

Education and Training Directorate



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Inquiries about this publication should be directed to:

Education and Training Directorate 220 Northbourne Ave Braddon ACT 2612 Telephone (02) 6205 4674 ETDAnnualReport@act.gov.au

Postal address

Education and Training Directorate GPO Box 158 Canberra ACT 2601 Australia

Cover design

Our cover design for the Annual Report 2011-2012 continues our theme portraying the visual metaphor for the Directorate's Strategic Plan 2010-2013: Everyone matters. 'Ripples in the pond' portrays the visual metaphor for the Plan, that schools are interconnected systems like ripples in a pond (Andy Hargreaves and Dean Fink). The blue palette for the report reflects the final year of the implementation of the Plan.

Acknowledgement

The Directorate acknowledges the work of the Planning and Performance Branch in the preparation of the annual report.

Publication No 12/1154

Transmittal letter



Dr Chris Bourke MLA Minister for Education and Training ACT Legislative Assembly London Circuit CANBERRA ACT 2601

Dear Dr Bourke

This Report has been prepared under section 5(1) of the *Annual Reports (Government Agencies) Act 2004* and in accordance with the requirements under the Annual Report Directions.

It has been prepared in conformity with other legislation applicable to the preparation of the annual report by the Education and Training Directorate.

I certify that the attached Annual Report is an honest and accurate account and that all material information on the operations of the Education and Training Directorate during the period 1 July 2011 to 30 June 2012 has been included.

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

The Annual Reports of the following are included in this report:

- ACT Accreditation and Registration Council
- Board of Senior Secondary Studies
- Government Schools Education Council
- Non-government Schools Education Council
- · ACT Teacher Quality Institute.

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

Yours sincerely

Diane Joseph Director-General 2 September 2012

GPO Box 158 Canberra ACT 2601 | 220 Northbourne Ave, Braddon ACT 2612 | phone: 6207 5111 | www.det.act.gov.au

In a snapshot

Excellence is at the centre of our operations. Children and families choose the ACT public school system based firmly on the quality of educational experience our programs offer and the numerous opportunities we provide for students to excel. We value honesty, excellence, fairness and respect. We believe these values are essential enablers for a school environment that places each and every child and young person and their learning at the centre of our educational programs.

The Education and Training Directorate (the Directorate) provides services to children and young people both directly through public schools and indirectly through regulation of non-government schools and home education, and to people of all ages through the planning and coordination of vocational education and training (VET) in the ACT.

Our vision

Our vision is that all young people in the ACT learn, thrive and are equipped with the skills to lead fulfilling, productive and responsible lives.

Our values

Our values are honesty, excellence, fairness and respect.

Our priorities

We will ensure student success through:

- · high quality learning and teaching
- engaging, success-oriented school environments
- flexible and responsive student pathways and transitions
- innovative leadership and corporate development.

Our commitments

We are committed to:

- ensuring students succeed through quality teaching that engages them and supports the development of capabilities for life
- meeting each student's academic, social, emotional and physical needs by ensuring all ACT public schools provide positive and success-oriented learning environments
- providing learning pathways for students resulting in an educated and skilled workforce that meets the present and future needs of the ACT and region
- ensuring that the Directorate is recognised as a responsive, innovative and high achieving organisation that delivers on its commitments.

Our achievements

Our achievements in 2011-12 were:

 in the National Assessment Program – Literacy and Numeracy (NAPLAN) 2011, ACT students across all year levels and domains achieved mean scores higher than the Australian average. There were noticeable improvements from 2010 results in year 5 spelling, and grammar and punctuation, and year 7 spelling

- the proportion of Aboriginal and Torres Strait Islander students in the ACT above the national minimum standard was higher than the proportion of Aboriginal and Torres Strait Islander students in Australia in all tests and all year levels in NAPLAN 2011
- 88 percent of public school year 12 students achieved a Year 12 Certificate in 2011
- 93 percent of 2010 public school year 12 graduates were employed or studying in 2011
- the attendance rate of public school students in years 1 to 10 in 2011 was 91 percent
- 90 percent of year 10 public school students in 2011 proceeded to public colleges in 2012
- 95 percent of Aboriginal and Torres Strait Islander students achieved a Year 12 Certificate in 2011
- 80 percent of students and 83 percent of parents and carers were satisfied with the education at public schools in 2011
- 98 percent of parents were satisfied with the learning and developmental progress of their child attending an early intervention program in 2012
- 89 percent of parents were satisfied with the education of their child attending a disability education program in 2011
- the number of apprentices and trainees in training in the ACT increased by 20 percent in 2011, compared with a national increase of two percent
- 86 percent of ACT VET graduates were employed after training compared with
 77 percent nationally
- the participation of ACT 15-19 year olds in VET courses grew by seven percent in 2011, compared with four percent nationally
- 60 percent of apprentices and trainees in the ACT who commenced in trade occupations in 2011 were aged 19 years or younger, compared with 52 percent nationally
- 93 percent of staff were retained by the Directorate during 2011-12.

Our business

In 2011-12, our business featured:

- \$627.4 million in expenditure
- \$1,979.6 million in assets including school buildings and infrastructure
- \$136.0 million in liabilities including employee benefits
- 5,854 staff including 4,100 school teachers and leaders
- 4,526 female staff, equating to 77 percent of the total workforce
- 40,074 students ranging from preschool to year 12 in 84 schools.

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Reader's guide

This report provides information on the achievements, issues, performance, outlook and financial position of the Directorate for the financial year ending 30 June 2012.

The report is organised in the following five sections.

- A. Performance and Financial Management Reporting Pages 1-52
- B. Consultation and Scrutiny Reporting Pages 53-74
- C. Legislative and Policy Based Reporting Pages 75-174
- D. Annexed Reports Pages 175-248
- E. Appendices Pages 249-354

Director-General's Overview



Diane Joseph

During 2011-12 the Education and Training Directorate undertook significant work to deliver on an ambitious local and national reform agenda. Our work over the last year, and in previous years, has enabled our ACT education and training system to be at the forefront of many initiatives.

I am pleased that this *Annual Report 2011-2012* captures our achievements over the past 12 months, reports on our performance and articulates our vision for continuing to move forward.

I write this overview, having been recently appointed as Director-General of the Education and Training Directorate. I relish the opportunity to continue to work with our workforce, the

ACT Government, stakeholders and the community, to shape policy to build on the achievements of the many people who have contributed over time to the success of the ACT education and training system.

My appointment follows the departure of former Director-General, Dr Jim Watterston. Upon his arrival to the Directorate, Dr Watterston outlined his vision for ACT education and training, through the release of the *Education and Training Strategic Plan 2010-2013: Everyone matters*. Dr Watterston worked collaboratively with colleagues to see the values of honesty, excellence, fairness and respect implemented and embedded across the Directorate. His leadership in ensuring students succeed through quality teaching that supports the development of capabilities for life is a continuing focus for the Directorate.

The Directorate also had a change in the ministerial arrangements during the financial year with Dr Chris Bourke MLA being appointed as Minister for Education and Training in November 2011, replacing Andrew Barr MLA. Minister Barr was Australia's longest serving Education Minister, having been appointed in 2006. Minister Barr now holds the roles of Deputy Chief Minister and Treasurer, among other portfolio responsibilities. I would like to thank Minister Barr for the leadership he provided to the education and training portfolio during his tenure. I would also like to thank Minister Bourke for the leadership and support he has provided to the Directorate since taking on the responsibility.

As well as contributing to social, cultural and academic outcomes, education and training has a significant role in driving the ACT economy. This highlights the need for every leader, every teacher, every school and every training organisation to be effective and to ensure all efforts impact on every young person in the ACT.

Teaching is a profession of incredible reward and of challenge. As educators we have the ability to shape, enrich and influence the lives of our young people. I have had this privilege as a teacher, principal and senior executive, including as Deputy Director-General of the Directorate since 2010.

The development of, and support for, people is central to my leadership philosophy. I believe that a culture of improvement, innovation and accountability within the Directorate, and across the ACT public service, is essential if we are to take collective responsibility for improving practice in our schools and for improving service delivery for the ACT community. It is vital that students leave our schools, and our higher education and training institutions, with expanded opportunities resulting from significant academic and personal growth.



In building on the reform agenda, we have continued to place our children and learners of all ages at the centre of all we do. The focus of building a high quality learning system for all students in all settings remains. The success of our work is demonstrated by the continuing excellent results of the ACT education and training system.

In 2011, there were 1,092 children accessing 15 hours of preschool education across 16 public school sites. By 2012, there was an increase to 44 schools delivering 15 hours of preschool education. The remaining schools will commence delivery in 2013.

In NAPLAN 2011 the ACT performed equal to, or better than, other jurisdictions in 18 of the 20 measures by domain and year level. In reading the ACT excelled, performing the highest in the country for all year levels and significantly ahead of the Australian mean. By year 9, on average, ACT students were effectively performing in reading one year ahead of their national peers.

A higher proportion of Aboriginal and Torres Strait Islander students in the ACT achieved above the national minimum standard in all tests and all year levels when compared with national results for Aboriginal and Torres Strait Islander students. Improvement for Aboriginal and Torres Strait Islander students from 2009 to 2011 in reading and numeracy was higher than the national average.

Of the 4,214 Year 12 Certificates awarded in the ACT in 2011, nearly two-thirds of recipients received an Australian Tertiary Admission Rank (ATAR), with 77 percent of these students achieving an ATAR of at least 65, the cut-off for admission to a local university.



