	17 104
Cash and Cash Equivalents at the Beginning of the Reporting Period		75 134	58 055	58 030
Cash and Cash Equivalents at the End of the Reporting Period	11	80 306	58 686	75 134

The above Statement of Cash Flows is to be read in conjunction with the accompanying notes.

EDUCATION DIRECTORATE CONTROLLED STATEMENT OF APPROPRIATION FOR THE YEAR ENDED 30 JUNE 2023

Description and Material Accounting Policies relating to Controlled Recurrent Payments

Controlled Recurrent Payments are revenue received from the ACT Government to fund the costs of delivering outputs. Controlled Recurrent Payments is recognised when the Directorate gains control over the funding which is obtained upon the receipt of cash, given they do not contain enforceable and sufficiently specific performance obligations as defined by AASB 15. Capital injection appropriations are not recognised as income, but instead are recognised as equity injections and a cash inflow which is used to purchase and/or build assets.

Column Heading Explanations

The *Original Budget* column shows the amounts that appear in the Statement of Cash Flows in the Budget Papers. This amount also appears in the Statement of Cash Flows. The *Total Appropriated* column is inclusive of all appropriation variations occurring after the Original Budget. The *Appropriation Drawn* is the total amount of appropriation received by the Directorate during the year. This amount appears in the Statement of Cash Flows.

	Original Budget 2023 \$'000	Total Appropriated 2023 \$'000	Appropriation Drawn 2023 \$'000	Appropriation Drawn 2022 \$'000
Controlled				
Controlled Recurrent Payments	933 465	958 691	929 206	884 335
Capital Injections	189 171	216 787	155 275	147 615
Total Controlled Appropriation	1 122 636	1 175 478	1 084 481	1 031 950

The above Statement of Appropriation is to be read in conjunction with the accompanying notes.

Variances between '2022-23 Controlled Recurrent Payments Appropriation Drawn' and '2021-22 Controlled Recurrent Payments Appropriation Drawn'

The increase in Controlled Recurrent Payments was mainly due to changes in wages and salaries parameters, indexation and new initiatives.

**EDUCATION DIRECTORATE
CONTROLLED STATEMENT OF APPROPRIATION - CONTINUED
FOR THE YEAR ENDED 30 JUNE 2023**

Variances between 'Original Budget', 'Total Appropriated' and 'Appropriated Drawn'

	Controlled Recurrent	
	Payments	Capital Injections
	\$'000	\$'000
Reconciliation of Appropriation for 2022-23		
Original Appropriation	933,465	189,171
Supplementary Appropriation (Financial Management Act (FMA) s.13)	12,678	3,077
Variation of Appropriations for Employee Entitlements (FMA s.16A)	-	5,042
Rollover of Undisbursed Appropriation (FMA s.16B)	5,701	19,497
Variation of Appropriations for Commonwealth Grants (FMA s.17)	2,047	-
Treasurer's Advance (FMA s.18)	4,800	-
Total Appropriated	958,691	216,787
Budget Rollovers ^{1,2}	(29,485)	(61,512)
Controlled Appropriation Drawn	929,206	155,275

1. The difference between the Total Appropriated and the Controlled Appropriation drawn down for Controlled Recurrent Payments is mainly due to transfer of funding into 2023-24 associated with the teaching and administrative enterprise agreements, the Future of Education Equity Fund and the National School Chaplaincy National Partnership.
2. The difference between the Total Appropriated and the Controlled Appropriation drawn down for Capital Injections is mainly due to cash re-profiling of funding for some capital works including School Maintenance and Infrastructure Upgrades Project, Kenny High School Project and Upgrading and Increasing School Capacity Project.

EDUCATION DIRECTORATE
OPERATING STATEMENT FOR OUTPUT CLASS 1 - PUBLIC SCHOOL EDUCATION
FOR THE YEAR ENDED 30 JUNE 2023

Description

This output contributes to the provision of preschool, primary, high, secondary and specialist school education in public schools to all enrolled students, and regulation of education and care services.

	Actual 2023 \$'000	Original Budget 2023 \$'000	Actual 2022 \$'000
Income			
Controlled Recurrent Payments	924 807	927 965	881 381
Sale of Goods and Services from Contracts with Customers	14 616	17 828	33 932
Investment Revenue	2 219	1 396	563
Grants and Contributions Revenue	40 308	42 653	25 931
Other Income	5 745	2 104	11 272
Total Income	987 695	991 946	953 079
Expenses			
Employee Expenses	827 432	804 819	783 564
Supplies and Services	87 618	98 735	82 353
Depreciation and Amortisation	82 999	86 899	78 385
Grants and Purchased Services	4 837	6 248	2 795
Borrowing Costs	90	265	41
Schools and Other Expenses	66 144	76 232	47 957
Total Expenses	1 069 120	1 073 198	995 095
Operating Result	(81 425)	(81 252)	(42 016)

EDUCATION DIRECTORATE
OPERATING STATEMENT FOR OUTPUT CLASS 2 - NON GOVERNMENT
EDUCATION
FOR THE YEAR ENDED 30 JUNE 2023

Description

This output contributes to the maintenance of standards in non-government schools and home education through compliance and registration, accreditation and certification of senior secondary courses, support and liaison with the non-government sector, administration and payment of Commonwealth Government and Territory grants for the non-government sector and the conduct of an annual non-government schools census.

	Actual 2023 \$'000	Original Budget 2023 \$'000	Actual 2022 \$'000
Income			
Controlled Recurrent Payments	4 399	5 500	2 954
Sale of Goods and Services from Contracts with Customers	273	33	112
Investment Revenue	17	-	3
Grants and Contributions Revenue	4	17	4
Other Income	282	430	283
Total Income	4 975	5 980	3 356
Expenses			
Employee Expenses	2 500	2 637	1 392
Supplies and Services	1 022	1 550	888
Depreciation and Amortisation	68	209	95
Grants and Purchased Services	1 299	1 794	933
Other Expenses	28	-	25
Total Expenses	4 917	6 190	3 333
Operating Result	58	(210)	23

**EDUCATION DIRECTORATE
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2023**

DISAGGREGATED DISCLOSURE OF ASSETS AND LIABILITIES

Year Ended 30 June 2023

	Output Class 1 \$'000	Output Class 2 \$'000	Total \$'000
Current Assets			
Cash and Cash Equivalents	79 851	455	80 306
Receivables	8 377	74	8 451
Other Assets	2 442	15	2 457
Total Current Assets	90 670	544	91 214
Non-Current Assets			
Property, Plant and Equipment	2 471 580	2 032	2 473 612
Intangible Assets	5 755	202	5 957
Capital Works in Progress	108 110	89	108 199
Total Non-Current Assets	2 585 445	2 323	2 587 768
Total Assets	2 676 115	2 867	2 678 982
Current Liabilities			
Payables	7 664	31	7 695
Lease Liabilities	528	1	529
Employee Benefits	218 813	273	219 086
Other Liabilities	1 087	-	1 087
Total Current Liabilities	228 092	305	228 397
Non-Current Liabilities			
Lease Liabilities	714	1	715
Employee Benefits	13 433	17	13 450
Borrowings	738	-	738
Other Liabilities	135	1	136
Total Non-Current Liabilities	15 020	19	15 039
Total Liabilities	243 112	324	243 436
Net Assets	2 433 003	2 543	2 435 546

**EDUCATION DIRECTORATE
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2023**

DISAGGREGATED DISCLOSURE OF ASSETS AND LIABILITIES – CONTINUED

Year Ended 30 June 2022

	Output Class 1 \$'000	Output Class 2 \$'000	Total \$'000
Current Assets			
Cash and Cash Equivalents	74 865	269	75 134
Receivables	5 664	48	5 712
Other Assets	2 955	19	2 974
Total Current Assets	83 484	336	83 820
Non-Current Assets			
Property, Plant and Equipment	2 205 842	2 687	2 208 529
Intangible Assets	7 708	110	7 818
Capital Works in Progress	50 685	62	50 747
Total Non-Current Assets	2 264 235	2 859	2 267 094
Total Assets	2 347 719	3 195	2 350 914
Current Liabilities			
Payables	10 442	27	10 469
Lease Liabilities	520	1	521
Employee Benefits	197 457	348	197 805
Other Liabilities	300	-	300
Total Current Liabilities	208 719	376	209 095
Non-Current Liabilities			
Lease Liabilities	635	1	636
Employee Benefits	15 115	30	15 145
Borrowings	1 274	-	1 274
Other Liabilities	134	2	136
Total Non-Current Liabilities	17 158	33	17 191
Total Liabilities	225 877	409	226 286
Net Assets	2 121 842	2 786	2 124 628

**EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2023**

NOTE 1. OBJECTIVES OF THE DIRECTORATE

Operations and Principal Activities

The Directorate is a not-for-profit ACT Government entity (as profit is not its principal objective) that delivers education services to the ACT community. The Directorate is a leading learning organisation where our people are valued and work together to deliver high quality early childhood education and public school education in an accessible and inclusive environment.

The Directorate is dedicated to facilitating high quality and equitable education services across the ACT through:

- the provision of government learning institutions in the form of public preschools, primary, secondary and special schools and colleges;
- access to quality teaching, specialised learning programs and well-being supports for individual student needs;
- enrolment and support of international students; and
- the registration and regulation of home education, early childhood learning centres and non-government schools.

NOTE 2. BASIS OF PREPARATION OF THE FINANCIAL STATEMENTS

Legislative Requirement

The *Financial Management Act 1996* (FMA) requires the preparation of annual financial statements for ACT Government Agencies.

The FMA and the Financial Management Guidelines issued under the FMA, requires the Education Directorate's financial statements to include:

- i. an Operating Statement for the year;
- ii. a Balance Sheet for the year;
- iii. a Statement of Changes in Equity for the year;
- iv. a Statement of Cash Flows for the year;
- v. a Statement of Appropriation for the year;
- vi. an Operating Statement for each class of output for the year;
- vii. significant accounting policies adopted for the year; and
- viii. other statements as are necessary to fairly reflect the financial operations of the Education Directorate during the year and its financial position at the end of the year.

These general-purpose financial statements have been prepared in accordance with:

- i. Australian Accounting Standards (as required by the FMA); and
- ii. ACT Accounting and Disclosure Policies.

**EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2023**

NOTE 2. BASIS OF PREPARATION OF THE FINANCIAL STATEMENTS – CONTINUED

Accrual Accounting

The financial statements have been prepared using the accrual basis of accounting. The financial statements have also been prepared according to the historical cost convention, except for non-current assets held in property, plant and equipment and financial instruments which are measured at fair value in accordance with the revaluation policies applicable to the Directorate during the reporting period.

Currency

These financial statements are presented in Australian dollars, which is the Directorate's functional currency.

Individual Not-For-Profit Reporting Entity

The Directorate is an individual not-for-profit reporting entity.

Controlled And Territorial Items

The Directorate produces Controlled and Territorial financial statements. The Controlled financial statements include income, expenses, assets and liabilities over which the Directorate has control. The Territorial financial statements include income, expenses, assets and liabilities that the Directorate administers on behalf of the ACT Government, but does not control.

The purpose of the distinction between Controlled and Territorial is to enable an assessment of the Directorate's performance against the decisions it has made in relation to the resources it controls, while maintaining accountability for all resources under its responsibility.

The basis of preparation described applies to both Controlled and Territorial financial statements except where specified otherwise.

Reporting Period

These financial statements state the financial performance, changes in equity and cash flows of the Directorate for the year ended 30 June 2023 together with the financial position of the Directorate as at 30 June 2023.

Comparative Figures

Budget Figures

To facilitate a comparison with the Budget Papers, as required by the FMA, budget information for 2022-23 has been presented in the financial statements. Budget numbers in the financial statements are the original budget numbers that appear in the Budget Statements.

Prior Year Comparatives

Comparative information has been disclosed in respect of the previous period for amounts reported in the financial statements, except where an Australian Accounting Standard does not require comparative information to be disclosed.

Where the presentation or classification of items in the financial statements is amended, the comparative amounts have been reclassified where practical. Where a reclassification has occurred, the nature, amount and reason for the reclassification is provided.

**EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2023**

NOTE 2. BASIS OF PREPARATION OF THE FINANCIAL STATEMENTS – CONTINUED

Rounding

All amounts in the financial statements have been rounded to the nearest thousand dollars (\$'000). Use of "-" represents zero amounts or amounts rounded down to zero.

Going Concern

The 2022-23 financial statements have been prepared on a going concern basis as the Directorate has been funded in the ACT Government 2023-24 Budget and the Budget Papers include forward estimates for the Directorate.

COVID-19 Impact

The operational impact on the Directorate resulting from the COVID-19 Pandemic has been considerable. However, the impact on the 2022-23 financial year has been less significant than the 2021-22 financial year due to the easing of restrictions. Since the commencement of the COVID-19 Pandemic the Directorate has been provided additional funding from the Territory to ensure the COVID-19 Pandemic is met with an effective operational response in schools and the education support office. As the Directorate is primarily government funded, the COVID-19 Pandemic has not materially impacted the Directorate's 2022-23 financial statements.

NOTE 3. IMPACT OF ACCOUNTING STANDARDS ISSUED BUT YET TO BE APPLIED

The information below applies to both the Controlled and Territorial financial statements.

All Australian Accounting Standards and Interpretations issued but yet to be applied are either not relevant to the Directorate or have been assessed as having an immaterial financial impact on the Directorate.

These standards and interpretations are applicable to future reporting periods. The Directorate does not intend to adopt these standards and interpretations early and as such they will be adopted from their application date.

EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2023

NOTE 4. CHANGE IN ACCOUNTING POLICY AND ACCOUNTING ESTIMATES

The information below applies to both the Controlled and Territorial financial statements.

Changes in Accounting Policy

Accounting for Concessional Loans

In accordance with AASB 9 *Financial Instruments*, the Directorate recognises a financial liability for loans provided by the Environment, Planning and Sustainable Development Directorate through the Zero Emissions Government Fund. The loans are provided at a concessional interest rate of 0 per cent. From 2022-23 onwards, in accordance with the ACT Accounting Policy Paper on Concessional Loans, the loans will be measured at present value under the 'income based approach' using a discounted cash flow model. The change to measurement will be prospective only and comparative figures have not been adjusted as the amounts are immaterial. Concessional loan discount income is included in Note 6 – Grants and Contributions Revenue. Expenses from the unwinding of concessional loan discount income are included in Borrowing Costs. The change in accounting policy has had an immaterial impact on the 2022-23 financial statements.

Employee Benefits - Long Service Leave

In accordance with ACT Accounting Policy Paper 110 – Employee Benefits, from 2022-23 onwards the Directorate has applied separate probability factors for the calculation of current and non-current long service leave for employees who are 55 years and older. Under the revised probability factor, the long service leave for an employee who is 55 years or older and has 12 months of service or more, is categorised as a current liability. This has changed from the previous policy that required the employees to have 6 years or more service for long service leave to be considered a current liability. The change in accounting policy has had an immaterial impact on the 2022-23 financial statements.

Change in Accounting Estimates

Revaluation of Assets

The Directorate revalued its Land and Buildings during 2022-23. The revaluation was undertaken by an independent qualified valuer, Colliers Valuation and Advisory Services (Colliers), and resulted in an increase in the value of the Directorate's Land and Buildings by \$237.0 million. The latest valuation of assets was performed as at 30 June 2023. Colliers will also undertake annual desktop valuations of the portfolio in 2023-24 and 2024-25 to ensure the values remain materially correct. Further details are provided in Note 13 – Property, Plant and Equipment.

**EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2023**

NOTE 4. CHANGE IN ACCOUNTING POLICY AND ACCOUNTING ESTIMATES - CONTINUED

Employee Benefits

As disclosed in Note 17 – Employee Benefits, annual leave and long service leave, including applicable on-costs that do not fall due in the next 12 months are measured at the present value of estimated payments to be made in respect of services provided by employees up to the reporting date. The present value of future payments is estimated from an assessment made by the Australian Government Actuary.

Last financial year (2021-22) the rate used to estimate the present value of future long service leave and annual leave payments was 95.3 per cent for long service leave and 101.8 per cent for annual leave. The rate for 2022-23 is 93.0 per cent for long service leave and 98.2 per cent for annual leave. As such the estimate of the long service leave and annual leave liabilities has changed. This change has resulted in a decrease in the estimate of the long service leave liability and expense in the current reporting period of approximately \$3.37 million and a decrease to the estimate of the annual leave liability and expense in the current reporting period of approximately \$1.92 million.

EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2023

INCOME NOTES

Material Accounting Policies – Income

Income Recognition

The following material accounting policies relate to each income note unless stated otherwise in the individual note.

Revenue is recognised in accordance with *AASB 15 Revenue from Contracts with Customers* where the contract is enforceable and contains sufficiently specific performance obligations, otherwise revenue is in the scope of *AASB 1058 Income of Not-for-Profit Entities*.

AASB 15

The core principle of *AASB 15* is that revenue is recognised on a basis that reflects the transfer of promised goods or services to customers at an amount that reflects the consideration the entity expects to receive in exchange for those goods or services. Revenue is recognised by applying a five step model as follows:

1. identify the contract with the customer;
2. identify the performance obligations;
3. determine the transaction price;
4. allocate the transaction price; and
5. recognise revenue as or when control of the performance obligation is transferred to the customer.

Generally, the timing of the payment for sale of goods and rendering of services corresponds closely to the timing of satisfaction of the performance obligations, however where there is a difference, it will result in the recognition of a receivable, contract asset or contract liability.

None of the revenue streams of the Directorate have any significant financing terms as there is less than 12 months between receipt of funds and satisfaction of performance obligations.

AASB 1058

Where revenue streams are in the scope of *AASB 1058*, the Directorate recognises the asset received (generally cash or other financial asset) at fair value, recognises any related amount (e.g. liability or equity) in accordance with an accounting standard and recognises revenue as the residual between the fair value of the asset and the related amount on receipt of the asset.

EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2023

NOTE 5. SALES OF GOODS AND SERVICES FROM CONTRACTS WITH CUSTOMERS

Description and Material Accounting Policies relating to the Sale of Goods and Services

The Directorate earns revenue from providing goods and services to other ACT Government agencies, private sector consumers and to the public. This revenue is legally retained by the Directorate and driven by consumer demand.

Revenue is recognised either over time or at a point in time. Any distinct goods or services are separately identified and any discounts or rebates in the contract price are allocated to the separate elements. Revenue is based on the transfer of promised goods or services to customers at an amount that reflects the consideration in exchange for those goods or services. The timing of the payment for sale of goods and rendering of services largely corresponds with the timing of satisfaction of the performance obligations, however where there is a difference, it will result in the recognition of a receivable, contract asset or contract liability. Where payment is not received at the time of purchase, payments from customers are generally required within 30 days of the provision of services.

The Directorate undertakes an annual review to determine whether the goods and services it provides need to be classified as revenue from contracts with customers in accordance with AASB 15. These reviews involve contacting business units across the Directorate to obtain information primarily regarding any new contracts and other arrangements in order to make an assessment about whether they fall within the scope of AASB 15. The annual reviews also involves an assessment of any changes to existing contracts and other arrangements. The Directorate then assesses its revenue from contracts with customers and uses key judgements in determining the satisfaction of performance obligations. As a result, the Directorate determined the goods and services to be classified as revenue from contracts with customers which have been included in this note.

	2023 \$'000	2022 \$'000
Sales of Goods and Services from Contracts with Customers		
COVID-19 Operational Response ¹	241	22 041
International Private Students Program ²	5 595	4 468
Active Leisure Centre ³	2 518	1 845
Hire of Facilities and Recreational Activities	593	681
Commonwealth National Partnership Agreements ⁴	4 749	4 595
Commonwealth Own Purpose Payments (COPE) / Specific Projects	79	161
Other ⁵	1 114	253
Total Sales of Goods and Services from Contracts with Customers	14 889	34 044

1. This revenue relates to service provisions with specific performance obligations required to be met. The decrease primarily relates to the cessation of funding received from the ACT Government's COVID-19 Response fund for the operational response to COVID-19 Pandemic, as well as Commonwealth funding provided through the ACT Health Directorate for the COVID-19 Pandemic Cleaning Services National Partnership.
2. This revenue stream is associated with international student enrolment fees. The increase relates to higher international student numbers due to easing of restrictions associated with the COVID-19 Pandemic.
3. Revenue from the Active Leisure Centre mainly relates to gym and swimming memberships. The increase in revenue from 2021-22 is due to easing of restrictions associated with the COVID-19 Pandemic.
4. The revenue provided from the Commonwealth through National Partnership Agreements mainly relates to funding provided for Jervis Bay Territory School and associated services and the French-Australian Program provided at Telopea Park School.
5. The increase mainly relates to payment for cleaning of ACT Government buildings now undertaken by the Education Directorate.

EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2023

NOTE 6. GRANTS AND CONTRIBUTIONS REVENUE

Description and Material Accounting Policies relating to Grants and Contributions Revenue

Resources Received Free of Charge

Services received free of charge from ACT Government agencies are recognised as revenue and classified as resources received free of charge. Services that are received free of charge are only recognised as revenue if they can be reliably measured and would have been purchased if not provided free of charge. Resources received free of charge mainly relate to legal services provided by the ACT Government Solicitor's Office and administrative services provided by Shared Services.

Legal Services were received free of charge from the ACT Government Solicitor's Office for the provision of advice and representation of the Directorate. The ACT Government Solicitor's Office provided the Directorate with the fair value of the services provided free of charge. The Directorate would have had to pay for these services had they not been received free of charge.

The Directorate is required by the ACT Government to use Shared Services for financial and human resource processing and records management, Major Projects Canberra for capital works project management and Chief Minister, Treasury and Economic Development Directorate for injury management. These agencies are directly appropriated by the ACT Government to provide these services at a fixed cost. The Directorate would have had to pay for these services if they were not provided free of charge. These amounts have therefore been recognised as resources received free of charge.

Concessional Loan Discount Income

The Directorate holds concessional loans from the Environment, Planning and Sustainable Development Directorate under the 'Zero Emissions Government Fund'. Under this scheme, loans are provided to other ACT Government agencies to undertake large scale energy and resource efficient projects to reduce greenhouse gas emissions and to reduce the impacts of rising utility costs. Concessional loans are classified as Borrowings in the Balance Sheet.

Concessional Loan Discount Income is recognised at the commencement of the concessional loan and is measured as the difference between the present value of the loan calculated using the concessional rate (face value) and the present value of the loan calculated using the market rate (fair value).

School Revenue

School revenue mainly comprises of schools' voluntary contributions, fund raising and excursion funds.

EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2023

NOTE 6. GRANTS AND CONTRIBUTIONS REVENUE – CONTINUED

	2023	2022
	\$'000	\$'000
Resources Received Free of Charge		
Legal Services	785	649
Financial Services provided by Shared Services	723	627
Human Resources Services provided by Shared Services	7 290	7 013
Record Management Services provided by the Territory Records Office	2	4
Drafting and Publishing Services provided by Justice and Community Safety Directorate	72	109
Services provided by the Chief Minister, Treasury and Economic Development Directorate ¹	1 605	712
Project Management Services provided by Major Projects Canberra ¹	5 577	1 401
Total Resources Received Free of Charge	16 054	10 515
Other Grants and Contributions		
School Revenue ²	23 513	14 604
Concessional Loan Discount Income ³	129	-
Other Grants	616	816
Total Other Grants and Contributions	24 258	15 420
Total Grants and Contributions Revenue	40 312	25 935

1. The increase primarily relates to recognition of project management services provided free of charge by Major Projects Canberra, for a larger number of projects in 2022-23, and Chief Minister, Treasury and Economic Development Directorate for injury management services. Resources received free of charge from Major Projects Canberra are a percentage of the Directorate's capital works program undertaken during the year.
2. The increase mainly relates to higher excursion revenue and revenue from hire of facilities due to easing of restrictions associated with the COVID-19 Pandemic.
3. In accordance with AASB 9 Financial Instruments, the Directorate recognises a financial liability for loans provided by the Environment, Planning and Sustainable Development Directorate through the Zero Emissions Government Fund. The loans are provided at a concessional interest rate of 0 per cent. From 2022-23 onwards, in line the ACT Accounting Policy Paper on Concessional Loans, the loans are measured at present value under the 'income-based approach' using a discounted cash flow model.

EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2023

NOTE 7 OTHER INCOME

Description and Material Accounting Policies relating to Other Income

Other Revenue and Other Gains

Other Revenue arises from the core activities of the Directorate, whereas Other Gains are transactions that are not part of the Directorate's core activities.

	2023 \$'000	2022 \$'000
Other Revenue		
Other Revenue ¹	2 986	2 355
Total Other Revenue	2 986	2 355
Other Gains		
Gains from the Transfer of Assets ²	3 041	9 200
Total Other Gains	3 041	9 200
Total Other Income	6 027	11 555

1. This revenue primarily comprises regulatory service fees charged by the Teacher Quality Institute and insurance recoveries from the ACT Insurance Authority.
2. The 2022-23 amount relates to the transfer of assets from the Transport Canberra and City Services Directorate associated with the transfer of the Birrigai Outdoor School to the Education Directorate. The 2021-22 amount relates to the transfer of land from the ACT Government to accommodate Kenny High School and construction of Taylor High School.

**EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2023**

EXPENSE NOTES

NOTE 8. EMPLOYEE EXPENSES

Description and Material Accounting Policies Relating to Employee Expenses

Employee benefits include:

- short-term employee benefits such as wages and salaries, annual leave loading, non-monetary benefits (e.g. vehicles) and applicable on-costs, if expected to be settled wholly before twelve months after the end of the annual reporting period in which the employees render the related services;
- other long-term benefits such as long service leave and annual leave; and
- termination benefits.

On-costs include annual leave, long service leave, superannuation and other costs that are incurred when employees take annual leave and long service leave.

Employees of the Directorate will have different superannuation arrangements due to the type of superannuation schemes available at the time of commencing employment, including both defined benefit and defined contribution superannuation scheme arrangements.

For employees who are members of the defined benefit Commonwealth Superannuation Scheme (CSS) and Public Sector Superannuation Scheme (PSS) the Directorate makes employer superannuation contribution payments to the Territory Banking Account at a rate determined by the Chief Minister, Treasury and Economic Development Directorate. The Directorate also makes productivity superannuation contribution payments on behalf of these employees to the Commonwealth Superannuation Corporation, which is responsible for administration of the schemes.

For employees who are members of defined contribution superannuation schemes (the Public Sector Superannuation Scheme Accumulation Plan (PSSAP) and schemes of employee choice) the Directorate makes employer superannuation contribution payments directly to the employees' relevant superannuation fund.

All defined benefit employer superannuation contributions are recognised as expenses on the same basis as the employer superannuation contributions made to defined contribution schemes. The accruing superannuation liability obligations are expensed as they are incurred and extinguished as they are paid.

EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2023

NOTE 8. EMPLOYEE EXPENSES – CONTINUED

	2023 \$'000	2022 \$'000
Employee Expenses		
Wages and Salaries ¹	696 260	660 163
Movement in Employee Benefits ²	(483)	(651)
Workers' Compensation Insurance Premium ³	21 929	15 487
Superannuation Contributions to the Territory Banking Account	45 637	46 758
Productivity Benefit	4 324	4 515
Superannuation to External Providers ⁴	62 265	58 684
Total Employee Expenses	829 932	784 956

1. The increase is mainly due to the flow on impact of existing teaching, administrative and other staff enterprise agreements and salary costs and new and continuing initiatives.
2. The movement relates to long service leave and annual leave but does not include wages and salaries and superannuation accruals.
3. The increase is due to an increase in the premium assessed by the ACT Insurance Authority. Additional funding was provided through the 2022-23 2nd Appropriation to fund the increased cost.
4. As superannuation is a function of wages and salaries expenses, the increase is mainly due to increased employee costs associated with existing teaching, administrative and other staff enterprise agreements and new and continuing initiatives.

**EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2023**

NOTE 9. SUPPLIES AND SERVICES

Description and Material Accounting Policies Relating to Supplies and Services

General – Supplies and Services

Purchases of Supplies and Services generally represent the day-to-day running costs incurred in normal operations, recognised in the reporting period in which these expenses are incurred.

Property and Maintenance

Maintenance expenses, which do not increase the service potential of an asset, are expensed.

Materials and Services

Materials and Services primarily consists of software licences, web hosting services and services received by Chief Minister, Treasury and Economic Development Directorate associated with information technology, human resource and finance services.

Audit Service Fees

Audit Fees consist of financial audit services provided to the Directorate by the ACT Audit Office and any other services provided by a contract auditor engaged by the ACT Audit Office to conduct the financial audit. No other services were provided by the ACT Audit Office.

	2023 \$'000	2022 \$'000
Supplies and Services		
Property and Maintenance ¹	25 572	23 270
Materials and Services ²	52 141	50 868
Travel and Transport	363	398
Administrative ³	5 826	4 666
Insurance and Financial	3 884	3 568
Audit Service Fees	206	192
Lease Rental ⁴	648	279
Total Supplies and Services	88 640	83 241

1. The increase is primarily associated with higher expenditure on heating and ventilation and building fire system maintenance.
2. The increase is mainly due to price increases associated with information communication technology costs.
3. This item mainly comprises legal expenses, employee professional development and training. The increase is mainly associated with higher legal settlement costs in 2022-23 combined with higher membership fees.
4. The increase is mainly related to higher vehicle lease costs in schools.

EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2023

NOTE 10. SCHOOL AND OTHER EXPENSES

Description and Material Accounting Policies Relating to School and Other Expenses

School Expenses

School expenses mainly comprise utilities, cleaning, security and maintenance costs in schools as well as educational enrichment activities.

	2023 \$'000	2022 \$'000
School and Other Expenses		
School Expenses ¹	64 172	45 600
Other Expenses	2 000	2 382
Total School and Other Expenses	66 172	47 982

1. The increase is mainly related to higher expenditure on school excursions and other school activities following easing of COVID-19 restrictions as well as higher utilities costs due to increased electricity and gas prices.

EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2023

ASSET NOTES

NOTE 11. CASH AND CASH EQUIVALENTS

Material Accounting Policies – Assets

Assets Current and Non-Current

Assets are classified as current when they are expected to be realised within 12 months after the reporting date. Assets which do not fall within the current classification, are classified as non-current.

Description and Material Accounting Policies Relating to Cash and Cash Equivalents

Cash and Cash Equivalents

The Directorate holds a number of bank accounts with the Westpac Bank as part of the Whole-of-Government banking arrangements. As part of these arrangements, the Directorate does not receive any interest on most of these accounts, as these accounts held are Set-Off Accounts. However, funds held in the school management account and the ACT Teacher Quality Institute Bank Account earn interest.

Cash includes cash at bank and cash on hand. Cash equivalents are short-term, highly liquid investments that are readily convertible to known amounts of cash and which are subject to an insignificant risk of changes in value. Bank overdrafts are included in cash and cash equivalents in the Statement of Cash Flows but not in the cash and cash equivalents line on the Balance Sheet.

(a) Cash and Cash Equivalents Balances

	2023	2022
	\$'000	\$'000
Cash and Cash Equivalents		
Educational Support Office Bank Accounts ¹	22 329	20 032
School Management Accounts ²	57 012	54 424
ACT Teacher Quality Institute Bank Account	818	624
Other Operations Bank Accounts	138	39
Cash on Hand	9	15
Total Cash and Cash Equivalents	80 306	75 134

1. The increase is mainly related to higher cash held for international student fees paid in advance.

2. The increase is primarily due to higher interest rates and cash held for excursions and other school activities.

EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2023

NOTE 11. CASH AND CASH EQUIVALENTS – CONTINUED

	2023 \$'000	2022 \$'000
(b) Reconciliation of Cash and Cash Equivalents at the End of the Reporting Period in the Statement of Cash Flows to the Equivalent Items in the Balance Sheet		
Total Cash and Cash Equivalents Recorded in the Balance Sheet	80 306	75 134
Cash and Cash Equivalents at the End of the Reporting Period as Recorded in the Statement of Cash Flows	<u>80 306</u>	<u>75 134</u>
(c) Reconciliation of Operating Result to Net Cash Inflows from Operating Activities		
Operating Result	(81 367)	(41 993)
Add/(Less) Non-Cash Items		
Depreciation and Amortisation	83 067	78 480
Assets Written Off/Other Asset Adjustments	44	13
Assets Received Free of Charge	(3 041)	(9 200)
(Gain) from Sale of Assets	(87)	(45)
Cash Before Changes in Operating Assets and Liabilities	<u>(1 384)</u>	<u>27 255</u>
Changes in Operating Assets and Liabilities		
(Increase)/Decrease in Receivables	(2 743)	187
Decrease in Prepayments	517	164
Increase/(Decrease) in Payables	569	(730)
Increase in Employee Benefits	19 584	4 161
(Decrease) in Other Liabilities	(5 558)	(1 111)
Net Changes in Operating Assets and Liabilities	<u>12 369</u>	<u>2 671</u>
Net Cash Inflows from Operating Activities	<u>10 985</u>	<u>29 926</u>

EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2023

NOTE 12. RECEIVABLES

Description and Material Accounting Policies Relating to Receivables

Accounts Receivable

Accounts receivable (including trade receivables and other trade receivables) are measured at amortised cost, with any adjustments to the carrying amount being recorded in the Operating Statement. Receivables relating to the Sale of Goods and Services from Contracts with Customers are recognised when invoiced, as this is the point in time that the consideration is unconditional because only the passage of time is required before the payment.

Impairment loss – Accounts Receivable

The allowance for expected credit losses of trade receivables is measured based on an assessment of each debtor. The majority of the Directorate's receivables relate to goods and services tax owed from the Australian Taxation Office and receivables from the Commonwealth Government and other ACT Government agencies.

Contract Receivables

The Directorate does not hold any contract receivables as at 30 June 2023.

	2023 \$'000	2022 \$'000
Current Receivables		
Trade Receivables ¹	3 238	2 492
Less: Expected Credit Loss Allowance	(625)	(677)
	2 613	1 815
 Other Trade Receivables ²	 646	 459
	646	459
 Accrued Revenue	 1 117	 1 352
Net Goods and Services Tax Receivable ³	4 075	2 086
Total Current Receivables	5 192	3 438
Total Receivables	8 451	5 712

1. The increase mainly relates to higher salary debtors in 2022-23.

2. This line item is related to schools' receivables.

3. The increase is mainly due to timing of payments and the associated goods and services tax receivable including a receivable associated with a \$15.3 million payment in June 2023 to the Suburban Land Development Agency for land in Whitlam.

EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2023

NOTE 12 RECEIVABLES - CONTINUED

Expected Credit Loss Allowance Provision Matrix

Ageing of Receivables	Days Past Due				
	Total	Not Overdue	1-30 days	31 - 60 days	>61 days
	\$	\$	\$	\$	\$
30 June 2023					
Expected credit loss rate	-	-	-	-	27%
Estimated total gross carrying amount at default	8 451	5 588	295	214	2 354
Expected credit losses	(625)	-	-	-	(625)
1 July 2022					
Expected credit loss rate	-	-	-	-	42%
Estimated total gross carrying amount at default	5 712	3 820	231	63	1 598
Expected credit losses	(677)	-	-	-	(677)

2023
\$'000

2022
\$'000

Reconciliation of the Loss Allowance

Accounts Receivable

Expected Credit Loss Allowance at the Beginning of the Reporting Period	677	567
Additional Allowance Recognised During the Reporting Period	-	97
Reduction in Allowance from Amounts Recovered During the Reporting Period	(13)	-
Reduction in Allowance from Amounts Written-Off During the Reporting Period	(39)	-
Expected Credit Loss Expense	-	13
Expected Credit Loss Allowance at the End of the Reporting Period	625	677

**EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2023**

NOTE 13. PROPERTY, PLANT AND EQUIPMENT

Description and Material Accounting Policies Relating to Property, Plant and Equipment

Property, plant and equipment includes the following classes of assets:

- **Land** is defined as the ground, including soil covering and any associated surface waters. Land includes leasehold land held by the Directorate, but excludes land under infrastructure.
- **Buildings** are structures that have a roof and walls which stand permanently in one place. These structures are separately identifiable from the land they are constructed upon and as such do not include land. Buildings include schools and land improvements. Land improvements include parking lots, retaining walls and purpose built children's playground structures and landscaping adjoining a building.
- **Leasehold improvements** are capital expenditure items incurred in relation to leased assets. Leasehold improvements represent fit-outs in leased buildings.
- **Plant and equipment** are tangible assets used by the Directorate to provide services to the community. Plant and Equipment are assets that are used directly by the Directorate rather than directly by the general community. Plant and equipment tend to be smaller and more mobile in nature than other types of property, plant and equipment like buildings and land. Plant and Equipment includes mobile plant, water tanks, air conditioning and heating systems, office and computer equipment, furniture and fittings, and other mechanical and electronic equipment. Right-of-Use plant and equipment are not included in the plant and equipment asset class.
- **Right-Of-Use Plant and Equipment** has the same definition as plant and equipment with the exception that they are held under lease. The Plant and Equipment held by the Directorate under this category are motor vehicles.

Property, Plant and Equipment does not include assets held for sale or investment property.

Acquisition and Recognition of Property, Plant and Equipment

Property, plant and equipment are initially recorded at cost. Right-of-Use assets are also measured at cost on initial recognition, where cost comprises the initial amount of the lease liability, initial direct costs, prepaid lease payments, estimated cost of removal and restoration less any lease incentives received.

Where property, plant and equipment are acquired at no cost, or minimal cost, cost is its fair value as at the date of acquisition. However, property, plant and equipment acquired at no cost or minimal cost as part of a restructuring of administrative arrangements is measured at the transferor's book value.

Property Plant and Equipment that exceed the asset recognition threshold of \$5,000 are capitalised.

EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2023

NOTE 13. PROPERTY, PLANT AND EQUIPMENT – CONTINUED

Measurement of Property, Plant and Equipment After Initial Recognition

Property, Plant and Equipment is valued using the cost or revaluation model of valuation. The Directorate measures land, buildings and leasehold improvements at fair value. The Directorate measures plant and equipment at cost.

After the commencement date, Right-of-Use assets are measured at cost less any accumulated depreciation and accumulated impairment losses and adjusted for any re-measurement of the lease liability. Right-of-Use assets are presented in property, plant and equipment in their own separate asset class.

Major Cyclical Maintenance

The Directorate undertakes major cyclical maintenance on its assets. Where the maintenance leads to an upgrade, increasing the service potential of the existing asset, the cost is capitalised.

Valuation of Non-Current Assets

Colliers Valuation and Advisory Services (Colliers), an independent valuer, has performed all revaluations of the Directorate's land and buildings. Colliers hold a recognised and relevant professional qualification and have recent experience in the location and category of the assets involved. The latest valuation of assets was performed as at 30 June 2023. Colliers will also undertake annual desktop valuations of the portfolio in 2023-24 and 2024-25 to ensure the values remain materially correct.

The Directorate has made a significant estimate regarding the fair value of its assets. Land and buildings have been recorded at the market value of similar properties as determined by an independent valuer. In some circumstances, buildings that are purpose built may in fact realise more or less in the market. The valuation uses significant judgements and estimates to determine fair value, including the appropriate indexation figure and quantum of assets held. The fair value of assets is subject to management assessment between formal valuations.

Revaluation

Land and buildings are revalued every three years. Towards the end of each financial year the Directorate assesses whether there are any indicators that the carrying amount of property plant and equipment is materially different to fair value. Where these indicators exist the asset will be revalued regardless of when the last valuation took place. Any accumulated depreciation relating to buildings at the date of revaluation is written back against the gross carrying amount of the asset and the net amount is restated to the revalued amount of the asset.

Impairment of Assets

The Directorate assesses, at each reporting date, whether there is any indication that property, plant and equipment may be impaired. Property, plant and equipment is also reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable.

Any resulting impairment losses, for land and buildings, are recognised as a decrease in the Asset Revaluation Surplus relating to these classes of assets. This is because these asset classes are measured at fair value and have an Asset Revaluation Surplus attached to them. Where the impairment loss is greater than the balance in the Asset Revaluation Surplus for the relevant class of asset, the difference is expensed in the Operating Statement. In 2022-23, there were no impairment losses for property, plant and equipment.

**EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2023**

NOTE 13. PROPERTY, PLANT AND EQUIPMENT – CONTINUED

Impairment of Assets (continued)

Impairment losses for plant and equipment, and leasehold improvements are recognised in the Operating Statement (see *Note 10 Schools and Other Expenses*), as plant and equipment is carried at cost, and leasehold improvements are carried at fair value but do not have an Asset Revaluation Surplus attached to them. The carrying amount of the asset is reduced to its recoverable amount.

Non-financial assets that have previously been impaired are reviewed for possible reversal of impairment at each reporting date.

Depreciation and Useful Life

Depreciation is the systematic allocation of the cost of an asset less its residual value over its useful life. Depreciation is applied to physical assets such as buildings, and plant and equipment. Land has an unlimited useful life and are therefore not depreciated. All depreciation is calculated after first deducting any residual values, which remain for each asset.

Depreciation for non-current assets is determined as follows:

Class of Asset	Depreciation Method	Useful Life (Years)
Buildings	Straight-Line	50
Leasehold Improvements	Straight-Line	5
Plant and Equipment	Straight-Line	2-20

Land improvements are included within the buildings asset class.

The Directorate has made a significant estimate in determining the useful lives of its Property, Plant and Equipment. The estimation of useful lives of Property, Plant and Equipment is based on the historical experience of similar assets and in some cases has been based on valuations provided by Colliers. The useful lives are assessed on an annual basis and adjustments are made when necessary.

EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2023

NOTE 13. PROPERTY, PLANT AND EQUIPMENT – CONTINUED

Reconciliation of Property, Plant and Equipment

The following table shows the movement of Property, Plant and Equipment during 2022-23.

	Land \$'000	Buildings \$'000	Leasehold Improvements \$'000	Plant and Equipment \$'000	Right-of-Use Plant and Equipment \$'000	Total \$'000
Carrying Amount at the Beginning of the Reporting Period	406 515	1 754 044	218	46 608	1 144	2 208 529
Additions ¹	15 300	72 112	-	17 474	687	105 573
Revaluation ²	39 882	197 128	-	-	-	237 010
Gains from Transfer of Assets ³	835	1 712	-	494	-	3 041
Depreciation	-	(67 057)	(39)	(12 745)	(608)	(80 449)
Write-offs/Other	-	-	-	(92)	-	(92)
Carrying Amount at the End of the Reporting Period	462 532	1 957 939	179	51 739	1 223	2 473 612

1. The land additions relates to the purchase of land from the Suburban Land Development Agency for a new school in Whitlam. The remaining additions relate to the Directorate's capital works program and includes More Schools, Better Schools - Roof Replacement Program, Delivering a New Primary School at Throsby, Modular Learning Centres, Technology Enabled Learning and Support our School System - Improving ICT.
2. In line with the Directorate's policy of revaluing land and buildings every 3 years, a revaluation was undertaken in 2022-23.
3. This relates to the transfer of assets from Transport Canberra and City Services associated with the Birrigai Outdoor School. The operations of the school transferred to the Education Directorate during 2022-23.

EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2023

NOTE 13. PROPERTY, PLANT AND EQUIPMENT – CONTINUED

Reconciliation of Property, Plant and Equipment

The following table shows the movement of Property, Plant and Equipment during 2021-22.

	Land \$'000	Buildings \$'000	Leasehold Improvements \$'000	Plant and Equipment \$'000	Right-of-Use Plant and Equipment \$'000	Total \$'000
Carrying Amount at the Beginning of the Reporting Period	397 315	1 658 718	197	34 864	1 540	2 092 634
Additions	-	159 590	64	21 710	229	181 593
Gains from Transfer of Assets	9 200	-	-	-	-	9 200
Depreciation	-	(64 264)	(43)	(9 974)	(625)	(74 906)
Write Offs/Other	-	-	-	8	-	8
Carrying Amount at the End of the Reporting Period	406 515	1 754 044	218	46 608	1 144	2 208 529

EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2023

NOTE 13. PROPERTY, PLANT AND EQUIPMENT – CONTINUED

Fair Value Hierarchy

The Fair Value Hierarchy below reflects the significance of the inputs used in determining their fair value. The Fair Value Hierarchy is made up of the following three levels:

- Level 1 - quoted prices (unadjusted) in active markets for identical assets that the Directorate can access at the measurement date;
- Level 2 - inputs other than quoted prices included within Level 1 that are observable for the asset either directly or indirectly; and
- Level 3 - inputs that are unobservable for particular assets or liabilities.

Details of the Directorate's property, plant and equipment at fair value and information about the Fair Value Hierarchy as at 30 June are as follows:

2023

	Classification According to Fair Value Hierarchy		
	Level 2 \$'000	Level 3 \$'000	Total \$'000
Property, Plant and Equipment at Fair Value			
Land	-	462 532	462 532
Buildings	-	1 957 939	1 957 939
	-	2 420 471	2 420 471

2022

	Classification According to Fair Value Hierarchy		
	Level 2 \$'000	Level 3 \$'000	Total \$'000
Property, Plant and Equipment at Fair Value			
Land	-	406 515	406 515
Buildings	-	1 754 044	1 754 044
	-	2 160 559	2 160 559

Transfers Between Categories

There have been no transfers between Levels 2 and 3 during the current or previous reporting period.

EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2023

NOTE 13. PROPERTY, PLANT AND EQUIPMENT - CONTINUED

Valuation Techniques, inputs and processes

Level 3 Valuation Techniques and Significant Unobservable Inputs

Valuation Technique: Land where there is no active market or significant restrictions is valued through the market approach.

Significant Unobservable Inputs: Selecting land with similar approximate utility. In determining the value of land with similar approximate utility significant adjustment to market based data was required.

Valuation Technique: Buildings, and improvements to land were considered specialised assets by the valuers and measured using the cost approach to fair value.

Significant Unobservable Inputs: Estimating the cost to a market participant to construct assets of comparable utility adjusted for obsolescence. In determining the value of buildings and improvements to land regard was given to the age and condition of the assets, their estimated replacement cost and current use. This required use of data internal to the Directorate.

Fair Value Measurements using Significant Unobservable Inputs (Level 3)			
	Land \$'000	Buildings \$'000	Total \$'000
2023			
Fair Value at the Beginning of the Reporting Period	406 515	1 754 044	2 160 559
Additions	15 300	72 112	87 412
Depreciation	-	(67 057)	(67 057)
Revaluation Increments Recognised in Other Comprehensive Income	39 882	197 128	237 010
Acquisition From Transfers	835	1 712	2 547
Fair Value at the End of the Reporting Period	462 532	1 957 939	2 420 471

Fair Value Measurements using Significant Unobservable Inputs (Level 3)			
	Land \$'000	Buildings \$'000	Total \$'000
2022			
Fair Value at the Beginning of the Reporting Period	397 315	1 658 718	2 056 033
Additions	-	159 590	159 590
Depreciation	-	(64 264)	(64 264)
Acquisition From Transfers	9 200	-	9 200
Fair Value at the End of the Reporting Period	406 515	1 754 044	2 160 559

EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2023

NOTE 14. INTANGIBLE ASSETS

Description and Material Accounting Policies Relating to Intangible Assets

The Directorate has internally generated software and externally purchased software.

Recognition

Externally purchased software is recognised and capitalised when:

- (a) it is probable that the expected future economic benefits attributable to the software will flow to the Directorate;
- (b) the cost of the software can be measured reliably; and
- (c) the acquisition cost is equal to or exceeds \$50,000.

Internally generated software is recognised when it meets the general recognition criteria outlined above and where it also meets the specific recognition criteria relating to intangible assets arising from the development phase of an internal project.

Measurement

Intangible Assets are measured at cost.

Amortisation

Capitalised software have a finite useful life. Amortisation is applied to intangible assets. Software is amortised on a straight-line basis over its useful life, over a period not exceeding ten years.

Impairment

The Directorate assesses at each reporting date, whether there is any indication that an intangible asset may be impaired. Intangible assets are also reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. However, intangible assets that are not yet available for use are tested annually for impairment regardless of whether there is an indication of impairment, or more frequently if events or circumstances indicate they might be impaired.

Class of Intangible Asset	Amortisation Method	Useful Life (Years)	
Externally Purchased Software	Straight-Line	4-7	
Internally Generated Software	Straight-Line	4-7	
		2023	2022
		\$'000	\$'000
Information Communication Technology Software			
<i>Internally Generated/Externally Purchased Software</i>			
Software at Cost		17 759	17 002
Less: Accumulated Amortisation		(11 802)	(9 184)
Total Information Communication Technology Software¹		5 957	7 818

1. The movement primarily relates to amortisation of assets associated with the School Staffing Integrated Management System and Investing in Public Education – Set up for Success – Early Childhood Program.

**EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2023**

NOTE 15. CAPITAL WORKS IN PROGRESS

Description and Material Accounting Policies Relating to Capital Works in Progress

Capital works in progress include buildings, leasehold improvements and software under development. Capital works in progress are recognised at the time the construction activity occurs. These assets are measured at the cost of constructing the asset. The cost includes direct construction costs (e.g. direct materials and direct labour), and 'directly attributable' costs in bringing the asset to a location and condition ready for use, as well as the initial estimate of the costs of dismantling and removing the item and restoring the site on which it is located. Directly attributable costs included in capital works in progress by the Directorate are the cost of site preparation, initial delivery and handling costs of materials, installation and assembly costs, functional testing and professional fees.

	2023 \$'000	2022 \$'000
Capital Works in Progress		
Capital Works in Progress	108 199	50 747
Total Capital Works in Progress	108 199	50 747

Reconciliation of Capital Works in Progress 2022-23¹

The following table shows the movement of Capital Works in Progress during the reporting periods.

Carrying Amount at the Beginning of the Reporting Period	50 747	80 279
Additions ²	141 249	147 178
Capitalised Work in Progress Completed and Transferred to Property, Plant and Equipment ³	(83 797)	(176 710)
Carrying Amount at the End of the Reporting Period	108 199	50 747

1. The reconciliation of capital works in 2022-23 has been prepared on a gross movement basis to reflect the full amount of works in progress during the year.
2. The additions primarily relate to works associated with Schools for Gungahlin – Expansion of Margaret Hendry Primary School, Taylor High School and Kenny High School.
3. The capitalisation primarily relates to More Schools, Better Schools - Roof Replacement Program, Delivering a New Primary School at Throsby, Modular Learning Centres, Technology Enabled Learning and Support our School System - Improving ICT.

**EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2023**

LIABILITY NOTES

Material Accounting Policies – Liability

Liabilities – Current and Non-Current

Liabilities are classified as current when they are due to be settled within 12 months after the reporting date or the Directorate does not have an unconditional right to defer settlement of the liability for at least 12 months after the reporting date. Liabilities, which do not fall within the current classification, are classified as non-current.

NOTE 16. PAYABLES

Description and Material Accounting Policies Relating to Payables and Contract Liabilities

Payables

Payables include Trade Payables, Accrued Expenses and Other Payables.

Payables are initially recognised at fair value based on the transaction cost and subsequent to initial recognition at amortised cost, with any adjustments to the carrying amount being recorded in the Operating Statement. All amounts are now normally settled within 14 days after the invoice date given the ACT Government accelerated the payments of invoices for local enterprises recognising the importance of cash flow to small and medium enterprises given the COVID-19 pandemic.

Contract Liabilities

Contract Liabilities relate to consideration received in advance from customers in respect of educational services for international students. The balance of contract liabilities as at 30 June 2023 relates to performance obligations to be met by the Directorate to provide educational services to international students under *Education Services for Overseas Students Act 2000* and the *National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2018*. When an amount of consideration is received from a customer prior to the Directorate transferring a good or service to the customer, the balance of the consideration which has not been transferred is presented as a contract liability.

EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2023

NOTE 16. PAYABLES – CONTINUED

	2023	2022
	\$'000	\$'000
Current Payables		
Payables	771	601
Accrued Expenses ¹	4 414	8 223
Amounts Received Related to Contracts with Customers where the Performance Obligations has not yet been Satisfied ²	2 510	1 645
Total Current Payables	7 695	10 469
	2023	2022
	\$'000	\$'000
Revenue Recognised that was Included in the Contract Liability Balance at the Beginning of the Reporting Period	1 645	2 109
	2023	2022
	\$'000	\$'000
Payables are aged as followed		
Not Overdue ³	7 567	10 164
Overdue for Less than 30 Days	110	263
Overdue for 30 to 60 Days	5	35
Overdue for More than 60 Days	13	7
Total Payables	7 695	10 469

1. The decrease is mainly associated with reduced capital works accruals due to timing of payments at year-end.
2. This relates primarily to consideration received in advance from customers in respect of educational services for international students.
The increase in 2022-23 mainly relates to increased international student numbers flowing from easing of COVID-19 restrictions.
3. Includes contracts with customers where performance obligations have not yet been satisfied.

EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2023

NOTE 17. EMPLOYEE BENEFITS

Description and Material Accounting Policies Relating to Employee Benefits

Accrued Wages and Salaries

Accrued wages and salaries are measured at the amount that remains unpaid to employees at the end of the reporting period.

Annual and Long Service Leave

Annual and long service leave, including applicable on-costs, that are not expected to be wholly settled before twelve months after the end of the reporting period when the employees render the related service, are measured at the present value. The present value is determined based on the estimated future payments to be made in respect of services provided by employees up to the end of the reporting period. Consideration is given to the future wage and salary levels, experience of employee departures and periods of service. At the end of each reporting period, the present value of future annual leave and long service leave payments is estimated using market yields on Commonwealth Government bonds with terms to maturity that match, as closely as possible, the estimated future cash flows.

Annual leave liabilities have been estimated on the assumption they will be wholly settled within three years. This financial year the rate used to estimate the present value of future:

- annual leave payments is 98.2 per cent (101.8 per cent in the previous financial year); and
- payments for long service leave is 93.0 per cent (95.3 per cent in the previous financial year).

The long service leave liability is estimated with reference to the minimum period of qualifying service. For employees with less than the required minimum period of 7 years of qualifying service, the probability that employees will reach the required minimum period has been taken into account in estimating the provision for long service leave and applicable on-costs.

On-costs only become payable if the employee takes annual and long service leave while in-service. The probability that employees will take annual and long service leave while in service has been taken into account in estimating the liability for on-costs.

Significant judgements have been applied in estimating the annual and long service leave liabilities, given that the Directorate uses the Whole-of-Government present value, probability and on-cost factors. These factors are issued by ACT Treasury and apply to all ACT Government agencies. ACT Treasury organises an actuarial review to be undertaken approximately every three years by the Australian Government Actuary to estimate each of these factors. The latest assessment was undertaken in December 2021, with the next review expected to be undertaken by early 2025.

Annual leave and long service leave liabilities are classified as current liabilities in the Balance Sheet where there are no unconditional rights to defer the settlement of the liability for at least 12 months. Conditional long service leave liabilities are classified as non-current because the Directorate has an unconditional right to defer the settlement of the liability until the employee has completed the requisite years of service.

Superannuation Liability

The employer superannuation benefits payable to the Directorate's employees, who are members of the defined benefit CSS or PSS Schemes, are recognised in the financial statements of the Superannuation Provision Account.

EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2023

NOTE 17. EMPLOYEE BENEFITS – CONTINUED

	2023	2022
	\$'000	\$'000
Current Employee Benefits		
Annual Leave	56 990	56 995
Long Service Leave	122 811	121 593
Accrued Salaries ¹	29 652	19 217
Other Benefits ²	9 633	-
Total Current Employee Benefits	219 086	197 805
Non-Current Employee Benefits		
Long Service Leave ³	13 450	15 145
Total Non-Current Employee Benefits	13 450	15 145
Total Employee Benefits	232 536	212 950
Estimate of when Leave is Payable		
Estimated Amount Payable within 12 months		
Annual Leave	49 489	46 160
Long Service Leave	9 353	7 978
Accrued Salaries	39 285	19 217
Total Employee Benefits Payable within 12 months	98 127	73 355
Estimated Amount Payable after 12 months		
Annual Leave	7 501	10 835
Long Service Leave	126 908	128 760
Total Employee Benefits Payable after 12 months	134 409	139 595
Total Employee Benefits	232 536	212 950

As at 30 June 2023 the Directorate employed 6,918 full time equivalent (FTE) staff. There were 6,792 FTE staff at 30 June 2022.

1. The increase is primarily due accrued entitlements for back dated pay increases associated with new teaching, clerical and other staff enterprise agreements.
2. This relates to the cost of living supplement agreed as part of whole-of-government enterprise agreements.
3. The decrease is mainly due to a change in the measurement of non-current long service leave costs with all staff over 35 years of age and with at least 1 year of service now classified as current.

EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2023

NOTE 18. FINANCIAL INSTRUMENTS

Material Accounting Policies Relating to Financial Instruments

Details of the material accounting policies and methods adopted, including the criteria for recognition, the basis of measurement, and the basis on which income and expenses are recognised, with respect to each class of financial asset and financial liability are disclosed in the note to which they relate. In addition to these policies, the following are also accounting policies relating to financial assets and liabilities.

Financial assets subsequently measured at amortised cost, fair value through other comprehensive income or fair value through profit or loss on the basis of both:

- (a) the business model for managing the financial assets; and
- (b) the contractual cash flow characteristics of the financial assets.

The following are the classification of the Directorate's financial assets under AASB 9:

Items	Business Model Held to collect principal and interest/sell	Solely for payment of Principal and Interest SPPI Test (basic lending characteristics)	Classification
Cash and Cash Equivalents	Held to collect	Yes	Amortised cost
Accounts Receivables	Held to collect	Yes	Amortised cost
Accrued Revenue	Held to collect	Yes	Amortised cost

Financial liabilities are measured at amortised cost.

Interest Rate Risk

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market interest rates.

The Directorate's financial assets consist of cash and cash equivalents and receivables. As cash and cash equivalents are held in floating interest arrangements with the Territory's Banking Provider, the Directorate is exposed to movements in the amount of interest it may earn on these. Interest rates have increased during the financial year ended 30 June 2023 and, as such, have resulted in an increase in the amount of interest received.

The Directorate's financial liabilities are comprised of payables and lease liabilities. The Directorate's exposure to interest rate risk relating to these financial assets and liabilities is shown below in the table later in this note on 'Maturity Analysis and Exposure to Interest Rates'. As receivables and payables are held in non-interest bearing arrangements, the Directorate is not exposed to movements in interest rates in respect of these financial assets and liabilities.

There have been no changes in risk exposure or processes for managing risk since the last financial reporting period.

As the Directorate's operating cash flows are not significantly dependent on interest earned from cash and cash equivalents, a sensitivity analysis of interest rate risk has not been performed.

**EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2023**

NOTE 18. FINANCIAL INSTRUMENTS – CONTINUED

Credit Risk

Credit risk is the risk that one party to a financial instrument will fail to discharge an obligation and cause the other party to incur a financial loss.

Financial assets consist of cash and receivables. The Directorate's maximum exposure to credit is limited to the amount of these financial assets net of any allowance made for impairment. This is shown below in the table 'Maturity Analysis and Exposure to Interest Rates'.

Cash accounts are held with high credit quality financial institutions under Whole-of-Government banking arrangements. Cash at bank is held with the Westpac Bank and cash not immediately required is invested with the Territory Banking Account. The Chief Minister, Treasury and Economic Development Directorate coordinates the investment of this money with various fund managers. These fund managers have the discretion to invest money in a variety of different investments within certain parameters.

Credit risk is managed by the Directorate for cash at bank by holding bank balances with the ACT Government's bank, Westpac Banking Corporation (Westpac). Westpac holds an AA issuer credit rating with Standard and Poors. A 'AA' credit rating is defined as a 'very strong capacity to meet financial commitments'.

The Directorate's receivables are predominantly from other ACT Government entities and the Commonwealth Government. Inter-agency receivables between ACT Government agencies are generally expected to have low credit risks. As the Commonwealth Government has a AAA credit rating, it is considered that there is a very low risk of default for those receivables. The Directorate expects to collect all financial assets that are not past due or impaired.

There have been no significant changes to credit risk exposure since the last reporting period.

Accounts receivable and contract assets are always measured at lifetime expected credit losses (the simplified approach). Loans receivable are measured at an amount equal to the 12 months expected credit losses (the general approach), unless there has been a significant increase in credit risk since initial recognition. Where there has been a significant increase in credit risk since initial recognition, an amount equal to the lifetime expected credit losses is used to determine the expected credit loss allowance.

Liquidity Risk

Liquidity risk is the risk that the Directorate will not be able to meet its financial obligations as they fall due.

The Directorate's exposure to liquidity risk is shown below in the table later in this note on 'Maturity Analysis and Exposure to Interest Rates'. This note discloses when the Directorate expects its financial assets and financial liabilities to mature.

Appropriations received to fund operations are drawn down progressively throughout the year to meet the operating requirements. Under the cash management framework, the Directorate cannot hold excess cash, however, in the event of a cash pressure, access to additional appropriation from the Territory Bank Account can be obtained.

The Directorate's exposure to liquidity risk has not changed since the previous reporting period.

**EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2023**

NOTE 18. FINANCIAL INSTRUMENTS – CONTINUED

Price Risk

Price risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market prices.

Cash and cash equivalents do not have a price risk.

The Directorate's exposure to price risk and the management of this risk has not significantly changed since last reporting period.

Sensitivity Analysis

A sensitivity analysis has not been undertaken for the price risk of the Directorate as it has been determined that the possible impact on profit and loss or total equity from fluctuations in price is immaterial.

Fair Value of Financial Assets and Liabilities

The carrying amounts of financial assets and financial liabilities of the Directorate approximate their fair value at the end of the reporting period.

EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2023

NOTE 18. FINANCIAL INSTRUMENTS – CONTINUED

The following tables set out the Directorate's maturity analysis for financial liabilities as well as the exposure to interest rates, including the weighted average interest rates by maturity period as at 30 June 2023. Except for non-current payables, financial liabilities which have a floating interest rate or are non-interest bearing will mature in 1 year or less. All amounts appearing in the following maturity analysis are shown on an undiscounted cash flow basis.

As at 30 June 2023	Note No.	Weighted Average Interest Rate	Floating Interest Rate	Fixed Interest Maturing In:			Non-Interest Bearing \$'000	Total \$'000
				1 Year or Less \$'000	Over 1 Year to 5 Years \$'000	Over 5 Years \$'000		
Financial Liabilities								
Payables	16		-	-	-	-	(5 185)	(5 185)
Lease Liabilities ¹	-	3.32%	(1 294)	-	-	-	-	(1 294)
Borrowings ²	-		-	-	-	-	(738)	(738)
Total Financial Liabilities			(1 294)	-	-	-	(5 923)	(7 217)
Net Financial Liabilities			(1 294)	-	-	-	(5 923)	(7 217)

1. Represents the undiscounted lease liabilities (\$1,294 million) rather than discounted lease liabilities shown in the Balance Sheet (\$1,244 million).

2. Relates to loans from Environment, Planning and Sustainable Development Directorate for environmentally sustainable projects.

EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2023

NOTE 18. FINANCIAL INSTRUMENTS – CONTINUED

The following tables set out the Directorate's maturity analysis for financial liabilities as well as the exposure to interest rates, including the weighted average interest rates by maturity period as at 30 June 2022. Except for non-current payables, financial liabilities which have a floating interest rate or are non-interest bearing will mature in 1 year or less. All amounts appearing in the following maturity analysis are shown on an undiscounted cash flow basis.

As at 30 June 2022	Note No.	Weighted Average Interest Rate	Floating Interest Rate	Fixed Interest Maturing In:			Non-Interest Bearing \$'000	Total \$'000
				1 Year or Less \$'000	Over 1 Year to 5 Years \$'000	Over 5 Years \$'000		
Financial Liabilities								
Payables	16		-	-	-	-	(8 824)	(8 824)
Lease Liabilities ¹	-	2.80%	(1 201)	-	-	-	-	(1 201)
Borrowings ²	-		-	-	-	-	(1 274)	(1 274)
Total Financial Liabilities			(1 201)	-	-	-	(10 098)	(11 299)
Net Financial Liabilities			(1 201)	-	-	-	(10 098)	(11 299)

1. Represents the undiscounted lease liabilities (\$1,201 million) rather than discounted lease liabilities shown in the Balance Sheet (\$1,157 million).

2. Relates to loans from Environment, Planning and Sustainable Development Directorate for environmentally sustainable projects.

EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2023

NOTE 18 FINANCIAL INSTRUMENTS - CONTINUED

	2023 \$'000	2022 \$'000
Carrying Amount of Each Category of Financial Asset and Financial Liability		
Financial Assets		
Financial Assets Measured at Amortised Cost	4 376	3 626
Financial Liabilities		
Financial Liabilities Measured at Amortised Cost	7 167	11 255

The Directorate does not have any financial liabilities in the 'Financial Liabilities at Fair Value through Profit and Loss' category and, as such, this category is not included above. The amounts in the table above include the discounted 'carrying amount' for financial liabilities.

NOTE 19. CAPITAL AND OTHER EXPENDITURE COMMITMENTS

Description of Material Accounting Policies Relating to Capital and Other Expenditure Commitments

Commitments are a firm intention, but not present obligation, at the end of the reporting period to incur future expenditure. As such, commitments do not constitute a liability. Commitments usually arise from contracts, but can arise from other things like placing an order.

Commitments are measured at their nominal value and are inclusive of GST.

Capital Commitments

Capital commitments contracted at reporting date that have not been recognised as liabilities, are as follows:

Capital Commitments - Property, Plant and Equipment

Payable:

Within one year ¹	122 465	68 165
Later than one year but not later than five years ¹	60 547	28 145
Later than five years ²	-	6 797
Total Capital Commitments - Property, Plant and Equipment³	183 012	103 107

Other Commitments

Other commitments contracted at reporting date that have not been recognised as liabilities are payable as follows:

Within one year	20 518	18 751
Later than one year but not later than five years	11 663	22 251
Later than five years	585	225
Total Other Commitments³	32 766	41 227

1. The increase is mainly due to construction work on the North Gungahlin High School.
2. The decrease is primarily due to lower commitments associated with the purchase of chromebooks. The decrease is related to timing of contract renewal rather than a change to future purchases.
3. These commitments mainly relate to the three-year-old preschool program. The decrease is mainly due to the timing of contract renewals.

EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2023

NOTE 20. CONTINGENT LIABILITIES

Material Accounting Policies Relating to Contingent Liabilities

Contingent liabilities are not recognised in the Balance Sheet due to the uncertainty regarding any possible amount or timing of any underlying claim or obligation. Instead, they are disclosed and, if quantifiable, the best estimate is disclosed.

As at 30 June 2023 the Directorate had contingent liabilities in relation to known personal injury cases not settled of \$7.492 million. As at 30 June 2022 contingent liabilities were \$4.610 million. The majority of the liabilities are expected to be offset by insurance and the final settlement amounts are unknown as at 30 June 2023.

NOTE 21. INTEREST IN A JOINT OPERATION

Description and Material Accounting Policies Relating to Interest in a Joint Operation

Investments in joint arrangements are classified as either joint ventures or joint operations. The classification depends on the rights and obligations of the parties to the arrangement, rather than the legal structure of the joint arrangement.

Gold Creek Primary School operates adjacent to the Holy Spirit Primary School that is operated by the Catholic Education Office. Both schools share joint facilities including a hall/gymnasium, canteen, library, car park and meeting rooms. The shared facilities are managed by a Joint Facilities Management Committee which was created under a formal agreement in December 1995 between the ACT Government and the Catholic Education Office. All assets and liabilities relating to the shared facilities are owned by the ACT Government and Catholic Education Office in accordance with the participating share of each party, which is 53 per cent for the ACT Government and 47 per cent for the Catholic Education Office.

The share of assets, liabilities, income and expenses of the jointly controlled operation has been incorporated in the financial statements of the Directorate under the appropriate headings. These items have also been separately disclosed below to show the amounts specifically relating to the Joint Operation.

	2023 \$'000	2022 \$'000
Share of the Jointly Controlled Operation is as follows:		
Revenue	97	76
Expenses	(177)	(159)
Operating Result	(80)	(83)
Share of Asset in the Jointly Controlled Operation		
Current Assets ¹	26	50
Non-Current Assets ²	4 040	3 494
Total Assets	4 066	3 544
Current Liabilities	11	1
Total Liabilities	11	1
Net Assets	4 055	3 543

1. Mainly comprises cash and cash equivalents.
2. Relates to property, plant and equipment.

**EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2023**

NOTE 22. RELATED PARTY DISCLOSURES

Description and Material Accounting Policies Relating to Related Party Disclosures

A related party is a person that controls or has significant influence over the reporting entity, or is a member of the Key Management Personnel (KMP) of the reporting entity or its parent entity, and includes their close family members and entities in which the KMP and/or their close family members individually or jointly have controlling interests.

KMP are those persons having authority and responsibility for planning, directing and controlling the activities of the Directorate, directly or indirectly.

KMP of the Directorate are the Portfolio Minister, Director-General and certain members of the Senior Management Team.

The Head of Service and the ACT Executive comprising the Cabinet Ministers are KMP of the ACT Government and therefore related parties of Directorate.

This note does not include typical citizen transactions between the KMP and Directorate that occur on terms and conditions no different to those applying to the general public.

(A) CONTROLLING ENTITY

The Directorate is an ACT Government controlled entity.

(B) KEY MANAGEMENT PERSONNEL

B.1 Compensation of Key Management Personnel

Compensation of all Cabinet Ministers, including the Portfolio Minister, is disclosed in the note on related party disclosures included in the ACT Executive's financial statements for the year ended 30 June 2023.

Compensation of the Head of Service is included in the note on related party disclosures included in the CMTEDD financial statements for the year ended 30 June 2023.

Compensation by the Directorate to KMP employed by the Directorate is set out below.

	2023 \$'000	2022 \$'000
Short-term employee benefits	2 634	2 261
Post-employment benefit	503	370
Other long-term benefit	62	54
Total Compensation to KMP¹	3 199	2 685

1. The increase is mainly associated with the inclusion of an additional key management person in 2022-23. In 2022-23 there were 8 full time equivalent staff compared to 7 full time equivalent staff in 2021-22.

**EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2023**

NOTE 22. RELATED PARTY DISCLOSURES – CONTINUED

B.2 Transactions with Key Management Personnel

There were no reported transactions with KMP in 2022-23.

B.3 Transactions with parties related to Key Management Personnel

There were no reported transactions with parties related to KMP, including transactions with KMP's close family members or other related entities in 2022-23.

(C) TRANSACTIONS WITH OTHER ACT GOVERNMENT CONTROLLED ENTITIES

The Directorate has entered into transactions with other ACT Government entities in the year ended 30 June 2023 consistent with day-to-day business operations provided under varying terms and conditions. The notes to the Financial Statements provide the details of transactions with other ACT Government Entities. Below is a summary of the Material transactions with Other ACT Government Entities.

Revenue

- **Appropriation (Statement of Appropriation)** – The Directorate's main source of funding is received from the ACT Government through the Territory Banking Account. This funding is in the form of Controlled Recurrent Payment appropriation and Capital Injection Appropriation.
- **Resources Received Free of Charge (Note 6)** – The Directorate received resources free of charge primarily for legal services from the Government Solicitors Office, finance and human resources services from Shared Services and project management services from Major Projects Canberra.

Expenses

- **Employee Expenses (Note 8)** – The Directorate pays workers compensation premiums to the Chief Minister Treasury and Economic Development Directorate.
- **Supplies and Services (Note 9)** – The Directorate pays insurance premiums to the ACT Insurance Authority and Shared Services for IT services and Equipment.

NOTE 23. BUDGETARY REPORTING

Significant Accounting Judgements and Estimates – Budgetary Reporting

Significant judgements have been applied in determining what variances are considered 'major variances'. Variances are considered major if both of the following criteria are met:

- The line item is a significant line item: where either the line item actual amount accounts for more than 10 per cent of the relevant associated actual category amount (Income, Expenses, Assets, liabilities and Equity totals) or more than 10 per cent of the sub-element (e.g. Current Liabilities and Receipts from Operating Activities totals) of the financial statements; and
- The variances (original budget to actual) are greater than plus (+) or minus (-) 10 per cent and \$15 million for the financial statement line item.

Original Budget refers to the amounts presented to the Legislative Assembly in the original budgeted financial statements in respect of the reporting period Budget Statements. These amounts have not been adjusted to reflect supplementary appropriation or appropriation instruments.

EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2023

Statement of Changes in Equity line items are covered in other financial statement sections. Material variations only are included in this note.

	Variance Explanation	Actual 2023 \$'000	Original Budget ¹ 2023 \$'000	Variance \$'000	Variance %
Balance Sheet Line Items					
Asset Revaluation Surplus	2	1 349 089	1 112 079	237 010	21
Statement of Cash Flows Line Items					
Purchase of Property Plant and Equipment (capital works and intangibles)	3	160 297	190 386	(30 089)	(16)

1. Original Budget refers to the amounts presented to the Legislative Assembly in the original budgeted financial statements in respect of the reporting period (2022-23 Budget Statements). These amounts have not been adjusted to reflect supplementary appropriation or appropriation instruments.
2. The variance against the budget is due to the revaluation of the Directorate's assets in 2022-23 and the associated increase in the asset revaluation reserve.
3. The variance against the budget is mainly due to the re-profiling of some capital works into 2023-24. The re-profiling of works included School Maintenance and Infrastructure Upgrades, Kenny High School and Upgrading and Increasing School Capacity due to timing of payments and delivery of works.
4. Explanations for variations from budget for Controlled Recurrent Payments and Capital Injections are provided in the Statement of Appropriation.

EDUCATION DIRECTORATE

TERRITORIAL FINANCIAL STATEMENTS

**FOR THE YEAR ENDED
30 JUNE 2023**

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**EDUCATION DIRECTORATE
STATEMENT OF INCOME AND EXPENSES ON BEHALF OF THE TERRITORY
FOR THE YEAR ENDED 30 JUNE 2023**

	Note	Actual 2023 \$'000	Original Budget 2023 \$'000	Actual 2022 \$'000
	No.			
Income				
Payments for Expenses on Behalf of the Territory	#	349 451	346 575	336 277
Total Income		349 451	346 575	336 277
Expenses				
Grants and Purchased Services	25	349 451	346 575	336 277
Total Expenses		349 451	346 575	336 277
Operating Result		-	-	-

The above Statement of Income and Expenses on Behalf of the Territory is to be read in conjunction with the accompanying notes.

Refer to the Territorial Statement of Appropriation

EDUCATION DIRECTORATE
STATEMENT OF ASSETS AND LIABILITIES ON BEHALF OF THE TERRITORY
FOR THE YEAR ENDED 30 JUNE 2023

	Note	Actual	Original	Actual
	No.	2023	Budget	2022
		\$'000	\$'000	\$'000
Current Assets				
Cash and Cash Equivalents	26	112	604	480
Receivables	27	-	-	3
Total Current Assets		112	604	483
Total Assets		112	604	483
Current Liabilities				
Payables	28	112	604	483
Total Current Liabilities		112	604	483
Total Liabilities		112	604	483
Net Assets		-	-	-
Equity				
Accumulated Funds		-	-	-
Total Equity		-	-	-

The above Statement of Assets and Liabilities on Behalf of the Territory is to be read in conjunction with the accompanying notes.