The ACT continues to have the nation's highest retention rate to year 12 and the highest proportion of 20-24 year-olds who have achieved a year 12 or equivalent qualification. These results are important to us all because of the clear link that exists between educational achievement and individual prosperity.

These excellent results reflect our commitment to providing our students with the highest quality educational opportunities. The Australian Curriculum is an important initiative in maintaining the strength of our system. During 2011-12, the ACT continued to lead the way nationally in the implementation of the Australian Curriculum, and in the development of new units within the curriculum.

In May 2011, the ACT Government signed the ACT Youth Commitment - a shared responsibility between the Directorate, business and the community to ensure that no young person in the ACT is lost from education, training or employment. To advance this commitment, four Re-engaging Youth Network Boards have been established to assist businesses, training providers, government and non-government agencies to work together to keep our young people engaged in education, training or work.

The implementation of reform in training and tertiary education continues both at the national level and in the ACT context. These reforms contribute to the economic future of the ACT and Australia through the delivery of a productive and highly skilled workforce. They will also further assist individuals of working age to develop the skills and qualifications needed to participate effectively in the workforce.

In 2011-12, the Directorate assisted the ACT Accreditation and Registration Council through a period of significant change and the transfer of responsibilities to the Australian Skills Quality Authority and the Tertiary Education Quality and Standards Agency.

During the year the Australian Government announced funding of \$8.163 million for the establishment of the ACT Tuggeranong Sustainable Living Trade Training Centre. This Trade Training Centre will provide training and employment pathways in automotive, construction, horticulture and hospitality for students attending Tuggeranong public high schools and colleges.

In recognising the critical importance of our teachers and school leaders in achieving the positive outcomes described above, during the year a new Teachers' Enterprise Agreement was negotiated. The agreement includes an increase of nearly 15 percent for remuneration for most classroom teachers over the life of the agreement, a new career pathway for classroom teachers, accelerated incremental progression, reduced hours for first year teachers to support their professional development and enhanced support for school counsellors. The agreement represents a significant investment in education that values the professional status of teachers and principals in our public schools.



In 2012-13, we are continuing our important reform including a number of national partnerships in place or in development with the Australian Government. Examples include: empowering our local schools to give schools greater control over staffing profiles and greater transparency in financing; continuing to improve literacy and

numeracy; providing more support for students with disability; and advancing the skills and workforce development reform agenda.

These partnerships complement our local agenda of building excellence in disability education; closing the learning achievement gap for Aboriginal and Torres Strait Islander students; promoting innovative, inspiring and safe learning environments; improving secondary education in ACT public schools; supporting successful transitions for all students; and strengthening leadership and system support.

I am proud to lead a Directorate which continually strives for excellence and improvement and one which values honesty, excellence, fairness and respect. I look forward to continuing our work together to ensure all young people in the ACT learn, thrive and are equipped with the skills to lead fulfilling, productive and responsible lives.

Diane JosephDirector-General
September 2012

Box 1: The Queen meets ACT school children





The anticipation was building as nearly 200 students representing all ACT public and non-government primary schools, including Jervis Bay School, waited for Her Majesty the Queen and His Royal Highness to touch down at Fairbairn Air Force Base in the afternoon of Wednesday 19 October 2011. A crowd of more than 500 including students, parents and carers, mingled with the press, military and dignitaries to welcome the Queen to Canberra.

The Queen, the Governor-General, the Prime Minister and the Chief Minister were all greeted by cheers and enthusiastic flag waving and returned the favour by taking their time to chat with many of those in the crowd. Jervis Bay students presented the Prime Minister with a toy dog that she promptly named 'Jervis'.

A lucky few had the special honour of personally presenting flowers and hand-made crowns to the Queen. This included Curtis, from Southern Cross Early Childhood School, who presented the Queen with a beautiful crown to which she responded, "Did you make this? It is lovely, thank you."

SECTION A

PERFORMANCE AND FINANCIAL MANAGEMENT REPORTING

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A1 The organisation

Our vision and values

The vision of the Directorate is that all children and young people in the ACT learn, thrive and are equipped with skills to lead fulfilling, productive and responsible lives. We deliver quality education in one of the highest performing education systems in the nation. This is reflected in the high level learning experiences provided for every student every day at our early childhood, primary and high schools, colleges and our specialist schools. The learning and teaching quality extends to the VET sector with our students achieving the best training outcomes in Australia.

Fulfilment of our vision is supported by our values of honesty, excellence, fairness and respect. Belief in these values is fundamental to ensuring our children and young people aspire to, and achieve, their potential. The Directorate promotes a connected and inclusive culture where everyone matters. The interconnected nature of our school system promotes our ability to positively influence the lives of young people in the ACT.

Box A1.1: World Education Games 2012

On Friday 16 February 2012, year 8 student Zoe Clark (pictured front row, third from left) was flown to Sydney to attend the World Education Games briefing day. Only nine students from across Australia were selected to represent each state and territory and be ambassadors during the World Education Games, which took place from 6 to 8 March 2012.



Zoe was selected to represent the ACT and Campbell High School due to her outstanding efforts in the Spellodrome Challenge Day late in 2011 and her exemplary application for the position.

Our role

The Directorate provides services to children and young people both directly through public schools and indirectly through regulation of non-government schools and home education, and to people of all ages through the planning and coordination of vocational education and training in the ACT.

We focus on developing the capabilities of children and young people for citizenship, community engagement and successful labour market outcomes. Our programs ensure that young people are engaged in schooling and training for overall individual and social wellbeing.

The ACT public education system continued to expand. The February census collection for schools in 2012 noted 40,074 students attending 84 public schools (Table A1.1). This number included 1,890 students with special needs and 1,337

Aboriginal and Torres Strait Islander students. The number of school leaders and teachers increased to 4,100 in 2012. The 2012 Teachers' Enterprise Agreement introduced a number of incentives to attract, recruit and retain high performing teachers in ACT public schools.

Table A1.1: Enrolments in ACT public schools, 2009 to 2012

	2009	2010	2011	2012
Total students	38,280	38,853	39,010	40,074
Students with special needs	1,783	1,869	1,848	1,890
Aboriginal and Torres Strait Islander students	1,082	1,208	1,283	1,337

Source: ACT Education and Training Directorate, School Census February 2012.

The Directorate has responsibility for 84 schools:

- 48 preschool to year 6 schools (including four Koori preschools)
- nine year 7 to 10 high schools
- eight year 11 and 12 secondary colleges
- five early childhood schools (preschool to year 2)
- · four specialist schools
- seven preschool to year 10 schools (including one Koori preschool)
- one kindergarten to year 10 school
- one year 6 to 10 school
- one year 7 to 12 school.

In addition to these public schools, educational facilities providing specialist programs to students include Birrigai Outdoor School and the Murrumbidgee Education and Training Centre.

Finally, the Instrumental Music Program provided tutition across public schools and supported the Directorate's concert band and ensemble programs.

Our structure

The Directorate is structured around four divisions, namely: Learning, Teaching and Student Engagement; Strategy and Coordination; Tertiary Education and Performance; and Corporate Services.

The Directorate underwent change in the senior executive team in 2012 with the departure of Dr Watterston from the Director-General position on 4 April. Ms Diane Joseph became the Director-General.



The Director-General, the Deputy Director-General (Ms Leanne Cover) and three Executive Directors (Ms Jayne Johnston, Mr Mark Whybrow and Mr Stephen Gniel) form the Senior Executive Team.

The Learning, Teaching and Student Engagement Division comprises Aboriginal and Torres Strait Islander Education and Student Engagement and Learning and Teaching Branches. The major responsibilities of the Division are:

- development of policy, strategic planning and management of school support for Aboriginal and Torres Strait Islander students
- delivery and coordination of disability education, student wellbeing and behaviour support
- provision of early intervention programs, curriculum support and professional learning
- support for quality teaching and literacy and numeracy
- support for early childhood, early intervention and Koori preschool program
- delivery and coordination of the Arts programs and performances through music.

The Strategy and Coordination Division includes the Information, Communications and Governance Branch and the Office for Schools. The major responsibilities of the Division are:

- provision of strategic advice to the Minister and the Directorate
- promotion of a strong and collaborative culture through effective communication and links with internal and external partners and the broader community
- deployment of information and communication technology (ICT) into learning environments
- administration of audit, risk and records management functions
- provision of legal advice to schools and other internal stakeholders

and, through the Office for Schools:

- implementation of ACT Government policy on school education for all school age students
- leadership and management to drive continuous improvement in the delivery of early childhood, primary and secondary education in ACT public schools.

The Tertiary Education and Performance Division includes the branches of Planning and Performance, and Training and Tertiary Education. The primary responsibilities of the Division are:

 collection, management, reporting and dissemination of a large range of Directorate data, and data relating to education and training in the ACT

- development of corporate strategic plans and associated planning processes
- administration of local, national and international assessment programs
- provision of advice on school planning and development
- coordination and planning of vocational education and training services in the ACT
- implementation of local and national reforms in skills and workforce development
- support to, and liaison with, the tertiary education sector in the ACT
- promotion and management of international education students in public schools.

Finance and Corporate Support, Human Resources, and Schools Capital Works are three branches in the Corporate Services Division. The primary responsibilities of the Division are:

- the overall management of the Directorate's budget, including financial policy development, financial reporting and financial services
- to lead and build a sustainable and highly skilled workforce capability
- to ensure the safety of our workforce and proactively intervene for positive outcomes for individuals and workplaces
- the provision of innovative, inspiring and safe learning environments through the management of new capital works, capital upgrades, environmental sustainability and repairs and maintenance of schools.