EDUCATION DIRECTORATE
STATEMENT OF CHANGES IN EQUITY ON BEHALF OF THE TERRITORY
FOR THE YEAR ENDED 30 JUNE 2023

	Accumulated	Asset Revaluation	Total	Original
	Funds	Surplus	Equity	Budget
	Actual	Actual	Actual	Budget
	2023	2022	2023	2023
	\$'000	\$'000	\$'000	\$'000
Balance at 1 July 2022	-	-	-	-
Comprehensive Income				
Operating Result	-	-	-	-
Total Comprehensive Result	-	-	-	-
Transactions Involving Owners Affecting Accumulated Funds				
Capital Injections	-	-	-	-
Total Transactions Involving Owners Affecting Accumulated Funds	-	-	-	-
Balance at 30 June 2023	-	-	-	-

EDUCATION DIRECTORATE
STATEMENT OF CHANGES IN EQUITY ON BEHALF OF THE TERRITORY –
CONTINUED
FOR THE YEAR ENDED 30 JUNE 2023

	Accumulated	Asset Revaluation	Other Reserves	Total Equity	Total Equity
	Funds	Surplus		Actual	Original
	Actual	Actual	Actual	Actual	Budget
	2022	2022	2022	2022	2022
	\$'000	\$'000	\$'000	\$'000	\$'000
Balance at 1 July 2021					
	-	-	-	-	-
Comprehensive Income					
Operating Result	-	-	-	-	-
Total Comprehensive Result	-	-	-	-	-
Transactions Involving Owners					
Accumulated Funds					
Capital Injections	-	-	-	-	-
Total Transactions Involving Owners					
Affecting Accumulated Funds	-	-	-	-	-
Balance at 30 June 2022	-	-	-	-	-

**EDUCATION DIRECTORATE
STATEMENT OF CASH FLOWS ON BEHALF OF THE TERRITORY
FOR THE YEAR ENDED 30 JUNE 2023**

	Note No.	Actual 2023 \$'000	Original Budget 2023 \$'000	Actual 2022 \$'000
Cash Flows from Operating Activities				
Receipts				
Cash from Government for Expenses on Behalf of the Territory		349 080	346 575	336 277
Goods and Services Tax Received		7 861	7 049	6 684
Total Receipts from Operating Activities		356 941	353 624	342 961
Payments				
Grants and Purchased Services		349 451	346 575	336 399
Goods and Services Tax Paid		7 858	7 049	6 686
Total Payments from Operating Activities		357 309	353 624	343 085
Net Cash (Outflows) from Operating Activities	26	(368)	-	(124)
Net (Decrease)/Increase in Cash and Cash Equivalents Held				
		(368)	604	(124)
Cash and Cash Equivalents at the Beginning of the Reporting Period		480	604	604
Cash and Cash Equivalents at the End of the Reporting Period	26	112	-	480

The above Statement of Cash Flows on Behalf of the Territory is to be read in conjunction with the accompanying notes.

EDUCATION DIRECTORATE TERRITORIAL STATEMENT OF APPROPRIATION FOR THE YEAR ENDED 30 JUNE 2023

Description and Material Accounting Policies relating to Payment for Expenses on Behalf of the Territory

The Directorate receives appropriation to fund a number of expenses incurred on behalf of the Territory, the main one being the payment of grants to various non-government organisations (See Note 25 *Grants and Purchased Services - Territorial*).

Payment for Expenses on behalf of the Territory is recognised when the Directorate gains control over the funding which is normally obtained upon the receipt of cash, given they do not contain enforceable and sufficiently specific performance obligations as defined by AASB 15.

	Original Budget 2023 \$'000	Total Appropriated 2023 \$'000	Appropriation Drawn 2023 \$'000	Appropriation Drawn 2022 \$'000
Territorial				
Expenses on Behalf of the Territory	346 575	356 534	349 080	336 156
Total Territorial Appropriation	346 575	356 534	349 080	336 156

The above Territorial Statement of Appropriation is to be read in conjunction with the accompanying notes.

Column Heading Explanations

The *Original Budget* column shows the amounts that appear in the Statement of Cash Flows in the Budget Papers. This amount also appears in the Statement of Cash Flows.

The *Total Appropriated* column is inclusive of all appropriation variations occurring after the Original Budget.

The *Appropriation Drawn* is the total amount of appropriation received by the Directorate during the year. These amounts appear in the Statement of Cash Flows on Behalf of the Territory.

Variances between 'Original Budget' and 'Total Appropriated'

Expenses on Behalf of the Territory

The difference between the Original Budget and the Total Appropriated mainly related to increased Commonwealth Government Quality Schools grants (\$7.148 million) in line with the National School Reform Agreement: Australian Capital Territory Bilateral Agreement.

Variances between 'Total Appropriated' and 'Appropriation Drawn'

Expenses on Behalf of the Territory

The difference between the Total Appropriated and Appropriation Drawn mainly related to surplus ACT Government budget funding for non-government schools. Non-government schools were funded in line the National School Reform Agreement: Australian Capital Territory Bilateral Agreement.

EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS –
TERRITORIAL
FOR THE YEAR ENDED 30 JUNE 2023

NOTE 24 BASIS OF PREPARATION OF THE FINANCIAL STATEMENTS – TERRITORIAL

The basis of preparation of the Directorate's financial statements are contained in *Note 2 – Basis of Preparation of the Financial Statements* and apply to both the Controlled and Territorial financial statements.

NOTE 25. GRANTS AND PURCHASED SERVICES – TERRITORIAL

Description and Material Accounting Policies relating to Grants and Purchased Services – Territorial

Grants are amounts provided, by the Directorate to non-government schools for general assistance or for a particular purpose. The grants given are usually subject to terms and conditions set out in the Deed of Grant, Services Agreement, or by legislation.

	2023 \$'000	2022 \$'000
Grants and Purchased Services		
<i>Payments for grants and subsidies were as follows:</i>		
Grants - Non-Government Schools ¹	349 451	336 277
Total Grants and Purchased Services	349 451	336 277

1. The increase from 2021-22 primarily relates to increased funding associated with Commonwealth Government Quality Schools grants in line with the National School Reform Agreement: Australian Capital Territory Bilateral Agreement.

NOTE 26. CASH AND CASH EQUIVALENTS – TERRITORIAL

Description and Material Accounting Policies relating to Cash and Cash Equivalents – Territorial

The Directorate holds a number of bank accounts with the Westpac Bank as part of the whole-of-government banking arrangements. As part of these arrangements, the Directorate does not receive any interest on these accounts, as all the accounts held are Set-Off Accounts.

(a) Reconciliation of Cash and Cash Equivalents at the end of the Reporting Period in the Statement of Cash Flows on Behalf of the Territory to the Related Items in the Statement of Assets and Liabilities on Behalf of the Territory.

Total Cash and Cash Equivalents Recorded in the Statement of Assets and Liabilities on Behalf of the Territory	112	480
Cash and Cash Equivalents at the end of the Reporting Period as Recorded in the Statement of Cash Flows on Behalf of the Territory	112	480

EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS –
TERRITORIAL
FOR THE YEAR ENDED 30 JUNE 2023

NOTE 26. CASH AND CASH EQUIVALENTS – TERRITORIAL – CONTINUED

(b) Reconciliation of the Operating Result to Net Cash Inflows from Operating Activities

	2023 \$'000	2022 \$'000
Operating Result	-	-
Cash Before Changes in Operating Assets and Liabilities	-	-
Changes in Operating Assets and Liabilities		
Decrease/(Increase) in Receivables	3	(3)
(Decrease) in Payables	(371)	(121)
Net Changes in Operating Assets and Liabilities	(368)	(124)
Net Cash (Outflows) from Operating Activities ¹	(368)	(124)

1. The Territorial accounts are programs administered by the Directorate on behalf of the Territory. Territorial accounts cannot generate an operating result and must hold nil equity balance. This means cash held at year-end is recorded as a payable owed to the Territory Banking Account. The decrease in 2022-23 is due to the timing of Goods and Services Tax refund from the Australian Taxation Office.

NOTE 27. RECEIVABLES – TERRITORIAL

Description and Material Accounting Policies relating to Receivables – Territorial

All receivables at 30 June 2023 are current and not overdue.

Current Receivables		
Goods and Services Tax Receivable from the Australian Taxation Office	-	3
Total Receivables	-	3

1. The decrease from 2021-22 is due to timing for goods and services tax receivable from the Australian Taxation Office.

EDUCATION DIRECTORATE
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS –
TERRITORIAL
FOR THE YEAR ENDED 30 JUNE 2023

NOTE 28. PAYABLES – TERRITORIAL

Description and Material Accounting Policies Relating to Payables – Territorial

All payables at 30 June 2023 are current and not overdue. The Territorial accounts are programs administered by the Directorate on behalf of the Territory. Territorial accounts cannot generate an operating result and must hold nil equity balance. This means cash held at year-end is recorded as a payable owed to the Territory Banking Account.

	2023 \$'000	2022 \$'000
Current Payables		
Payable to the Territory Banking Account ¹	112	483
Total Payables	112	483

1. The decrease is due to the timing of funding drawn down from the ACT Government.

NOTE 29. FINANCIAL INSTRUMENTS – TERRITORIAL

Material Accounting Policies Relating to Financial Instruments - Territorial

Details of the significant policies and methods adopted, including the criteria for recognition, the basis of measurement, and the basis on which income and expenses are recognised, with respect to each class of financial asset and financial liability are disclosed in the note to which they relate.

The carrying amounts for all financial assets and liabilities of the Directorate approximate fair value and are non-interest bearing. The Directorate on behalf of the Territory has no exposure to interest rate, credit, liquidity or price risk.

Note 30. BUDGETARY REPORTING – TERRITORIAL

Significant Accounting Judgements and Estimates – Budgetary Reporting – Territorial

Significant judgements have been applied in determining what variances are considered 'major variances'. Variances are considered major if both of the following criteria are met:

- The line item is a significant line item: where either the line item actual amount accounts for more than 10 per cent of the relevant associated actual category amount (Income, Expenses, Assets, liabilities and Equity totals) or more than 10 per cent of the sub-element (e.g. Current Liabilities and Receipts from Operating Activities totals) of the financial statements; and
- The variances (original budget to actual) are greater than plus (+) or minus (-) 10 per cent and \$15 million for the financial statement line item.

There are no material variances against the 2022-23 Budget.

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Capital Works

Infrastructure upgrades delivered in 2022–23

The Public Schools Infrastructure Renewal Program (PSIRP) has delivered significant upgrades across the public schools network with \$34.483 million expended in the reporting period.

Table 73: Public Schools Infrastructure Renewal Program expenditure

Upgrades	Schools	
Security fence installations and upgrades	Red Hill Primary School	Isabella Plains Early Childhood School
	Miles Franklin Primary School	Monash Primary School
	Hawker College	Wanniassa School Junior Campus
	Lyons Early Childhood School	Mount Rogers Primary School
	Calwell Primary School	Black Mountain School
	Charles Weston School	
School administration and/or staffroom upgrades	Fraser Primary School	Mount Rogers Primary School
	Mawson Primary School	Amaroo School
	Duffy Primary School	Ainslie School
	Arawang Primary School	Calwell High School
	Weetangera Primary School	Gilmore Primary School
	Caroline Chisholm Primary School	Palmerston District Primary School
	Calwell High School	Chapman Primary school
	Allied Health Office, Melba Copland Secondary School	Wanniassa School Senior Campus
	Student Services, Alfred Deakin High School	
	Palmerston District Primary School front office upgrade	
Learning area upgrades	Fadden Primary School	Ainslie School
	Evatt Primary School	Calwell High School
	Chifley Preschool	Gowrie Primary School
	Alfred Deakin High School	Canberra College
	Wanniassa School Senior Campus	Melrose High School
	Hawker Primary School	Calwell Primary School
		Black Mountain School
HVAC upgrades	Hawker Primary School	Wanniassa Hills Primary

(Thermal Comfort Program including general HVAC upgrades)	Evatt Primary School	School
	Calwell High School	Lanyon High School
	Gordon Preschool	O'Connor Cooperative School
	Macquarie Primary School	Lyons Early Childhood School
		Monash Primary School
External learning area upgrades	Evatt Primary School	Mount Rogers Primary School
	Giralang Primary School	School
	The Woden School	Monash Primary School
	Gold Creek Senior School	Canberra High School
	Isabella Plains Early Childhood School	Lyneham Primary School
	Southern Cross Early Childhood School	O'Connor Cooperative School
	Black Mountain School	Caroline Chisholm School Primary Campus
Playground upgrades (including basketball court hoops)	Belconnen High School	Richardson Primary School
	Isabella Plains Early Childhood School	Gowrie Preschool
	Duffy Preschool	Lyneham High School
	O'Connor Cooperative School	The Woden School
	Malkara School	Maribyrnong Primary School
	Macquarie Primary School	Maribyrnong Preschool
	Evatt Primary School	Black Mountain School
Access upgrades and learning support upgrades	Evatt Primary School	Arawang Primary School
	Kingsford Smith School	Lyons Early Childhood School
	Miles Franklin Primary School	Giralang Primary School
	Gilmore Primary School	Red Hill Primary School
	Gordon Preschool	Isabella Plains Early Childhood School
	UC Kaleen High School	The Woden School
	Erindale College	Calwell Primary School
	Gold Creek Senior School	Black Mountain School
	Lake Tuggeranong College	Majura Primary School
	Palmerston District Primary School	Macgregor Primary School
	Fraser Primary School	Hawker Primary School
	Aranda Primary School	Malkara School
	O'Connor Cooperative School	Lyneham Primary School
	Curtin Primary School	Maribyrnong Primary School
	Evelyn Scott School	Franklin School
	Melrose High School	Mawson Primary School
	Canberra High School	

	Mt Rogers Primary School Monash Primary School	Duffy Primary School Duffy Preschool Telopea Park School
Lyneham High School sports court		
Ecologically Sustainable Development (ESD) – bike shelters	Dickson College Gold Creek School	Canberra High School Kingsford Smith School
Gold Creek School bike shelter		
Roof Replacement Program	Wanniassa School Senior Campus	
Canteen and science upgrades	Charnwood-Dunlop School Caroline Chisholm School Senior Campus	Calwell High School
Toilet upgrades (including disability toilets and change amenities)	Charles Weston Preschool Chapman Primary School Isabella Plains Early Childhood School Macgregor Preschool Mount Rogers Primary School Chifley Preschool Palmerston District Primary School Evelyn Scott School Canberra High School Telopea Park School Curtin Primary School	Giralang Primary School Ainslie School Duffy Primary School Duffy Preschool Aranda Primary School Gold Creek Senior School Lyneham Primary School Campbell Primary School Campbell High School Calwell Primary School Calwell Preschool
Calwell Preschool amenities		
Cleaning room upgrades	Charnwood-Dunlop School Majura Primary School North Ainslie Primary School	Lanyon High School Farrer Primary School
Carpark upgrades	Florey Primary School Monash Primary School Malkara School	Dickson College Forrest Primary School
Installation of digital signs	Melba Copland Secondary School and College	Caroline Chisholm School Junior and Senior Campus

Source : ACT Education Directorate



Palmerston Primary School Front Office Upgrade

The Directorate received \$3 million funding in 2021–22 for a shade structure program to promote external learning. All the allocated funds were fully expended during 2022–23.

Table 74: Shade structure program

Upgrades	Schools	
Shade structures	Mount Rogers Primary School	Franklin School
	Chapman Primary School	Harrison School
	Palmerston District Primary School	Kingsford Smith School
	O'Connor Cooperative School	Charles Weston School
	Charnwood-Dunlop School	Weetangera Primary School
	Lyneham High School	Southern Cross Early Childhood School
	Harrison School	Calwell Primary School
	Charles Conder Primary School	The Woden School

Source: ACT Education Directorate

Roof replacement program

The Directorate received \$17.96 million in the 2018–19 Budget for the Roof Replacement Program over 4 years. During 2022–23, roof replacements were completed at Alfred Deakin High School, Calwell High School, North Ainslie Primary School, Telopea School, and Wanniassa School Senior Campus. An additional \$10.9 million was appropriated in 2023 for further roof replacement projects at Dickson College and Melba Copland College, where works commenced in June 2023.

Energy efficient heating renewal program

The Directorate received \$15.964 million in the 2019–20 Budget for energy efficient heating upgrades for ACT public schools over 4 years. Fadden Primary School is in contract to deliver a 100% electrical solution and Wanniassa Hills Primary School is in contract to deliver an 80% electrical solution. Contractors are engaged at Red Hill Primary School and Forrest Primary School, which are currently in the design and procurement phase.

Major education projects

The Directorate has delivered significant projects across the public school network with over \$91.471 million expended in 2022–23.

Projects were delivered to modernise facilities, provide new schools, and better meet the learning needs of communities. For 2022–23, the projects included 6 new schools (works in progress) and 3 school site upgrades. Four permanent site expansions are underway which will provide additional capacity of up to 1,900 students when completed, and transportable classrooms were delivered to accommodate up to 300 additional places.

Planning also commenced for future schools, including major modernisation and expansion upgrades for 2 schools and feasibility study and master planning for one new college. Ongoing feasibility studies will inform options at existing schools and identify new school sites throughout the ACT across all sectors (primary, high school, college, and specialist).

School upgrades and modernisations

- Campbell Primary School – Landscape works including a covered outdoor learning hardcourt and external learning environments
- Garran Primary School – The lead design consultant completed the preliminary sketch plans for the school. These plans were then issued as part of the procurement for the head contractor. The head contractor procurement commenced in 2022, with the head contractor contract anticipated to be awarded in July 2023. The Town Planner has lodged the Territory Plan Variation (TPV) associated with the modernisation project, noting this is a separate engagement and process to the design works. The TPV is anticipated to be approved in the second half of 2023. Community consultation took place for the TPV in April 2022; further consultation took place in the second half of 2022. The modernisation project will be undertaken through a staged delivery model. The first stage of the modernised school is forecast to open early-2025, with further stages to be delivered later in 2025
- Narrabundah College – A new lead design consultant has been engaged to complete master planning and preliminary sketch plan design in preparation for going to market for the head contractor for the delivery of the first stage of the modernisation.

School expansions

- Margaret Hendry School – Construction of the new building providing up to 600 additional student places is progressing to completion during the Term 3, 2023. The additional carparking and community room were completed for school use during Term 2, 2023
- North Ainslie Primary School – Design consultants have been engaged to commence master planning design works to expand the school to accommodate up to 300 students, as well as modernise existing facilities where possible. The project is currently funded for feasibility and design
- Majura Primary School – Design consultants have been engaged to commence master planning design works to expand the school to accommodate up to 300 students, as well

as modernise existing facilities where possible. The project has a budget appropriation for feasibility, design, and construction

- Telopea Park School Expansion – Early feasibility and high-level master planning has commenced for the proposed expansion works at the school
- Gungahlin College Expansion – Master planning has commenced for the proposed works to assist with enrolment pressures. The master planning includes the installation of 4 transportable classrooms providing 8 additional teaching spaces. Internal modifications will also take place to provide additional capacity to selected specialist spaces, as well as works to relocate the café in the library to provide additional supervised formal study space for students. Construction works will commence in the July 2023 school holidays and will continue through the remainder of 2023.



Margaret Hendry School Expansion – Construction Progress

New schools

- Evelyn Scott School – The high school component (years 7–10) of the new school was completed at the end of 2022 and opened for students on day 1, Term 1, 2023
- Shirley Smith High School – Construction of the new high school is approaching completion ready for the commencement of the 2024 school year
- North Gungahlin High School – The head contractor finalised the design documentation and received Development Application (DA) approval for the new high school in 2022. The phase 2 construction contract was approved in May 2023 with construction starting in June 2023.

- **Strathnairn ECEC to Year 6 School** – The lead design consultant completed the preliminary sketch plans for the school. These plans were then issued as part of the procurement for the head contractor. The head contractor procurement commenced in 2022, with the head contractor contract anticipated to be awarded in July 2023. Through a separate process, the Ginninderry developers lodged the Estate Development Plan (EDP) in 2022, which includes the block and section for the new school. The EDP is anticipated to be approved in the second half of 2023. The new school and ECEC is targeted for completion for the start of 2025
- **New college in Gungahlin** – Early feasibility and high-level master planning has commenced for the proposed college site in Nicholls
- **Whitlam ECEC to Year 6 School** – The lead design consultant has commenced design option studies and master planning for the school. Through a separate process, the Suburban Land Agency lodged the EDP for the proposed school site and associated infrastructure. The EDP is anticipated to be approved in the second half of 2023. The new school and ECEC is targeted for completion for the start of 2026.



Shirley Smith High School – Construction Progress

Transportable classrooms

Transportable classrooms provide flexibility to respond to natural peaks in enrolments and medium-term transient enrolment growth. As suburbs progress through their lifecycle, student numbers tend to rise and fall. Active monitoring and management of unexpected local and short-term demand pressures is a key school planning function.

The provision of transportable classrooms enables the Directorate to respond quickly and flexibly to changes in enrolment demand. Transportable classrooms are a normal part of planning for growth, and they provide flexibility both for schools that are experiencing temporary growth in enrolments, and time to plan and deliver permanent investment in capacity where it is needed for the long-term.

Short-term increases in demand that are not expected to be sustained can be addressed by installing transportable classrooms at a significantly lower cost compared to that of an additional building. These are used in situations where a permanent built expansion of capacity may not be the best long-term or cost-effective solution to expected demand pressures.

In addition, the provision of the transportable classrooms provides time for the Directorate to plan and deliver a more permanent response if sustained enrolment growth is anticipated.



Aranda Primary School – transportable building installation

Transportable classrooms are designed to be open, spacious, comfortable, and inviting learning environments. They are modern, fully insulated and designed to meet current energy targets with the same comforts and technical/IT infrastructure as a permanent learning space. Transportable classrooms are planned and placed in areas that blend into the overall design and landscaping of the school. Transportable classrooms installed at schools today are built to the same standards (National Construction Code) as permanent structures.

Transportable classrooms are also used as interim accommodation while the modernisation of schools is underway.

The 2022–23 program experienced significant material and labour supply challenges delaying delivery of units to all sites. The schools receiving units were:

- Red Hill Primary School
- Aranda Primary School
- Charles Conder Primary School
- Telopea Park School.

Planning for 2024

Planning has commenced for:

- transportable classrooms the 2024 school year, with the re-use of units from completed school expansion and modernisation projects being coordinated, along with a longer-term procurement approach for unit supply
- a new college in Molonglo
- major modernisation and expansion upgrades at 2 schools
- feasibility studies to inform options at existing schools and to identify new school sites across the ACT for all sectors (primary, high school, college, and specialist).

Table 75: Capital Works management 2022–2023

Project	Original Project Value \$'000	Revised Project Value \$'000	Prior Year Expenditure \$'000	Actual Expenditure 2022–23 \$'000	Total Expenditure to Date \$'000	Estimated/ Actual physical completion date
NEW CAPITAL WORKS						
New and expanded schools – Garran Primary School	62,400	62,400	0	210	210	Dec-24
New and expanded schools – Strathnairn Primary School	62,400	62,400	0	62	62	Dec-24
New and expanded schools – Narrabundah College	31,910	31,910	0	79	79	Dec-24
Planning for increasing college capacity in Canberra's north	1,000	1,000	0	6	6	Jun-24
Development of the Whitlam Primary School and Early Childhood Education Centre	76,750	76,750	0	98	98	Dec-25
Upgrading and increasing school capacity	8,000	8,000	0	1,560	1,560	Dec-24
Majura Primary School modernisation	39,330	39,330	0	11	11	Dec-25
Roof Replacement Program	10,900	10,900	0	740	740	Jun-25
Subtotal New Capital Works	292,690	292,690	0	2,766	2,766	
PUBLIC SCHOOL INFRASTRUCTURE UPGRADES						
School Learning Area Improvements	4,010	4,010	0	4,455	4,455	Jun-23
School Administration and	2,350	2,350	0	4,475	4,475	Jun-23

Support Area
Improvements

Disability Access Compliance	4,090	4,090	0	7,533	7,533	Jun-23
School Infrastructure Revitalisation	8,600	8,600	0	8,949	8,949	Jun-23
School Security Improvements	517	517	0	1,152	1,152	Jun-23
School Safety Improvements	410	410	0	1,360	1,360	Jun-23
External Learning Environments	2,770	2,770	0	2,718	2,718	Jun-23
Environmentally Sustainable Development Initiatives	2,860	2,860	0	2,690	2,690	Jun-23
Fast-Track Projects	340	340	0	1,151	1,151	Jun-23
Subtotal Public School's Infrastructure Upgrades	25,947	25,947	0	34,483	34,483	
Total New Works	318,637	318,637	0	37,249	37,249	

WORK IN PROGRESS

Expansion of Margaret Hendry Primary School and a New Taylor High School	132,808	132,808	8,736	34,391	43,127	Jun-23 for Margaret Hendry and Dec-24 for Taylor High
Increasing School Capacity	19,800	19,800	11,438	7,801	19,239	Jul-23
New and Expanded Schools – Strathnairn Primary School	1,000	1,000	271	568	839	Dec-24
New and Expanded Schools – Future Planning	9,000	8,000	1,578	2,102	3,680	Jun-24
Amaroo School Expansion	12,730	12,730	10,900	1,624	12,524	Dec-21
Schools for our growing city –	85,900	85,900	14,847	27,870	42,717	Dec-23

Kenny High School

Expanding Franklin Early Childhood School	29,447	29,447	27,081	1,885	28,966	Aug-22
Delivering a new primary school at Throsby	43,913	43,913	41,271	2,227	43,498	Feb-22
More places for students at Gold Creek School's senior campus	6,442	6,442	4,234	1,610	5,844	Aug-22
More places for students at northside schools	8,504	8,504	5,888	278	6,166	Jun-24
Delivering energy-efficient heating upgrades for ACT public schools	15,964	15,964	2,573	1,432	4,005	Jun-24
More places at Gungahlin schools	19,830	19,830	18,862	148	19,010	Jun-24
Delivering Molonglo P-10	70,000	70,000	67,376	1,299	68,675	Dec-22
Upgrading Campbell Primary School	18,819	18,819	17,220	828	18,048	Jun-22
Total Capital Work in Progress	474,157	473,157	232,275	84,063	316,338	

PROJECTS - PHYSICALLY AND FINANCIALLY COMPLETED

COVID-19 Response Fund Projects - Improvements to Ventilation	5,200	5,200	3,634	1,566	5,200	Dec-22
COVID-19 Response Fund Projects - Shade Structures	3,000	3,000	1,127	1,873	3,000	Jun-23
New and Expanded Schools – Narrabundah College Modernisation	600	600	188	441	629	Dec-22
New and Expanded Schools – Garran	970	970	506	496	1,002	Dec-22

Primary School
Redevelopment

Roof Replacement Program	17,960	17,960	15,640	2,446	18,086	Aug-22
Expanding schools in Gungahlin	24,072	24,606	23,410	1,259	24,669	Jul-22
Total Projects Physically and Financially Completed	51,802	52,336	44,505	8,081	52,586	
GRAND TOTAL CAPITAL WORKS PROGRAM 2022-23	844,596	844,130	276,780	129,393	406,173	

Source: ACT Education Directorate

Table 76: End of financial year reconciliation schedule 2022–23

Reconciliation of total current year financing	2022–23 \$'000
Total current year capital works financing	141,665
Add: Other capital initiatives financing	13,610
Capital Injection as per Cash flow statement	155,275
Reconciliation of Total Current Year Actual Expenditure - against financing	
Total current year capital works expenditure	129,392
Total current year capital initiatives expenditure	11,968
Add: Net Impact of accruals between financial years	3,338
Add/(Less): Net Impact of Capital purchases expenditure funded outside of Capital Injections ¹	(9,765)
Add/(Less): Cash drawn down from capital Injection for financing Whitlam Land and Employee entitlements	20,342
Capital Injection (as per Cash flow statement)	155,275
Reconciliation of Total Current Year Actual Expenditure	
Total current year capital works expenditure	129,392
Total current year capital initiatives expenditure	11,968
Add: Net Impact of accruals between financial years	3,338
Less: CWIP Expensed amount	(624)
Add: Other asset purchases outside of capital works program and capital initiatives*	923
Add/Less: Cash drawn down from capital Injection for financing Whitlam Land and Employee entitlements	15,300
Purchase of Property, Plant and Equipment (as per Cash Flow Statement)	160,297

Source: ACT Education Directorate

1. Figure includes items capitalised that were not part of capital works program (schools assets purchases & repairs and maintenance that has been capitalised).

Information, Communication and Technology projects

In 2022–23, the Directorate completed critical milestones for Information, Communication and Technology (ICT) projects, including:

- the deployment of Chromebook devices to support over 3,800 new secondary students in week 1, Term 1, 2023. The refresh of over 3,200 3-year-old Chromebook devices for year 10 students was completed in May 2023.
- the deployment of over 2,100 Chromebook devices to primary schools under the shared program (one device to 3 students) in July 2022.
- an ongoing eSafety program was delivered to support year 6 students transitioning to high school. This included ongoing student, parent and carer, and teacher eSafety webinars
- the provision of ongoing internet services on an equity basis for over 500 students to support their studies at home if they required it
- implementation of several ICT improvements including Student Movements Register, security reviews and enhancements, School Psychologist Service Health Record Management System Phase 3 implementation, and Safe and Engaging Environment and Education System Pulse Dashboard
- additional School Administration System enhancements with the implementation of student transitions information, integration to the ACT Certification System and SAS to support college reporting, and admissions full integration.

Table 77: Information, Communication and Technology Projects 2022–23

Project	Original Project Value \$'000	Revised Project Value \$'000	Prior Year Expenditure \$'000	Actual Expenditure 2022-23 \$'000	Total Expenditure to Date \$'000	Estimated/ Actual physical completion date
WORK IN PROGRESS						
Investing in Public Education - Digital Access and Equity	18,290	18,290	0	3,538	3,538	Ongoing
Investing in Public Education - Essential ICT	400	400	0	220	220	June 2023
Investing in Public Education - <i>Set Up for Success</i> - Early Childhood Program	600	600	0	44	44	June 2023
Better Schools for our Kids - Technology-Enabled Learning	10,450	17,756	17,261	477	17,738	June 2022
Supporting our School System – Improving ICT ¹	7,796	8,720	0	8,720	8,720	June 2022
School Staffing Integrated Management System (Design)	356	356	324	32	356	June 2022
Total Work	37,892	45,198	17,585	13,031	30,616	

Source: ACT Education Directorate

Asset Management

The Directorate is responsible for a large and diverse asset portfolio, with 91 schools located across more than 100 sites catering for over 50,000 students every day. The Education infrastructure portfolio has significant history, having grown with the Canberra region and modernised alongside education practice over many years. Over two-thirds of the ACT's public schools were built before 1992, with the oldest of those opening its doors to students in 1923.

Investing in safe and fit-for-purpose educational infrastructure is integral to ensuring ACT public school students continue to have access to facilities that encourage learning and belonging within inclusive school environments.

The Directorate administers the annual capital works program, coordinates, and manages statutory and high-risk maintenance activities, and provides technical support to schools for their repair and maintenance activities. There are 3 main infrastructure activities managed by the Directorate:

- Major Projects – construction of new schools and major works to existing sites such as capacity expansions or modernisations of existing schools
- Public School Infrastructure Upgrades – improvements and upgrades to schools such as classroom renovations, disability access requirements, and safety and security improvements
- Repairs and Maintenance – support schools in compliance with key asset obligations, management of preventative maintenance contracts, response coordination for critical reactive asset-related events and hazardous materials management.

Management of the Directorate's asset portfolio is guided by the Strategic Asset Management Framework (SAMF). The SAMF focuses on 2 key areas of the Directorate's expenditure:

- repairs and maintenance
- capital upgrade works.

The SAMF is in the process of being implemented and will support the development of policy and understanding responsibilities and priorities in relation to ongoing school asset management.

Assets managed

The Directorate managed school infrastructure assets with a total value of \$2,420.5 million as at 30 June 2023.

Table 78: Assets and their values as at 30 June 2023

Asset Class	Value (\$ million)
Land and Buildings (including improvements) for schools and preschools	2,420.5
Leasehold improvements	0.2
Right of Use Vehicles	1.2
Property, plant, and equipment	51.7
Intangible assets	6.0
Total	2,479.6

Source: ACT Education Directorate

During 2022–23, assets added to the asset register are shown in Table 79.

Table 79: Assets added to the Asset Register in 2022–23

Assets	Value (\$ million)
Capital Works (schools)	73.8
Capital Initiatives – ICT and other projects	15.5
Total	89.3

Source: ACT Education Directorate

Surplus assets

As at 30 June 2023, the Directorate did not have any properties identified as potentially surplus.

Assets maintenance and upgrade

The Directorate undertakes planned and unforeseen repairs and maintenance works at ACT public schools and preschools as well as compliance programs. Funds are also allocated each year directly to ACT public schools for physical infrastructure costs covering school-managed repairs and maintenance works.

The centrally funded repairs and maintenance works in 2022–23 included:

- specific works (for example, fire panel, security system and electrical switchboard upgrades, external painting, and other school maintenance priorities)
- heating, ventilation and air conditioning maintenance and repairs
- stormwater and sewer line inspections and rectification works
- roof access safety system upgrades and certification
- lifts and auto door inspections and maintenance
- emergency lighting inspections and maintenance
- fire alarm system monitoring
- gutter cleaning and ember zone maintenance
- hazardous materials surveys and removal
- building condition assessments, including drone technology to streamline and improve the assessment of roof and roof components
- work health and safety related works
- tree works
- play equipment audits
- school security (for example, targeted patrols, static guarding where required and patrol response to security sensor alerts).

Expenditure on centrally managed repairs and maintenance was \$23.2 million for 2022–23.

Managing hazardous materials in ACT public schools

The Directorate manages public school buildings of varying age and condition across the ACT. Seventy-six schools contain some amount of asbestos and/or lead paint. Every school with known hazardous materials has a Hazardous Materials Register and 4.1 million was included in the overall repairs and maintenance budget for the management of hazardous materials. An additional \$3.4 million was expended for the targeted removal of hazardous materials in ACT public schools during 2022–23.

In practice, the management of hazardous materials is often addressed and remedied during the process of implementing comfort and safety upgrades in schools, for example, replacing windows in an older school to improve energy efficiency and student comfort may also result in windows with lead paint being removed.

Names of all public schools with a confirmed presence of lead paint and/or asbestos are published online, alongside information about how these hazards are managed in schools as part of the Directorate's communications activities to increase community awareness of hazardous materials management.

Office accommodation

There were 142 staff occupying office environment workstations on 30 June 2023 (excluding the Office of the Board of Senior Secondary Studies), across a total of 6,568 m².

Flexible workplace arrangements are in place for staff, which means that Education Support Office (ESO) staff may have been working from home or at alternate ACT Government FlexiSpaces on the day of the count, which was also the commencement of the school holiday period. Education staff were also undertaking school-based activities, including teaching, student support, school leadership and school administration, and were not part of this count.

Details of the reported sites, staff numbers (head count), and space occupied are provided in Table 80.

Table 80: Education Staff Office sites, staff numbers (headcount) and space occupied as at 30 June 2023

Building and location	Staff numbers ⁴	Approximate area occupied (m ²)	Average area occupied per employee (m ²)
220 London Circuit, Civic	8	1,496	187
Hedley Beare Centre for Teaching and Learning, Stirling ^{1, 3}	126	4,337	34
Gilmore Primary School and Melba Copland Secondary School ²	1	580	580
Callum Offices, Philip ⁴	7	155	22
Total	142	6,568	46

Source: ACT Education Directorate

¹Approximate area occupied at the Hedley Beare Centre for Teaching and Learning does not include spaces still allocated for meeting rooms and training facilities available for booking by other ACT Government Directorates and members of the public. A significant amount of training space has been reconfigured into office accommodation.

²School areas occupied by ESO staff are from the Allied Health group.

³Staff numbers do not include 25 Shared Services ICT staff embedded in the Hedley Beare Centre for Teaching and Learning.

⁴Excluding Board of Senior Secondary Studies staff and floor area.

Office accommodation works undertaken during the reporting period included:

- relocation of an Allied Health team from Evelyn Scott School to Melba Copland Secondary School
- planning for the relocation of flexible education staff from Charles Weston School to the Muliyan flexible education facility at Woden
- reconfiguration and refurbishment for the School Cleaning Services accommodation at Callum Offices.

Government Contracting

Overview

The online ACT Government Contracts Register records contracts with suppliers of goods, services and works with a value of \$25,000 or more.

A full search of the Education Directorate's contracts notified with an execution date from 1 July 2022 to 30 June 2023 can be made at <https://www.tenders.act.gov.au/contract/search>.

Secure Local Jobs Codes

Reporting entities must report on any exemptions from the Secure Local Jobs Code requirements under section 22G of the *Government Procurement Act 2001*.

There were no exemptions provided in the reporting period.

Aboriginal and Torres Strait Islander Procurement Policy

Reporting entities must report on the Aboriginal and Torres Strait Islander Procurement Policy (ATSIPP) 3 performance measures.

Table 81: Aboriginal and Torres Strait Islander Procurement Policy performance measures

Performance Measure	Result
The number of unique Aboriginal and Torres Strait Islander Enterprises that respond to the reporting entity's tender and quotation opportunities	5
The number of unique Aboriginal and Torres Strait Islander Enterprises attributed a value of addressable spend in the financial year	27
Percentage of the financial year's addressable spend which is spent with Aboriginal and Torres Strait Islander Enterprise	2.3%

Statement of Performance



AUDITOR-GENERAL AN OFFICER
OF THE ACT LEGISLATIVE ASSEMBLY 

INDEPENDENT LIMITED ASSURANCE REPORT

To the Members of the ACT Legislative Assembly

Conclusion

I have undertaken a limited assurance engagement on the statement of performance of the Education Directorate (Directorate) for the year ended 30 June 2023.

Based on the procedures performed and evidence obtained, nothing has come to my attention to indicate that the results of the accountability indicators reported in the statement of performance for the year ended 30 June 2023 are not in agreement with the Directorate's records or do not fairly reflect, in all material respects, the performance of the Directorate, in accordance with the *Financial Management Act 1996*.

Basis for conclusion

I have conducted the engagement in accordance with the Standard on Assurance Engagements ASAE 3000 *Assurance Engagements Other than Audits or Reviews of Historical Financial Information*. My responsibilities under the standard and legislation are described in the 'Auditor-General's responsibilities' section of this report.

I have complied with the independence and other relevant ethical requirements relating to assurance engagements, and the ACT Audit Office applies Australian Auditing Standard ASQM 1 *Quality Management for Firms that Perform Audits or Reviews of Financial Reports and Other Financial Information or Other Assurance or Related Services Engagements*.