Box A1.2: Farewell to former Director-General Dr Jim Watterston



The Directorate said farewell to Dr Jim Watterston on Wednesday 4 April 2012 at the Hedley Beare Centre for Teaching and Learning. Dr Watterston moved to the Victorian Department of Education and Early Childhood Development as Deputy Secretary of School Education.

Since joining the Directorate in July 2009, Dr Watterston made an invaluable contribution to education and training across the ACT, including shaping the Directorate's school support systems, with a greater focus on collaboration and teamwork through the introduction of the School Network Model.

Our clients and stakeholders

We know that collaborative partnerships with our clients and stakeholders are instrumental to improving learning and teaching outcomes for children and young people. Views and involvement of our clients are vital to the achievement of our vision. Our clients include over 67,000 school students, approximately 30,000 VET learners and their families.

Our links with the ACT Aboriginal and Torres Strait Islander community and the non-government education sector are critical to enhance outcomes for all students and young people in the ACT.

The Directorate engaged with clients and stakeholders through a number of regular meetings with groups such as: ACT Council of Parents and Citizens Associations, the Australian Education Union, the ACT Principals' Association, the Aboriginal and Torres Strait Islander Education Consultative Group and the Disability Education Reference Group. There was also a strong commitment to community engagement as reflected in consultation on the development and refurbishment of a number of new and existing schools.

The Training and Tertiary Education Forum, the Government Schools Education Council, the Non-government Schools Education Council and the Learning Capital Council provide opportunities for stakeholders to participate in the formulation of education policy or provide input to specific initiatives.

A2 Overview

Our performance in summary

The Directorate performed very well in achieving its strategic priorities in 2011-12, including:

- in NAPLAN 2011, ACT students across all year levels and domains achieved mean scores higher than the Australian average. There were noticeable improvements from 2010 results in year 5 spelling, grammar and punctuation, and year 7 spelling
- the proportion of Aboriginal and Torres Strait Islander students in the ACT above the national minimum standard was higher than the proportion of Aboriginal and Torres Strait Islander students in Australia in all tests and all year levels in NAPLAN 2011
- 88 percent of public school year 12 students achieved a Year 12 Certificate in 2011
- 93 percent of 2010 public school year 12 graduates were employed or studying in 2011
- the attendance rate of public school students in years 1 to 10 in 2011 was 91 percent
- 90 percent of year 10 public school students in 2011 proceeded to public colleges in 2012
- 95 percent of Aboriginal and Torres Strait Islander students enrolled in public schools achieved a Year 12 Certificate in 2011
- 80 percent of students and 83 percent of parents and carers were satisfied with the education at public schools in 2011
- 98 percent of parents were satisfied with the learning and developmental progress of their child attending an early intervention program in 2012
- 89 percent of parents were satisfied with the education of their child attending a disability education program in 2011
- ACT public schools had the second best student to teacher ratio in 2011, second only to the Northern Territory
- the number of apprentices and trainees in training in the ACT increased by 20 percent in 2011, compared with a national increase of two percent
- 86 percent of ACT VET graduates were employed after training, compared with 77 percent nationally
- the participation of ACT 15-19 year-olds in VET courses grew by seven percent in 2011, compared with four percent nationally
- the number of ACT VET students from non-English speaking backgrounds rose by 21 percent in 2011, compared with six percent nationally
- 60 percent of apprentices and trainees in the ACT who commenced in trades occupations in 2011 were aged 19 years or younger, compared with 52 percent nationally in 2011
- 93 percent of staff were retained by the Directorate during 2011-12.

Our performance is discussed in more detail in Sections A8, A9, B and C.

Our planning framework and direction setting mechanisms

The Directorate's vision, priorities and performance measures are expressed in the *Strategic Plan 2010-2013: Everyone matters*. Priorities in the Strategic Plan are derived from the higher level education and training objectives contained in *The Canberra Plan: Towards Our Second Century* and the associated underpinning plans. *The Canberra Plan* provides a basis for achievement against these important government objectives. The hierarchy of the Directorate's planning framework is presented in Figure A2.1.

Figure A2.1: Planning framework



Source: Planning and Performance Branch

Our Strategic Plan is underpinned by key organisational planning documents. The work program for the period 2011-12 was contained in the operational plans for 2011 and 2012 which provided details of key priorities and activities for the Directorate for each of the calendar years.

The operational plans broadly outline activities for the year and link performance measures from the Strategic Plan against these activities. There is regular reporting against the activities to the senior executive. Activities in the operational plans are translated into priorities and activities for business areas of the Directorate through annual business plans. Schools also address the priorities of the Strategic Plan and the operational plans through annual school plans. School Improvement in ACT Public Schools: Directions 2010-2013, together with the operational plans, guide school planning processes. School plans, endorsed by school boards, are published on school websites.

The Directorate has a number of internal controls designed to monitor and manage risk in delivering the Strategic Plan. The Internal Audit program and the *Risk Management Framework* are the primary risk management tools to manage, monitor and report on the Directorate's risk management and audit functions.

More information on the Directorate's governance arrangements, including risk management and the audit program, is provided at Sections C1 to C5.

Our organisational environment

The Canberra Plan: Towards Our Second Century places the ACT school system in a forward looking context. With 'excellent education, quality teaching and skills development' being one of the plan's seven strategic themes, work undertaken by the Directorate is integral to achieving the plan's overall vision.

Underpinning the goal to be a sustainable and creative city is a need to be a clever city, with a well educated and appropriately skilled workforce. In 2011, the ACT Government established the Learning Capital Council to provide leadership on tertiary education and workforce development and to promote closer collaborations between education providers and stakeholders from industry and government. During the reporting period, the Learning Capital Council met three times to develop strategies to promote ACT tertiary education internationally and domestically. In 2011, 77 percent of our citizens between the ages of 25 and 64 years had a formal qualification. While this was above the national average, our aim is to increase this proportion even higher.

Our metropolitan status provides opportunities for efficient service delivery to the community. In December 2011, the ACT Chief Minister and the NSW Premier signed a memorandum of understanding to strengthen collaboration in planning and delivering essential services for regional development. Education was one of the priorities to progress for cross-border service provision. In addition, the Directorate has a service agreement with the NSW Department of Education to provide NAPLAN testing and marking services for all ACT students.

Through the National Education Agreement, the National Agreement for Skills and Workforce Development and associated National Partnerships, the Directorate worked with the Australian Government to translate and implement national policy into local practice. In particular, the Directorate maintained strong working relationships with the Department of Education, Employment and Workplace Relationships and the Department of Industry, Innovation, Science, Research and Tertiary Education.

The Directorate worked collaboratively with the Australian Curriculum, Assessment and Reporting Authority in the development of national curriculum and standards of achievement and the administration of national assessment and reporting programs.

The Directorate supported the work of the ACT Teacher Quality Institute and the Australian Institute for Teaching and School Leadership in the development of national professional standards for teachers and principals.

The Minister for Education and Training represents the ACT on the Standing Council for School Education and Early Childhood and the Standing Council on Tertiary Education, Skills and Employment. The Directorate is represented on senior official committees and working groups to support these councils.

The Directorate ensures that, through the Government Schools Education Council and the Non-government Schools Education Council, all ACT schools are supported by an effective governance structure. The *Education Act 2004* requires that each

public school has a school board as a way of sharing authority between the the school and the local school community. The role of boards includes establishing the strategic direction and priorities for the school and developing strong relationships between the school and the community.

Box A2.1: Giralang Primary School and the Rats of Tobruk

The Directorate has a number of partnerships with community organisations to provide a broader learning experience to students. An example of this is the collaboration between Giralang Primary School and the Rats of Tobruk Association since 1999. The school is the custodian of the ceremonial banner of the Association. The school built a Memorial Wall in the front entrance to commemorate the Rats of Tobruk.

Governor-General of Australia, Her Excellency Ms Quentin Bryce AC CVO, unveiled stage one of the Memorial Wall at the 2012 ANZAC Assembly at the school.



The Directorate also works in alignment with the ACT Board of Senior Secondary Studies, the authority responsible for the certification of senior secondary school studies in public and non-government schools in the ACT.

In 2011-12, the Directorate assisted the ACT Accreditation and Registration Council (ARC) through a period of significant change. ARC was the statutory authority responsible for the accreditation and registration of VET and higher education courses and providers. During the reporting period, these responsibilities were transferred to Australian Skills Quality Authority (ASQA) and Tertiary Education Quality and Standards Agency (TEQSA).

To enhance the likelihood of successful student transitions through the school system and beyond, the Directorate has strong links with Canberra Institute of Technology (CIT), the Australian National University (ANU), the Australian Catholic University and the University of Canberra (UC). Collaboration with CIT delivered innovations such as the incorporation of Flexible Learning Centres in Gungahlin College. The ANU Secondary College Program is a collaboration between the Directorate and the ANU. The program provides advanced learning experiences and opportunities to year 11 and 12 students undertaking science subjects, including biology, chemistry, mathematics and physics. The program also offers Japanese language.

A partnership between the Directorate and the University of Canberra involved the delivery and management of teaching and learning activities at the University of Canberra High School Kaleen and the University of Canberra Senior Secondary College Lake Ginninderra. Through this partnership, pre-service teachers had access to the classroom environment to develop their teaching skills. Similarly, teachers and students from the school and the college had access to the University's learning environment and resources.

The partnership with the University of Canberra was further advanced with the establishment of the INSPIRE Centre. The INSPIRE Centre serves as a hub of excellence in ICT education. The centre facilitates research and promotes innovative use of ICT in school education among pre-service and in-service teachers.

The Directorate collaborates with other ACT government agencies to deliver on its priorities. In early childhood development, education and care programs, the Directorate works collaboratively with the Community Services (CSD) and Health Directorates. Collaboration with CSD is instrumental in the implementation of the Australian Early Development Index (AEDI) and in the development of early childhood education and care programs.

Box A2.2: Launch of the AEDI 2012 at Mount Rogers Primary School

On 1 May 2012, the national launch of the second data collection for the AEDI was held at Mount Rogers Primary School.



The AEDI measures five key areas of young children's development: physical health and wellbeing, social competence, emotional maturity, language and cognitive skills, and communication skills and general knowledge. Nationally more than 7,500 public and non-government schools took part in the data collection.

The Directorate has implemented a number of health initiatives in partnership with the Health Directorate. Notable are the School Youth Health Nurse Program, kindergarten health checks and nurses in ACT specialist schools.

To plan for future schooling needs and advise on appropriate use of land adjacent to school environments, the Directorate ensures a close working relationship and collaboration with the ACT Environment and Sustainable Development Directorate (formerly ACT Planning and Land Authority) and the Economic Development Directorate (incorporating the Land Development Authority).

Response to significant organisational change and revision to administrative arrangements

Dr Chris Bourke was appointed the Minister for Education and Training on 22 November 2011 replacing Mr Andrew Barr MLA. Mr Barr was the Minister from 2006 until the appointment of Dr Bourke in 2011.

The Directorate experienced change in the composition of the senior executive team with the departure of Dr Jim Watterston from the Director-General position in April 2012. The team as at 30 June 2012 comprised: Ms Diane Joseph, Director-General; Ms Leanne Cover, Deputy Director-General; Ms Jayne Johnston, Executive Director, Tertiary Education and Performance; Mr Stephen Gniel, Executive Director, Learning, Teaching and Student Engagement and Mr Mark Whybrow, Executive Director, Corporate Services.

Role in administration of legislation

The Directorate has responsibility for the following ACT legislation:

- Education Act 2004
- Board of Senior Secondary Studies Act 1997
- Training and Tertiary Education Act 2003.

Amendments and updates to the legislation are discussed in Section B4.

A3 Highlights

Noteworthy operational achievements and progress against key outputs

The Strategic Plan 2010-2013: Everyone matters and the Operational Plans 2011 and 2012 provide the direction for setting organisational priorities and outcomes. There are four priority areas identified in the Strategic Plan, that are also reflected in the operational plans: Learning and Teaching; School Environment; Student Pathways and Transitions; and Leadership and Corporate Development. There were a number of noteworthy achievements under each priority area and significant progress was made in delivering key outputs.

Learning and Teaching

Implementing the Australian Curriculum

The Australian
Curriculum was
implemented for
kindergarten to
year 10 English,
science, mathematic
and history from
primary to year 9.
Year 10 history will
start from 2013.



- Continued implementation of Phase 1 of the Australian Curriculum in all public schools.
- Actively participated in the development of Phase 2 learning areas of the Australian Curriculum.
- In 2012, 14 ACT Public 'Lead Schools' provided contributions to the Australian Curriculum work samples project.
- Provided high quality professional development for teachers to support them in implementing the Australian Curriculum.

Learning and Teaching

Raising standards in literacy and numeracy

Through building the knowledge and capability of our staff and providing the best learning environment for our students we advanced educational standards. Our students continued to achieve excellent results in NAPLAN.



- Increased focus by principals on their role as instructional leaders, imparting their knowledge of literacy and numeracy best practice in the classroom.
- A Literacy and Numeracy
 Conference assisted teachers in targeting support to enable students to perform to their full potential, including addressing challenges in meeting the diverse needs of the students.
- Trialled new approaches to teaching literacy and numeracy, including action learning programs.
- Literacy and numeracy coordinators and field officers provided specialist support to teachers to build on their knowledge and capacity to improve literacy and numeracy.
- Increased use of diagnostic tools, such as IMPROVE, to track student performance and identify areas needing intervention.

Learning and Teaching

Strengthening early childhood education



We understand how critical it is to nurture and support our young children through early childhood and schooling. Forty-four schools delivered 15 hours of preschool education in 2012.

- Continued implementation of 15 hours per week of free preschool education in 44 public preschools.
- Employed a number of strategies to ensure qualified early childhood teachers were appointed to support increased access to preschool programs. Strategies included scholarships and prioritised recruitment.
- Continued early childhood intervention programs for children who have, or are at risk of having, a disability or delay in development, which focused on learning through play, participation, exploration and experimentation.
- Continued the \$6.21 million upgrade of public preschool units to ensure compliance with the National Quality Standards.

Learning and Teaching

Closing the learning achievement gap for Aboriginal and Torres Strait Islander students

We implemented programs and initiated projects to close the learning achievement gap between Aboriginal and Torres Strait Islander students and other students. Our inclusive school environment and curriculum were effective in meeting the needs of Aboriginal and Torres Strait Islander students.



- 131 Aboriginal and Torres Strait Islander students from year 5 to year 12 nominated to participate in the Aspirations Program designed to increase progression to tertiary studies.
- Awarded 11 scholarships of \$5,000 per annum to year 11 and 12 students under the Aboriginal and Torres Strait Islander Student Scholarship Program.
- Offered Koori Preschool
 Programs to provide an early childhood education program for Aboriginal and Torres Strait Islander children.

- Provided specific tutorial assistance for Aboriginal and Torres Strait Islander students based on their individual needs.
- Placed Aboriginal and Torres
 Strait Islander Education Officers
 in high schools to improve
 attendance, support high school
 to college transition and
 strengthen relationships
 between schools and Aboriginal
 and Torres Strait Islander families
 and communities.

School Environment

Building excellence in disability education

We helped students with disability to achieve their full potential by offering them a range of specialist settings and programs. Our schools focused on making education and training accessible to students with disability.



- Commenced the development of a guide to disability education services for parents and carers of students with disability.
- Established a service agreement for the delivery of therapy services in schools.
- Continued to provide early intervention programs of up to nine hours per week to three and four year-old children with Autism Spectrum Disorder.
- Signed the More Support for Students with Disabilities National Partnership, providing ACT public education with \$2.7 million to support disability education.
- Designated a Disability Education Coordinator at 82 of 84 schools to build capacity for meeting the needs of students with disability.
- Commenced the development of a training package for staff to improve compliance with the Disability Standards for Education 2005.

School Environment

Promoting innovative, inspiring and safe learning environments

We provided a range of curricular and activities to make learning fun and inclusive. Students from different schools are singing in the fifth 'Step into the Limelight' gala performance. The 2011 theme, Seasons, was explored through dance, drama, music and new media, showcasing the talent of ACT public schools.



- Opened the INSPIRE Centre, a joint collaboration with the University of Canberra for the promotion of ICT in learning and teaching.
- The Environment Centre at the Gold Creek School was named a finalist in the Green Building Award category for the United Nations Association of Australia World Environment Day Awards 2012.
- In 2011, the Instrumental Music Program held its 26th annual school band festival featuring up to 40 bands. The Senior Concert Band was nominated for two Canberra Area Theatre Awards for its performances at Step into the Limelight.

- Secondary school facilities for year 7 and 8 students opened at Harrison School at the start of the 2012 school year. The school received the first ever 5 Green Star Design rating in the ACT.
- Implemented the School Youth Health Nurse Program. Four youth health nurses were employed in public schools.
- Implemented stage 2 of the Connected Learning Communities virtual learning environment across all public schools.
- Solar power systems were installed at 19 public schools.

School Environment

Strengthening student engagement

We provided opportunities for our students to experience the global significance of learning. The visit of President Obama of the United States of America at Campbell High School on 17 November 2011 provided the senior students of the school with an opportunity to discuss various global issues with a high profile international personality.



- Implemented improvements to reporting and monitoring of attendance, particularly for primary school students.
- Achievement Centres continued to operate at three sites.
 Centres supported students in year 7 and 8 who did not experience a successful transition to high school or who were not successfully engaged in learning.
- Provided schools with support services to address learning barriers faced by students.
- Strengthened student leadership in schools through establishment of School Representative Councils for high schools in the South/Weston Network and primary schools in the Belconnen Network.

Improving secondary education in ACT public schools

Improved student pathways and transitions was a key strategy in ensuring that our schools continued to develop engaging, coherent learning programs that catered for the increased diversity of interests and needs of our students.



- Established Secondary
 Schooling Innovation Fund to
 provide seed funding to develop
 innovative approaches to
 support secondary education
 renewal under the Excellence
 and Enterprise framework.
- Implementation of the Virtual Learning Academy (VLA) commenced. The VLA provided an online integrated framework to improve educational provision for students with high academic ability. The pilot program focused on the year 7 to 10 science curriculum.
- Enrolled students in the new Science, Mathematics and Related Technologies (SMART) program at Gungahlin College.

- Offered a learning program and pathways plan for students from preschool to year 12 with extension to the University of Canberra under the Gungahlin Connected program.
- Secured Commonwealth funding for the Tuggeranong Sustainable Living Trade Training Centre for the delivery of nationally recognised qualifications in hospitality, construction, automotive and horticulture trades.
- Commenced processes for accelerated pathways for gifted and talented students.

Implementing training system enhancements for skills and workforce development



The Directorate aims to develop a skilled workforce to address emerging productivity challenges. The Training Excellence Awards recognise the valuable contribution students and organisations make to vocational education and training in the ACT.