I believe that sufficient and appropriate evidence was obtained to provide a basis for my conclusion.

Directorate's responsibilities for the statement of performance

The Director-General is responsible for:

- preparing and fairly presenting the statement of performance in accordance with the *Financial Management Act 1996* and *Financial Management (Statement of Performance Scrutiny) Guidelines 2019*; and
- determining the internal controls necessary for the preparation and fair presentation of the statement of performance so that the results of accountability indicators and accompanying information are free from material misstatements, whether due to error or fraud.

Auditor-General's responsibilities

Under the *Financial Management Act 1996* and *Financial Management (Statement of Performance Scrutiny) Guidelines 2019*, the Auditor-General is responsible for issuing a limited assurance report on the statement of performance of the Directorate.

My objective is to provide limited assurance on whether anything has come to my attention that indicates the results of the accountability indicators reported in the statement of performance are not in agreement with the Directorate's records or do not fairly reflect, in all material respects, the performance of the Directorate, in accordance with the *Financial Management Act 1996*.

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In a limited assurance engagement, I perform procedures such as making inquiries with representatives of the Directorate, performing analytical review procedures and examining selected evidence supporting the results of accountability indicators. The procedures used depend on my judgement, including the assessment of the risks of material misstatement of the results reported for the accountability indicators.

Limitations on the scope

The procedures performed in a limited assurance engagement are less in extent than those required in a reasonable assurance engagement and consequently the level of assurance obtained is substantially lower than the assurance that would have been obtained had a reasonable assurance engagement been performed. Accordingly, I do not express a reasonable assurance opinion on the statement of performance.

This limited assurance engagement does not provide assurance on the:

- relevance or appropriateness of the accountability indicators reported in the statement of performance or the related performance targets;
- accuracy of explanations provided for variations between actual and targeted performance due to the often subjective nature of such explanations; or
- adequacy of controls implemented by the Directorate.

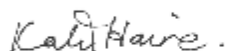


Michael Harris
Auditor-General
25 September 2023

**Education Directorate
Statement of Performance
For the year ended 30 June 2023**

Statement of Responsibility

In my opinion, the Statement of Performance is in agreement with the Directorate's records and fairly reflects the service performance of the Directorate for the year ended 30 June 2023 and also fairly reflects the judgements exercised in preparing it.



Katy Haire
Director-General
22 September 2023

Education Directorate
Statement of Performance
For the year ended 30 June 2023

Output Class 1: Public School Education

Description

Public primary school education spans the years from preschool to year 6. Learning opportunities in the primary years are designed to allow each student to experience success and achieve high quality learning outcomes. Each school maximises opportunities for students to develop knowledge, understanding, skills and values through implementing curriculum, assessment and reporting using the Australian Curriculum and the Early Years Learning Framework. Schools partner with parents, carers, and the community to enhance student outcomes.

Public high school education covers the years 7 to 10. ACT public high schools offer a comprehensive education across key learning areas. Each school organises its curriculum to maximise opportunities for students to develop the knowledge, understanding, skills and values articulated in the Australian Curriculum. Public secondary college education covers years 11 and 12, offering courses catering for a broad range of student needs and interest. Courses are accredited by the ACT Board of Senior Secondary Studies.

A range of programs are available in ACT public schools for students with a disability. These include access to specialist schools, specific classes or units in mainstream schools, and participation in mainstream classes with the support to access the additional support in mainstream classes.

The Directorate is responsible for the regulation of early childhood education and care services. Assessment and monitoring of early childhood education and care services contributes to ensuring quality education and care is provided to children accessing these services. Early childhood education and care services include ACT public preschools, independent preschools, family day care, long day care and school age care programs.

	2022-23 Target	2022-23 Result	Percentage variance from the target	Explanation of material variance (±10% or higher)
Cost (\$'000)				
1.1 Public Primary School Education	545,943	543,488	(0.4%)	
1.2 Public High School Education	262,076	259,806	(0.9%)	
1.3 Public Secondary College Education	156,277	156,520	0.2%	
1.4 Disability Education in Public Schools	108,902	109,305	0.4%	
Total Output Class 1	1,073,198	1,069,119	(0.4%)	
Controlled Recurrent Payments (\$'000)				
1.1 Public Primary School Education	450,443	448,910	(0.3%)	
1.2 Public High School Education	232,401	231,610	(0.3%)	
1.3 Public Secondary College Education	142,292	141,808	(0.3%)	
1.4 Disability Education in Public Schools	102,829	102,479	(0.3%)	
Total Controlled Recurrent Payments	927,965	924,807	(0.3%)	

Total Cost and Controlled Recurrent Payments measures were not examined by the ACT Audit Office in accordance with the *Financial Management (Statement of Performance Scrutiny) Guidelines 2019*. The Accountability Indicators were examined by the ACT Audit Office in accordance with the *Financial Management Act 1996*.

Education Directorate
Statement of Performance
For the year ended 30 June 2023

Output Class 1: Public School Education	2022-23 Target	2022-23 Result	Percentage variance from the target	Explanation of material variance (±10% or higher)
Accountability Indicators				
Early Childhood Education				
a. Number of enrolments in preschool in public schools	4,700	4,311	(8.3%)	Note 1
b. Number of enrolments of Aboriginal and Torres Strait Islander students in preschool in public schools	275	258	(6.2%)	Note 1
School Participation				
a. Attendance rate of public school students in year 1 to year 10	92%	85%	(7.6%)	Note 2
Education and Care Services				
a. Assessment and ratings completed within legislated timeframes	100%	98%	(2%)	
b. Annual compliance audit is delivered in full	100%	100%	-	
Disability Education				
a. Individual Learning Plans completed for students in special and mainstream schools who access special education services	100%	97%	(3%)	
Senior Secondary Education				
a. Percentage of all year 10 students in public schools who proceed to public secondary college education	92%	91%	(1.1%)	
b. Percentage of year 10 Aboriginal and Torres Strait Islander students in public schools who proceed to public secondary college education	92%	79%	(14.1%)	Note 3
c. Percentage of all year 10 students in public schools who proceed to year 12 at a public senior secondary college	85%	83%	(2.4%)	
d. Percentage of year 10 Aboriginal and Torres Strait Islander students in public schools who proceed to year 12 at a public senior secondary college	85%	55%	(35.3%)	Note 4
e. Percentage of year 12 students in public schools who received an ACT Senior Secondary Certificate	90%	87%	(3.3%)	
f. Percentage of year 12 Aboriginal and Torres Strait Islander students in public schools who received an ACT Senior Secondary Certificate	90%	64%	(28.9%)	Note 5
Average cost (\$) Per Student Per Annum in Public Schools				
a. Preschool	9,682	9,437	(2.5%)	
b. Primary School	18,835	18,814	(0.1%)	
c. High School	22,400	22,189	(0.9%)	
d. Secondary College	24,885	24,714	(0.7%)	
e. Special School	79,510	80,313	1.0%	
f. Mainstream School student with a disability	32,165	32,256	0.3%	

The above Statement of Performance should be read in conjunction with the accompanying notes.

Total Cost and Controlled Recurrent Payments measures were not examined by the ACT Audit Office in accordance with the *Financial Management (Statement of Performance Scrutiny) Guidelines 2019*. The Accountability Indicators were examined by the ACT Audit Office in accordance with the *Financial Management Act 1996*.

Notes to variances

- The overall reduction in preschool numbers is strongly related to a reduction in the number of eligible children (four years old by the 30th of April), rather than significant changes in participation in the optional preschool year. The estimated resident population of three-year-old children in the ACT in June 2021 was 376 less than the estimated number of three-year-old children in June 2020 and 43 less from June 2021 to June 2022. The ABS estimated resident population data suggests around 260 or 4.5% fewer births in 2018 than 2017. Preschool enrolment is not compulsory and subject to parental choice. It is also impacted by increased availability of preschool services in the non-government sector and enrolment decision making by families.

Education Directorate
Statement of Performance
For the year ended 30 June 2023

2. 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 attended over the period. The ACT public school attendance rate in Semester 1, 2022 was 85%. The decline in the attendance rate was observed nationally with student attendance significantly impacted by COVID-19, high influenza flu outbreaks and floods in some regions.
3. This indicator is to provide a measure of improving secondary education in ACT schools and to support successful transitions for Aboriginal and Torres Strait Islander students. The variance is larger than in previous years due to the target for this indicator being increased significantly to ensure alignment with the all-student target. The policy intent is to close the gap between Aboriginal and Torres Strait Islander student retention and non-Aboriginal and Torres Strait Islander student retention.
 The Directorate is unable to provide specific reasons for the lower retention rate of Aboriginal and Torres Strait Islander students. Due to very small student cohorts, care should be taken when interpreting statistics for Aboriginal and Torres Strait Islander Students. There are a number of targeted and universal supports for Aboriginal and Torres Strait Islander students. These include the Student Aspirations Program, delivering secondary scholarships and the Mura Awards, and Vocational Education and Training supports and programs. Individual colleges also have school-based supports to assist Aboriginal and Torres Strait Islander students to complete their education.
4. This indicator is to provide a measure of improving secondary education in ACT schools in support of the National Youth Attainment Targets and to support successful transitions for Aboriginal and Torres Strait Islander students from year 10 to year 12. The variance was larger than in previous years because the target for this indicator was increased significantly to ensure alignment with the all-student target. The policy intent is to close the gap between Aboriginal and Torres Strait Islander student retention and non-Aboriginal and Torres Strait Islander student retention (students in year 10 in public schools who proceed to year 12 at an ACT public senior secondary college).
 The Directorate is unable to provide specific reasons for the lower retention rate of Aboriginal and Torres Strait Islander students. Due to very small student cohorts, care should be taken when interpreting statistics for Aboriginal and Torres Strait Islander Students. There are a number of targeted and universal supports for Aboriginal and Torres Strait Islander students. These include the Student Aspirations Program, delivering secondary scholarships and the Mura Awards, and Vocational Education and Training supports and programs. Individual colleges also have school-based supports to assist Aboriginal and Torres Strait Islander students to complete year 12.
5. Variance can be impacted due to the proportionally smaller number of year 12 Aboriginal and Torres Strait Islander students. The small number of Aboriginal and Torres Strait Islander students can result in large percentage variances due to changes in circumstances and must therefore be interpreted with caution. A total of 138 Aboriginal and Torres Strait Islander Students were enrolled in year 12 at the February 2022 census (including Older O and O2), and 89 students received ACT Senior Secondary Certificate leading to the 64 per cent completion rate. O refers to students completing an abridged package in one year. O2 refers to students completing an abridged package over two years who are in their final year of study. These students are referred to as O1 prior to their final year. Students whose age cohort have already graduated are eligible to study the abridged package.
 The Directorate is not able to provide specific reasons for the lower ACTSSC attainment rate of Aboriginal and Torres Strait Islander Students. There are a number of targeted and universal supports for Aboriginal and Torres Strait Islander students to assist them to complete their schooling. These include the Student Aspirations Program, delivering secondary scholarships and the Mura Awards, and Vocational Education and Training supports and programs. Individual colleges also have school-based supports to assist Aboriginal and Torres Strait Islander students to complete year 12.

Education Directorate
Statement of Performance
For the year ended 30 June 2023

Output Class 2: Non-Government Education

Output 2.1: Non-Government School Education

Description

The Directorate contributes to the maintenance of standards in non-government schools and home education through compliance and registration, and the accreditation and certification of senior secondary courses through the Board of Senior Secondary Studies. The Directorate also undertakes the administration and payment of the Commonwealth and ACT Government grants.

	2022-23 Target	2022-23 Result	Percentage variance from the target	Explanation of material variance (±10% or higher)
Cost (\$'000)	6,190	4,917	(20.6%)	Note 1
Controlled Recurrent Payments (\$'000)	5,500	4,399	(20.0%)	Note 1
Accountability Indicators				
a. Grants paid within the required period of receiving funds from the Commonwealth Government	100%	100%	-	
b. Notification of outcome of home education registration application within legislated timeframe	100%	100%	-	

The above Statement of Performance should be read in conjunction with the accompanying notes.

Total Cost and Controlled Recurrent Payments measures were not examined by the ACT Audit Office in accordance with the *Financial Management (Statement of Performance Scrutiny) Guidelines 2019*. The Accountability Indicators were examined by the ACT Audit Office in accordance with the *Financial Management Act 1996*.

Finance notes

1. The variance is primarily due to the timing of payments associated with the Preschool Reform Agreement funding and National School Chaplaincy Program National Partnership.

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Part D

Annual Report
Requirements for
Specific Reporting Entities

Part 4 – Annual Report Requirements for Specific Reporting Entities

Investigation of complaints

During the reporting period, the Directorate's Feedback and Complaints team responded to 2,458 contacts from members of the community. This included suggestions, requests for information and services, compliments, and complaints.

Parents and carers are encouraged to communicate directly with their school to support early resolution of any issues or concerns. They can also contact the Education Support Office by phoning the feedback and complaints line or completing an online Education Directorate contact form.

The Directorate has continued its focus on strengthening its complaints management framework. During 2022–23, this included the review and update of the Directorate's *Complaints Management Policy* in consultation with stakeholders. This policy and a supporting suite of resources will be rolled out in schools in Term 3, 2023.

Under the *Care and Use of Animals in Schools' Policy*, the Directorate provides details through the Annual Report, of the number of complaints escalated from the school level and investigated by the ACT School Animals Ethics Committee.

There were no animal welfare complaints reported by ACT public schools to the Directorate or ACT Schools Animal Ethics Committee during the 2022 school year.

Complaints about ACT public schools

The Feedback and Complaints team logged 143 complaints. The complaints were categorised as follows:

- 1% were about enrolments
- 6% were about facilities
- 11% were about policy
- 2% were about school communication
- 22% were about inclusion and engagement
- 21% were about staff behaviour
- 33% were about student behaviour management
- 4% were about teaching and learning.

Overall, these numbers are comparable to the previous year. While most categories maintained a similar response (within 3%), growth is noted in the categories of student behaviour management (11% increase) and staff behaviour (5% increase), while complaints relating to inclusion and engagement fell (5% decrease).

Ministerial and Director-General Directions

During the 2022–23 period, the Directorate did not receive any direction from the Minister or the Director-General under the *Education Act 2004*.

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Annexure

ACT Teacher Quality Institute

Section A: Transmittal Certificate



ACT
Government



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

Dear Minister

2022-23 Teacher Quality Institute Annual Report

This report has been prepared in accordance with section 7(1) of the *Annual Reports (Government Agencies) Act 2004* and in accordance with the requirements under the *Annual Reports (Government Agencies) Directions 2023*.

I certify that the information in the attached report and information provided for whole of government reporting, is an honest and accurate account and that all material information on the operations of the ACT Teacher Quality Institute has been included for the period 1 July 2022 to 30 June 2023.

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

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

The annual report must be provided to the Speaker on 13 October 2023 for distribution to each Member of the Legislative Assembly. The annual report must then be tabled in the Legislative Assembly on the next sitting day.

Yours sincerely

Natalie Howson
Chair
ACT Teacher Quality Institute Board
8 August 2023

Lyndall Read
Chief Executive Officer
ACT Teacher Quality Institute
8 August 2023

ACT Teacher Quality Institute / ACT Government. PO Box 263 Jamison Centre ACT 2614 Australia
P. +61 02 6207 5005 / E. tqi@act.gov.au / tqi.act.edu.au

Compliance Statement

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

The Compliance Statement indicates the subsections, under Parts 1 to 5 of the Directions, that are applicable to the TQI and the location of information that satisfies these requirements:

Part 1 Directions Overview

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

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

Part 2 Reporting Entity Annual Report Requirements

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

- A Transmittal Certificate, see page 348
- B Organisational Overview and Performance, inclusive of all subsections, see pages 351 to 393
- C Financial Management Reporting, inclusive of all subsections, see page 394 to 396.

Part 3 Reporting by Exception

TQI has no information to report by exception under Part 3 of the Directions for the 2022-23 reporting period.

Part 4 Directorate and Public Sector Body Specific Annual Report Requirements

The following subsections of Part 4 of the 2023 Directions are applicable to TQI and can be found within the TQI Annual Report:

- Ministerial directions. A copy of any direction and a statement about the action taken during the year to give effect to any direction given must be included.
- TQI must also report on:
 - (a) the number of new approved teachers
 - (b) the education programs available for the professional learning and development of teachers
 - (c) the current assessment and certification standards that are required to be met by teachers.

Part 5 Whole of Government Annual Reporting

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

- Human Rights, see the annual report of the Justice and Community Safety Directorate
- Legal Services Directions, see the annual report of the Justice and Community Safety Directorate
- Public Sector Standards and Workforce Profile, see the annual State of the Service Report
- Territory Records, see the annual report of Chief Minister, Treasury and Economic Development Directorate.

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

www.cmd.act.gov.au/open_government/report/annual_reports

Section B: Organisational Overview and Performance

Organisational Overview

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

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

Vision, Purpose and Values of the Institute

Our Vision

TQI enables ACT teachers to demonstrate their professionalism to the ACT community through registration and a responsive regulatory approach that upholds professional standards, and ensures teachers have access to high-quality professional learning at all stages of their career.

Our Aim

To promote teacher quality, protect students, and maintain community confidence in the teaching profession.

Our Values

- respect
- integrity
- collaboration
- innovation

TQI Figure 1: Image of TQI Vision, Values and Aim



Role, Functions and Services of the Institute

Our Role

TQI's role in relation to the ACT teaching profession stems from the *Teacher Quality Institute Act 2010* (TQI Act). TQI undertakes its responsibilities by integrating the direct regulation of the teaching workforce with specific strategic measures designed to raise the quality of that workforce. The primary strategy is embedding the *Australian Professional Standards for Teachers* (the Standards) in the teaching practice of all ACT teachers.

This integrated approach applies to all ACT teachers as they enter and progress through the career stages of the profession. TQI emphasises collaboration across school sectors and amongst teachers, schools and universities. TQI promotes continuous professional learning and development and the professionalism of all teachers in the ACT and supports teachers to uphold the ACT Code of Professional Practice and Conduct. The ultimate goal of all its endeavours is to help enhance the learning outcomes of ACT school students.

Functions and Services

The functions of the Institute set out in Section 11 of the TQI Act are to:

- register, or grant permits to teach to eligible people

- keep a register of, and records relating to, teachers working or intending to work in the ACT
- keep a register of pre-service teachers undertaking or intending to undertake professional experience in an ACT school
- use and share information on the teachers register and pre-service teachers register to facilitate planning or research in relation to teacher quality or the teaching workforce
- promote and encourage:
 - the continuous professional learning and development of teachers and
 - increased levels of skill, knowledge, expertise and professionalism of teachers
 - determine standards for, and to facilitate, the professional learning and development of teachers
 - develop and apply codes of practice about the professional conduct or practice of teachers
 - determine standards, including assessment and certification standards, for the teaching profession within a framework of nationally recognised professional standards
 - accredit education programs for pre-service teachers and teachers
 - monitor compliance with and enforce the TQI Act

In performing its statutory functions, TQI delivers the following range of services to all sectors of school education, ACT universities providing teacher education, and the teaching profession in the ACT:

- direct regulatory services with respect to the ACT teaching profession
- quality assurance of initial teacher education programs in ACT universities
- quality assurance with respect to professional learning programs for ACT teachers
- facilitation of collaborative teaching practice across the ACT teaching profession
- promotion of the continuing development and professionalism of ACT teachers
- inclusion on the professional experience register of pre-service teachers who undertake professional experience in an ACT school.

Organisational Structure, Operating Environment and Planning Framework

Our Structure

TQI is governed by a Board comprising ACT education stakeholders including teacher employers, universities and teacher unions, the teaching profession, the early childhood education and care sector and the ACT community. Board members who served on the TQI Board in the reporting period are listed in TQI Table 1.

The Board advises the Minister on matters relevant to the purpose of the Act. Ms Natalie Howson was appointed as the TQI Board Chair on 12 August 2020. During her term as Chair, Ms Howson has built coalitions-of-interest in a range of sectors fostering the ACT Government's vision to develop empowered, highly effective educators.

Ms Howson sees TQI as a responsive regulator, supporting teachers to meet the vision of quality expressed within the Standards.

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

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

The CEO is responsible for the day-to-day operations of TQI, supported by a team of 13 (full time equivalent). Specialist consultants are employed as needed by TQI. In 2022-23, TQI contracted the services of experts in the fields of communications, and human resources.

Ms Coralie McAlister was CEO until her retirement on 12 May 2023. Ms McAlister's focus during her two years as CEO was to ensure the voice of ACT teachers is reflected in the work it does. She regularly engaged with the teacher workforce to assist teachers to see themselves as active, positive participants within the profession and within the regulatory system.

Ms Lyndall Read began in the CEO position in May 2023. Ms Read is an experienced early childhood teacher, school principal and instructional leader. Ms Read brings with her specialist knowledge, experience and expertise in early childhood education, school leadership and stakeholder relationships. This experience is of great value during this time, when TQI is working towards the introduction of a new category of registration to include early childhood teachers, including those working in early childhood education and care settings.

Operating Environment

TQI is a Territory authority for the purposes of the *Financial Management Act 1996* (FMA). By a declaration issued by the Treasurer in February 2012 [*Financial Management (Territory Authorities) Declaration 2012 (No. 1)*], TQI has been exempted from certain provisions of the FMA. For example, TQI is not required to produce a detailed statement of intent, statement of performance, or annual financial statement. However, in accordance with the 4 April 2012 direction issued by the Minister for Education and Training under Section 25 of the TQI Act, TQI is required to provide a summary of its income and expenses each financial year in its annual report. TQI's operating budget is made up of:

- an appropriation allocated in the ACT government budget process
- fees received from teachers on application for teacher registration or permits to teach
- application fees for teachers applying for Certification under the *Australian Professional Standards for Teachers*.

For the purpose of the *Annual Reports (Government Agencies) Act 2004*, TQI comes within the definition of ‘public sector body’. Accordingly, TQI has prepared this annual report to comply with Section 7 of that Act and in accordance with the requirements referred to in the *Annual Report Directions 2023* issued under Section 9 of that Act.

TQI has established administrative arrangements with the Education Directorate in relation to providing financial accounting and audit services. The ACT Audit Office conducted a comprehensive financial management audit in 2021. The Education Directorate has scheduled an audit of TQI finances for 2024.

The Board approves the TQI Budget and oversees the financial management and planning that supports TQI’s operations. The Board regularly considers the financial performance of TQI. In the reporting period, the Board approved four Finance Reports.

TQI Governing Board

Section 15(2) of the TQI Act sets out the composition of the TQI Board and requires the Minister to appoint the members of the Board (other than the Chief Executive Officer). The appointment of a member, other than the Chief Executive Officer, must be for a term no longer than 3 years. A person may be reappointed for a further term of 3 years. The Chief Executive Officer is a non-voting member of the Board. Remuneration for the Chair is determined by the ACT Remuneration Tribunal in accordance with the provisions of the *Remuneration Tribunal Act 1995*.

Except for the Chair, Board Members and Committee Members will not receive remuneration for performing their Board or Board Committee functions. They will, however, receive reimbursement for expenses reasonably incurred while performing these functions either at board meetings, attending committee meetings or when representing the Board. TQI Board Members and meeting attendance 2022-23 are listed in the table below.

TQI Table 1: TQI Board Members and Meeting Attendance 2022-23

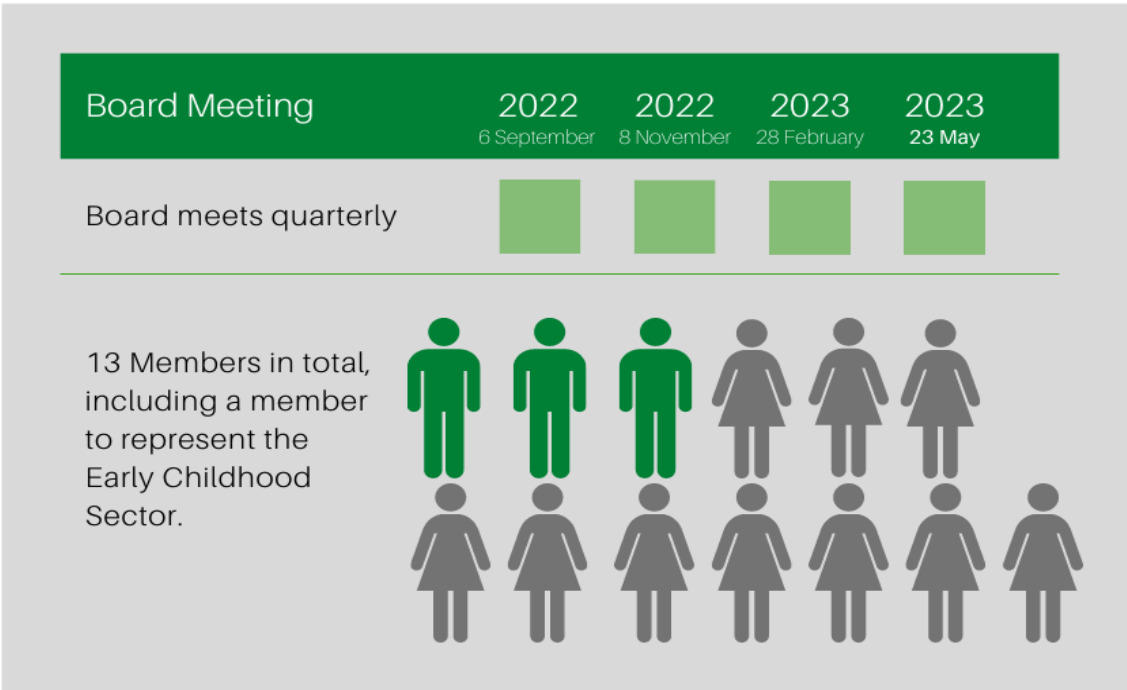
Member	Qualifications	Role/Nominated by/Representing	Appointment Period	Meetings Attended
Ms Natalie Howson	MEd; B.H.M.S.(Ed)	Chair	12 Aug 2020-11 Aug 2023	4
Ms Coralie McAlister PSM	MHRD, B.Ed, Dip Soc Sci.	Chief Executive Officer, TQI	n/a	3
Ms Lyndall Read	BECE; Cert IV Prockmnt&Contract	Chief Executive Officer, TQI	n/a	1
Mr Mark Huxley	BA; Dip Ed; Cert IV WT&A; DipMultim	Education Directorate	27 July 2021-26 July 2024	4
Mr Timothy Elliott	DipTeach, B.Ed, MEd	Catholic Education Office	10 April 2020–10 April 2023	3

Ms Natalie Harper	BGS; BEd; GradCertHRM	Catholic Education Office	5 May 2023 – 4 May 2026	1
Ms Berna Simpson	CertTeach, BA; DipEd, GCert, MEd.	NSW/ACT Independent Education Union	6 Sept 2020 – 5 Sept 2023	4
Professor Barney Dalgarno	PhD; M IT; GDipEd; BSc	University of Canberra	27 July 2021-26 July 2024	4
Ms Amanda Hawkins	MTech; BA.	Teaching profession in government schools	16 June 2022-15 June 2025	4
Mr Andrew Wrigley	MEd; BEd	Association of Independent Schools of the ACT	27 July 2021-26 July 2024	4
Ms Maria O'Donnell	MEdL; MEd; CertRE; BEd.	Teaching profession in non-government schools	29 April 2022 – 28 April 2025	4
Ms Angela Burroughs	BComm; MT(Hon),MA.	Australian Education Union, ACT Branch	10 Sept 2022 -9 Sept 2025	4
Associate Professor Carolyn Broadbent	PhD (Psy); MEd; BEd; DipTchg, SCVC	Australian Catholic University	6 Sept 2020 – 4 April 2023	2
Ms Helena Walker	BSc; Cert IV WT&A; Dip Gov; GDipLing; GDip Ed.	Community	6 Sept 2020 - 5 Sept 2023	4
Ms Samantha Page	PhD candidate; MMan; BA.	Early Childhood Education and Care sector	17 June 2022 - 16 June 2025	4

Source: Teacher Quality Institute

The Board met on 4 occasions during the reporting period:

TQI Figure 2: TQI Board Meetings 2022-23



The Minister made one appointment during the reporting period.

- Mr Tim Elliott’s 2 terms as the member nominated by the Archdiocese of Canberra and Goulburn Catholic Education Office expired in April 2023. On 5 May 2023, the Minister appointed Ms Natalie Harper, under section 15 (2) (e) of the TQI Act
- The Board membership of 12 as outlined in the TQI Act does not include a member with specific representation of the Early Childhood Education and Care (ECEC) sector. *Set up for Success: An Early Childhood Strategy for the ACT* states ‘The ACT community also requires a better awareness of value of the professionalism, skills and knowledge of those working in the early childhood education and care sector and how the work they do translates into an improved school education, and ultimately life, for children’. In 2021, the Minister approved the addition of a 13th Board member to represent the ECEC sector. On 17 June 2022, the Minister appointed Ms Samantha Page, CEO, Early Childhood Australia, as the member representing the ECEC sector.

During the reporting period, the Board:

- developed a new Strategic Direction and monitored TQI’s performance against the TQI Strategic Direction 2022 – 2024
- reviewed the Board’s performance
- monitored TQI’s performance against the annual budget
- reported TQI’s progress to the Minister

- responded to the Minister's Statement of Expectation with a progress report and forecast for 2022-23
- approved and monitored the TQI Strategic Risk Register
- applied the functions of Board committees; and monitored committee proceedings
- approved new policies and reviewed existing policies
- approved 10 hours of system sponsored professional learning to be recognised as teacher identified professional learning for teachers from Catholic Education engaging in the Catalyst program
- approved the change in the Permit to Teach Policy to allow initial teacher education (ITE) students who have begun their final year of ITE to be employed via Permit to Teach
- approved 5 hours of Teacher Identified Professional Learning to be recognised for teachers for each module of certification submitted
- approved 5 hours of Teacher Identified Professional Learning for teachers who submit an application to move from Provisional to Full Registration;
- approved the accreditation of 5 hours of Teacher Identified Professional Learning in acknowledgment of teachers' significant learning undertaken to continue to provide quality teaching in the face of a continuing COVID environment
- engaged with Board stakeholders including: Chair of the Australian Institute of School Leadership; chairs of state and territory teacher regulatory authorities; teacher employers; unions; universities; and principal peak bodies
- hosted the 2022 Highly Accomplished and Lead Teacher awards
- approved the model for Early Childhood Teacher registration.

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

- teacher shortage
- procurement processes
- teacher professional boundaries
- examined the impact of regulatory obligations on the workload of teachers and identified projects to reduce the administrative burden, such as, automatic recording of approved professional learning, enhancements to the teacher portal, improved communication with schools and teachers
- how TQI data can be used to better inform workforce planning
- high quality professional learning
- partnering with employers and universities to grow a highly capable teacher workforce including exploring the employment of initial teacher education students in their fourth year
- ways to retain quality teachers considering retirement to continue as casual teachers, following their official retirement; and providing alternative pathways into teaching
- recognising (for registration purposes) system sponsored teacher professional development

- implementing TQI business system improvements
- strengthening governance and administration practice
- the *Commonwealth Automatic Mutual Recognition Act* and the implications for TQI and schools
- registration of Early Childhood teachers who are working in early childhood education and care settings.

TQI Board Charter

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

The Charter states that in accordance with s85 of the *Financial Management Act 1996*, Board members must exercise their functions with the degree of honesty, care, and diligence required to be exercised by a director of a corporation in relation to the affairs of that corporation. The charter is reviewed every 2 years or at other intervals as the Board may determine. The Board reviewed the Charter in March 2022.

The annual review of the Board's performance in February 2022 showed there is a high level of satisfaction with Board performance amongst the members. The members believe they are well supported to participate in strategic discussion, decision making and to account for the performance of TQI. In response to feedback in the annual review of the Board's performance, the Board adjusted the structure of its meeting agendas to allow for more in depth discussion of Board priorities.

Board Committees

The commitment of Board members is also reflected in the Board committee membership. Sixty-five committee members, making up 4 committees, are drawn from education sectors. Each committee is chaired by a member of the Board. Teachers make up a large proportion of the membership and offer an authentic perspective on TQI priorities and projects. The committees provide considered and quality advice to the Board and give of their time voluntarily.

Teacher Professional Registration Committee

The Teacher Professional Registration Committee (TPRC) provides advice on teacher professional registration matters. The Committee's major focus for the reporting period was broadening the registration framework to include early childhood teachers who teach in early childhood education and care settings, including out of school hours care.

The TPRC met and reported to the Board 6 times in the reporting period. After extensive consultation with the early childhood education and care sector, in June 2023, a model for the registration of early childhood teachers was endorsed by the Board to seek Ministerial approval. A response is expected from the Minister in early July 2023.

Initial Teacher Education Committee

The Initial Teacher Education Committee (ITEC) provides advice on initial teacher education matters. The Committee's major focus for the reporting period was the development of the policy to enable initial teacher education (ITE) students in their final year of study to be employed under a Restricted Permit to Teach for up to 3 days per week, with agreements in place to provide for integrity of the program.

ITEC informed the proposed guidelines and evaluation plan and reported to the Board during the reporting period (Nov 2022, Feb 2023). The committee also offered views on national initiatives and their implications for the role of TQI in ITE and teacher quality in the ACT. These included Reform Areas 1-4 of the Teacher Education Expert Panel (TEEP) discussion paper in regard to attracting high-quality, diverse candidates into initial teacher education, and teacher preparation pathways.

Professional Learning and Development Committee

The Professional Learning and Development Committee (PLAD) provides advice on teacher professional learning matters. This committee's major focus in the reporting period was to explore ways of recognising the ongoing reflective and collaborative practice that exists in ACT schools that is having a sustained positive impact on student learning. PLAD met and reported to the Board 4 times during the reporting period. PLAD began a pilot recognising professional learning through the 'Catalyst program' and how the regulatory framework could holistically be integrated as part of the system wide initiative being rolled out in all Catholic Education Archdiocese of Canberra and Goulburn (CECG) schools. The committee endorsed the intent of the pilot and accepted the 3 high level proposed principles moving forward with the initiative:

1. **Maintains confidence** in the regulatory framework and its focus on **quality**
2. **Supports system** investment in PL programs that is research-based that includes ongoing **reflective** practices and makes explicit connections to **school improvement**.
3. **Provides recognition** of high-quality PL that is **evidenced** by improved student outcomes.



TQI continues to engage with teachers with an authentic and current understanding of the situations within which teachers practise in the ACT. The Institute applies intelligence led decision making. By doing so, TQI aims to reduce duplication and provide realistic connections between compliance and professional growth while being cognisant of striving for quality. TQI has begun initial consultation with the Education Directorate and Independent Sector to explore ways of reducing regulatory burden and increase teacher quality.

Standards and Professional Practice Committee

The Standards and Professional Practice Committee (SPPC) provides advice on teacher standards and professional practice matters including the certification of teachers as 'Highly Accomplished' or 'Lead' Teachers.

SPPC's focus was on the implications arising from the evaluation of the Certification Modular Model for Certification and consolidating our approach to its future implementation. Advice included opportunities for broadening pathways to Certification, which may include the assessment of evidence curated beyond the Certification program. The SPPC met and reported to the Board twice during the reporting period.

TQI Figure 3: Meetings of the Board Committees during 2022-23

Board Committee	2022 August	2022 Oct/Nov	2023 Feb/March	2023 May
Teacher Professional Registration Committee (TPRC)			x2 	x2 
Initial Teacher Education Committee (ITEC)				
Professional Learning and Development Committee (PLAD)				
Standards and Professional Practice Committee (SPPC)				

Planning Framework

In July 2022, the TQI Board approved the *TQI Strategic Direction 2022-2024*. Under the refreshed strategic direction TQI continued its focus on 4 high-level goals:

1. Ensure systems and schools uphold professional standards through regulation and certification
2. Enable professional learning, recognition and growth
3. Accredite Initial Teacher Education programs and support preparation for the profession
4. Present quality data to support education or teacher workforce planning or research.

The TQI Board regularly monitors progress against different aspects of the Strategic Plan as projects are progressed. In February 2023, the Board formally reviewed the goals met during the previous 6 months. The Board's overall assessment was that the strategic goals of the organisation were directly addressed throughout 2022. Further to this assessment, the Board identified areas for focus throughout 2023. The areas of focus for 2023 include:

1. Resolve TQI Portal hosting and managed services arrangements for TQI's digital platform, and strengthen the foundation for TQI's Digital Strategy
2. Invigorate teachers' reflection and evaluation in professional learning through a review of the professional learning component of the regulatory framework
3. Strengthen community confidence through promotion of the:
 - level of professional learning teachers undertake annually, along with the Code of Professional Practice and Conduct
 - local initial teacher education programs accredited by TQI by trained panel members with deep knowledge of the education sector in the ACT
4. Consult with the profession about the TQI Regulatory framework
5. Establish a registration model for Early Childhood Teachers

Each of these priorities is reported under the performance analysis section of the Annual Report.

Performance Analysis

Overview

The purpose of TQI is to assure the ACT community that every child and young person is educated in preschools, schools and colleges by qualified teachers who keep up to date with developments in their professional practices, and who uphold high professional and ethical standards.

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

Under the TQI Act, the teaching profession in the ACT is governed by a national framework that integrates regulatory provisions with a range of specific initiatives designed to assist all

ACT teachers to improve their performance, at all stages of their careers. The framework integrates:

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

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

TQI has commenced the development of a local framework which outlines to the profession the purpose of the TQI Act, inspires a vision and educates teachers and the broader community about the benefits of registration. The TQI framework will provide transparency about the actions TQI takes, as well as articulate TQI's approach and response to risk. This work is discussed later in the Annual Report.

Strategic Direction

In July 2022, the TQI Board endorsed the *TQI Strategic Direction 2022-2024*. This plan reflects TQI's commitment to build upon past successes while advancing its mission to improve the professional standing of teachers and to build the confidence of the ACT community in the teachers in ACT schools. The plan outlines the actions TQI is taking to transition in its second decade to a responsive regulatory approach which appropriately recognises the professionalism of ACT teachers and respectfully supports and builds the status of our teachers.