- Identified a clear strategy to achieve training outcomes of increased qualification commencements and completions under the National Partnership for Skills Reform.
- Allocated additional funding for 526 job seekers and 1,464 existing workers to achieve VET qualifications under the Productivity Places Program.
- Developed a professional learning program for teachers to build a range of skills to enhance their online teaching practices. The skills, with a focus on mobile devices, were applied across all curriculum areas.

- Awarded scholarships to teachers to upgrade their qualifications.
- Exceeded our target to deliver 25,503 government funded course enrolments in VET by 26 percent.
- Exceeded our target to deliver 217 enrolments by Aboriginal and Torres Strait Islander students in government funded higher level VET qualifications by 92 percent.

Monitoring students through the education system to appropriate and successful outcomes

We provided our students with access to a vocational education and training experience program, and guidance for a smooth transition from school to working life. Pictured are Andria Bencich and Nathan Ballard, with their teacher Megan Lewis, from Erindale College who won a gold medal at the International **Secondary Schools** Culinary Challenge in Taiwan.



- Created more than 100
 employment opportunities
 across the ACT Government
 for students to achieve a
 nationally recognised
 vocational qualification under
 Australian School-based
 Apprenticeships (ASBA).
- Offered CIT Central Courses program to year 9 and 10 students to provide an opportunity to try out a career while at school. The program delivered courses in seven different disciplines.
- Established four Re-engaging Youth Network Boards to provide a greater level of collaboration across community and government to support young people who were disengaged or at risk of disengaging from education.

- Commenced design work on a new purpose built facility for the Canberra College Cares (CCCares) program. CCCares is a national award winning program providing educational and support facilities to young pregnant and parenting students and their children.
- Moving Forward Officers at each college facilitated the transition of students into and out of the college sector and access to further education, training or employment.

Supporting successful transitions for all students

Our schools offered opportunities for our students to ensure a smooth transition to working life. Different career oriented options were available for students to test career choices against the realities of the workplace.



- Delivered alternative education programs to provide nationally accredited vocational qualifications to year 9 to 12 students at risk of disengaging from education.
- Increased Structured Workplace Learning placements from 850 to 945 under the National Partnership on Youth Attainment and Transitions.
- Provided three sponsorships of \$10,000 per annum to Aboriginal and Torres Strait Islander students undertaking teaching studies at the University of Canberra.
- Provided 46 Aboriginal and Torres Strait Islander students an ASBA in Certificate II and Certificate III courses.

- Through the ACT Youth Commitment implemented the ACT Career and Transition Framework to provide a comprehensive approach to supporting young people in managing career and transition processes.
- Established supported work experience placements for year 9 and 10 students with disability attending public schools.
- Established the Learning Capital Council (LCC) to support greater integration of the ACT tertiary education system and promotion of ACT education locally, nationally and internationally.

Leadership and Corporate Development

Empowering local schools

Empowering ACT schools allowed principals greater flexibility to select, build and manage high performing teaching teams and provided greater transparency in resource allocation. Prime Minister Julia Gillard, pictured with principal Gai Beecher, visited Gungahlin College to hear the benefits of empowering principals in running autonomous schools.



- Empowering ACT (eACT) schools are contributing to the national empowerment agenda through the Empowering Local Schools National Partnership. Twentythree schools participated in 2011-12.
- Recruitment of over 80 staff members occurred using local area selection. Selection fields demonstrated a breadth of applicants from overseas, interstate and the non-government sector.
- eACT schools undertook school based recruitment in 2012, with teacher applicants able to apply to the school of their choice.
- Schools were provided with training, resources and online systems to support decision making.

Leadership and Corporate Development

Strengthening leadership and system support

Attracting, retaining and developing our leaders, teachers and support staff are critical for a high performing system. In the picture Ms Feyi Akindoyeni is delivering a keynote speech on 'Message matters—now more than ever' at the iLead Conference in May 2012.



- Launched the ACT School Leadership Strategy, our commitment to building and maintaining leadership capability in every ACT public school.
- Conducted the school leadership conference, iLead, in May 2012 which provided high quality professional learning for school leadership teams.
- Increased pathways into teaching through employment and support of Teach for Australia and Teach Next programs.
- Presented Recognition of Service Awards to over 1,900 staff members as acknowledgement of long service. Over 160 staff received recognition for 30 years of service, while five staff were recognised for 40 years of service.

Leadership and Corporate Development

Supporting respect, equity and diversity



As part of the ACT Government's *Respect, Equity and Diversity Framework* the Directorate values staff and students for their differences, experiences, knowledge, abilities and backgrounds. Pictured are Wanniassa School students demonstrating their commitment to the National Day of Action against Bullying and Violence.

- Commenced development of an action plan to support the ACT Government's Aboriginal and Torres Strait Islander Employment Strategy. The Strategy aims to attract, recruit and retain Aboriginal and Torres Strait Islander people.
- Pilot Refugee Action Support programs were carried out to provide assistance to refugee students to develop their literacy skills, improve achievement, participation and engagement in schooling.
- Student summit It's a matter of respect: Countering Racism was attended by 140 students and 60 teachers.
- Clusters of schools in each School Network developed Reconciliation Action Plans.
- Provided more than 400 staff with Respectful Workplaces training.

Major challenges

Closing the learning achievement gap for Aboriginal and Torres Strait Islander students

Closing the learning achievement gap between Aboriginal and Torres Strait Islander students and non-Aboriginal and Torres Strait Islander students remains a priority, and a challenge, for the Directorate. One of the Council of Australian Governments' 'Closing the Gap' targets is to halve the gap between Aboriginal and Torres Strait Islander students and non-Aboriginal and Torres Strait Islander students achieving at or above the national minimum standard in reading, writing and numeracy within a decade. This is measured through results in NAPLAN.

In the ACT, a higher proportion of Aboriginal and Torres Strait Islander students achieved above the national minimum standard in NAPLAN 2011 in all tests and all year levels when compared with national results for Aboriginal and Torres Strait Islander students. However, a gap remained between the achievement of non-Aboriginal and Torres Strait Islander and Aboriginal and Torres Strait Islander students in the ACT.

As shown in the figures below, the gap between the achievement of Aboriginal and Torres Strait Islander students and non-Aboriginal and Torres Strait Islander students in the ACT over the period from 2008 to 2011 narrowed for year 3, 5 and 9 students, while for year 7 students it increased.

18 16 14 Percentage Point 12 10 8 6 4 2 0 2008 2009 2011 2010 Year 5 Year 7 Year 9

Figure A3.1: Learning achievement gap in reading, 2008 to 2011

 $Source: Australian \ Curriculum, \ Assessment \ and \ Reporting \ Authority, \ NAPLAN \ Reports \ 2008 \ to \ 2011$

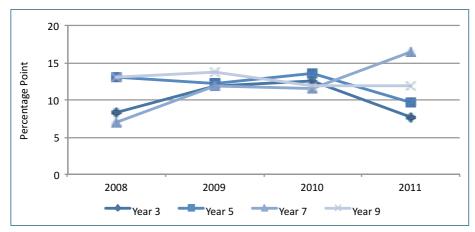


Figure A3.2: Learning achievement gap in numeracy, 2008 to 2011

Source: Australian Curriculum, Assessment and Reporting Authority, NAPLAN Reports 2008 to 2011

The Directorate continued to implement the *Aboriginal and Torres Strait Islander Education Matters: Strategic Plan 2010-2013* (the Plan), with 2011 being the first full year of implementation of the Plan. The Plan provides clear direction for closing the learning achievement gap and it is aligned with the Directorate's *Strategic Plan 2010-2013: Everyone matters*.

Actions in the Plan targeted at closing the gap included:

- placement of Aboriginal and Torres Strait Islander Education workers in schools to provide support to Aboriginal and Torres Strait Islander students and their teachers in the school environment, including through classroom support
- allocation of teacher resources for literacy and numeracy to primary schools with a significant enrolment of Aboriginal and Torres Strait Islander students
- provision of additional professional development for Literacy and Numeracy
 Officers to ensure there was an understanding across the system of the particular
 needs of Aboriginal and Torres Strait Islander students
- provision of specific tutorial assistance for Aboriginal and Torres Strait Islander students based on individual need.

Taylor Primary School

The Taylor Primary School site was closed on Wednesday 14 March 2012 due to damage discovered at the school following heavy rainfall. Findings regarding the safety of the site from experts including an independent structural engineer indicated that the school site should remain closed until rectification works could be undertaken.

Following the closure of the site, staff and students from Taylor Primary School were relocated to Namadgi School in Kambah. The relocation followed extensive consultation with Taylor and Namadgi families and community, including through regular community meetings organised by the Directorate. The principals of Namadgi School and Taylor Primary School worked closely together to ensure the relocation progressed smoothly and to minimise the impact on staff and students.

Namadgi School was able to accommodate all Taylor Primary School students in separate buildings. Taylor Primary School operates as its own community school whilst on the Namadgi site, until rectifications at the Taylor Primary site are completed.

The Directorate worked closely with the staff, students, families and community at Taylor Primary School to ensure they were kept informed, and that their needs were considered in the decision making processes.

The 2012-13 Budget provided \$13.26 million over two years for the rectification and upgrade of the Taylor Primary School site. The project will also reconfigure the early childhood educational spaces within the school in order to increase the number of childcare places at the school.

The refurbishments of the site are scheduled for completion at the end of 2013. Classes are expected to return at the beginning of 2014.

Teaching Staff Enterprise Agreement

The *Teaching Staff Enterprise Agreement 2009-2011* nominally expired on 30 June 2011. The bargaining process for a replacement agreement was extensive, with bargaining commencing in March 2011. During the bargaining process, and in support of its claim, the Australian Education Union (AEU) instituted protected industrial action in the form of stoppages on two occasions and a range of partial work bans.

In-principle agreement to a replacement agreement was achieved on 26 November 2011. The AEU withdrew the work bans following the in-principle agreement. Bargaining representatives continued to meet from December 2011 through to March 2012 to finalise the details of the enterprise agreement documentation.

In March 2012 an employee ballot was conducted and employees overwhelmingly voted to endorse the proposed *ACTPS Education and Training (Teaching Staff) Enterprise Agreement 2011-2014*. Fair Work Australia subsequently approved the agreement and it came into effect in April 2012.

The agreement delivered initial pay increases of five percent, to be followed by total increases of seven percent in subsequent years. For most classroom teachers this translated to an increase of nearly 15 percent over the life of the agreement.

A joint Directorate-AEU Implementation Committee is overseeing the implementation of the agreement.

A4 Outlook

Priorities

Achieving successful outcomes and helping children and young people reach their full potential will remain the key drivers for our operations in 2012-13.

Our Strategic Plan 2010-2013: Everyone matters provides the vision for our work. It articulates our four focus areas: Learning and Teaching; School Environment; Student Pathways and Transitions; and Leadership and Corporate Development, and the priorities that underpin these areas.

The Directorate will undertake a range of activities in each of these areas during 2012-13.

Learning and teaching

- Continue the implementation of the Aboriginal and Torres Strait Islander Education Matters: Strategic Plan 2010-2013.
- Complete the full implementation of all four learning areas of Phase 1 of the Australian Curriculum from kindergarten to year 10 for the 2013 school year.
- Continue to participate in the development of Phases 2 and 3 of the Australian Curriculum.
- Plan the implementation of the Australian Curriculum in years 11 and 12 in consultation with ACARA and the ACT Board of Senior Secondary Studies.
- Provide high quality professional development to teachers to improve learning outcomes.
- Measure and report on literacy and numeracy achievement in all public schools and provide targeted support to meet identified NAPLAN targets.
- Finalise the rollout of 15 hours of preschool education at additional public preschool units.

School environment

- Continue the implementation of the Excellence in Disability Education in ACT Public Schools: Strategic Plan 2010-2013.
- Involve school communities in creating safe and supportive learning environments for all students, staff, volunteers, parents and visitors.
- Improve buildings and other infrastructure at public schools to provide a safe and engaging learning environment.
- Promote environmental sustainability in public schools to achieve carbon neutrality by 2017.
- Continue the implementation of the virtual learning environment: *Connected Learning Communities*.

- Develop a Student Engagement Framework to enhance the engagement of all students.
- Complete construction of Bonner Primary and Franklin Early Childhood Schools for the 2013 school year.

Box A4.1: Franklin Early Childhood School

Progress has been made on the construction of Franklin Early Childhood School for children from birth to eight years of age. The school includes a 120 place childcare centre and will accommodate 300 preschool to year 2 students.

The school is due to open in 2013.



Student pathways and transitions

- Continue implementing the *Excellence and Enterprise* framework with a focus on implementing programs funded by the Secondary Schooling Innovation Fund.
- Implement reform of tertiary education in the context of national and ACT reform agendas.
- Continue to implement structural reforms in the administration and coordination of the Directorate's VET sector business processes and systems.
- Collaborate with the Australian Government in planning and implementing national reforms in skills development.
- Improve access to career education in public schools.
- Develop strategies to increase student attendance rates to ensure all young people are fully engaged in learning.
- Support successful transitions for all students.

Leadership and corporate development

- Extend implementation of the Empowering Local Schools initiative to more public schools.
- Implement the *School Leadership Strategy* to ensure strong and sustainable leadership in public schools.
- Promote and share best practice in leadership, teaching and learning across networks and schools.
- Continue to provide Respectful Workplaces training to all staff.
- Implement the Aboriginal and Torres Strait Islander Employment Action Plan.

Likely trends and changes in the operating environment

In 2012-13, and the years that follow, the delivery of services by the Directorate will continue to be impacted by the growth in the population in the ACT, particularly by the rate of growth in the population aged under 20 years old. Population growth in the ACT to 31 December 2011 was 1.8 percent, well above the national growth rate of 1.4 percent.

Population growth and distribution in the ACT requires consideration to ensure education services are delivered where they are needed. Traditionally, greenfields housing developments, such as Molonglo and Gungahlin, have made up the majority of new development in the ACT. In coming years the proportion of urban infill developments will increase. This may increase enrolment pressure on some ACT public schools.

The Directorate has an ambitious program for 2012-13. In addition, the ACT 2012-13 Budget identified savings as part of the whole of government initiative. The Directorate is confident that through the management team and planning processes a workplan will be achieved within budget and consistent with previous years' performances.

Student engagement with technology has increased over recent years, and this trend will continue in the future. ACT public school teachers will continue to be recognised as the largest users of national digital curriculum content.

The Directorate is increasingly adopting various social media to connect with students and the community. Examples include schools establishing Facebook and Twitter presences to more effectively manage information delivery from schools to local communities.

Box A4.2: Gungahlin College named Microsoft Innovative Pilot School 2012

The Directorate hosted the national Microsoft Partners in Learning for Schools Forum at the INSPIRE Centre. School leaders and teachers from each state and territory from across Australia met for two days to foster collaboration and learning among schools. Gungahlin College was chosen as the ACT's pilot school for 2012 to help teachers and school leaders use technology in teaching and learning more effectively. Gungahlin College joined 19 other



Australian schools in the Microsoft Partners in Learning for Schools Pilot Program to develop the best methods for incorporating technology into their classrooms.

Assessment of significant risks and issues facing the Directorate in the future

The Directorate remains committed to the comprehensive Council of Australian Government's (COAG) reform agenda. From 2012-13 the Directorate will be involved in more than 20 partnerships with the Australian Government to improve educational and training outcomes for ACT students. The partnerships include work in early childhood, literacy and numeracy, teacher quality, skills development, disability and school empowerment reforms. The pace of reform is likely to increase as new partnerships are implemented, across some of the more challenging reform areas. The Directorate has identified strategies to mitigate the risks particular to each COAG reform.

The Directorate is currently working with the Australian Government, other state and territory governments and the independent and Catholic school sectors in the development of a new national school funding model. The aim of the new school funding model is to ensure that Australian students perform in the top five countries in the world by 2025. This will be achieved by every school getting the funding it needs for every student.

There is an increasing demand for the integration of ICT systems as part of education programs. The compatibility of ICT systems, and anticipating advances in technology and future demands must be considered in the assessment of system updates. It is the role of the Directorate's ICT Committee to develop strategic change management policies to mitigate this risk.

The ongoing attraction and retention of high quality staff and the provision of a safe, inclusive and productive workplace needs to be a focus in the context of the contemporary labour market and changes to the ACT Public Service.

In March 2011 the ACT Government announced changes to the structure of the ACT Public Service. An aim of the changes was to foster greater coordination, cohesion and alignment of effort by ACT public servants. In June 2012 the ACT Public Service values and behaviours were launched. The values were respect, integrity, collaboration and innovation. They were supported by 10 signature behaviours, to provide an indication of what the values would look like in practice.

The Directorate's values aligned closely with the ACT Public Service values. During 2012-13, the Directorate will continue work to further align and embed the new ACT Public Service values. This work will be undertaken in conjunction with continued respect, equity and diversity training, and will ensure consistency of behaviours and expression of the values right across the Directorate. This work will be particularly important in the context of the empowering local schools initiative, to ensure that principals and school staff are adequately supported.

A8 Strategic indicators

The Directorate launched its Strategic Plan 2010-2013: Everyone matters in January 2010. The Strategic Plan guides the organisation, and informs its clients and stakeholders about key priorities. Specifically, the Plan identifies four priority areas: Learning and Teaching; School Environment; Student Pathways and Transitions; and Leadership and Corporate Development.

Performance indicators have been identified in each of these priority areas to allow for monitoring of progress over time.

Learning and Teaching

'To ensure students succeed through quality teaching that engages them and supports the development of capabilities for life.'

Year 12 attainment

Attainment of a year 12 or equivalent qualification is recognised as a key to better employment outcomes and social inclusion. It is a strategic target identified by the COAG for education reform in Australia.

Box A8.1: Year 12 attainment

The proportion of the 20-24 year-old population having attained at least a year 12 or equivalent qualification (Australian Qualifications Framework certificate II or above) is calculated as the number of 20-24 year olds who self-identify as having attained a year 12 or equivalent qualification divided by the estimated population aged 20-24 years.

The proportion of the 20-24 year-old population having attained at least a year 12 or equivalent qualification was obtained from the ABS Survey of Education and Work (SEW). The 2011 SEW was conducted in May 2011 with the results released in November 2011.

However, the measurement of this indicator at the ACT level using the SEW is to be discontinued in this report and nationally in the future due to the inability of the SEW to reliably measure change year on year at the jurisdiction level. As a result, caution is urged in the interpretation of this measure.

A data quality statement on this measure can be obtained from http://www.pc.gov. au/ data/assets/pdf file/0017/114920/04-government-services-2012-partb.pdf

The ACT has the highest proportion of year 12 attainment in Australia. Figure A8.1 shows that for the last three years, the ACT's proportion of 20-24 year olds who attained a year 12 or equivalent qualification remained higher than the national average.