The plan takes into account the requirements of the *ACT Teacher Quality Institute Act 2010*, the vision and values of the Board, along with the current local and national drivers for change within the quality and regulation of the teaching workforce. The plan incorporates the expectations for TQI as outlined in the *Minister's 2022 Statement of Expectation* (see below).

The 4 strategic goals for 2022 to 2024 are:

- ensure systems and schools uphold professional standards through regulation and certification
- enable professional learning, recognition and growth
- accredit initial teacher education programs and support preparation for the profession
- present quality data to support education or teacher workforce planning and research.

Each of the strategic goals supports TQI's legislated purpose under the TQI Act:

- to uphold the standards of the teaching profession
- protect students and the community by ensuring education is provided in a professional and competent way by approved teachers

- enhance the status of the teaching profession by recognising the professional learning and development of teachers throughout their careers
- maintain community confidence in the teaching profession.

Specific focus areas and outputs are linked to each strategic goal, aligning TQI programs and activities. Although presented separately, the goals are interrelated and the successful pursuit and achievement of one goal can impact the success of others.

The Minister's Statement of Expectation, sent to the Board Chair in late 2022, points the Board to TQI's role in delivering the Government's *Future of Education Strategy* and the *Set Up for Success: An Early Childhood Strategy for the ACT*.

Specifically, the Minister stated her expectations regarding:

- registration of early childhood teachers
- increasing the number of Highly Accomplished and Lead Teachers in the ACT
- curating and sharing local research and resources on teaching practice through the TQI clearing house of excellent practice
- enabling service access across all sectors
- articulating TQI's approach to meeting its statutory functions under the TQI Act through its development of a Statement of Practice, in consultation with the profession through unions and key education stakeholders.

Strategic Goal 1: Ensure systems and schools uphold professional standards through regulation and Certification

During 2023-2023, the Board and its committees achieved the following matters relating to Goal 1:

Registration of Early Childhood Teachers

Set up for Success: An Early Childhood Strategy for the ACT outlines the plan for early childhood education and care in the ACT for the next decade. The Strategy includes amending the ACT teacher professional regulatory framework to include qualified early childhood teachers (ECTs).

During the reporting period, the Board's Teacher Professional Registration Committee continued the consultation with the Early Childhood Education and Care (ECEC) sector through its Teacher Professional Registration Committee on how the TQI Board might provide professional registration for all ECTs, not just those working in a school setting.

Consultation sessions showed that ECTs wished to be recognised as teaching professionals, along with their counterparts who teach in schools. They also expressed their wish to be held to the same high professional standards as their school teacher counterparts, in the

areas of Australian Professional Standards for Teachers and professional learning requirements.

The Board approved the addition of the Early Childhood Teacher registration category to sit alongside the Provisional registration and Full registration categories. Legislative change to the TQI Act will be required to facilitate transition to a revised regulatory model.

Development of a regulatory framework

The Board Chair has communicated to the Minister that the Board is consulting with teachers, employers, and teacher unions to develop a policy document that outlines how TQI regulates and engages with teachers and employers. The framework, or Statement of Practice, will articulate TQI's regulatory stance in our second decade and will demonstrate how TQI is environmentally relevant and accountable to the profession. The Board acknowledges the intense workload of teachers during 2022 and 2023 and understands teachers' restricted capacity to participate in the consultation process.

In lieu of broad consultation, a draft Statement has been developed to initiate discussion. It is proposed that in Terms 3 and 4 2023, TQI will undertake a broad and far-reaching consultation to seek teachers' views about the application of the regulatory framework over the past 10 years, and suggestions for the next 10 years.

Development of the TQI Communications Strategy

The TQI Board approved the *TQI Communications Strategy 2022* in November 2021. In the development of the Strategy, TQI reviewed existing communications activities, plans and collateral to identify ways to be more efficient with available time and resources, and to adapt to changing stakeholder communications opportunities and requirements. It prioritised the need to develop an understanding of professional regulatory practice, and models that reflect best practice, and to involve the profession in the evolution of the Registration, Certification, and Accreditation responsibilities of TQI.

The aim of all TQI communications activities is to get the right message, to the right people, at the right time, through the appropriate channel. The TQI Communications Strategy outlines the stance TQI will take in adjusting communications methods and channels for engaging with stakeholders, particularly with teachers. The Strategy is a high-level parent document, which guides the development of companion communications plans. The TQI team developed the companion social media plan during Semester 1, 2022.

TQI has embedded its communications strategy that supports compliance, enables positive connections with stakeholders, and promotes the profession to the community. Throughout the reporting period, communications with employers, principals, teacher networks and teachers were based on revised templates, refreshed branding, and developed according to TQI communications principles. Simplified, timely, clear, and pragmatic communication was appreciated, particularly by school leaders. The TQI Communications Strategy was used as an important strategic guide for the Certification Awards event held in October 2022.

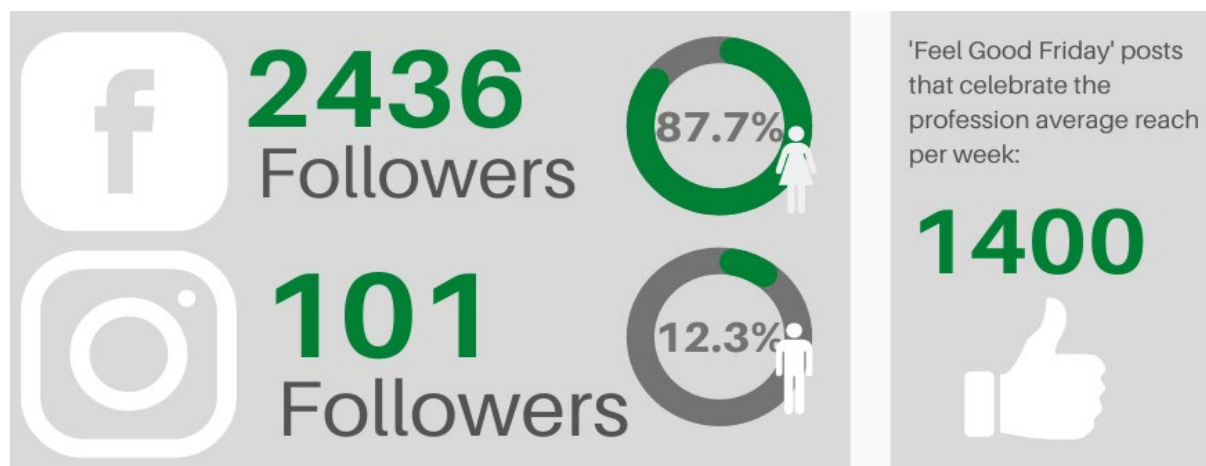
The Strategy also informed communications in the following:

Website – The TQI Website was fully refreshed over the latter half of 2022 prior to release in April 2023. The new site is built on the ACT Government’s Single Public Face 2.0 (SPF2) framework and incorporates the Institute’s refreshed branding. The site was designed with the ambition of enhancing the user experience and reducing redundant information.

TQI portal – The Portal has continued to mature over the course of the reporting period. Improvements implemented include self-service allocation of professional learning records, provision of access to pre-service teachers, new Events and Resources sections, and the completion of work required to retire Version 1 of the Portal (and related server resources). Reporting via the Portal was improved, with school and system leaders now able to access enhanced reports relating to teachers working in their school. Leaders are also able to search the register of ACT teachers and the register of approved pre-service teachers.

Social media – Social media continued to be an important channel of communication for the organisation. The TQI social media reach on Facebook is 12,699. Posts focussed on informing, inspiring and promoting the profession. Facebook and Instagram followers continue to grow organically. Followers appreciate the positive affirmations and sharing of colleague achievements using school-based stories and photos.

TQI Figure 4: Snapshot of TQI social media engagement



TQI Post – During the reporting period TQI published a refreshed version of the TQI Post and emailed this to all registered and approved teachers via Campaign Monitor. TQI published 4 issues of the Post, one each quarter. A focus each quarter was to provide teachers with myth-busting information and offer valuable insights regarding the work of TQI in the educational landscape.

Emails to teachers and principals – TQI tailored emails to teachers and school leaders to inform them about the functions and services of TQI, and to support their understanding. TQI’s focus was to ensure messaging was clear, succinct, and consistent. Consideration was given to the timing of the school year to ensure, where possible, email communications were released at an appropriate and relevant time.

Email communications were distributed to support the following:

- teacher access to registration renewals
- school leader access to school registration reports
- school leader and employer monitoring of teacher renewal submission
- teachers undertaking the process to move from provisional to full registration
- teacher understanding and compliance with registration requirements
- invitation to sector and school leaders to attend the HALT Certification Awards Ceremony recognising teachers who achieved Certification since the beginning of the pandemic
- communication with HALTs and assessors regarding HALT training events and significant dates relating to Certification applications.

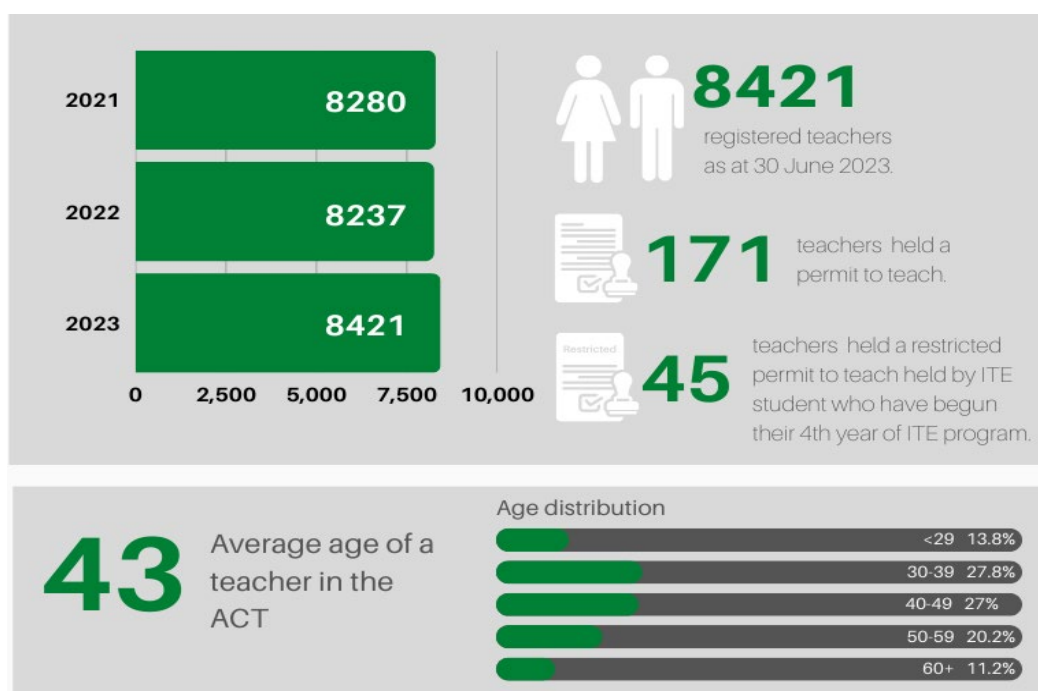
Board Chair Engagement

The TQI Board Chair continued to meet with ACT and national education stakeholders including the Chairs of other teacher regulatory authorities (TRAs), the Australian Institute of Teachers and School Leadership (AITSL), teacher employers, universities, and unions. Discussion with these stakeholders included: teacher shortages; enrolments in initial teacher education programs; quality initial teacher education; elevating the profession; information sharing across TRAs; teacher workforce data management and analysis; recognising teaching excellence; and teacher professional learning.

Teacher registration: Registration renewal

In the ACT, teachers renew their registration annually by 31 March. Ninety two per cent of ACT teachers successfully renewed their registration in 2023.

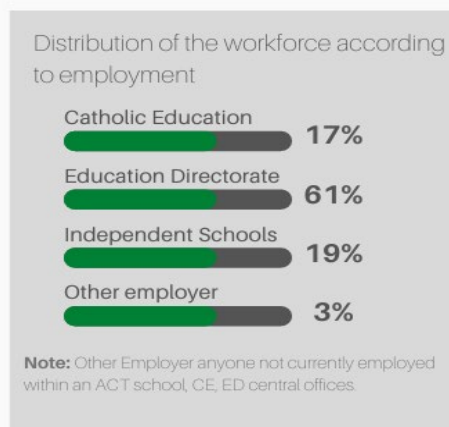
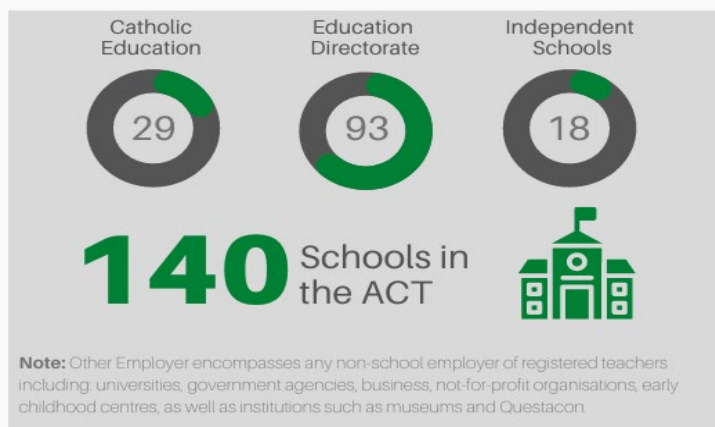
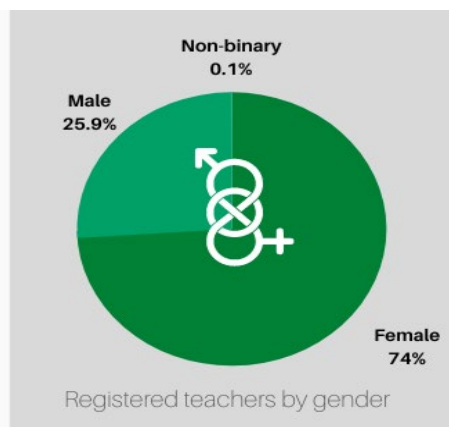
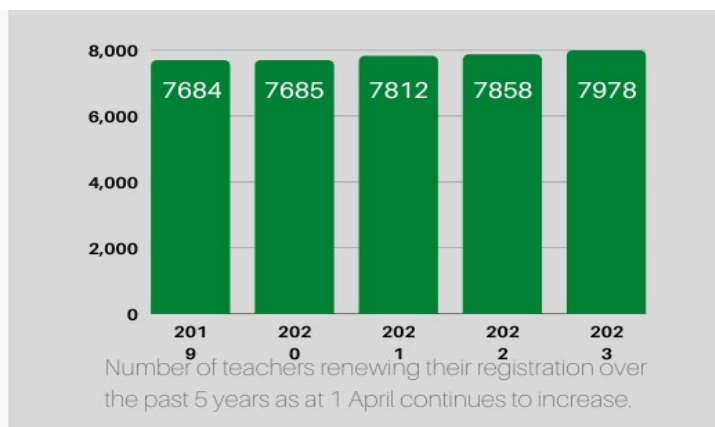
TQI Figure 5: Teacher registration information 2021-2023



Renewal of registration requires evidence of valid Working with Vulnerable People registration, recent teaching practice and the required 20 hours of professional learning.

On 30 June 2023, TQI had 8,421 teachers registered. This was a 2% increase from the same time in 2022. Of the total number of registrants, 171 people were approved to hold a permit to teach (PTT). This includes 45 pre-service teachers who commenced the final year of their education program and held a restricted PTT.

TQI Figure 6: Registration renewal data per year



Teacher qualifications

When teachers apply for registration, they must provide evidence of their recognised teaching qualification. Many teachers bring multiple qualifications in addition to their required teaching qualification when they are first registered in the ACT. Teachers also continue to undertake professional growth and build their knowledge and expertise throughout their career, not only through their yearly 20 hours of professional learning, but also by gaining additional academic qualifications such as masters degrees and doctorates.

To be eligible for registration, in addition to holding a recognised teaching qualification, a person must meet suitable oral and written English language requirements. People who have undertaken their teaching qualification in a country other than Australia, New Zealand, Canada, the United Kingdom, the United States of America, or the Republic of Ireland, must have successfully completed the International English Language Testing System academic test, or its equivalent.



For the purposes of registration, a recognised teaching qualification comprises of at least four years of higher education leading to the award of a school teaching degree in education.

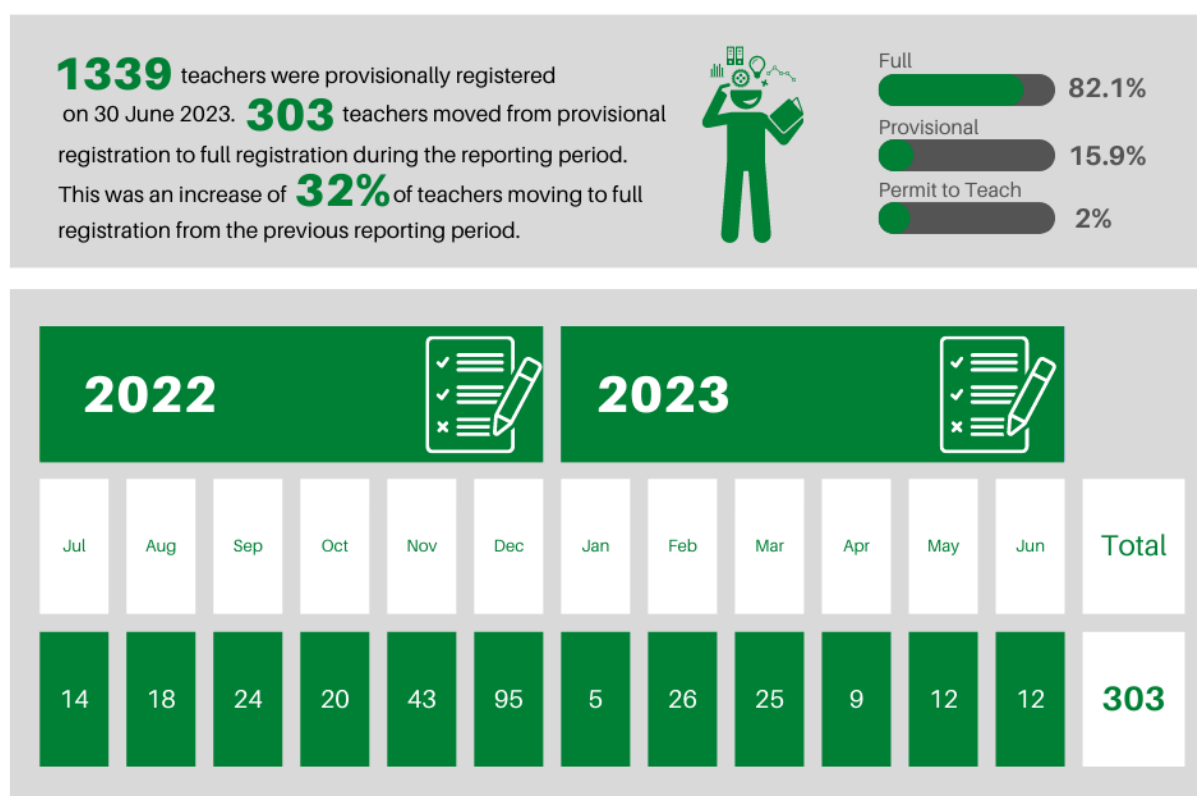
Teacher registration: Provisional to Full Registration

Newly qualified teachers, as well as experienced teachers returning to the profession are provided with provisional registration. Provisionally registered teachers move to full registration after they have successfully undertaken a school-based process of reflective practice, professional development and assessment which demonstrates teaching practice against the Australian Professional Standards for Teachers.

On 30 June 2023, 1,339 teachers were provisionally registered. Successful transition from provisional to full registration occurs through a strong and collaborative connection between TQI, employers and the teaching workforce. During the reporting period, 303 teachers moved from provisional to full registration. This compares with 229 in 2021-2022.

TQI actively engages with teachers as they journey from provisional to full registration. TQI provided Moving from Provisional to Full Registration Question and Answer sessions each term. These sessions were well attended by provisionally registered teachers and their mentors.

TQI Figure 7: Full registration reports assessed and processed July 2022 to June 2023



Teacher registration: Permit to teach

On 30 June 2023, 171 people held a permit to teach. A permit to teach is not a category of registration but an authorisation for a person to teach for a limited period in a specific school and teaching role. A permit to teach may be offered to applicants who do not meet the requirements for full or provisional registration but who have specialist knowledge, training, skills or qualifications, or have completed a teaching qualification that does not meet the eligibility requirements for full or provisional registration. It may also be offered to Initial Teacher Education (ITE) students who are in the final semester of their ITE program and have satisfactorily completed their final practicum. A permit to teach is issued following a request to TQI from the employer wishing to engage the person in a teaching position where a suitably qualified or registered teacher is not available.

Shortages in the teacher workforce across Australia are resulting in increased opportunities for teacher regulatory authorities to collaborate with employers and universities to strengthen connections between ITE students and schools prior to course completion. In late 2022, the TQI Board approved changes to the Teacher Registration and Permit to Teach policy. The revised policy enables initial teacher education students who have begun their final year of study to be employed by schools as teachers. To engage in the 'restricted Permit to Teach' employers and universities have a TQI endorsed agreement in place to assure the integrity and quality of the initial teacher education program and to ensure that initial teacher education students are adequately supervised, monitored, and supported while working in schools.

Teacher regulation

The ACT has a high-quality teaching profession, and this quality is key in delivering effective student learning, every day. It is a condition of registration that a teacher complies with the TQI Code of Professional Practice and Conduct (the Code). During the reporting period 99.2% of the workforce upheld the high professional and ethical standards of integrity, respect and responsibility as outlined within the Code.

The TQI Act confers on TQI the responsibility to enforce compliance with the Act. TQI may consider at any time whether there are grounds for placing a condition, or suspending or cancelling, a teacher's registration or permit to teach. Section 70B of the TQI Act instructs the employer of a registered teacher to notify TQI within 5 days if disciplinary action is being taken³. Immediate notification enables TQI to undertake a risk assessment and to monitor the outcome of any investigation. In 2022-23, 100% of discipline matters were notified to TQI in the required timeframe. TQI Table 2 shows regulatory action taken by TQI during the reporting period.

TQI Table 2: Regulatory action taken between 1 July 2022 to 30 June 2023, compared to 1 July 2021 to 30 June 2022

Regulatory Action		2021-22	2022-23
	Formal written warning (conduct)	2	5
	Formal written warning (s28/29 breach)	-	6
s56(1) the institute may at any time on the institute's own initiative, amend an approved teacher's registration or permit to teach, including imposing a condition	Condition placed on registration	2	3
s63 Grounds for suspending or cancelling registration or permit to teach: (1) the institute may suspend or cancel a person's registration or permit to teach if (a) the person	Suspension (WwVP registration lapsed)	10	5

³ s 70 B defines notification events as: the employer has begun a formal investigation of the teacher; takes disciplinary action against the teacher; removes, cancels or ends the access of the teacher to casual employment, or; the teacher, who is subject to a formal investigation or preliminary factual enquiry, resigns.

(i) contravenes a condition of the person's registration or permit to teach; or	Suspension (conduct)	1	1
	Cancellation	-	1
(ii) has become mentally or physically incapacitated and the incapacity prevents the person from performing an inherent requirement of their job as a teacher; an			
(b) the institute believes on reasonable grounds that suspension or cancellation is necessary for this Act.			
s36(4) Decision on registration or permit to teach application	Refused approval of registration	-	-
s51(5)(a)(ii) The institute must renew registration if satisfied for the renewal of a full registration or provisional and has met all other conditions prescribed in s51.		-	8
No action warranted		7	16

Source: Teacher Quality Institute

Teacher Regulatory Authorities (TRAs) have various statutory obligations to share information about action taken against a teacher. Strengthening collaboration between TRAs in their approach to share information to enhance child safety is an important focus in preparing for the introduction of the Automatic Mutual Recognition scheme on 1 July 2027.

As part of the rigorous assessment of applicants applying for registration, all applicants for teacher registration and permit to teach undergo a 'suitability to teach' check. This includes screening checks with other jurisdictions as well as relevant qualifications and where appropriate English language proficiency and a positive Working with Children Check. This sharing of information is critical in ensuring only quality teachers are registered.

As mentioned earlier, TQI is developing a Statement of Practice which will outline how TQI responds to its regulatory compliance obligations. The aim of the Statement is to promote voluntary compliance by articulating the strategies and actions TQI uses to inform and educate, promote engagement, and monitor and enforce compliance with the TQI Act.

Professional Boundaries information

To assist teachers to always maintain professional boundaries in their relationships with children and young people, and specifically to comply with the TQI Code of Professional

Conduct and Practice, TQI has researched strategies for assisting teachers to develop their understanding of professional boundaries, including:

- consultation with the other teacher regulatory authorities
- checking the availability and content of programs addressing professional boundaries
- exploring with providers their offerings for a customised program.

TQI selected PunkPD, a professional development and coaching firm listed on the ACT panel for the supply of goods and services. The provider's qualifications and experience in school and adult education, communication, and experience in behaviour change strategies. PunkPD worked with TQI to develop a program which met TQI's requirements for training in professional boundaries.

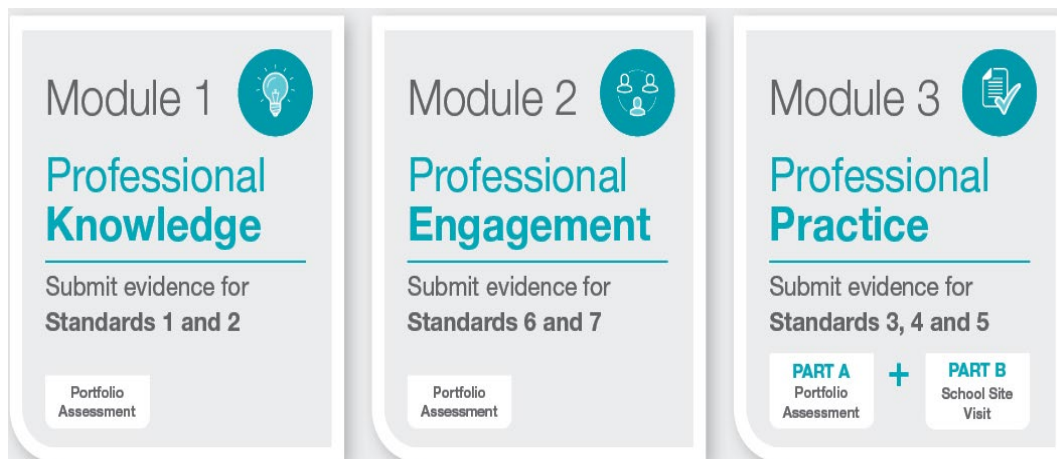
During Term 1, 2023 TQI partnered with PunkPD to develop a 2-hour professional boundaries masterclass as an accredited professional learning program. The program encourages critical reflection about teachers' interactions with students, parents, and staff.

The program explores the nature of professional boundaries and how they are essential in keeping both the teacher and the student safe. Specifically, the program provides teachers with the opportunity to look at how understanding and practising professional boundaries supports them to behave ethically, within their defined role of power and assists to keep them safe legally and professionally. Gaining this understanding of professional boundaries and putting them into practice will also support the safety of students, keeping them free from harm, fostering equity of treatment and strengthening their psychological safety now and into the future.

The program also encourages colleagues to engage in discussion during the session and bring the discussion into their schools and everyday interactions to normalise the topic and embed it into teaching culture. It includes online interactions and communication boundaries. The program is being trialled in 2023, with a view to offering further sessions in 2024.

Certification: The Modular Model

Following a successful trial, an independent evaluation of the modular approach, and Board endorsement in March 2022, the modular approach to Certification as a Highly Accomplished or Lead Teacher (HALT), is being fully implemented.



In October 2022, a HALT Certification Awards Ceremony, acknowledged and celebrated the success of 27 new HALTs and 12 renewing HALTs who had achieved certification in the period 2020-2022. The event was held over due to the pandemic.

The Institute provided qualitative and quantitative data and detailed responses to the Australian Institute of Teaching and School Leadership (AITSL) Discussion paper and Project for Developing a new national framework for the Certification of Highly Accomplished and Lead teachers, an action from the December 2022 Education Ministers Meeting to 'streamline HALT certification, increase the number of HALTs, and incorporate recognition of equivalent qualification and certification processes.



This opportunity, together with the National HALT Summit (Melbourne, May 2023), provided a platform to showcase the ACT's evidence-based Modular model for Certification, trialled in 2019-2021. The model has attracted much national interest and been cited among national framework recommendations. Tasmania, South Australia, and New South Wales have adopted a modular approach adapted from the ACT modular model.

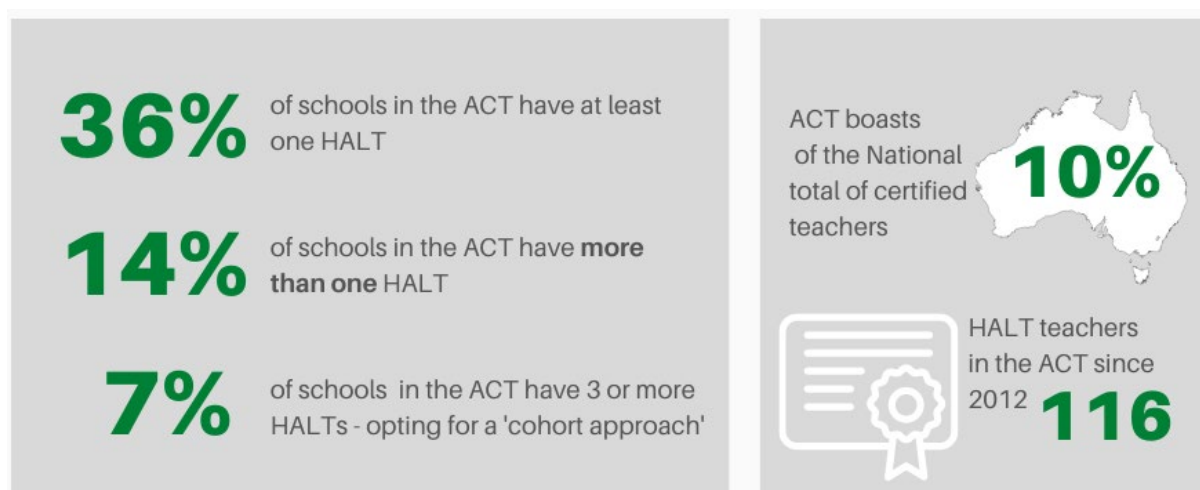
There are a range of incentives for the achievement of HALT status in different schools and sectors in the ACT. These range from recognition in Enterprise Agreements, through to in-school opportunities for career pathways based on the achievement of HALT certification.

Certification data

A key focus of the ACT Government's *Future of Education Strategy* is that 'teachers must be empowered to continue their professional learning throughout their careers and that they are supported to collaborate with purpose and positive impact.' A goal of the *Future of Education Strategy* is that there is a Highly Accomplished and Lead Teacher (HALT) in every ACT school over the 10-year period. HALT certification promotes and demonstrates leadership and commitment to excellence in teaching. HALTs improve learning outcomes for their students and contribute to a school culture of continuing learning among teachers, with HALTs sharing their expertise and upskilling their colleagues.

In the ACT, 36% of schools in the ACT have at least one HALT. Nineteen (14%) schools have more than one HALT. The 10 (7%) schools that have 3 or more HALTs, practice a 'cohort approach' towards teacher development through certification.

TQI Figure 8: HALT certification data breakdown



The ACT boasts a sizable proportion of the total number of HALT teachers certified nationally since 2012. In the ACT, 116 teachers have been certified since 2012 (10% of the national total of HALT Certified teachers.)

Automatic Mutual Recognition

In June 2021, the Commonwealth passed the *Mutual Recognition Amendment Bill 2021 (Cth)* (the Amendment Bill). The Amendment Bill enables an individual registered for an occupation in one jurisdiction, to be automatically registered to carry on, in other jurisdictions, the activities covered by registration. Registration through this provision is referred to as an automatic deemed registration (ADR).

The Automatic Mutual Recognition (AMR) scheme came into effect on 1 July 2022. Under the Significant Risk Exemption provision, entry into the scheme for Teaching in the ACT will be delayed until 1 July 2027. This brings the ACT in line with teaching in the other jurisdictions, where Significant Risk Exemptions will delay entry by up to 5 years. TQI staff

are continuing to work with the Commonwealth, IT industry representatives and other Teacher Regulatory Authorities (TRAs) on 3 feasibility studies to automate both the processing of Mutual Recognition applications and the ensuing information flow between TRAs. This work will also support the eventual entry into the AMR scheme. This work is funded through the Commonwealth's Business Research and Innovation Initiative.

The AMR scheme, once implemented from 1 July 2027, will enable a teacher who is registered in another jurisdiction (the Home State) to work in the ACT. Significant work will be undertaken, in collaboration with the Teacher Regulatory Authorities, during the exemption period to ensure teacher registration retains its rigour and that information sharing across jurisdictions is sufficient to safeguard child safety.

Current mutual recognition arrangements will continue to support teachers gaining registration in a second jurisdiction once registered in a first. TRAs have noted concerns and identified risks associated with the movement of registered teachers between jurisdictions, highlighting the importance of notification between TRAs of events relating to Approved Teachers and individual conduct and child safety.

In early 2023, the Minister noted and the TQI Board agreed to the principles in the Memorandum of Understanding (MoU) concerning the provision of information between Australian Teacher Regulatory Authorities (TRAs) to meet regulatory obligations under various state and territory legislation and for the purposes of applying the *Mutual Recognition Act 1992*. This MOU sets out agreed principles of sharing between TRAs to assist in lawful disclosure, receipt, retention, and use of information. While the MoU cannot override our existing legislation relating to information sharing, it provides a framework for parties to collaborate and share information to ensure that TRAs have relevant and most complete information about teachers who travel between jurisdictions to ensure that sound regulatory decisions are made and the paramount consideration in regulation of the teaching profession is the best interests of children, including their safety and wellbeing.

The Institute is preparing for the commencement of Automatic Mutual Recognition in 2027 and is in the process of amending its legislation to better its position to comply with the Automatic Mutual Recognition scheme.

Strategic Goal 2: Enable professional learning, recognition, and growth.

Professional learning

TQI's vision is to be viewed as an adaptable, responsive regulator by the ACT teaching profession, enabling teachers to achieve high standards of professionalism and meet their commitment to lifelong Professional Learning (PL), development, and growth. TQI wants a shared understanding of what teachers are doing in schools and providing a transparent link between communities of practice and regulatory requirements. TQI is working to help teachers to view PL reflections as a valuable part of their professional growth and not just a compliance activity.

TQI has continued to review the professional learning framework to better reflect the activities of teachers in the professional learning space. The TQI framework outlining professional learning as a requirement for annual registration renewal, recognises the need for balance between ‘teacher voice and system coherence’ through Accredited Programs and Teacher Identified Professional Learning (TIPL), the former for system quality assurance and consistency, the latter in recognition of teachers’ ability to exercise professional judgement over their own learning needs in order to be able to cater for the learning needs of their students.

The TQI Board acknowledged there is widespread evidence around the Territory that the level of adjustment and new learning relating to managing uncertainty and delivering lessons flexibly beyond their ‘normal’ role as teacher has taken place throughout 2022 and 2023 due to the aftermath of COVID-19. Teachers have had to engage in significant new learning to ensure continuity of quality learning in safe learning environments during a year of sustained stressors and pressures that have impacted the community.



Teachers have maintained community confidence in the profession by providing students with stable environments in a time where the community is suffering from massive fatigue and anxiety about how life needs to function post COVID-19. Professional learning relating to wellbeing and differentiation has needed to occur to achieve this outcome. TQI has acknowledge this learning by allocating 5 hours of Teacher Identified Professional Learning (TIPL) to each teacher.

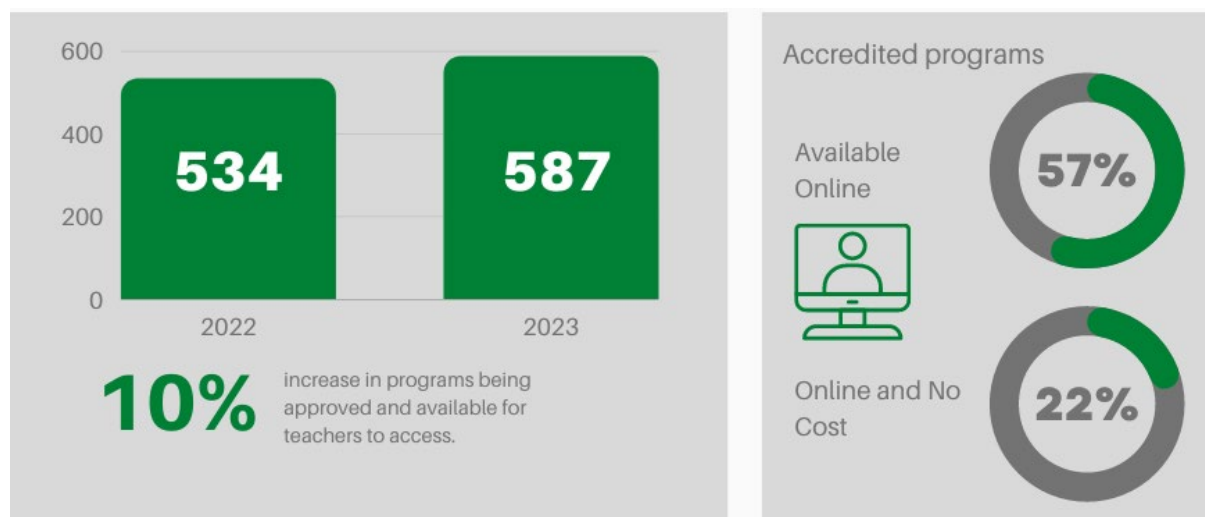
The TQI Board, in its review of professional learning requirements, also recognised the considerable learning teachers undertake in preparing their portfolios to demonstrate their achievements against the *Australian Professional Standards for Teachers*, which they submit as evidence for moving from Provisional to Full registration, and in their applications for Highly Accomplished and Lead Teacher certification and the renewal of certification. In recognition of this learning, 5 hours of Teacher Identified professional learning is recognised for moving to Provisional to Full registration, and 5 hours of Teacher Identified professional learning is recognised for each Module submitted in the Certification process or Certification renewal application.