100 95.1 94.0 94.3 95.0 89.5 90.1 90 84.5 85.6 84.1 80 Percent 70 60 50 2009 2010 2011 2012 2013 "Australia Actual "ACT Actual "ACT Target

Figure A8.1: Proportion of young people aged 20-24 who have attained a Year 12 Certificate or equivalent or Certificate II or above

Source:

- 1. ACT Government Budget Paper 4, 2012-13
- 2. Australian Bureau of Statistics, Survey of Education and Work 2011

Year 12 completion

An alternative measure of the achievement of the population in completing a secondary school qualification is the proportion awarded a Year 12 Certificate.

Box A8.2: Year 12 completion

Year 12 completion is the number of students who meet the requirements of a Year 12 Certificate expressed as a percentage of year 12 enrolments. Data is obtained from the Board of Senior Secondary Studies and the Directorate's School Census undertaken in February.

Estimates are calculated based on the number of students completing the requirements of the ACT Year 12 Certificate divided by the number of year 12 students as at the ACT School Census, February of the reference year.

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

Figure A8.2 shows that the ACT public school completion rate for year 12 was 88 percent in 2011, an improvement from 87 percent in 2010. The implementation of the *Excellence and Enterprise* framework, focusing on student engagement and retention, will assist in meeting the target for year 12 completion in future years.

There is no comparative data at the national level.

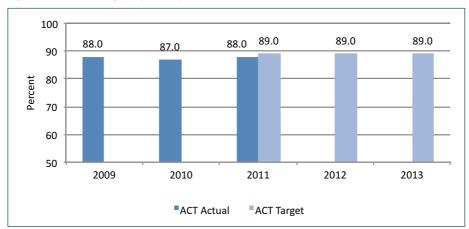


Figure A8.2: Percentage of year 12 public school students who received a Year 12 Certificate

Source: ACT Government Budget Paper 4, 2012-13

School Environment

'To meet each student's academic, social, emotional and physical needs by ensuring all ACT public schools provide positive and success-oriented learning environments.'

Student attendance

Attendance at school is essential for learning and for enabling students to benefit from the full range of educational programs offered at school.

Box A8.3: Student attendance

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

Attendance is recorded for the first semester in the reporting year.

Attendance data are collected through the electronic school management system at the school. For primary school attendance data, teachers record student attendance daily (to the level of half day attendance). High school attendance data are recorded at each teaching period and entered into the electronic school management system. Absence data are aggregated at the end of each term and entered in the school management system.

A data quality statement on this measure can be obtained from www.pc.gov.au/gsp/reports/rogs

The attendance rate of public school students from years 1 to 10 was 91.3 percent in 2011, compared with 91.7 percent in 2010 (Figure A8.3). The Directorate has set in place strategies to increase the attendance and engagement of students, particularly at high schools and colleges.

The national attendance rate for public schools in 2010 (latest available data) was the same as the previous year at 91.0 percent, lower than the attendance rate for ACT public school students.

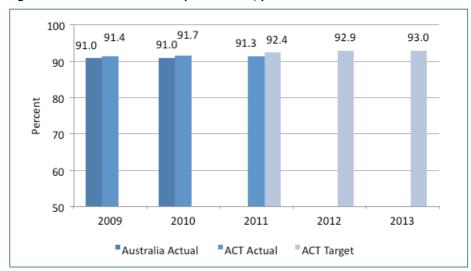


Figure A8.3: Student attendance in public schools, years 1 to 10

Source:

- 1. ACT Government Budget Paper 4, 2012-13
- Productivity Commission, Report on Government Services 2011, Table 4A.135 for 2009 data, and Report on Government Services 2012, Table 4A.110 for 2010 data

Note:

1. Australian rate is an average of states and territories' years 1 to 10 average.

Student satisfaction

Student satisfaction is an important indicator of student engagement, leading to positive learning outcomes.

Box A8.4: Student satisfaction

Student satisfaction is based on a survey of students from years 5 to 12 at ACT public schools, excluding students at specialist schools. The survey is conducted in May and June each year. Responses are sought from primary and high school students to 35 items and to 37 items for college students.

In determining overall student satisfaction, the question 'Overall I am satisfied I am getting a good education at this school' is used. Responses are collected on a five point scale with only statements of 'agree' or 'strongly agree' used to calculate overall satisfaction rates.

In 2011, 13,939 students responded to the survey.

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

From 2009 to 2011, overall student satisfaction (across primary, high and college sectors) with the quality of the education received at public schools increased slightly (Figure A8.4). There is no comparative data at the national level.

100 90 81.8 82.3 82.5 80.4 80.3 79.4 Percent 80 70 60 50 2010 2009 2011 2012 2013 ACT Actual ACT Target

Figure A8.4: Overall student satisfaction with the education at public schools

Source: ACT Government Budget Paper 4, 2012-13

Student Pathways and Transitions

'To provide learning pathways for students resulting in an educated and skilled workforce that meets the present and future needs of the ACT and region.'

Student destination

The proportion of year 12 graduates engaged in study or employment six months after completing year 12 reflects performance of the educational system in preparing students for further study and employment.

Box A8.5: Student destination post-school

Destination data is based on a survey of graduates who successfully complete year 12 in the ACT. Graduates from the previous year are surveyed in May of the reference year.

The survey frame is drawn from the Board of Senior Secondary Studies administrative records and the population of interest is defined as those graduates who were awarded a Year 12 Certificate from an ACT college, school or the Canberra Institute of Technology. The population excludes graduates who were full-fee paying international students.

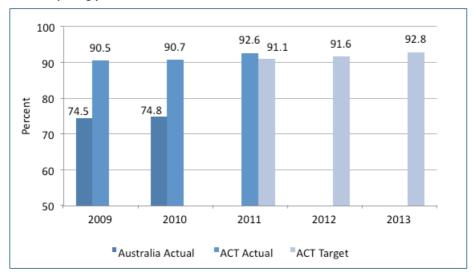
There were 4,112 year 12 graduates in 2010. Of these, 3,442 graduates were contacted for the survey. Contact was made from 11 to 31 May 2011. There were 2,811 graduates who completed the survey, a response rate of 81.7 percent.

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

As shown in Figure A8.5, the percentage of year 12 graduates engaged in study or employment increased from 90.7 percent in 2010 to 92.6 percent in 2011.

Nationally, the latest available data was for 2010. The percentage of 2009 year 12 graduates who were studying or employed full-time in 2010 was 74.8 percent, a slight increase from 2009. The ACT has continued to maintain high levels of success with 90 percent or more of graduates engaged in study or employment over the last three years.

Figure A8.5: Percentage of public school year 12 graduates studying or employed six months after completing year 12



Source:

- 1. ACT Government Budget Paper 4, 2012-13
- Productivity Commission, Report on Government Services 2011, Table 4A.133, and Report on Government Services 2012, Table 4A.108

Note

1. Australian rate is for 15-24 years old engaged in full-time study or employment in May 2009 and 2010 after finishing year 12 in 2008 and 2009 respectively.

Leadership and Corporate Development

'To ensure that the Directorate is recognised as a responsive, innovative and high-achieving organisation that delivers on its commitments.'

Parent and carer satisfaction

The satisfaction of parents and carers with education in public schools shows the confidence of stakeholders in the educational policies and performance of the Directorate.

Box A8.6: Parent and carer satisfaction

Parent and carer satisfaction is based on a survey of parents and carers of students attending ACT public schools. The survey is conducted in May and June each year. Responses are sought from parents and carers to 17 questions.

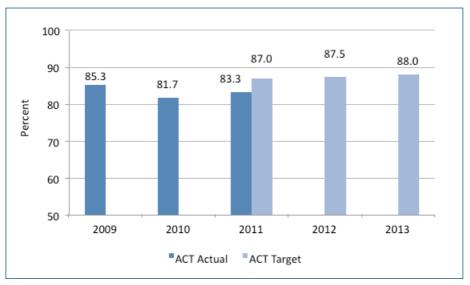
In determining overall parent and carer satisfaction, the question 'Overall I am satisfied with my child's education at this school' is used. Responses are collected on a five point scale with only statements of 'agree' or 'strongly agree' being used to calculate overall satisfaction rates.

In 2011, 8,518 parents and carers of students responded to the survey.

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

Figure A8.6 indicates that there was a high level of parent and carer satisfaction with education at public schools over the last three years. Satisfaction levels improved from 81.7 percent in 2010 to 83.3 percent in 2011. There is no comparative data at the national level on parent and carer satisfaction.

Figure A8.6: Overall satisfaction of parents and carers with the education provided at public schools



Source: ACT Government Budget Paper 4, 2012-13

Staff retention

Staff retention is an indicator of the satisfaction of the workforce of an organisation, including satisfaction with management and commitment to achieving corporate goals. While some turnover of staff is important to ensure the organisation is generating new ideas and skills, stability is essential to maintain corporate knowledge and culture. The Directorate has set its staff retention target at 92 percent to adequately balance these competing needs of new ideas and stability.

Box A8.7: Staff retention

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

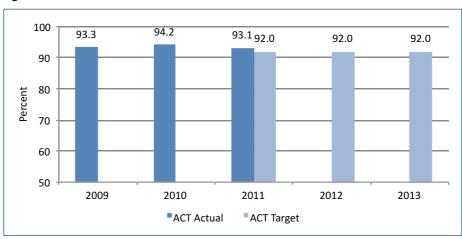
The rate is calculated by dividing the number of permanent staff employed at the last pay day in June of the preceding year plus the number of commencements during the financial year, minus the number of separations in the same financial year, by the number of staff at the last pay day of the preceding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

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

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

The Directorate has historically maintained a high staff retention rate. The retention rate of 93.1 percent in 2011 was similar to previous years and close to the target (Figure A8.7). There is no comparative data at the national level.