Teachers' reflection and evaluation of professional learning

ACT teachers recorded more than 250,000 hours of Professional Learning, submitting 232,994 of these hours to contribute towards their 2023 registration renewal requirements. Of the 7,978 teachers renewing registration for 2023, 7,806 met professional learning requirements for registration, with the remaining 2% (172) arranging a professional learning variation plan with TQI to meet their obligations.

In the reporting period, 587 TQI accredited programs were available to ACT teachers. Of 334 were offered as online programs, 126 were free of charge. These figures demonstrate the accessibility of Accredited Professional Learning to all teachers regardless of their employment status.

TQI Figure 9: TQI Accredited programs available to ACT teachers 2022-23



The ACT continues to be the only jurisdiction where teachers record, reflect, and evaluate on professional learning on an annual basis. Evaluation data is used by providers of TQI Accredited professional learning to ensure that content continues to meet the needs of ACT teachers. The TQI Board, through the Professional Learning and Development (PLaD) Committee actively worked with schools, systems, and sectors to increase the efficiency and effectiveness of teacher evaluations of their professional learning. TQI seeks to ensure that program evaluation is considered a knowledge source rather than a compliance activity. The Board continues to review professional learning evaluation requirements to ensure comprehensive feedback is received from participants without imposing unnecessary burdens on teachers.

Recognise system sponsored professional learning

During the reporting period TQI explored ways the regulatory model might acknowledge system sponsored professional learning and for this learning to be automatically credited to a teacher's PL profile. TQI began partnering with employers to pilot how the regulatory framework can be holistically integrated into system initiatives to support teachers to implement research-based instructional practices in the classroom. Through mutually designed and developed solutions, TQI envisions adjustments to the regulatory model to reduce regulatory burden. These adjustments will better recognise high-achieving and reflective professional learning cultures within schools, underpinned by the *Australian Professional Standards for Teachers* and *Australian Professional Standard for Principals*.

In September 2022, the Board approved the recognition of system sponsored professional learning for registration purposes for the 2024 renewal period for teachers engaging in the Catalyst program. Currently, all teachers employed with Catholic Education Archdiocese of Canberra and Goulburn (CECG) are undertaking intensive professional learning in the

Catalyst⁴ program. As a pilot study of recognising system sponsored professional learning for registration, TQI is collaborating with approximately 300 teachers (across 4 schools) in ways of recognising ongoing reflective practices.

TQI will seek a final evaluation report from CECG and convene a focus group to gain insights and draw assumptions on how system sponsored teacher identified professional learning can be upscaled moving forward and offered to all employers.

Teaching Quality

The ACT Audit Office conducted a performance audit (report no 5: 2021) titled *Teaching Quality in ACT Public Schools*, with the report tabled in the ACT Legislative Assembly on 23 June 2021. The Auditor-General recommended that the Education Directorate work with the ACT Teacher Quality Institute to:

- receive and analyse data to use for evaluating the quality of Education Directorate professional learning activities, and identify trends and insights from its teachers' professional learning to help determine the impact this has on improving student outcomes
- design methods and practices to recognise key professional learning supports, including professional learning communities, as accredited learning that meets the requirements of the *Australian Professional Standards for Teachers*.

Following the Catalyst pilot with CECG, TQI began conversations with the Education Directorate to develop a similar pilot to recognise evidenced based professional learning communities. TQI will engage in a design sprint with Education Directorate in July of 2023 to develop a framework to acknowledge the ongoing reflective practices as part of the System Sponsored Teacher Identified Professional Learning (SSTIPL) initiative. It is expected that all teachers involved in the SSTIPL initiative will receive up to ten hours of Teacher Identified Professional Learning (TIPL) automatically populated into their TQI portal.

In early 2023 TQI gave the Education Directorate information about programs attended by Directorate employees, and the schools at which these employees were teaching. The data focussed on professional learning programs developed by the Directorate as well as programs developed externally and attended by Directorate employees.

Of particular interest to the Directorate were:

- programs attended by provisionally registered teachers (as a proxy for Early Career teachers)
- professional learning addressing the *Australian Professional Standard for Principals*.

⁴ Catalyst aligns a schools focus to evidence-based pedagogy, curriculum and assessment. This means teachers will be more supported in the continuous improvement of their teaching practice – utilising the latest data, evidence and expert insights. This includes access to high-quality curriculum resources to integrate into lesson planning, which are continually evolved based on teacher feedback.

Programs relating to the following areas were selected by the Directorate for more complete analysis:

- Aboriginal and Torres Strait Islander education
- inclusion, student agency, and gender equity
- wellbeing and inclusion.

AITSL cites 3 primary purposes of HALT Certification all of which contribute to improvements in teacher quality:

- to recognise and promote quality teaching
- to provide the opportunity to reflect on practice
- to provide a reliable (evidence based) indication of quality teaching.

The Institute partners with the University of Canberra (UC) in 3 areas of support and recognition of students and teachers with the goal of enhancing teacher quality, as follows:

- TQI staff are directly involved in the delivery of lectures and workshops at UC for the Master of Education degree Capstone unit and for pre-service teachers in the understanding of the Australian Professional Standards for Teachers
- Master of Education degree students receive recognition by TQI of their Capstone unit work as teacher identified professional learning. This work may also be included as evidence in the HALT process for Lead teacher applicants
- Highly Accomplished and Lead Teachers can have their achievement of HALT Certification recognised with 6 credit points towards the UC Master of Education.

Strategic Goal 3: Accredited Initial Teacher education programs and support preparation for the profession.

Pre-service teachers

As at 30 June 2023, there were 1,697 pre-service teachers approved on the pre-service teacher register with 174 pre-service teachers undertaking their initial teacher education at universities outside the ACT.

TQI was funded \$400,000 over 2 years in the 2021-22 Budget to enhance pre-service teacher's access to the TQI Portal. From June 2023, pre-service teachers were able to access the TQI Portal, enabling them to experience meaningful interaction with TQI and prepare them to meet registration requirements on entering the workforce. Pre-service teachers can maintain their contact details via the Portal, along with their university and professional experience placement school and placement dates. They can access and record accredited professional learning. Pre-service teachers can seamlessly transition to Permit to Teach or Provisional Registration with the same unique identifier, providing ACT teachers with a single, career long profile.

The updated TQI Portal allows TQI to collect information about the schools and sectors which are involved with providing teacher professional experience placements, and the number of teachers from the pre-service teacher register who take up a teaching position in the ACT following graduation. This information may be used to gain an understanding of the teaching experience from a teacher's entry into Initial Teacher Education, their entry to the teaching profession, throughout their teaching career in the ACT and through to their exit. All data extracted from the register for research purposes will be deidentified.

Accreditation of Initial Teacher Education programs

The accreditation process involves a rigorous assessment of initial teacher education (ITE) programs provided by higher education institutions (HEIs) against a set of nationally agreed standards. National accreditation standards and procedures are designed to ensure that all ITE program graduates meet the *Australian Professional Standards for Teachers* at the Graduate career stage.

The rigorous accreditation process ensures that programs are of high quality and provide effective preparation for the teaching profession. The process also provides for an assessment of the ITE provider's quality assurance and continuous improvement mechanisms, including moderation of Teaching Performance Assessments (TPAs). It is a requirement that ITE students successfully complete a nationally endorsed TPA in their final year during which they 'put it all together' and demonstrate that they are 'ready to teach'.

TQI accredits ITE programs offered at the University of Canberra. The Victorian Institute of Teaching accredits ITE programs offered by the Australian Catholic University (ACU).

Accredited ITE programs currently open for enrolment in the ACT are:

- ACU (Canberra Campus) – Bachelor of Education (Primary), Bachelor of Education (Early Childhood and Primary), Bachelor of Education (Primary and Special Education), Bachelor of Education (Secondary), Bachelor of Education (Secondary & Special Education)
- ACU (Canberra Campus/Online) – Master of Teaching (Early Childhood & Primary), Master of Teaching (Early Childhood & Primary)/Graduate Certificate in Religious Education, Master of Teaching (Secondary), Master of Teaching (Secondary)/Graduate Certificate in Religious Education
- UC – (On campus) Bachelor of Primary Education, Bachelor of Primary Education (Creative Arts), Bachelor of Primary Education (STEM), Bachelor of Primary Education (Health and Physical Education), Bachelor of Early Childhood and Primary Education, Bachelor of Secondary Education (Science), Bachelor of Secondary Education (Arts), Bachelor of Secondary Education (Health and Physical Education)
- UC – (On campus) Master of Primary Teaching, Master of Secondary Teaching.

Following extensive assessment, Final ITE Program Accreditation Recommendation Reports and approvals for the University of Canberra (UC) Master of Primary and Secondary Teaching Programs (Stage Two accreditation) were provided to UC in November 2022. The Stage Two accreditation process involves a trained accreditation panel assessing the Stage Two submission and report against Program Standard Six, interrogating the university's evaluation of program performance and outcomes measures collected throughout the accreditation period, including evidence of impact.

The panel provided the UC Faculty of Education with an interim accreditation report, including requests for clarification and further information, prior to the final report being issued. Significant work and deep consideration by members of the UC Faculty of Education towards program improvement and teaching quality was evident. Both TQI executive officers and accreditation panellists noted the integrity, cohesion and effectiveness of the programs assessed, and valued the commitment of the Faculty to providing quality documentation and responsive assistance in the conduct of the accreditation process.

National Teacher Workforce Action Plan

In its final meeting of 2022, the Board considered its strategic direction against the 5 priority areas that are outlined in the *National Teacher Workforce Action Plan* (NTWAP):

1. improving teacher supply
2. strengthening initial teacher education
3. keeping the teachers we have
4. elevating the profession
5. better understanding future teacher workforce needs.

The Board, through its committees, considered the implications for TQI and the ACT teacher workforce of the proposed reforms, derived from the *National Teacher Workforce Action Plan*, as outlined in the Teacher Education Expert Panel (TEEP) discussion paper.

In its consideration of NTWAP and the discussion paper, the Board noted the following actions already taken in the ACT to address teacher workforce issues including:

- restricted permit to teach which allows ITE students who have begun their final year of study, to be employed under a permit to teach for 3 days per week
- moving towards the Government's goal of a HALT in every school by improving access to Certification through the more streamlined modular model
- the Affiliated Schools Program – a collaborative approach between schools and the University of Canberra to developing quality teacher practice from pre-service teacher education through to experienced teacher learning and development
- formal recognition of the professional learning teachers undertake when they adapt to changed teaching circumstances brought on by teacher shortages, when they prepare evidence to support their applications for Full registration, highly accomplished or lead teacher status, and study towards a Master of Education.

The Board will maintain its focus on the NTWAP priorities by continuing to work with teachers, teacher employers and ITE providers to promote and support the teaching profession.

Strategic Goal 4: Present quality data to support education or teacher workforce planning and research.

TQI data strategy

TQI is developing its data strategy beginning with better management of teacher lifecycles. By utilising a single identity for teachers which they will use for all interactions with the Institute, we will be better able to analyse and advise Government on questions relating to registration pathways, periods of non-registration, and progression through the various career stages of the Australian Professional Standards for Teachers.

In partnership with ACT Digital, Data and Technology Solutions (DDTS), the Institute is working to move its business systems into ACT Government managed infrastructure. Once completed, this project will facilitate closer interaction with other areas of government and provide a clearer pathway to the establishment of ongoing IT systems support and resourcing.

TQI is engaging in procurement for its business systems, as well as developing in-house expertise. Resourcing received as part of the 2021-22 budget, totalling \$400,000 over 2 years, targeted the establishment of the pre-service teacher register including providing access to the TQI Portal. The data collected, flowing from pre-service teachers' interactions with TQI through the Portal, prepares the ground for TQI to generate planning or research in relation to their experience of professional placements.

Planning is taking place to ensure TQI can provide comprehensive information on subject specialties studied through initial teacher education and provide information in relation to

Initial Teacher Education (ITE) students' experience of professional practice placements in our schools, and how many pre-service teachers proceed to register as teachers. Strengthening the data collected and how it is interpreted will inform further policy decisions about the teaching profession in the ACT and support the national strategy for the collection and analysis of initial teacher education data and teacher workforce data.

TQI has strengthened its data security. User security measures are implemented, including frequently changed passwords and role-based permissions both within client-facing systems and the TQI's own information systems. Web Application Firewalls sit between TQI systems and any internet facing services, and the core information systems themselves cannot be accessed from outside the ACT Government network. TQI is working to further strengthen its security stance with Multi-Factor Authentication on all systems, as well as moving all systems into ACT Government managed infrastructure.

Data to improve workforce planning

During the reporting period, TQI acknowledged the significant challenge of a national teacher shortage and the continuing impact of COVID-19 on staff and schools in the ACT. The significant long-term effects of COVID-19 have meant that many schools have been in a state of constant uncertainty. Teachers have needed to prepare for, and continually reflect on, how to best meet the needs of their students under significant stressors related teacher shortage. TQI understands that workforce planning, and strategic recruitment of teachers are critical to meet the current needs of all ACT schools and demand for teachers as our population continues to grow. TQI can assist teacher employers with planning by providing data and analysis in relation to the workforce.

Senior level representatives of employers and universities met with TQI on 16 August 2022, where TQI presented data to provide information which was intended to inform the discussion on the needs of the ACT teaching workforce. The development of this data analysis capability is maturing and is informed by feedback from stakeholders. Our intention is to deliver comparative, reliable, and valid information to inform policy development. Up until recently, teachers joining the teacher register were assigned a new and different ID number from their pre-service teacher ID, and a different number again if they let their teacher registration lapse and sought re-registration at a later date. Teachers will retain the same ID number throughout their dealings with TQI, allowing more accurate data analysis of teacher's entering and leaving the system, and their interactions with TQI over the course of their professional lives.

As the data strategy matures this will be resolved to some extent, enabling the provision of both data and insights in an ongoing and sustainable manner.

Survey of ACT teachers who do not renew their registration

As a responsible regulator TQI must ensure that its regulatory role does not create unnecessary barriers to the workforce. Earlier in this report, changes to professional learning

requirements are detailed, to acknowledge teachers' significant undertakings during COVID-19, and teacher shortages.

Following the annual renewal of registration processes in March 2022, TQI undertook a survey of teachers who did not renew their registration. The same survey was undertaken following the March 2023 renewal.

On both occasions the survey has resulted in a return rate of between 25-30% of teachers who have lapsed registration at the end of the most recent registration renewal period. This result may have been higher excepting that many teachers utilise their employment email address for their registration, and once they have left that employer, TQI is not able to contact them.

Whilst this data set will become more meaningful over future years, the preliminary findings indicate that approximately:

- 28% of teachers left registration to seek alternative employment
- 21% of teachers retired
- 31% moved interstate
- 5% moved overseas
- 10% left registration for a period of extended leave to; care for a family member, due to illness or injury or to participate in some form of community service
- a further 5% or so encountered a perceived regulatory barrier
- a very small number of teachers had not realised their registration had lapsed each year until they were invited to take part in the survey.

Of the teachers indicating they had retired, 21% indicated they might consider an alternative form of registration providing that requirements such as professional learning or registration fees were waived.

Teachers who had not realised they had lapsed until receiving the survey invitation were not actively employed therefore not in breach of s70 of the TQI Act. TQI continues to engage with teachers about how TQI can support them to maintain their registration.

Australian Teacher Workforce Data Strategy

In 2017 in response to a Teacher Education Ministerial Advisory Group (TEMAG) recommendation and a National School Reform Agreement national policy initiative, Education Ministers approved the development of the *Australian ITE and Teacher Workforce Data Strategy* (ATWD). They have agreed to fund the ATWD initiative until July 2025.

The ATWD is a national strategy for the collection and analysis of initial teacher education data and teacher workforce data. Teacher Regulatory Authorities (TRAs) are tasked with primary responsibility for the collection and supply of teacher workforce data to the national data set. ITE providers (universities), through the Commonwealth Government's Higher Education Information Management System (HEIMS) and the Quality Indicators for Learning

and Teaching (QILT) survey, provide ITE data to inform the ATWD. The ATWD Oversight Board, in partnership with TRAs, supplements the data set with data collected annually through the ATWD teacher survey.

Amendments to the TQI Act in 2019 authorised TQI to contribute to the ATWD strategy. For the first time, in 2020, TQI provided teacher workforce data to the national data collection and did so again in 2021. TQI 2022 data will be provided to AITSL in September 2023. During the reporting period, TQI continued to represent TRAs on the ATWD Oversight Board. TQI recently renewed its MOU with the ATWD to provide data to the National collection until 30 June 2025.

The ATWD links ITE student data from 2005 with current teacher data to provide longitudinal information on teachers working in Australian schools and future teachers engaged in teacher preparation. As the data collection expands and data sets are linked, the ATWD data will be a highly valuable resource for research and planning.

The aggregated data will:

- inform ACT research and teacher workforce planning to better enable universities and schools to provide an authentic professional experience which will build the ITE students' readiness to teach
- give more comprehensive information on subject specialties studied in ITE
- provide information on how many ACT ITE students are graduating compared with how many register to work as a teacher
- provide information on how many teachers stay in the profession and for how long
- be used to gain an understanding of the teaching experience from an ITE student's entry into ITE, their entry to the teaching profession, through to their exit
- inform future policy decisions about the teaching profession.

In April 2023 the ATWD released the Data Explorer which provides digital access to geo-spatial data and statistical analysis from the ATWD Initiative. The Data Explorer provides data on the characteristics of the workforce and their experiences in labour markets across Australia. This will support an understanding of local workforce circumstances for planning and help to identify place-based critical issues. Location is based on place of employment and reported within ABS statistical regions to enable a more localised understanding of the national workforce.

Data presented includes:

- local demographic, employment, and workforce experiences in 2020
- local career intention information in 2020
- statistical analysis of the demographic, employment, and workforce experiences, which are associated with intentions to remain in the profession until retirement.

Quality Initial Teacher Education Review

Significant national reform and review in ITE has occurred since reforms were first introduced by the Education Ministerial Advisory Group (TEMAG) in 2014, to raise standards in the selection and preparation of teachers. In 2021, the Quality Initial Teacher Education (QITE) Review identified further reforms. The QITE Review panel released its final report in February 2022, with 17 recommendations across three key areas:

- attracting high-quality, diverse candidates into initial teacher education
- ensuring their preparation is evidence-based and practical
- supporting early years teachers.

In response, the Teacher Education Expert panel was established by the Australian Government in September 2022 to advise on the implementation of 2 of the QITE Review recommendations, as well as key issues raised at the Teacher Workforce Shortage Roundtable. Held at Parliament House on 12 August 2022, the roundtable:

- enabled Australia's Education Ministers to meet with teachers, school leaders, and other education experts to prioritise actions addressing the issue of teacher demand, supply and retention
- agreed to a working group being formed to develop a *National Teacher Workforce Action Plan* (NTWAP).

Teacher Education Expert Panel (TEEP)

The TEEP Panel seeks to improve ITE, support the teacher workforce and help students excel. Graduate teachers will be better prepared for the classroom and new teachers attracted to the profession with considerable professional and life experience, will also contribute to the quality of the teacher workforce. The Panel has identified opportunities for reform and sought views via a discussion paper to inform their advice. The 4 reform areas are:

1. strengthen ITE programs to deliver confident, effective, classroom ready graduates
2. strengthen the link between performance and funding of ITE programs
3. improve the quality of practical experience in teaching
4. improve postgraduate programs to attract mid-career entrants.

TQI met with TEEP to offer advice informing the reform areas addressed in the discussion paper. TQI highlighted the nature and value of ongoing national work between universities and TRAs to improve ITE program accreditation and teacher preparation (TEEP Reform Areas i. and iii); and cited examples of regulatory responsiveness and innovation through flexible, yet responsible solutions being trialled in the ACT, which work in the interests of teacher quality while exploring career pathways and improving teacher supply (TEEP Reform Area iv.; NTWAP Priority area v.).

Scrutiny

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

Risk Management

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

Strategic Risks are identified as a part of the development and review of the TQI Strategic Risk Register. Strategic risks, their assessment and treatments, are approved and monitored by the TQI Board. The Board reviewed the TQI Strategic Risk register 4 times in the reporting period, approving updates to risk identification, classification and treatments related to:

- teacher workforce pressures
- the introduction of Automatic Mutual Recognition legislation
- security risks due to failure of technology systems
- the potential impact of COVID-19 on teachers and TQI employees
- risks to teachers' privacy if access to TQI records was gained by unauthorised persons or organisations
- TQI employers and workplace health and safety
- risks to TQI strategic priorities.

Operations/service level risks are identified in TQI service standards, policies and procedures. The responsibility for assessing and responding to operational level risks lies with the Chief Executive Officer and TQI employees.

Project risks are identified in project plans and for ICT projects within the project guidelines approved by ACT Digital, Data and Technology Solutions (DDTS). The responsibility for assessing and responding to project risks lies with TQI project managers.

As a response to the national data security incidents in 2022, the Education Directorate commenced an examination of its IT systems and made recommendations to TQI about TQI's Information Management System which include:

- create a Data Retention Strategy to include the removal /archive of older registration information
- work on implementing compliance with the Australian cybersecurity framework
- conduct regular user access reviews.

TQI is working on all recommendations. TQI's recently revised Records Management Program also addresses the need for ongoing work to ensure the correct collection, storage, and disposal of records.

Internal Audit

TQI is covered by the audit arrangements of the Education Directorate audit framework. Based on a recommendation from the AO's audit report to undertake an independent audit of TQI's income and expenditure once in the tenure of each Board Chair, the Directorate has agreed to incorporate an audit of TQI finances into the Directorate's internal audit program from 2023 onwards.

At a meeting between the Directorate and TQI in March 2023, it was arranged that an audit of TQI financial management occur in early – mid 2024.

Fraud Prevention

The *TQI Fraud and Corruption Prevention Plan 2021* details fraud prevention measures incorporating procedural checks and balances to minimise the risk of financial and other fraud and are included in TQI policies and procedures, particularly those involving financial transactions and regulatory activities. TQI Board members are required to make a conflict-of-interest declaration at the beginning of their appointment to the Board and are required to declare any real or perceived conflicts of interest at each Board meeting.

In September 2022, the Board reviewed TQI's financial and regulatory delegations. Under section 56 of the *Financial Management Act 1996*, the Board delegates the powers listed in the Financial Delegations. Under section 13 of the *Teacher Quality Institute Act 2010*, the Board delegates the Regulatory Delegations to delegated persons and groups. Persons and groups include the Chief Executive Officer and TQI staff.

Freedom of Information

In the reporting period, decisions to publish Open Access Information included publication of, or updates to, 7 TQI policies. TQI has 16 links posted on the Open Access website, including links to policies, annual reports, the TQI Strategic Direction and governance information.

TQI received 2 applications under the *Freedom of Information Act 2016* in the reporting period relating to s70 A and B of the TQI Act. In late 2022, TQI collated over 750 records for the request. In June 2023 TQI received a second FOI request relating to a s70B notification.

TQI has information on its organisation, function, and decision-making powers on its website: <https://www.tqi.act.edu.au/about-us>. Further information can be obtained by contacting tqi@act.gov.au or by phone on (02) 62075005. People seeking information are encouraged first to contact TQI before using the more formal Freedom of Information process.

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

Documents used by TQI employees when making decisions include:

- *Teacher Registration and Permit to Teach Policy*
- *TQI Procedure for Review of Registration*
- *Teacher Registration Qualifications Policy*
- *Australian Qualifications Framework*
- *Continuing Professional Learning and Program Accreditation Policy*
- Continuing Professional Learning Program – TQI Accreditation Guide January 2021
- *TQI National Certification of Highly Accomplished and Lead Teachers Policy*
- Certification of Highly Accomplished and Lead ACT Teachers – TQI Supplement 2020
- ACT Certification of Highly Accomplished and Lead Teachers – Assessor Handbook
- *Australian Professional Standards for Teachers*
- 2020 – Progressing from Provisional to Full Registration – A Guide for Professional Guidance Panels of Provisionally Registered Teachers
- 2020 – Progressing from Provisional to Full Registration – A Guide for Provisionally Registered Teachers
- *Initial Teacher Education Program Accreditation Policy.*

Community engagement and support

Workshops and Programs

During the reporting period, TQI continued to adjust its service provision to incorporate on-line attendance at meetings and workshops as follows:

- workshops and meetings were hosted face-to-face and/or online, to accommodate the availability of attendees
- professional learning providers of accredited programs continued to offer content online.

When appropriate, TQI took advantage of the ACT Government's relaxing of restrictions regarding indoor gatherings and conducted face-to-face workshops and meetings.

Participants had the option of attending in person or on-line where practicable.

Some of the TQI workshops and programs offered by TQI in the reporting period included:

- moving from provisional to full registration question and answer sessions
- mentor presentations
- early career teacher presentations
- university final year Initial Teacher Education student presentations
- school moving to full registration process presentations
- introduction to HALT Certification
- modules 1,2 and 3 for HALT Certification
- 5 and 10 Year HALT Renewal workshops
- HALT Assessor Training

- sessions for Casual Teacher Network.

Aboriginal and Torres Strait Islander Reporting

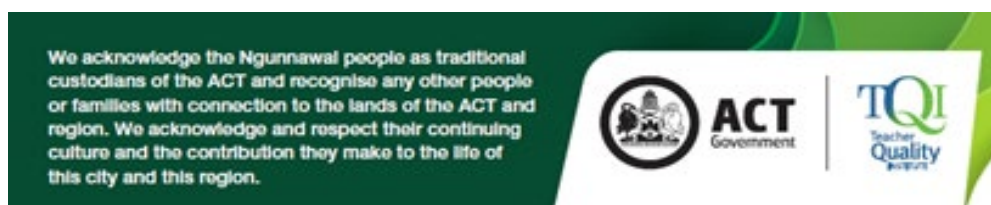
In the 2022-23 reporting period, TQI accredited 66 professional learning programs which had content specifically related to standard 1.4 (strategies for teaching Aboriginal and Torres Strait Islander students) and standard 2.4 (understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians) of the Australian Professional Standards for Teachers.

The ACT Government updated its ACT Indigenous protocol in 2023, which included an update to the wording of the Acknowledgement of Country message on all ACT Government websites and communications. The new message includes that we recognise any other people or families with connection to the lands of the ACT and region. TQI has updated the signature blocks for all officers and Acknowledgement of Country messages embedded in our website and other communications.

Reconciliation Action Plan

TQI, in consultation with cultural integrity professionals from the Directorate and Catholic Education Archdiocese of Canberra and Goulburn, has developed its first Reconciliation Action Plan (RAP) – a Reflect RAP to lay the foundations of our RAP journey.

Over the next 2 years, TQI seeks to strengthen our relationships with teachers, schools and with curriculum support areas within large education organisations, as well as with individual independent schools in order to build our own understanding about



Aboriginal and Torres Strait Islander ways of knowing, being and doing, along with understanding how our regulatory framework is experienced by Aboriginal and Torres Strait Islander teachers themselves.

TQI has updated all email footers with the deliberate intent to acknowledge country.

Workplace Health and Safety

In the 2022-2023 reporting period TQI had no incidents requiring reporting under the *Work Health and Safety Act 2011*.

Daily executive and team meetings were held online and face to face throughout the reporting period, with employees encouraged to attend on-line if experiencing COVID-19, influenza or cold like symptoms. At these meetings, team members were encouraged to identify any workplace health and safety issues being experienced, particularly related to the working from home environment. A general well-being check happens at each meeting.

At performance review meetings, supervisors check with employees about the suitability of their working from home arrangements, as well as their satisfaction in the workplace.

TQI employees have the option of working in the office or working from home depending on their circumstances. TQI has, however, established times when all staff work from the office if available to do so. TQI continued to follow workplace protocols to ensure social distancing and safe practices around hygiene. Employees only attended the office if they are well.

In late 2022, TQI employees responded to a staff survey. A dedicated working group analysed the responses to the survey and compiled a summary and actions in response to survey feedback. Responders in general were positive about the workplace and work culture at TQI. In acknowledgement of some concerns about workload balance; recognition of staff skills; and attention to positive behaviours, actions were developed and put to the team for discussion. Staff endorsed actions to revisit the *Respect, Equity and Diversity Framework*; establish a professional learning fund; and have a strong focus on workplace culture and work balance in performance and development plan discussions.

Human Resources Management

Staffing Profile

The TQI comprises the Chief Executive Officer and 12 other FTEs as of 30 June 2023.

Staff Professional Development

TQI employees attended a range of professional development activities including:

- Accidental Counsellor training
- English language testing information sessions
- Work Health and Safety e-learning
- first aid
- Prosci - Change Management
- Malcolm Sparrow - Fundamentals of Regulatory Design
- Griffith University - Creating Futures Summit Series
- Communicating with Influence
- Professional Writing Essentials for Government
- English Language Proficiency testing
- Data Story Telling for Marketing and Communications
- Malcolm Sparrow - Applying Nudge to Public Policy.

Ecologically Sustainable Development

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

TQI purchases its paper from responsible sources, avoids the use of disposable crockery and cutlery when catering for meetings, forums and functions, recycles used paper, cardboard and other recyclables, and promotes a culture among employees of ecologically sustainable practices and purchases.

Section C – Financial Management Reporting

Financial Management Report

EDUCATION DIRECTORATE STATEMENT OF INCOME AND EXPENDITURE FOR THE TEACHER QUALITY INSTITUTE FOR THE YEAR ENDED 30 JUNE 2023

	Note No.	Actual 2023 \$'000	Actual 2022 \$'000
INCOME			
Controlled Recurrent Payments	1	1,729	1,495
Investment Revenue		61	12
Registration Fees		1,004	1,004
Grants and Contributions Revenue	2	76	96
Total Income		2,870	2,607
EXPENSES			
Employee Expenses		1,835	1,825
Superannuation Expenses		257	274
Supplies and Services	3	564	834
Depreciation and Amortisation		180	239
Total Expenses		2,837	3,172
Operating Result		33	(565)

The above Statement of Income and Expenditure should be read in conjunction with the accompanying notes.

Notes forming part of revenue and expenditure:

- The appropriation is drawn down by the Education Directorate and on passed on to TQI.
- Grants and Other Revenue primarily consists of resources received free of charge relating to Financial, HR and Records management services provided by the Shared Services.
- Supplies and Services consists of:

	2023 \$'000	2022 \$'000
Property Maintenance	4	5
Materials and Services	430	653
Travel and Transport	3	1
Administrative	29	57
Financial	5	3
Operating Leases	93	116
	564	834

- Cash totalled \$0.82 million at the end of 2022-23 (\$0.65 million at the end of 2021-22).

Financial Management Analysis

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

Financial Statements

The summary report shows the details of income and expenses for TQI for the financial year 2022-23 in accordance with the direction issued by the Minister for Education and Training under section 25 of the TQI Act.

1. *Basis of preparation*

The Teacher Quality Institute (TQI) prepares the Statement of Income and Expenditure to meet the requirement of *ACT Teacher Quality Institute Ministerial Direction 2012* (No. 1) of providing summary details of its income and expenses for a financial year.

The Statement is a special purpose financial report and is prepared in accordance with the recognition and measurement requirements of the Australian Accounting Standards and the significant accounting policies as set out below.

The financial report has been prepared on a going concern basis as the ongoing functions and activities of the TQI have been funded in 2022-23 under section 7 of the *Financial Management Act 1996*.

2. *Significant accounting policies revenue*

Controlled Recurrent Payments are drawn by the Education Directorate and passed on to the TQI. Controlled Recurrent Payments are recognised as revenue upon the receipt of cash when TQI gains control over the funding, under AASB 1058 Income of Not-for-Profit Entities.

Registration Fees are recognised as revenue when the performance obligations are satisfied, under AASB 15 Revenue from Contracts with Customers.

Grants and Other revenue relate to legal services received free of charge from the ACT Government. Solicitor's Office services are recognised within the Budget as revenue on the basis that the services would have been purchased if they had not been donated.

Interest revenue is recognised using the effective interest method.

Expenses

- employee and superannuation expenses include short-term expenses such as wages and salaries, annual leave loading, and applicable on-costs, and other long-term expenses such as long service leave and annual leave, and termination expenses. Superannuation expenses relate to employer contributions for defined benefit and defined contributions schemes
- depreciation expenses relate to software and furniture and fittings.

Asset Management

The TQI business systems, including the TQI Portal and supporting Customer Relationship Management (CRM) System, are the most significant assets of the Institute. Maintaining and updating these systems is a key operational consideration. As such, regular analysis, and assessment of TQI's digital services infrastructure is undertaken to ensure that the systems remain fit for purpose, are aligned with industry practice, and are developed to meet the evolving needs of the Institute.

In the 2022-23 Budget, the ACT Government approved capital funding of \$400,000 to upgrade the TQI business systems in preparation for registration of early childhood teachers in the ACT. Up until end June 2023, \$118,110 had been expended on this initiative.

Government Contracting

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

Procurement decisions are authorised by the appropriate delegate within TQI. The Institute utilises expertise within both Procurement ACT and the Education Directorate to seek advice and support in relation to procurement and contract management issues.

TQI leases its office accommodation from the University of Canberra via a lease agreement. The 5-year lease is from 1 January 2019 – to 31 December 2023. The cost for 2022-23 was \$93,000.

TQI purchased printing and mail services from National Mail Marketing in March 2023, for the printing and mail out of teacher registration cards. The cost of the service was \$31,000.

Contract number SA.2022.025 – ACT Teacher Quality Institute Digital Platform Development Support and Support Maintenance. The contract commenced on 9 August 2022 and expired on 30 June 2023. The contractor, Dialog Pty Ltd, was contracted to provide IT development and administration resources, and supply hosting and networking facilities in support of the Institute's business systems. During the next reporting period TQI will examine its longer-term requirements regarding IT systems.

The online ACT Government Contracts Register records contracts with suppliers of goods, services and works, with a value of \$25,000 or more. A full search of TQI contracts notified with an execution date from 1 July 2022 to 30 June 2023 can be made at <https://www.tenders.act.gov.au/contract/search>

Aboriginal and Torres Strait Islander Procurement Policy

TQI CEO, Ms Coralie McAlister remained an Aboriginal and Torres Strait Islander Procurement Policy Executive Champion until her retirement in May 2023. Procurement undertaken in the 2022-23 reporting year did not address any of the 3 Aboriginal and Torres Strait Islander Procurement Policy performance measures.

Ministerial Directions

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

Public Interest Disclosure

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

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

No disclosures were received in the reporting period.

Contact Information

For more information contact:

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Board Chair

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ACT Teacher Quality Institute

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Telephone: 02 6207 5005

Email: tqi@act.gov.au

Attachment 1

TQI Table 3: Details of professional learning programs accredited during 2022-23

Organisation	Program
(CE) Religious Education and Curriculum Services	CECG Catalyst Online Units 3 & 4
(CE) Religious Education and Curriculum Services	Catalyst High Impact Teaching Practice Theory in Practice 1
(CE) Religious Education and Curriculum Services	Catalyst: HITP in Action PL 1
(CE) Religious Education and Curriculum Services	Catalyst: HITP in Action PL 2-4
(CE) Religious Education and Curriculum Services	Catalyst High Impact Teaching Practice- COGLearn
(CE) Religious Education and Curriculum Services	Teach Well High Impact Practices in Action
(CE) Religious Education and Curriculum Services	Catalyst System Day 2022
(CE) Religious Education and Curriculum Services	CECG Catalyst Online Units 7 & 8
(CE) Religious Education and Curriculum Services	CECG Catalyst Online Units 5 & 6
(CE) Religious Education and Curriculum Services	HITP Theory and Practice 2 (Primary)
(CE) Religious Education and Curriculum Services	HITP Theory and Practice 2 (Secondary)
(CE) Religious Education and Curriculum Services	Spelling Mastery - Dr Toni Hatten-Roberts
(CE) Religious Education and Curriculum Services	Writing and Vocabulary Instruction-Lorraine Hammond
(CE) Religious Education and Curriculum Services	Advancing Thinking Through Writing (K-2)
(CE) Religious Education and Curriculum Services	Advancing Thinking Through Writing (3-12)
(CE) Religious Education and Curriculum Services	Developing Culturally Competent & Responsive Schools
(CE) Religious Education and Curriculum Services	CECG - Theory & Practice 3 - PRIMARY Reading Instruction
(CE) Religious Education and Curriculum Services	CECG Theory & Practice 4 - Primary - Lesson Design and Delivery
(CE) Religious Education and Curriculum Services	CECG Theory & Practice 4 - SECONDARY - Lesson Design and Delivery
(CE) Religious Education and Curriculum Services	CECG - Theory & Practice 3 - SECONDARY

	Reading Instruction
(CE) Religious Education and Curriculum Services	HITP Intensive Program 2022
(CE) Religious Education and Curriculum Services	'TRANSFORMING THE SPIRIT' - Aboriginal and Torres Strait Islander Education Conference
(CE) School Services	Understanding and Supporting Behaviour course
(CE) School Services	Autism Spectrum Disorder
(CE) School Services	The Dyslexia and Significant Difficulties in Reading online course
(CE) School Services	Attachment and Trauma Theory Online course
(CE) School Services	Speech, language and Communication needs online course
(CE) School Services	Understanding Hearing Loss online course
(CE) School Services	Dyspraxia and Motor Coordination Difficulties online course
(CE) School Services	MAPA (Management of Actual or Potential Aggression)
(CE) School Services	Understanding Attention Deficit/Hyperactivity Disorder online course
(CE) School Services	Supporting Student Wellbeing and Mental Health
(EDU) Inclusion and Engagement Branch	Trauma Informed Practices, Level 1: Trauma Aware
(EDU) Inclusion and Engagement Branch	Understanding Dyslexia and Other Significant Reading Difficulties
(EDU) Inclusion and Engagement Branch	OLT Understanding and Supporting Behaviours
(EDU) Inclusion and Engagement Branch	OLT Understanding Hearing Loss
(EDU) Inclusion and Engagement Branch	10 Essential Skills for Classroom Teachers
(EDU) Inclusion and Engagement Branch	10 Essential Skills for Classroom Teachers (online)
(EDU) Inclusion and Engagement Branch	Positive Behaviour for Learning: Universal Non-Classroom Systems
(EDU) Inclusion and Engagement Branch	Positive Behaviour for Learning Universal Supports Classroom systems

(EDU) Inclusion and Engagement Branch	Understanding and Supporting Autism Spectrum Disorders (OLTASD)
(EDU) Inclusion and Engagement Branch	Understanding Speech, Language and Other Communication Needs (SLCN)
(EDU) Inclusion and Engagement Branch	Understanding and Supporting Dyspraxia and Other Motor Coordination Difficulties (DMCD)
(EDU) Inclusion and Engagement Branch	Team Teach (Foundation/Universal)
(EDU) Inclusion and Engagement Branch	Nairn Walker presents Celebrating Student Capacity - Optimising Outcomes for Students & Educators
(EDU) Inclusion and Engagement Branch	Trauma Informed Practices Level 2: Trauma Sensitive Strategies - Safety
(EDU) Learning and Teaching Branch	Engoori for Teachers Leading Cultural Integrity in their schools
(EDU) Learning and Teaching Branch	To understand our present, we must understand our past.
(EDU) Learning and Teaching Branch	Enabling Pedagogies: Feedback
(EDU) Learning and Teaching Branch	Deepening Scientific Literacy with Digital Sensors
(EDU) Learning and Teaching Branch	Designing and Testing a Sustainable Home: a rich STEM project
(EDU) Learning and Teaching Branch	An Integrated Approach to the Digital Technologies Curriculum in the Early Years
(EDU) Learning and Teaching Branch	Enabling Pedagogies: Student Centred Learning
(EDU) Learning and Teaching Branch	Rediscovering Country Series - Country as Storyteller
(EDU) Learning and Teaching Branch	Meeting the language needs of students at Harrison School (Primary)
(EDU) Learning and Teaching Branch	Meeting the language needs of students at Harrison Secondary School.
(EDU) Learning and Teaching Branch	Reimagining Inclusion: Beyond the Usual Suspects
(EDU) Learning and Teaching Branch	Supporting Data Literate Students through Scientific Investigations

(EDU) Learning and Teaching Branch	The Design Process: Practical tools to enhance STEM learning in the Primary Classroom
(EDU) Learning and Teaching Branch	Teaching spelling and vocabulary to EAL/D Learners
(EDU) Learning and Teaching Branch	Teaching Young Children English in Multilingual Contexts
(EDU) Learning and Teaching Branch	The Irene Lind Speaker Series
(EDU) Learning and Teaching Branch	Supporting EAL/D Learners in Reading Acquisition
(EDU) Learning and Teaching Branch	EAL/D Sharing of Professional Practice
(EDU) Learning and Teaching Branch	MurriMatters - Engoori for Cultural Integrity in Schools
(EDU) Learning and Teaching Branch	Navigating the Australian Curriculum for EAL/D Learners
(EDU) School Leadership	Early Years & Primary Literacy Initiative 2021 (Phase 10 & 11)
(EDU) School Leadership	Leading for All: Every child and young person, every classroom, every day
(EDU) School Leadership	10 Essential Instructional Practices in Literacy for new educators and educators new to ACT
(EDU) School Leadership	Introduction to Discipline Literacy
(EDU) School Leadership	The Workshop Model
(EDU) School Leadership	10 Essential Instructional Practices in Literacy (Phase 11)
Access Art Academy	Access Art Academy: Storytelling through shadow puppetry
ACT Association for the Teaching of English (ACTATE)	Striving Writers (and the reading & writing connection)
ACT Association for the Teaching of English (ACTATE)	Shorts: Tools, Texts and Strategies
ACT Association for the Teaching of English (ACTATE)	Charting the Course(s):BSSS English Framework and V9 of the Australian Curriculum English Yrs 7-10

ACT Association for the Teaching of English (ACTATE)	2022 Sharing the Secrets of Success
ACT Careers Association (ACTCA)	Career Assessment using the Pathways Career Education & Development Scale (CEDS)
ACT Careers Association (ACTCA)	Relaunching your career service in a post-pandemic world.
ACT No Waste - Transport Canberra and City Services	Recycling and Sustainability in the Early Childhood Environment
ACT No Waste - Transport Canberra and City Services	Recycling, Waste and Sustainability through Inquiry Learning
ACT No Waste - Transport Canberra and City Services	Citizen Science - Getting Involved
ACT Public Colleges Professional Learning Committee	2022 College Conference - Ways of Knowing, Ways of Being
ACT Public Colleges Professional Learning Committee	Increasing confidence and capability in cultural integrity
Acting For the Fun of It	Acting the Playtext
Acting For the Fun of It	Acting Techniques
Acting For the Fun of It	Acting Shakespeare
Acting For the Fun of It	Acting and Devising Theatre
Ainslie School	Empowered Learning Professionals - Finding our Voice and Using it with Impact
ALEA	Wrestling with Wicked problems through Inquiry and picture books
ALEA	ALEA ACT Literary Event with Kate and Jol Temple
Alfred Deakin High	Differentiation at Alfred Deakin
Alfred Deakin High	Understanding the Gifted Learner and Differentiating For Them at Alfred Deakin
All About Writers	The Essential Elements of the Writers' Workshop
All About Writers	The Qualities of Great Writing
All About Writers	Unpacking the Writing Process

All About Writers	Writing Conferences: The Foundation of Assessment
All About Writers	All About Writing, K-6
Alliance Française de Canberra	Back to school: "C'est la rentrée!"
Alliance Française de Canberra	Using EPI in the Classroom - a practical session with Dr Conti
Amaroo School	Amaroo Effective Reading Practices
Amaroo School	Cultural Integrity - Developing strategies through a strength based lens
Anna Comerford	Mindfulness, Neuroscience & Compassion
ANSTO Australian Nuclear Science and Technology Organisation	Incorporating scientific research and data into classroom teaching: Science Inquiry Skills
ANSTO Australian Nuclear Science and Technology Organisation	Teaching Stage 5 Science: Isotopes, radioactivity and nuclear medicines
ANU Centre for Learning and Teaching	Using Action Research to Improve Professional Practice
Arawang Primary	Finding the Balance: a differentiated maths approach
Association of Independent Schools of the ACT (AISACT)	AISACT 2021: Maximising Growth for Diverse Learners
Association of Independent Schools of the ACT (AISACT)	2022 AISACT Colloquium – Leading in a Changing Landscape
Association of Independent Schools of the ACT (AISACT)	Trauma Informed Education
Association of Independent Schools of the ACT (AISACT)	Exploring research evidence for school improvement
Australian Catholic University - Institute for Positive Psychology & Education	iPLAY Leaders: Course 1
Australian Catholic University - Institute for Positive Psychology & Education	iPLAY Leaders: Course 2
Australian Catholic University - Institute for Positive Psychology & Education	iPLAY Leaders: Course 3
Australian Catholic University - Institute for	iPLAY Workshop (2022)

Positive Psychology & Education

Australian Catholic University - Institute for Positive Psychology & Education	iPLAY Motivation
Australian Catholic University - Institute for Positive Psychology & Education	iPLAY Movement
Australian Catholic University - Institute for Positive Psychology & Education	iPLAY Inclusive Physical Activity
Australian Catholic University - Institute for Positive Psychology & Education	iPLAY Feedback
Australian Council for Educational Research	Getting Started with PAT
Australian Council for Educational Research	Data Driven Decisions: PAT
Australian Council for Educational Research	Using and Interpreting Data in Schools
Australian Council for Educational Research	Getting Ahead with PAT
Australian Council of Health Physical Education and Recreation (NSW Branch)	Effective assessment practices in HPE
Australian Council of Health Physical Education and Recreation (NSW Branch)	Re-imagining physical education - Unpacking and translating the curriculum
Australian Council of Health Physical Education and Recreation (NSW Branch)	Reimagining Assessment in Physical Education
Australian Education Union - ACT Branch	Inspiring teachers to champion Aboriginal education
Australian Electoral Commission	Voting in the classroom
Australian Gifted Support Centre	Creating a differentiated learning experience for high ability and gifted students.
Australian Gifted Support Centre	Gifted and High Potential Students - Identification and teaching
Australian Gifted Support Centre	Underperforming high potential and gifted students Identification and strategies
Australian Institute for Teaching and School Leadership (AITSL)	Supervising Pre-service Teachers Professional Learning (5 modules)
Australian School Library Association	Australian School Library Association Advocacy Summit

Australian Taxation Office	Teaching primary students to be active and informed citizens (Paying It Forward)
Batyr Australia Limited	batyr Teacher PD
Behaviour Zen Pty Ltd	Positive Behaviour Support Strategies for Students with Oppositional Defiant Disorder
Behaviour Zen Pty Ltd	Positive Behaviour Support Strategies for Students with Attention Deficit Hyperactivity Disorder
Behaviour Zen Pty Ltd	Positive Behaviour Support Strategies for Students with Aggressive Behaviour
Behaviour Zen Pty Ltd	Positive Behaviour Support Strategies for Students with Anxiety
Behaviour Zen Pty Ltd	Positive Behaviour Support Strategies for Students with Autism Spectrum Disorder
Behaviour Zen Pty Ltd	Guiding the development of emotional regulation skills
Belconnen High	Becoming a Better PLC Part 2
Berry Street Victoria	Berry Street Education Model - Day 1 Body
Berry Street Victoria	Berry Street Education Model Day 2 Relationship
Berry Street Victoria	Berry Street Education Model Day 3 Stamina & Engagement
Beyond Blue	Be You: Early Support
Beyond Blue	Be You: Family Partnerships
Beyond Blue	Be You: Learning Resilience
Beyond Blue	Be You: Mentally Healthy Communities
Beyond Blue	Be You: Responding Together
Beyond Blue	Empowerment: Keys to Mentally Healthy Communities Conference
Birrigai Outdoor School	Cultural Integrity / Cultural Weaving with Ronnie Jordan
Birrigai Outdoor School	Strengthening Effective Professional Learning Communities

Birrigai Outdoor School	Ngunnawal First Nation workshop
Blue Gum Community School	Blue Gum Philosophy and Practice 2022
Blue Gum Community School	Blue Gum Pedagogy in Action 2022
Board of Senior Secondary Studies	Curriculum Planning: The New English Framework
Board of Senior Secondary Studies	Curriculum Planning: The New Science Framework
Board of Senior Secondary Studies	Curriculum Planning: The New Mathematics Framework
Board of Senior Secondary Studies	Curriculum Planning: The Humanities and Social Sciences Framework
Board of Senior Secondary Studies	Curriculum Planning: The Languages Framework
Board of Senior Secondary Studies	Curriculum Planning: Health, Outdoor and Physical Education Framework
Board of Senior Secondary Studies	Curriculum Planning: The Commerce Framework
Board of Senior Secondary Studies	Curriculum Planning: The New Arts Framework
Board of Senior Secondary Studies	Curriculum Planning: The Technologies Framework
Board of Senior Secondary Studies	Curriculum Planning: The Industry and Services Framework
Board of Senior Secondary Studies	Rubric Writing
Board of Senior Secondary Studies	Writing Programs of Learning
Board of Senior Secondary Studies	Introduction to the Board of Senior Secondary Studies for New College Teachers
Board of Senior Secondary Studies	Designing Tasks that Assess Thinking
Board of Senior Secondary Studies	Surveying Scaling
Bonython Primary	LEARNING TO BE - LEARNING TO DO
Brindabella Christian College	Developing Powerful Learners - Phase 2
Brumbies Rugby	Smart Rugby
Burgmann Anglican School	Positive Education Partnerships: The Treasure Within

Burgmann Anglican School	Feedback for Learning: Amplifying the Impact for Students
Campbell High	Campbell High Aspiring Leaders Program
Canberra Girls' Grammar School	TQI and STEP Goal Setting Based on the Australian Professional Standards For Teachers
Canberra Girls' Grammar School	Positive Beginnings
Canberra Girls' Grammar School	Seven Steps for Writing
Canberra Girls' Grammar School	Understanding Overparenting - A Workshop in Positive Communication
Canberra Girls' Grammar School	Inquiry in the Middle Years
Canberra Girls' Grammar School	Enhancing learner understanding through learning intentions and success criteria
Canberra Grammar School	CGS Quality Assessment
Canberra Grammar School	Interdisciplinary teaching and learning: from principles to practice
Canberra Grammar School	Challenging and Empowering: The Way Forward.
Canberra Grammar School	Learning intentions, success criteria and collecting evidence of learning
Canberra Grammar School	Challenging and Empowering: The Educational Landscape
Canberra Grammar School	Professional Boundaries and Child Protection
Canberra Grammar School	IB MYP Approaches to Learning at CGS
Canberra High	Teaching writing in any faculty
Canberra Theatre Centre	School Drama – Teaching Literacy Through Drama
Canberra Theatre Centre	ACT Up Drama Festival - Teachers Mentor Program and Workshop
Chapman Primary	Writer's Workshop Model in a word conscious classroom
Charles Conder Primary	Play is the Way
Charles Weston Primary	Literacy Practices at CWSC

Charles Weston Primary	Evaluative Thinking in Number
Christian Education National	TbD Refresher Course
CIT Solutions	Vocational, VET, Assessment, Mapping
CIT Solutions	Vocational, VET, clustering units
CIT Solutions	Vocational, VET, Training Supervision
Cool Australia	Save The World With STEM
Cool Australia	Advocating For STEM
Cool Australia	Integrating STEM Through Project-based Learning
Cool Australia	Analyse the Impact of Everyday Objects
Cool Australia	Teach Indigenous Land Management Using Fire
Cool Australia	Teach Caring for Country Using Fire
Cool Australia	Teach Nature Play
Cool Australia	Get Creative with STEM
Cool Australia	Inspire Young Scientists in the Primary Classroom
Cool Australia	Introduction to Early Learning STEM
Cool Australia	Introduction to Primary STEM
Cool Australia	Introduction to Secondary STEM
Cool Australia	Practical Steps for STEM Inquiry
Cool Australia	How to Teach Critical Thinking
Cool Australia	How to Teach Critical Thinking - Primary
Cool Australia	How to Teach Creative Thinking
Cool Australia	Digital technologies for STEM classrooms
Cool Australia	How To Teach Sustainability With Hope
Cool Australia	Big History
Cool Australia	Create Change with the Right Communication
Cool Australia	Teach persuasive language using videos
Cool Australia	Investigate How Animals Are Impacted by Their

	Environment
Cool Australia	Inspire Young Scientists in Your Learning Room
Cool Australia	Teach Mindfulness to Children
Cool Australia	Teach Mindfulness to Primary Students
Cool Australia	Teach Mindfulness to Secondary Students
Cool Australia	Teach Science Inquiry in the Primary Classroom
Cool Australia	Use Discussion Circles in the Primary Classroom
Cool Australia	Use Discussion Circles in the Secondary Classroom
Cool Australia	Visualise Data in the Primary Classroom
Cool Australia	Visualise Data in the Secondary Classroom
Cool Australia	Extend the Thinking Skills of Young Children
Cool Australia	Exploring General Capabilities: Ethical Understanding
Cool Australia	Use Thinking Tools to Strengthen the Primary Curriculum
Cool Australia	Use Thinking Tools to Strengthen the Secondary Curriculum
Cool Australia	Meet the NQS by Caring for the Environment
Cool Australia	Introduce Primary Students to Design Thinking
Cool Australia	Geographical Inquiry Made Simple
Cool Australia	Inspiring Students to Take Action
Cool Australia	War on Waste - Use Primary Maths to Measure Waste
Cool Australia	War on Waste - Use Secondary Maths to Measure Waste
Cool Australia	Using Group Work To Improve Student Learning
Cool Australia	Strategies for Dealing with Aggressive and Violent Behaviours
Cool Australia	Teaching Consent To Children

Cool Australia	How to approach trauma in the classroom
Cool Australia	How to teach a unit on fire and flood resilience
Cranleigh School	Team Teach 2021
Cranleigh School	Building and Using our AAC toolkits
Curtin Primary	Cohesive teams, collaborative teaching and collective efficacy
Curtin Primary	Whole School Numeracy
Curtin Primary	Building collective culture
Daramalan College	Spirituality Day 2022
Daramalan College	Fr Jules Chevalier: The Person Behind the Heart
Daramalan College	ECT Wellbeing & Resilience Training
Daramalan College	Sustainability @ Daramalan
Daramalan College	Learning From One Another
Daramalan College	Department Day 2022: Negotiated Professional Learning
Daramalan College	Language Acknowledgment Session with Tyrone Bell
Daramalan College	The Heart of Pedagogy
Dave Barrie - Personal Development Training	EVERYBODY WINS a community BREAKTHROUGH experience!
Deploy Learning Pty Ltd	Level 1 Google Certified Educator Course
Deploy Learning Pty Ltd	Level 2 Google Certified Educator Course
Design and Technology Teachers Association ACT	DATTA ACT Professional Learning Seminar Program 2022
Design and Technology Teachers Association ACT	TECHnow 2022 Technology Teachers Conference
Design and Technology Teachers Association ACT	Technologies 2022
Drum Effect	African Drumming Course
Duffy Primary	Mathematics by Inquiry
Early Childhood Australia Inc	Documenting and assessing children's learning professional package

Early Childhood Australia Inc	Equity and inclusion professional learning package
Early Childhood Australia Inc	Early childhood learning environments package
Early Childhood Australia Inc	Music in early childhood (two-part series)
Early Childhood Australia Inc	Participatory Planning—The Floorbooks® Approach—Focus on Talking Tubs™
Early Childhood Australia Inc	Participatory Planning—The Floorbooks® Approach
Early Childhood Australia Inc	Participatory Planning—The Floorbooks® Approach (A focus on Floorbooks)
Early Childhood Australia Inc	Play-based learning in early childhood package
Early Childhood Australia Inc	Service leadership in early childhood package
Early Childhood Australia Inc	STEAM—Science, technology, engineering, arts and mathematics package
Early Childhood Australia Inc	2022 Early Childhood Australia National Conference Passion to Power
Early Childhood Australia Inc	Philosophy leading strategy (3-part series)
Early Childhood Australia Inc	Engaging with digital documentation and technology (3-part series)
Early Childhood Australia Inc	Putting art in place (2-part series)
Early Childhood Australia Inc	Understanding sleep and safe sleep practices in early childhood (3-part series)
Early Childhood Australia Inc	Encountering and interpreting the principles of Reggio Emilia Encounters 1-4 series
Education Events	Autism Spectrum Disorder - a different way of thinking, learning and managing emotions
Education Events	Developing Early Childhood Approaches for children with additional needs
Education Events	Understanding Autism Spectrum Disorder - Teaching Strategies and Behaviour Support
Education Events	Emotional Regulation in students with Autism - Online Masterclass

Education Events	Making it a Success with Sue Larkey online
Education Events	Strategies and Insights for teaching autistic students - Sue Larkey
EduInfluencers	Feedback for Growth
EduInfluencers	Building Professional Trust
EduInfluencers	Equipping Teams for Big Conversations
EduInfluencers	Managing Conflict
EduInfluencers	Crafting Commitment
EduInfluencers	Practicing Accountability
EduInfluencers	Celebrating Results
EduInfluencers	A Feedback Culture
EduInfluencers	Using Collaboration to your Advantage
EduInfluencers	Why Diversity is so Important.
EduInfluencers	Where Are We Going?
EduInfluencers	Are We On The Same Page?
EduInfluencers	Wellbeing and Self Care
Emerging Minds	Supporting primary students following a disaster or community trauma
Emerging Minds	Supporting secondary students following a disaster or community trauma
English for Work	Grammar for Classroom Teachers
English for Work	Grammar Basics Workshop
Epilepsy Foundation	Introduction to Epilepsy for Educators
EQ Connect	EQ Educator 1 - 6 Seconds Accreditation
EQ Connect	EQ Essentials for Educators
Erindale College	Designing Learning Using SOLO Taxonomy
Erindale College	Visible Learning - How Students Learn
Evatt Primary	Cultural Understanding On Country
Exhale People	Wellbeing & Resilience for Teachers and School

	Staff
Fadden Primary	Early Years Literacy Reading
Farrer Primary	Finding the balance - a differentiated maths approach
Franklin Early Childhood School	10 Essential Literacy Practices with Christine Topfer
Garran Primary	Intellectual Engagement and Student Agency at GPS
GEG Canberra	IndigeniseEDU: First Nations Pedagogy in the classroom
GEG Canberra	Google Certified Educator Level 1
Generation Next	The Mental Health and Well Being of Young People - Block 1
Generation Next	The Mental Health and Well Being of Young People - Block 11
Generation Next	The Mental Health and Well Being of Young People - Block 10
Generation Next	The Mental Health and Well Being of Young People - Block 12
Generation Next	The Mental Health and Well Being of Young People - Block 13
Generation Next	The Mental Health and Well Being of Young People - Block 9
Generation Next	The Mental Health and Well Being of Young People - Block 8
Generation Next	The Mental Health and Well Being of Young People - Block 2
Generation Next	The Mental Health and Well Being of Young People - Block 3
Generation Next	The Mental Health and Well Being of Young People - Block 4
Generation Next	The Mental Health and Well Being of Young People - Block 5

Generation Next	The Mental Health and Well Being of Young People - Block 6
Generation Next	The Mental Health and Well Being of Young People - Block 7
Generation Next	The Mental Health and Well Being of Young People - Block 14
Generation Next	The Mental Health and Well Being of Young People - Block 15
Generation Next	The Mental Health and Well Being of Young People - Block 16
Generation Next	The Mental Health and Well Being of Young People - Block 17
Generation Next	The Mental Health and Well Being of Young People - Block 18
Generation Next	The Mental Health and Well Being of Young People - Block 19
Generation Next	The Mental Health and Well Being of Young People - Block 20
Generation Next	The Mental Health and Well Being of Young People - Block 22
Generation Next	The Mental Health and Well Being of Young People - Block 21
Generation Next	The Mental Health and Well Being of Young People - Block 23
Generation Next	The Mental Health and Well Being of Young People - Block 24
Giralang Primary	ACT Positive Behaviours for Learning (PBL)
Gold Creek School	Transforming Learning through Agency
Good Shepherd Primary	Professional Learning Teams
Gordon Primary	Aligning Beliefs and Practices
Growth Coaching International Pty Ltd	Advanced Coaching: Solutions Focus Master Class-online
Growth Coaching International Pty Ltd	Introduction to Leadership Coaching.

Growth Coaching International Pty Ltd	Video Peer Coaching
Growth Coaching International Pty Ltd	Introduction to Leadership Coaching-Online
Growth Coaching International Pty Ltd	Fundamentals of Coaching Practice
Growth Coaching International Pty Ltd	The Impact Cycle
Growth Coaching International Pty Ltd	A Coaching Approach to Managing Challenging Conversations
Gungahlin College	Using Depth of Knowledge to Design Assessments and Progress Scales
Gungahlin College	Literacy Strategies for Disengaged Students with Dr Misty Adoniou
Hawker Primary	Cultural Integrity
Hawker Primary	Spelling
Hawker Primary	Student Wellbeing at Hawker School
Health Improvement Branch	ACT Health
Health Improvement Branch, ACT Health, ACT Government	Food&ME Preschool Online Professional Learning
Health Improvement Branch, ACT Health, ACT Government	Ride or Walk to School: Safe Cycle Years 5&6 (Teacher Module)
Health Improvement Branch, ACT Health, ACT Government	It's Your Move: Safe Cycle for High Schools (Teacher Module)
Health Improvement Branch, ACT Health, ACT Government	Food&ME Kindergarten - Year 6 Online Professional Learning
Health Improvement Branch, ACT Health, ACT Government	Entrepreneurs: It's Your Move online professional learning course
Health Improvement Branch, ACT Health, ACT Government	Kids at Play Active Play Professional Learning Online Course
Holy Family Parish Primary School	Teacher Wellbeing - Recharge and Take Control
Holy Trinity Primary	Honouring Student Agency Through Assessment
Howff Design	008: Licence to Innovate
Hughes Primary	Data Analysis at Hughes Primary School
Hughes Primary	Enhancing Curiosity, Authenticity and Agency

	Through Inquiry Culture
Human Connections	Online Accidental Counsellor Courses Membership
Human Connections	Accidental Counsellor Training Face to Face
ICTE Solutions Australia	How to Integrate Technology in the Science Classroom? - Primary
ICTE Solutions Australia	Harness Technology in Early Childhood Education Today
ICTE Solutions Australia	How to Integrate ICT in Teaching Maths? Primary
Imagine More Ltd	Universal Design For Learning - focussing on Numeracy & Mathematics
Imagine More Ltd	Inclusive Education - 'Get that Good Life'
ImagineerMe Pty. Ltd	S1 Imagination as a Way of Knowing
Inclusive Education ACT	Transforming Thinking for Inclusion (Students with Disability)
Inclusive Education ACT	Everyone Everyday teaching program
Innovative Global Education - Singapore	Planning and Teaching for Conceptual Inquiry
Instrumental Music Program	Arts Up Front 2022
Instrumental Music Program	IMP New Learning Week 0
Instrumental Music Program	Step into the Limelight Visual Art Exhibition Teacher PL Series
Integrated Information Service	Understanding Australian Apprenticeships
International Baccalaureate - Asia Pacific	Category 3 IB Ed+PYP+MYP+DP: Approaches to Learning
International Baccalaureate - Asia Pacific	Category 1 PYP: Making the PYP Happen - Implementing Agency
International Baccalaureate - Asia Pacific	Category 1 PYP: Making the PYP happen in the Early Years: Implementing Agency
International Baccalaureate - Asia Pacific	Introductory MYP: Developing the MYP (one or two day option)
Into English Pty Ltd	Raising the Rigour Online: Instructional Strategies for the English Classroom

Kairos Consultancy & Training	Developing your Educational Philosophy Statement
Kairos Consultancy & Training	All About Assessment Rubrics: Create valid reliable & coherent rubrics
Kairos Consultancy & Training	Classroom Planning for Inclusion: Supporting the learning needs of ALL students in your classroom
Kairos Consultancy & Training	Teaching and Learning Cycle.
KMEIA ACT Inc	Kodaly Australia Conference
Lanyon High	Building Cultural Capability
Learning Environments Australasia ACT Chapter	Learning Environments Australasia ACT Chapter - 2022 Events
Libby Baker Literacy	First Steps in Functional Grammar
Libby Baker Literacy	Multimodal Texts: Using Functional Grammar to understand more than just words
Libby Baker Literacy	Planning for Functional Grammar
Light Educational Ministries	LEM Phonics Introductory Course
Light Educational Ministries	LEM Phonics Overview
Lighthouse Education	Rock and Water One Day Workshop
Lighthouse Education	Rock and Water Three Day Comprehensive Workshop
Lighthouse Education	Rock and Water Two Day Primary Focus
Lighthouse Education	Rock and Water Two Day Focus on Girls and Women
Little Scientists Australia	Optics + Inquiry Projects in Early Childhood
Little Scientists Australia	Air & Metacognition in Early Childhood
Little Scientists Australia	Acoustics & Peer Group Learning
Lyneham Primary	Building a Restorative School. A 3-year commitment between Lyneham PS and Real Schools
Lyons Early Childhood School	Learning by Doing: PLCs and School Curriculum Design

Lyons Early Childhood School	Data Informed Change at Lyons ECS
Macgregor Primary	Wellbeing At Macgregor
Malkara School	PBL Effective Classroom Practices
Malkara School	Sensory Processing in the School Environment
Marist College Canberra	Marist College Marist Learning Principles- 2022
Mawson Primary	How students learn- high impact teaching strategies in mathematics to maximise student learning
Michael Griffin	Growth Mindset: Improving Teaching and Learning
Michael Griffin	Teaching for Metacognition
Michael Griffin	Teaching Musical Skill
Miles Franklin Primary	Cultural Integrity - Developing strategies through a strength based lens
Modern Language Teachers Association of the Australian Capital Territory Incorporated	Becoming an EPI teacher
Modern Language Teachers Association of the Australian Capital Territory Incorporated	Australian Curriculum: Languages - Opportunities for change
Modern Language Teachers Association of the Australian Capital Territory Incorporated	Content and Language Integrated Learning - introducing CLIL strategies into your teaching
Monash Primary	Teaching techniques to wire the student brain for reading and writing
Montessori Australia Group	Thinking Different: Supporting Neurological Divergences
Montessori Australia Group	Montessori Quality, Authentic Practice: Creative Initiatives for educational Leaders
Montessori Australia Group	Positive Discipline for educators
Mother Teresa Primary School	Session 1: Take a Closer Look at Communication (Learning Language and Loving It!)
Mother Teresa Primary School	Learning Language and Loving It! Session 2: Follow the Child's Lead
Mother Teresa Primary School	Learning Language and Loving It! Session 3:

Taking Turns Together

Mount Stromlo High School	The Writing Revolution will not be televised
Mount Stromlo High School	Conscious Interactions: developing winning workplace relationships
MultiLit Pty Ltd	MultiLit Reading Tutor Program Professional Learning Workshop
MultiLit Pty Ltd	PreLit Professional Development Workshop
MultiLit Pty Ltd	Spell–It Professional Development Workshop
MultiLit Pty Ltd	Word Attack Skills Extension Professional Learning Workshop (MulitLit)
MultiLit Pty Ltd	Positive Teaching Professional Learning Online Course
MultiLit Pty Ltd	InitialLit F/1/2 Professional Learning Workshop
MultiLit Pty Ltd	MiniLit Professional Learning Workshop
MultiLit Pty Ltd	MacqLit Professional Learning Workshop
MultiLit Pty Ltd	MiniLit Sage Professional Learning Workshop
MultiLit Pty Ltd	MiniLit Sage Bridging Course
MultiLit Pty Ltd	MultiLit Reading Tutor Program Professional Learning Online Course
MultiLit Pty Ltd	MiniLit PD by eLearning
Muse Consulting	BBB Educator Course
Muse Consulting	BBB Neuromusic Module 3
Muse Consulting	BBB Neuromusic Module 1
Muse Consulting	BBB Neuromusic Module 2
Muse Consulting	BBB Facilitator Course
Muse Consulting	BBB Starter Course
Museum of Australian Democracy (MoAD)	Media Literacy and Critical Thinking Skills - Political Cartoons
Musica Viva Australia	Musica Viva In Schools Dr Stovepipe Online PD Webinar

Musica Viva Australia	Musica Viva In Schools Music Education Skills for the Primary Classroom part 1
Musica Viva Australia	Musica Viva: Music Education Skills for the Primary Classroom part 2
Musica Viva Australia	Musica Viva: Music Education Skills for the Primary Classroom part 3
Musica Viva Australia	Musica Viva in Schools Wyniss Online PD Webinar
Musica Viva Australia	Musica Viva Inspired by the Natural Environment
Musica Viva Australia	Musica Viva in Schools Neuropedagogy: How Science informs your music teaching
Musica Viva Australia	Accessible Composition for the Classroom
Musica Viva Australia	Musica Viva in Schools PD Music and Culture
Namadgi School	Teacher resource Training for In My Blood It Runs
Namadgi School	Aligning School Plans P-10
Narragunnawali Aboriginal Corporation	Australian First Nations cultural capability training
National Museum of Australia	Australian Perspectives 2022: First Nations. Gender. Migration
National Museum of Australia	First Nations Histories and Cultures in Schools
Neville Bonner School	The Workshop Model
Ngunnawal Primary	Diving Deeper into Literacy Instruction with Christine Topfer
North Ainslie Primary	Maths by inquiry: Beliefs and Practices
North Ainslie Primary	Maths by Inquiry and the Australian Curriculum: A pedagogy and practices focus
NSW ACT Independent Education Union	Behaviour Management 1: Getting it right
NSW ACT Independent Education Union	Behaviour Management 2: Keeping it Right
NSW ACT Independent Education Union	Behaviour Management 3: Making it Right
NSW ACT Independent Education Union	Behaviour Management 4: Upholding the Right

NSW ACT Independent Education Union	Managing Difficult Conversations – How to Discuss What Matters
NSW ACT Independent Education Union	Supporting Students With Challenging Behaviours
NSW ACT Independent Education Union	Managing and Responding to Extreme Behaviours
NSW ACT Independent Education Union	Thriving and Surviving: strategies for casual teachers
NSW ACT Independent Education Union	Behaviour Management 1: Getting it Right
Numeracy Plus	The Role of School Middle Leaders
O'Connor Cooperative School	Literacy Workshop Model
Office of the eSafety Commissioner	eSafety Online Safety for School Leaders
Office of the eSafety Commissioner	Online harmful sexual behaviours, misinformation & emerging technology
Office of the eSafety Commissioner	Digital rights and responsibilities of students and educators
Office of the Legislative Assembly	ACT democracy head on
OzHarvest	Online Food Education And Sustainability Training Yr 5&6 unit of inquiry
Palmerston District Primary	Effective Spelling At Palmerston District primary School with Christine Topfer
Parentshop Pty Ltd	1-2-3 Magic® & Emotion Coaching in the Classroom
Parentshop Pty Ltd	No Scaredy Cats for Teachers & Teacher Aides
Parentshop Pty Ltd	Tough Conversations for School Leaders
Parentshop Pty Ltd	Resilience in Our Teens
Parentshop Pty Ltd	Tough Conversations with Students
Parliamentary Education Office	Teaching Civics and Citizenship: A parliamentary approach
Parliamentary Education Office	Teaching civics and citizenship: Constitution masterclass
Partnerships between Education and the Autism	An introduction to autism online module

Community (Positive Partnerships)

Peer Support Australia	Peer Support Australia Implementation Workshop
Peer Support Australia	Student Representative Council Leadership Workshop for Teachers
Powerful Partnerships	Early Career Teacher Program
Powerful Partnerships	From Conflict to Collaboration
Powerful Partnerships	Better Teaching Better Learning
Powerful Partnerships	Effective Pedagogy Workshop
Powerful Partnerships	Leadership - Keeping it Simple
Primary English Teaching Association Australia	PETAA Leading With Literacy Conference 2022
Radford College	Radford College JS 2022 PL Conference: Enhancing pedagogy to improve student outcomes
Radford College	Thriving Radford Learners
Red Hill Primary	Differentiation in the Primary Years Program
Refract Ed	Cultivating Problem Solving
Refract Ed	Tapping into Numeracy
Refract Ed	Informed by Data
Refract Ed	Lighten the Load with STEM
Refract Ed	Delving into the National Literacy and Numeracy Learning Progressions
Richardson Primary	Reading- Essential Instructional Practices Workshop
RoJo van Pty Ltd	Mediation in Schools
School of Education UNSW	GERRIC Mini-COGE
School of Education UNSW	Mini-COGE Advanced Gifted with Learning Disability
School of Education UNSW	Mini-COGE Advanced - More Curriculum Differentiation
School of Education UNSW	Mini-COGE Connect

School of Education, University of Newcastle	Aspirations: Supporting students' futures. Part A
School of Education, University of Newcastle	Aspirations: Supporting students' futures. Part B
Science Educators Association for ACT (SEA ACT)	CONASTA69
Sexual Health and Family Planning ACT	SoSAFE! User Training
Sexual Health and Family Planning ACT	Teaching Relationships and Puberty to Grades 3-6
Sexual Health and Family Planning ACT	Safe and Inclusive Schools Core Training
Sexual Health and Family Planning ACT	Relationships and Protective Behaviours Training - for Teachers of P - 2
Sexual Health and Family Planning ACT	Teaching Relationships and Sexuality in Secondary Schools
Southern Cross Early Childhood School	Exploring the reading/writing connection and morphology to motivate and inspire readers and writers
SP Specialist Inclusion Services	Executive Function in the Classroom
SP Specialist Inclusion Services	Handwriting and Writing: Know the difference and what to do about it.
SP Specialist Inclusion Services	Functioning through Dysfunction
SP Specialist Inclusion Services	Strategies for Written Output and Executive Functioning Difficulties
SP Specialist Inclusion Services	Working Memory - Strategies to support working memory, learning and independence.
St Clare's College	Feedback that makes Learning Visible
St Edmund's College	Writing: Introduction to the Writer's Toolbox
St Edmund's College	Student Development and Support Framework
St Edmund's College	Synthetic Phonics and Sound Waves Spelling
St Francis Xavier College	Four Ways in the Classroom
St John Paul II College	Mathematical Mindsets
St Mary MacKillop College	Early Career Teacher Mentoring Program
Stronger Smarter Institute	Stronger Smarter Leadership Program

Stronger Smarter Institute	Introduction to Stronger Smarter Online Module
Sts Peter and Paul Primary	Play Hard, Teach Easy
Sustainable Schools Program - Environment, Planning and Sustainable Development Directorate	Sustainability in your School
Teaching for Neurodiversity	Behaviour for Learning: Get out of my face! It's not fair! You don't understand me at all! 2021
Teaching for Neurodiversity	Are they listening or can't they hear? A sticky problem and hiding the Emotional Pain of SpLD's
Teaching for Neurodiversity	Teacher training for students with Neurodiversity.
Teaching for Neurodiversity	Dyscalculia and Mathematical Learning Difficulties: Identification, Diagnosis and Intervention
Teaching for Neurodiversity	Dyspraxia/Developmental Coordination Disorder: The Cinderella of Learning Difficulties.
Telopea Park School	Building trust and highly effective teams - Steven Francis
Tennis ACT	Tennis for Primary Schools
Tennis ACT	Tennis for Secondary Schools
The Ian Potter Foundation Technology Learning Centre	Engineering is Elementary: Designing Solar Ovens (virtual)
The Ian Potter Foundation Technology Learning Centre	Engineering is Elementary: Designing Windmills (virtual)
The Karma Class	A Karma Classroom
The Shepherd Centre	Understanding Hearing Loss: Tips and Tricks to Support a Student with Hearing Loss in the Classroom
The Shepherd Centre	The Functional Listening Index-Paediatric (FLI-P): Monitoring Listening Skills for Positive Progress
Theodore Primary	School Improvement Plan at Theodore Primary School
Throsby School	Building a restorative school culture

Trinity Christian School	Supporting Diverse Learners Through the Development of Quality Learning Spaces
Turner School	Mathematically Minded: How do we build thinkers and learners
UC Faculty of Education	Quality Physical Education in Early Childhood using a Personalised System of Instruction
UC Faculty of Education	Teachers as Researchers
UC Faculty of Education	Mentoring Pre-service Teachers and the Teaching Performance Assessment: Leading Practice.
UC Faculty of Education	Affiliated Schools Seminar Series: Celebrating the Partnership in 2022
University of Canberra – Faculty of Arts and Design	Story Ground
University of Canberra High School Kaleen	Writing and the Literacy General Capabilities (UCHSK 2022)
Wabisabi Learning	Critical Thinking Literacy Challenge
Wabisabi Learning	Learner Agency Challenge
Wabisabi Learning	Learning Intentions Masterclass
Wabisabi Learning	Blending Learning Masterclass
Wabisabi Learning	Foundations of Inquiry Masterclass 2.0
Wabisabi Learning	Shift to Purposeful Questioning
Wabisabi Learning	Shift to Learning Intentions
Wabisabi Learning	Purposeful Questioning Masterclass
Wabisabi Learning	Higher Order Thinking Masterclass
Wabisabi Learning	Higher Order Thinking Masterclass
Wellbeing EDvantage	Life Space Crisis Intervention
Wellbeing For Kids	Peaceful Kids Facilitator Training
Wellbeing For Kids	Peaceful Kids training
Xcursion	International School Tour Risk Management Training Course

Xcursion	How To Write Risk Assessments For School Excursions
Xcursion	Risk Management & Safety For International School Tours (Online)
Xcursion	Secrets To Outsourcing School Excursions, Camps & Activities
Xcursion	Duke of Ed Adventurous Journey Risk Management
Xcursion	Outdoor Education Leaders Program Safety
Zart	Zart Art Book Week Program 2022

Attachment 2: Assessment standards required to be met by teachers

(Part 4 of the Annual Report Directions required that TQI's Annual Report include the current assessment and certification standards that are required to be met by teachers)

Assessment Standards

Full registration

Full registration is only available to experienced applicants who meet the criteria specified below

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

Provisional Registration

Provisional registrants meet the qualification requirement for Full registration but have not yet accumulated the required teaching experience or skills and abilities for Full registration. It is the appropriate category for Graduate entry and applicable as an interim measure when an applicant

may meet the requirements for Full registration but is unable at the time to provide the relevant supporting evidence.

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

Permit to teach

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

In 2023, permit to teach (restricted) is offered to initial teacher education students who have begun their final year of study. To be eligible for a restricted Permit to Teach, the initial teacher education (ITE) students must have commenced the final year of the ITE program and the ITE program provider and a teacher employer/school has a TQI endorsed Student Permit to Teach agreement addressing the following principles:

- assuring the integrity and quality of the initial teacher education program; and
- ensuring that initial teacher education students are adequately supervised, monitored and supported while working in schools; and
- the ITE program provider confirms that the student is likely to graduate at the end of the final year of the ITE program and complies with eligibility requirements outlined in the TQI endorsed Student Permit to Teach agreement.

Approval under this provision permits the ITE student to accept work in the nominated ACT school.

Suitability to teach

TQI will use a current Working with Vulnerable People (Background Checking) (WwVP) registration to satisfy itself of the applicant's suitability to teach.

English language proficiency

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

Attachment 3: ACT Teacher Quality Institute Regulation 2010 Part 2A

Assessment standards required to be met by teachers.

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

Certification – only available to experienced applicants who meet the eligibility criteria and assessment requirements specified below

Certification assessment	Based on the submission of direct evidence of teacher practice and the direct observation of classroom practice by nationally trained ACT assessors
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Eligibility criteria to apply for Certification	<p>Australian or New Zealand citizenship or Australian permanent residency visa.</p> <p>Satisfactory assessment in recent annual performance assessments, ie two annual assessment for Highly Accomplished or three annual assessments for Lead.</p> <p>Full registration with the ACT Teacher Quality Institute</p>
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Current certification standards – required to be met by teachers who elect to apply

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

Board of Senior
Secondary Studies

Section A: Transmittal Certificate



AUSTRALIAN CAPITAL TERRITORY BOARD OF SENIOR SECONDARY STUDIES



Ms Yvette Berry MLA
Minister for Education and Youth Affairs
ACT Legislative Assembly
London Circuit
Canberra ACT 2601

Dear Minister

2022-2023 ACT Board of Senior Secondary Studies Annual Report

This report has been prepared in accordance with section 6 of the *Annual Reports (Government Agencies) Act 2004* and in accordance with the requirements under the *Annual Reports (Government Agencies) Directions 2023*.

I certify that the information in the attached report and information provided for whole of government reporting, is an honest and accurate account and that all material information on the operations of the ACT Board of Senior Secondary Studies has been included for the period 1 July 2022 to 30 June 2023.

I hereby certify that fraud and prevention has been managed in accordance with Part 2.3 of the *Public Sector Management Standards 2006* (see section 113 of the *Public Sector Management Standards 2016*).

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

Yours sincerely

A handwritten signature in blue ink, appearing to read 'Roberta McRae'.

Ms Roberta McRae OAM
Chair
ACT Board of Senior Secondary Studies

25 August 2023

Section B: Organisational Overview and Performance

Organisational Overview

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

The key functions of the Board are to:

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

The Board is committed to:

- a general education of high standards providing equal opportunity for all students to the end of year 12
- schools providing expert advice to students in the choice of courses
- school participation in the development of courses
- school responsibility for the assessment of its students
- shared responsibility for education
- open access to information.

The Board is also committed to the twin goals of the Mparntwe (Alice Springs) education declaration:

1. The Australian education system promotes excellence and equity
2. All young Australians become confident and creative individuals, successful lifelong learners, and active and informed members of the community.

Twenty-five ACT colleges and six schools located in Fiji, Indonesia, Papua New Guinea, and China are delivering courses certificated by the Board. These schools are listed in [Appendix C](#).

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

- all young adults to achieve an ACT Senior Secondary Certificate
- access to vocational training and qualifications
- high levels of achievement in literacy and numeracy

- improving educational outcomes for disadvantaged students
- effective transitions from school to post-school pathways.

The Board's Strategic Directions are:

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

Internal Accountability

Board membership

The *Board of Senior Secondary Studies Act* (BSSS Act) (Section 8) creates a Board with a broad membership of fifteen from the many stakeholders in senior secondary education. Members, other than the Director-General of the Education Directorate, are appointed by the Minister for Education and Youth Affairs for a period of up to three years. Members can be reappointed if they are eligible. During the reporting period, three new members were appointed to the Board and four members were reappointed.

The Board has four scheduled meetings each calendar year.

BSSS Table 1: Board membership as of July 2022

Member	Affiliation	Initial Appointment	Appointment Expires	Meetings Attended July-Dec 2022
Ms Roberta McRae OAM	Chair	5 June 2018	18 June 2024	2/2
Ms Lucy Marchant	Canberra Institute of Technology	23 November 2018	21 November 2024	2/2
Ms Louise Mayo AM	Vocational education and training organisations	17 May 2011	31 December 2022	0/2

Professor Royston Gustavson	Australian National University	31 July 2015	30 July 2021	1/2
Professor Philip Roberts	University of Canberra	6 November 2019	5 November 2022	2/2
Dr Judith Norris	Australian Catholic University	9 August 2022	8 August 2025	1/2
Ms Rachel Davies	Association of Independent Schools	30 July 2021	29 July 2024	2/2
Ms Lisa Pluis	ACT Branch, Australian Education Union	28 November 2020	27 November 2023	2/2
Mr Michael Lee	Catholic Education Commission	1 January 2019	21 February 2025	2/2
Ms Kerrie Heath	ACT Principals' Association	5 July 2022	5 July 2025	1/2
Yvonne Jansen	Association of Parents and Friends of ACT Schools	23 November 2021	22 November 2024	2/2
Ms Norma Yap	Council of Parents and Citizens Associations	28 November 2020	27 November 2023	1/2
Mr Mark Field	Business and Industry representative organisations in the ACT	7 December 2018	21 February 2025	1/2
Mr Thomas Klekner	ACT Trades and Labour Council	22 February 2022	21 February 2025	2/2
Ms Kate McMahon	Delegate for the Director-General, Education Directorate	15 May 2021	Ongoing	1/2

The Board met on 2 occasions from July to December 2022.

BSSS Table 2: Board Membership as of 30 June 2023

Member	Affiliation	Initial Appointment	Appointment Expires	Meetings Attended Jan-June 2022
Ms Roberta McRae OAM	Chair	5 June 2018	18 June 2024	2/2
Ms Josephine Andersen	Canberra Institute of Technology	9 May 2023	8 May 2026	1/1
Mr Michael Young	Vocational education and training organisations	18 April 2023	17 April 2026	0/1
Professor Royston Gustavson	Australian National University	31 July 2015	29 July 2024	2/2
Professor Philip Roberts	University of Canberra	6 November 2019	4 November 2025	2/2
Dr Judith Norris	Australian Catholic University	9 August 2022	8 August 2025	2/2
Ms Rachel Davies	Association of Independent Schools	30 July 2021	29 July 2024	2/2
Ms Lisa Pluis	ACT Branch, Australian Education Union	28 November 2020	27 November 2023	1/2
Vacant	Catholic Education Commission			
Vacant	ACT Principals' Association			
Yvonne Jansen	Association of Parents and Friends of ACT Schools	23 November 2021	22 November 2024	0/2
Vacant	Council of Parents and Citizens Associations			
Mr Mark Field	Business and Industry representative	7 December 2018	21 February 2025	2/2

organisations in the
ACT

Mr Thomas Klekner	ACT Trades and Labour Council	22 February 2022	21 February 2025	2/2
Ms Kate McMahon	Delegate for the Director-General, Education Directorate	15 May 2021	Ongoing	2/2

The Board met on 2 occasions from January to June 2023.

Remuneration for Board members

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

Risk Management

The Office of the Board provides support to the Board on policy and procedures, and the implementation of the Act. Accepted practice has been for the Education Directorate to include the Office of the Board and its activities within its Risk Assessment and Management Framework and consulting with the Board Chair. Through a culture of development and improvement the Office of the Board monitors areas of significant risk including data systems and end of year processing of senior secondary and vocational certificates.

Ethical standards

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

Resources available

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

Standing Committees

The Board appoints committees and panels to provide advice on specific matters. The main standing committees and their roles are listed below.

Membership is as of 1 July 2022 and 30 June 2023.

BSSS Table 3: Board standing committees and their roles

Committee	Role
Curriculum Advisory Committee	To advise the Board on national and ACT curriculum and quality assurance matters, including vocational education, and the overall direction of curriculum in the senior secondary years.
Assessment and Certification Committee	To advise the Board on assessment and certification policies and procedures, including vocational education, and the overall direction of assessment and certification in the senior secondary years.
Accreditation Panels	To advise the Board on the accreditation and registration of senior secondary courses, which have been developed by the Office of the Board, teachers, industry and business groups, tertiary institutions, and other organisations.

BSSS Table 4: BSSS Committees

Curriculum Advisory Committee as of 1 July 2022	
Professor Royston Gustavson	Chair
Craig Edwards	ACT Government Education Sector
Vacant	ACT Catholic Education Sector
Andrew Wrigley	ACT Independent Schools Sector
Dr John Williams	University Sector
Tania Hadlow	Canberra Institute of Technology
Keith Cantlie	Business and Industry
Helen Witcombe	Co-opted
Maria O'Donnell	Co-opted
Martin Watson	OBSSS
Kristofer Feodoroff	OBSSS

Curriculum Advisory Committee as of 30 June 2023	
Professor Royston Gustavson	Chair
Craig Edwards	ACT Government Education Sector
Vacant	ACT Catholic Education Sector
Andrew Wrigley	ACT Independent Schools Sector
Michael Davies	University Sector

Tania Hadlow	Canberra Institute of Technology
Keith Cantlie	Business and Industry
Helen Witcombe	Co-opted
Maria O'Donnell	Co-opted
Martin Watson	OBSSS
Kristofer Feodoroff	OBSSS

Assessment and Certification Committee as of 1 July 2022

Dr Phillip Roberts	Chair
Ken Gordon	ACT Government Education Sector
Dr Ann Cleary	ACT Catholic Education Sector
Lindy Braithwaite	ACT Independent Schools Sector
Lyndall Henman	Co-opted
Dr Richard Lucas	Co-opted
Martin Watson	OBSSS
Mitch Tummers	OBSSS

Assessment and Certification Committee as of 30 June 2023

Dr Phillip Roberts	Chair
Ken Gordon	ACT Government Education Sector
Dr Ann Cleary	ACT Catholic Education Sector
Lindy Braithwaite	ACT Independent Schools Sector
Lyndall Henman	Co-opted
Martin Watson	OBSSS
Mitch Tummers	OBSSS

Board Secretariat

The Board Secretariat, managed by the Executive Group Manager (titled Executive Director), has 12 other staff; 9 education leaders and 3 administrative officers, all employed through the Directorate. The Executive Director reports to the Board on its legislated functions and to the Directorate on administrative functions.

Performance Analysis

Processing of graduating year senior secondary students results occurred on schedule and certificates were issued to ACT colleges and schools on Tuesday 13 December 2023 for distribution to ACT students. 13,439 certificates, records, and statements were produced by the Board for students studying the Senior Secondary Certificate and over 700 vocational qualifications were printed for students in year 10.

An informed and effective response to international, national, and local initiatives

Artificial Intelligence (AI)

The Board continues to contribute to the national context. As the nature of **Generative AI** technology moves rapidly, the Office of the Board of Senior Secondary Studies has swiftly undertaken projects to enable teacher, student, and community engagement in terms of the benefits and the risks.

The Office of the Board produced four AI Special Interest Papers for schools including the *Emergence of AI in ACT Senior Secondary Education* and *Academic Integrity in ACT Senior Secondary Education in early phase Generative AI*. These publications have provided an overview and contemporary insight into the emergence, relevance, and possible impacts of generative AI in the senior secondary context.

The Board has representation on the National AI Taskforce. This taskforce is working to provide advice to the jurisdictional authorities and government as to the possible repercussions of Generative AI for the national education landscape. A cross-sectoral BSSS AI Team has been established to provide advice to the National Taskforce. The composition of this team includes experienced teachers from the government and non-government sectors. It is envisaged recommendations made by this team will inform a position statement on the use of Generative AI nationally and in the ACT senior secondary system.

Curriculum

The Board is a member of the **Australasian Curriculum, Assessment and Certification Authorities** (ACACA) consultation, research, and review partnership. The significant focus in meetings for the 2022-23 was the use by some universities of unscaled year 11 results only to create an ATAR lookalike to be used as a basis for making early offers during year 12. This approach to early offers is distinct from the actual rank produced for the Senior Secondary Certificate qualification with its checks and balances (particularly scaling), including the learning, engagement, and significance of year 12 as the culmination of senior secondary studies and all the years of schooling. The Board provided and facilitated ACT feedback on this emerging and challenging trend.

A significant national initiative that has emerged from the Review of Senior Secondary Pathways to Work, Further Education and Training (2020) is **Learner Profiles**. The ACT participated in the National Learner Profile Project. A learner profile is an evidence-based

description of the student as a learner and not a summary of activities that can be neither be verified or quality assured.

The Board has explored the feasibility and steps required to develop a nationally consistent understanding of senior secondary capabilities. The outcome from this project is guiding principles for developing and implementing a Learner Profiles.

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

A function of the Board, as outlined in the *Board of Senior Secondary Studies Act 1997* (BSSS Act 1997), is to **accredit and register courses taught by recognised educational institutions**. The ACT senior secondary system makes provision for a world class curriculum and recognises a range of pathways to further study, work, and life.

School communities are free to select from an extensive range of contemporary **Board of Senior Secondary Studies (BSSS) accredited courses**. The BSSS register comprises of 12 Frameworks. Frameworks state the rationale, goals, assessment, and Achievement Standards for a learning area. Courses outline the student learning entitlement. They include the rationale, goals, content descriptions, assessment, and Achievement Standards. Currently, the BSSS register comprises 249 accredited courses.

Courses include:

- 75 A classification courses (senior secondary courses that are considered by the Board to be educationally sound and appropriate for students in the senior years)
- 64 T classification courses (senior secondary courses that are considered by the Board to prepare students for higher education)
- 68 M classification courses (senior secondary courses considered by the Board to provide appropriate educational experiences for students who meet specific intellectual disability criteria)
- 19 H classification courses (senior secondary courses designed and accredited by the BSSS and an Australian university, and where successful completion of the course will be recognised towards an undergraduate degree with that university)
- 23 V classification courses (senior secondary courses that integrate a VET Training Package).

The following courses were accredited in 2022-23:

- Agriculture
- Interdisciplinary Science
- Legal Studies
- Philosophy
- Politics
- Automotive Technology
- Business services

- Furniture Making
- Construction
- Horticulture
- Live Production and Services
- Musical and Stage Performance
- Outdoor Recreation
- Outdoor and Environmental Education
- Discovering Engineering
- Anatomy and Physiology
- Visual Communication and Theory
- Meeting Environmental Challenges.

Vocational Education and Training (VET)

A function of the Board, as outlined in the BSSS Act 1997, is to **provide to people who have undertaken courses, or units of courses, certificates, and transcripts of their attainments.** In 2022-23, the BSSS implemented a new and innovative approach to the **recognition of external VET on the ACT Senior Secondary Certificate (ACT SSC).**

Key elements of VET in the ACT are:

- The Australian Skills Quality Authority (ASQA) is the national regulator for Australia's vocational education and training (VET) sector. ASQA ensures that the quality of VET in Australia meets the needs of students, employers, and the community
- A VET qualification is a vocational education and training qualification that is awarded by a government-approved training provider. VET qualifications are designed to provide students with the skills and knowledge they need to enter the workforce or further their studies. VET qualifications are available in a wide range of fields, including business, technology, healthcare, and education. The most common types of VET qualifications undertaken by senior secondary students are Certificate II and Certificate III
- VET competencies are the skills and knowledge that are required to be successful in a particular vocational education and training (VET) qualification. A registered training organisation (RTO) is an organisation that provides vocational education and training (VET) courses to students in Australia
- The ACT Board of Senior Secondary Studies is a statutory authority responsible for the certification of senior secondary studies in government and non-government schools in the Australian Capital Territory (ACT). In the context of VET, *BSSS Policy and Procedures* stipulate how VET qualifications are recognised on the Certificate (i.e., are described and count towards the minimum requirements of the ACT SSC).

Improvements to the recognition of external VET on the ACT SSC will mean that external VET will contribute to a course equivalent and be quality assured through the completion of competencies which will be recorded as External VET Credit (E) Units. VET recognition of the hours completed on-the-job will be recorded as Registered Vocational (W) Units.

This approach to reporting external VET Programs on the ACT SSC makes explicit to parents, employers, schools, and other training providers what the student has achieved.

Improvements to the recognition of external VET on the ACT SSC will result in greater support for students to meet the demands of an Australian School-based Apprenticeship (ASbA) and the minimum requirements of the SSC. The new requirement that competencies achieved by a student may be recognised on the ACT SSC E Units as a course and as W Units where a student does not achieve competencies nurtures a context that encourages schools, employers, and RTOs to collaborate and support the student to meet the demands of an ASbA and the minimum requirements of the SSC.

Schools delivering BSSS courses integrating a VET Training Package will continue to benefit from participation in a collaborative and collegial BSSS professional learning community, with access to workshops and networking opportunities. From 2024, **school-based RTOs have the flexibility to deliver a VET qualification independent from the Board** and apply for recognition on the ACT Senior Secondary Certificate enabling competency-only delivery of VET qualifications to continue.

Moderation

A function of the Board, as outlined in the BSSS Act 1997, is to **develop and implement procedures for the moderation of student assessments**. Peer reviewed moderation is the process of calibrating assessments so that there is **comparability of grades either internally within a school, or externally across all colleges and sectors**.

The integrity of the ACT Senior Secondary Certificate is reliant on the quality, reliability, and validity of assessment data across ACT senior secondary schools. Moderation processes are intended to achieve the comparability that is necessary to maintain that integrity.

The moderation process takes place twice a year in early March and August. On each day presentations of students' work in all subject areas are reviewed. In March, the work from year 11 semester 2 is reviewed and in August, the work from year 12 semester 1 is reviewed. For Moderation Day 2 (2022), 1,309 presentations were reviewed and there was 97.1% overall grade agreement. For Moderation Day 1 (2023), 1,302 presentations were reviewed and there was 93.3% overall grade agreement.

The period 2022-23 was a year of implementing innovations in system moderation.

The Board is committed to working in partnership with schools to ensure that all students receive their learning entitlement – i.e., the commitment to preparing students for life, work, and further education. This year, the Board introduced the **System Moderation Reporting Tool**. This tool provides school leadership with a rating on the level of risk to student learning entitlement at their school against system expectations.

The System Moderation School Compliance Tool focusses on strengthening system moderation. The objective is to ensure that system moderation supports accountability and guides improvement – that all schools are recognised and supported for provision of a learning environment that enables achievement for all students.

At System Moderation Day 1 2023, the BSSS trialled the implementation of the BSSS System Moderation Reporting Tool. Each school received a **School Quality Assurance Report**. This report reflects analysis and feedback provided by the officers of the BSSS and ACT senior secondary teachers on the course presentations submitted by schools for review.

The BSSS System Moderation Reporting Tool includes the following:

- overall presentation rating
- validation of the grade assigned to the presentation using the BSSS Achievement Standards.
- quality of assessment using the BSSS Quality Assessment Guidelines (i.e., curriculum coverage, feedback on student work, levels of thinking and reliability)
- provision of materials available to students and evidence to conduct moderation (school and system data).

This report enables schools and the Office of the Board of Senior Secondary Studies to identify risk and repeated issues.

The BSSS will:

- monitor presentation ratings
- identify schools that may require support
- implement accountability strategies for ongoing issues.

In 2022-23, the Office of the Board of Senior Secondary Studies (OBSSS) delivered a **suite of synchronous and asynchronous professional learning workshops designed to support teachers** delivering of curriculum and meeting BSSS policies and procedures.

These workshops include:

- Introduction to the BSSS for teachers new to the ACT
- Introduction to Artificial Intelligence for teachers
- Designing a Program of Learning
- Rubric writing workshop
- Designing a Program of Learning
- Curriculum Planning – the Arts
- Curriculum Planning – Languages
- Curriculum Planning – Humanities and Social Sciences
- Curriculum Planning – Mathematics
- Curriculum Planning – English
- School Based Meshing and Moderation Workshop
- Engaging ACS for Excellence
- Designing Assessment to Assess Thinking including the ACT Scaling Test (AST)
- Surveying Scaling
- Leading assessment in your school

- Quality Assessment Guidelines.

To further support teachers, the Board developed and implemented the **BSSS Ethical Research Guidelines**. The BSSS Ethical Research Principles and Guidelines were developed to support students and teachers who undertake human research. That is, inquiry tasks and self-directed projects which involve other people as the subjects of their research. These principles and guidelines will assist teachers and students to develop ethical questions and methodologies and mitigate risks to the wellbeing and safety of students and participants.

Year 12 Outcomes 2022

Key points:

- The Board supplies data to ACT education providers for system improvement
- Percentage of certificate completions re-bounded slightly from 2021
- Design and Technology, and Biology are experiencing upward trends in enrolments while Languages and Art/Photography are experiencing downward trends
- While the number of units completed by students continues to be in excess of the minimum requirements, there was a decrease in the average number of units completed across the graduating cohort in 2022
- Number of A grades awarded decreased compared to previous years
- AST correlation was similar to the long-term average
- VET certificate completions by school-based RTOs decreased with the number of ASBAs and externally delivered VET increasing.

In 2022, 4,527 students met the requirements for an ACT Senior Secondary Certificate. This included 4,347 students enrolled in ACT schools, 69 enrolled in the CIT Pathways College and 111 enrolled in international schools. In the ACT, this represented 90.3% of final year senior secondary students according to school census numbers as of February 2022 (4,814) and 83.8% according to the weighted age population calculation (5,189).

Of the Senior Secondary Certificate receivers 2,828 students also achieved a Tertiary Entrance Statement (TES) and an Australian Tertiary Admission Rank (ATAR). This included 2,721 students enrolled in ACT schools, 24 students at CIT Pathways and 107 students enrolled in overseas schools. In the ACT, this represents 56.0% of year final year senior secondary students based on school census numbers as of February 2022 and 52.4% of the calculated weighted age population.

The following table provides the percentage of Senior Secondary Certificate receivers who completed a course in the nominated areas.

BSSS Table 5: BSSS selected courses on Senior Secondary Certificates 2022

Course area (s)	Number of ACT Senior Secondary Certificate Students who completed a course from this course area	Percentage of ACT Senior Secondary Certificate Students who completed a course from this course area
Art/Photography	761	16.8%
Commerce	1,017	22.5%
Design/Technology	1,072	23.7%
Drama	270	6%
English/ESL	4,527	100%
Geography/Global/Pol	388	8.6%
History	670	14.8%
IT	485	10.7%
Languages	534	11.8%
Mathematics	4,238	93.6%
Media	229	5.1%
Music	207	4.6%
Religious Studies	1,232	27.2%
Science	2,500	55.2%
Sociology	445	9.8%
SportsSc/HumanMovt/OutEd	1,400	30.9%

Source: ACT Board of Senior Secondary Studies

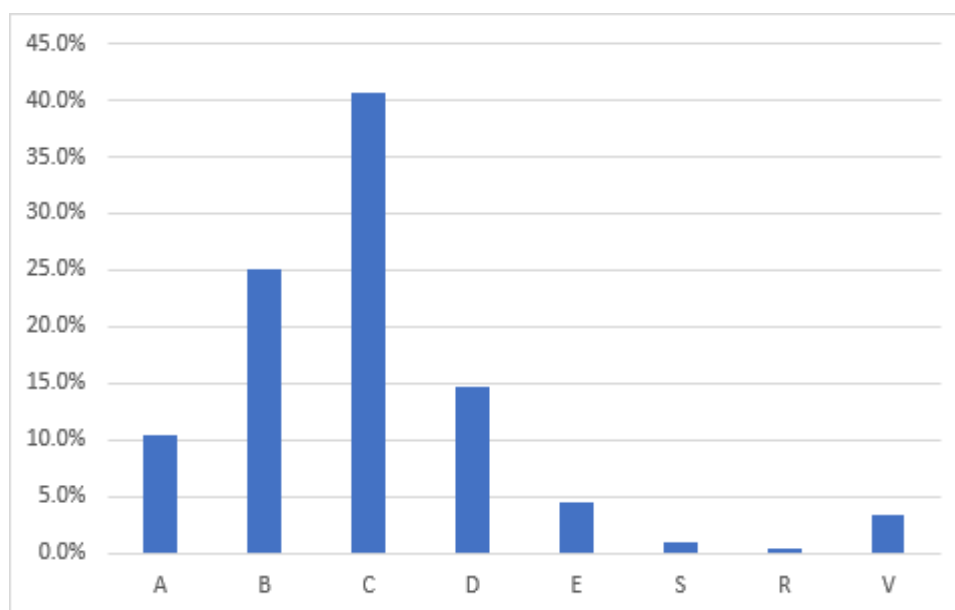
The awarding of grades is underpinned by the Achievement Standards detailed in Frameworks. It is an absolute scale regardless of cohort. Grades are reviewed by peers through jurisdictional Moderation Days.

Figure 1 illustrates the distribution of grades in the 2022 graduating cohort. Grades in this figure represent:

- A-E grades represent the achievement standard attained by a student
- S grades represent a student who received 'status' for a unit due to illness or misadventure
- R grades represent a student who received 'recognition' for studies completed in another jurisdiction

- V grades represent a student who 'voided' the unit due to insufficient attendance or insufficient provision of assessment work.

BSSS Figure 1: BSSS unit grade distribution 2022 graduating cohort



Source: ACT Board of Senior Secondary Studies

The Board recognises and prints vocational certificates on behalf of school-based Recognised Training Organisations (RTOs). The Board printed 481 VET Certificates and 972 VET Statements of Attainment for final year senior secondary students in ACT schools.

In addition to VET completed by school-based Recognised Training Organisations (RTOs), the ACT Senior Secondary Certificate also recognises VET achievement in Australian School-Based Apprenticeships (ASBAs) and through external RTOs. In the 2022 graduating cohort, 351 students participated in ASBAs and 95 students were awarded units for vocational achievement from external RTOs.

Technology Systems

The latter half of the financial year was a busy time in the development of the Assessment and Certification System (ACS). Human resourcing issues external to the office due to COVID-19 and non-related technology upgrades caused delays in the development and implementation of the moderation and assessment enhancement project over the last few years.

The Office has worked diligently with stakeholders to re-establish momentum in this work, now back on track, with significant testing and implementation to take place in the latter half of 2023. When implemented these enhancements will make a significant contribution to the improvement and quality of service delivery to the Canberra community for students and their families, and the day-to-day work of teachers.

Community Engagement and Support

The BSSS has a diverse range of stakeholders, including peak bodies and community organisations. The BSSS utilises a mix of qualitative consultation methods including face-to-face/online engagement, forums, working parties as well as co-design methodology, dependent on the needs of the stakeholder groups and the scope of the work.

In 2022-23, the launch of teacher and student newsletters facilitated community support; these newsletters were written in response to teacher and student feedback asking for a 'single source of truth'. Similarly, a renewed approach to social media has seen the Board make proactive links with teachers, schools, and students.

BSSS community engagement also extends to senior secondary students. The BSSS Student Forum provides an opportunity for young people to have a voice. This forum consists of 38 students from 20 ACT senior secondary schools. Student feedback and advice from the students was extensive and insightful. In particular, interest in the digitisation of the ACT Scaling Test and development of a dedicated transitions strategy.

The BSSS proactively establishes partnerships within the ACT community and beyond to inform decision making and enhance pathways for all senior secondary students.

Between the period 2022-23 the BSSS maintained or established a broad range of effective partnerships including the following organisations:

Schools

Brindabella Christian College

Merici College

Burgmann Anglican School

Narrabundah College

Canberra College

Orana Steiner School

Canberra Girls Grammar School

Radford College

Daramalan College

St Clare's College

Dickson College

St Edmund's College

Erindale College

St Francis Xavier's College

Gungahlin College

St John Paul II College

Galilee School

St Mary McKillop College

Hawker College

Trinity Christian School

Lake Tuggeranong College

The Woden School

Marist College

UCSSC, Lake Ginninderra

Melba Copland Secondary School

External	Contribution
ACT Education Directorate	Aboriginal and Torres Strait Islander Education
	Learning and Teaching Policy and Service Design
Australian Catholic University, Canberra	Social Work Discipline, School of Allied Health
Australian National University	ANU Extension Program
	Research School of Psychology
	School of Art and Design, ANU College of Arts and Social Sciences
	School of Culture, History and Language, College of Asia, and the Pacific
Canberra Institute of Technology	School of Hospitality, Culinary and Tourism
	School of Health, Community and Science
	School of Children's Education and Care
Charles Sturt University - Wagga Wagga	School of Social Work and Arts
Macquarie University	Department of Media, Communications, Creative Arts, Language and Literature
University of Canberra	Accelerated Pathways Program
	Faculty of Art and Design
	School of Business, Faculty of Business, Government and Law
	School of Politics, Economics and Society, Faculty of Business, Government and Law
	Faculty of Education
The University of New South Wales, Canberra	School of Humanities and Social Sciences
The Australian Defence Force Academy	School of Humanities and Social Sciences
University of Sydney	Department of Theatre and Performance Studies, Faculty of Arts and Social Sciences
	School of Education, Faculty of Arts and Social Sciences

University College London

Department of Economics and Centre for
Economic Policy Research

Victoria University

College of Sport and Exercise Science

Additional partnerships

Construction Industry Training Council

Information Technology Educators ACT (InTEACT)

ACT Teacher Quality Institute

Wodonga TAFE

National Capital Authority

Canberra Theatre

Tuggeranong Auto Centre

Food Ladder

Capital Recruit

Aboriginal and Torres Strait Islander Reporting

ACT Board of Senior Secondary Studies curriculum sets standards to maximise learning outcomes for all young Canberrans. The BSSS acknowledges the gap in learning outcomes between Aboriginal and Torres Strait Islander students and their non-Indigenous peers. It recognises the need for the Curriculum to provide every opportunity possible to ‘close the gap’.

Therefore, the BSSS has made provision of curriculum that enables schools to address the needs of Aboriginal and Torres Strait Islander students and all students to engage with the world’s oldest continuous living cultures. Through BSSS curriculum, students will understand that contemporary Aboriginal and Torres Strait Islander communities are strong, resilient, rich, and diverse.

BSSS senior secondary curriculum makes provision for Aboriginal and Torres Strait Islander students to engage with how they see themselves, their identities, and their cultures. The BSSS Indigenous Culture and Language course is an interdisciplinary course drawing on disciplines that includes politics, linguistics, psychology, sociology, anthropology, history, and the Arts.

BSSS senior secondary curriculum makes provision for all students to engage in reconciliation, respect, and recognition of the world’s oldest continuous living cultures. All senior secondary courses describe how Aboriginal and Torres Strait Islander Histories and Cultures can be promoted in the classroom. The Board seeks to model this with commensurate emphasis, including presenting Acknowledgement of Country in language where possible, and encouraging teachers to partake in the reciprocal responsibility of caring for country through our publications and professional learning.

For more information contact:

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BSSS Appendix A: Sections not covered elsewhere in this report

Section	Reporting
Scrutiny	There were no direct implications for the Board in Legislative Assembly committee inquiries and reports in 2022-23.
Internal Audit	Covered within Directorate report. See section B in that report.
Fraud Prevention	Covered within Directorate report. See section B in that report.
Freedom of Information	Covered within Directorate report.
Work Health and Safety	Covered within Directorate report. See section B in that report.
Human Resources Management	Covered within Directorate report. See section B in that report.
Ecologically Sustainable Development	Covered within Directorate report. See section B in that report.
Financial Management Reporting	Covered within Directorate report. See section C in that report.
Financial Statements	Covered within Directorate report. See section C in that report.
Capital Works	Covered within Directorate report. See section C in that report.
Asset Management	Covered within Directorate report. See section C in that report.
Government Contracting	Covered within Directorate report. See section C in that report.
Statement of Performance	Covered within Directorate report. See section C in that report.
Ministerial and Director-General Directions	There have been no directions to the Board.

BSSS Appendix B: Compliance Statement

The ACT Board of Senior Secondary Studies Annual Report 2022-23 must comply with the *Annual Report Directions* (the Directions) made under section 8 of the *Annual Reports Act*. The Directions are found at the ACT Legislation Register: www.legislation.act.gov.au

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

Part 1 Directions Overview

The requirements under Part 1 of the Directions relate to the purpose, timing and distribution, and records keeping of annual reports. The Annual Report 2022-23 complies with all subsections of Part 1 under the Directions.

To meet Section 15 Feedback, Part 1 of the Directions, contact details for the ACT Board of Senior Secondary Studies are provided within the Annual Report 2022-23 to provide readers with the opportunity to provide feedback.

Part 2 Reporting Entity Annual Report Requirements

The requirements within Part 2 of the Directions are mandatory for all reporting entities and the ACT Board of Senior Secondary Studies complies with all subsections. The information that satisfies the requirements of Part 2 is found in the Annual Report 2022-23 as follows:

- A. Transmittal Certificate see page 432
- B. Organisational Overview and Performance, inclusive of all subsections, see page 433 to 451
- C. Financial Management Reporting, inclusive of all subsections, these are covered in the Education Directorate's Annual Report.

Part 3 Reporting by Exception

The ACT Board of Senior Secondary Studies has nil information to report by exception under Part 3 of the Directions for the 2022-23 reporting year.

Part 4 Directorate and Public Sector Body Specific Annual Report Requirements

The following subsections of Part 4 of the 2023 Directions are not applicable to the ACT Board of Senior Secondary Studies and can be found within the Annual Report 2022-23:

- Ministerial and Director-General Directions, see page 452.

Part 5 Whole of Government Annual Reporting

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

- Bushfire Risk Management, see the annual report of the Justice and Community Safety Directorate
- Human Rights, see the annual report of the Justice and Community Safety Directorate
- Legal Services Directions, see the annual report of the Justice and Community Safety Directorate
- Public Sector Standards and Workforce Profile, see the annual State of the Service Report
- Territory Records see the annual report of Chief Minister, Treasury and Economic, Development Directorate and
- Human Rights Reporting, the Board of Senior Secondary Studies is included in the Education Directorate response.

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

http://www.cmd.act.gov.au/open_government/report/annual_reports

BSSS Appendix C: Institutions delivering Board certificated courses

Government Colleges

Canberra College	Lake Tuggeranong College
Dickson College	Melba Copland Secondary School
Erindale College	Narrabundah College
Gungahlin College	The Woden School
Hawker College	University of Canberra Senior Secondary College Lake Ginninderra

Non-Government Colleges

Brindabella Christian College	Radford College
Burgmann Anglican School	St Clare's College
Canberra Girls Grammar Schools	St Edmund's College
Daramalan College	St Francis Xavier College
Galilee School	St Mary McKillop College
Marist College Canberra	St John Paul II College
Merici College	Trinity Christian School
Orana Steiner School	

Other ACT institutions

CIT Pathways College
Australian National University Extension Program
University of Canberra Accelerate Program

International Schools

Shanghai Bohua Bilingual School, China
Sekolah Cita Buana, Indonesia

Port Moresby International School, Papua New Guinea

Kimbe International School, Papua New Guinea

Lae International School, Papua New Guinea

International School Suva, Fiji

Specialist Education Providers

Canberra Academy of Languages

Spanish Language and Culture Program in Australia

The Australian School of Contemporary Chinese

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