Figure A8.7: Staff retention rate



Source: ACT Government Budget Paper 4, 2012-13

A9 Analysis of agency performance

The Directorate continued to work towards achieving strategic and operational priorities identified in the *Strategic Plan 2010-2013* and the *Operational Plans 2011* and *2012*. There are four priority areas identified in the Strategic Plan, that are also reflected in the operational plans: Learning and Teaching; School Environment; Student Pathways and Transitions; and Leadership and Corporate Development. Significant progress was made in achieving outcomes against these priorities in 2011-12.

Learning and Teaching

The outcome sought under the Learning and Teaching priority is to ensure students succeed through quality teaching that engages them and supports the development of capabilities for life. The Directorate identified the following four operational priorities: Implementing the Australian Curriculum; Raising standards in literacy and numeracy; Closing the learning achievement gap for Aboriginal and Torres Strait Islander students; and Strengthening early childhood education.

Priority 1: Implementing the Australian Curriculum

The Directorate implemented Phase 1 learning areas of the Australian Curriculum over 2011 and 2012. From 2012, ACT schools taught English, mathematics and science from kindergarten to year 10 and history from primary to year 9. From 2013, history will be taught to year 10 completing the rollout of Phase 1 of the Australian Curriculum.

The Directorate led the way in implementing the Australian Curriculum.

Priority 2: Raising standards in literacy and numeracy

The Directorate raised standards in literacy and numeracy. Students in years 3, 5, 7 and 9 at all ACT schools undertook tests in reading, writing, language conventions and numeracy in May 2011 for NAPLAN.

ACT students across all year levels and domains achieved mean scores higher than the Australian average. There were noticeable improvements from 2010 results in year 5 spelling, and grammar and punctuation, and year 7 spelling.

The ACT excelled in reading, performing the highest in the country for all year levels and ahead of the Australian average, a trend that has continued since 2008. Across all year levels the ACT had a greater percentage of students achieving in the top performance bands compared with the achievement in other jurisdictions.

700 600 500 Mean scale score 400 300 200 100 0 **NSW** Vic Qld WA SA Tas ACT NT Aust Year 3 Year5 Year 7 Year 9

Figure A9.1: Mean scale scores in reading for years 3, 5, 7 and 9 by jurisdiction, NAPLAN 2011

Source: Australian Curriculum Assessment and Reporting Authority 2012, National Assessment Program Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy National Report 2011

In numeracy the ACT, along with Victoria and New South Wales, had the highest mean score across all year levels. Between 95 and 97 percent of students in all year levels achieved at or above the national minimum standard.

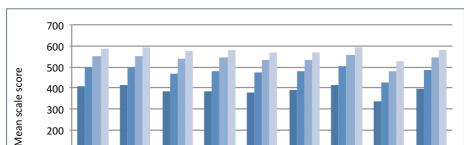


Figure A9.2: Mean scale scores in numeracy for years 3, 5, 7 and 9 by jurisdiction, NAPLAN 2011

Source: Australian Curriculum Assessment and Reporting Authority 2012, National Assessment Program Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy National Report 2011

WA

Year5

SA

Year 7

Tas

Year 9

ACT

NT

Aust

NAPLAN 2011 results confirmed that ACT students continued to be amongst the highest performing in Australia.

2001000

NSW

Vic

Qld

Year 3

Priority 3: Closing the learning achievement gap for Aboriginal and Torres Strait Islander students

Implementation of the *Aboriginal and Torres Strait Islander Education Matters: Strategic Plan 2010-2013* continued to provide a clear direction for closing the learning achievement gap between Aboriginal and Torres Strait Islander students and other students.

The mean scale score for ACT Aboriginal and Torres Strait Islander students was higher than the Australian average in all domains and all year levels. A higher proportion of ACT Aboriginal and Torres Strait Islander students achieved in the top two performance bands across all year levels and all domains compared with national results.

There was an increase of 19 points in the mean scale score for Aboriginal and Torres Strait Islander students in year 5 reading from NAPLAN 2008 to NAPLAN 2011. However, there remained a gap between the performance of Aboriginal and Torres Strait Islander students and other students in the ACT.

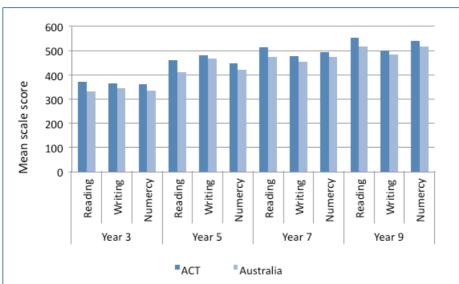


Figure A9.3: Mean scale scores of Aboriginal and Torres Strait Islander students in reading, writing and numeracy for years 3, 5, 7 and 9 in the ACT and Australia, NAPLAN 2011

Source: Australian Curriculum Assessment and Reporting Authority 2012, National Assessment Program Literacy and Numeracy: Achievement in Reading, Writing, Language Conventions and Numeracy National Report 2011

Aboriginal and Torres Strait Islander students in the ACT achieved higher than the Australian average in NAPLAN 2011. A gap remained, however, between their performance and the performance of other students in the ACT.

Priority 4: Strengthening early childhood education

The Directorate made significant progress in extending early childhood education in public schools. The number of public schools offering 15 hours of early childhood education in the preschool year increased from 16 in 2011 to 44 in 2012. From 2013, all public schools with preschool units will deliver 15 hours of education.

Preschool enrolments in public schools increased steadily from 3,792 in 2009 to 4,159 in 2012. In August 2011, 1,092 of these children were accessing the maximum entitlement of 15 hours of preschool education per week.

4500 4300 4100 3900 3700 3500 2009 2010 2011 2012

Figure A9.4: Preschool enrolments in public schools, 2009 to 2012

Source: ACT Education and Training Directorate, February census 2009 to 2012

The proportion of children enrolled in a preschool program in the ACT in 2011, at 107 percent, was well above the benchmark of 94 percent specified by the Australian Government in the *National Partnership for Early Childhood Education*. The proportion of children enrolled in ACT preschools is affected by enrolments of children living in NSW.

As at February 2012 census, 199 Aboriginal and Torres Strait Islander children were enrolled in preschool programs at public schools including 69 enrolments in the Koori Preschool program. This was an increase from 172 enrolments in February 2011.

To improve the quality of early childhood education in public schools, the proportion of teachers in 2011 who were four year university trained and who were delivering early childhood education met the national partnership benchmark target of 80 percent.

The ACT substantially exceeded the 2011 target of 94 percent of the proportion of children who were enrolled in and attending an early childhood education program.

School Environment

This objective in the Strategic Plan aims to meet each student's academic, social, emotional and physical needs by ensuring all ACT public schools provide positive and success-oriented learning environments. Building excellence in disability education; promoting innovative, inspiring and safe learning environments; and strengthening student engagement are the operational priorities.

Priority 5: Building excellence in disability education

The Directorate continued with the implementation of actions and priorities of the *Excellence in Disability Education Strategic Plan 2010-2013* during the reporting period. The 2011-12 Budget provided an additional \$20 million over four years to support initiatives for disability education under the Plan.

Individual Learning plans were in place for 97 percent of all students with disability. This was an increase from 95 percent in 2010 and in line with the Directorate's target.

Parent and carer satisfaction for disability and special education programs and services decreased slightly from 90 percent in 2010 to 89 percent in 2011. The Directorate has implemented a number of additional strategies under the Plan to ensure that satisfaction with disability education remains at high levels.

Parents and carers of students attending specialist schools recorded higher levels of satisfaction in 2011 than in 2010. At 94 percent in 2011, this was an 11 percent increase from the result for 2010.

Feedback from the community on disability and special education programs and services was very positive with high levels of parent and carer satisfaction with their child's education in 2011.

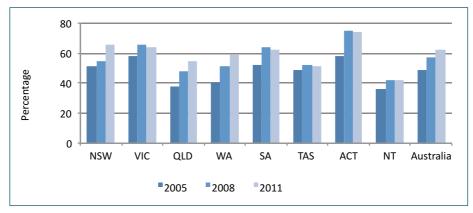
Priority 6: Promoting innovative, inspiring and safe learning environments

The Directorate continued to enhance the learning environment through introducing innovative learning technologies in public schools. A number of projects were implemented during the reporting period that built on the performance of the ACT public schools in adopting and utilising innovative technologies.

The Directorate achieved the 1:1 student to computer ratio for all students in years 9 to 12 in 2010-11. To maintain the 1:1 ratio, 350 additional netbook computers were deployed in public schools during 2011-12.

In the 2011 National Assessment Program – Information and Communication Technology Literacy, ACT students in years 6 and 10 had higher scores than the national average. The ACT had highest percentage of students in years 6 and 10 reaching the Proficient Standard in 2011.

Figure A9.5: Percentage of year 6 students attaining the proficient standard by jurisdiction in 2005, 2008 and 2011



Source: Australian Curriculum, Assessment and Reporting Authority, National Assessment Program - ICT Literacy and Numeracy, Years 6 and 10 Report 2011

Figure A9.6: Percentage of year 10 students attaining the proficient standard by jurisdiction in 2005, 2008 and 2011



Source: Australian Curriculum, Assessment and Reporting Authority, National Assessment Program - ICT Literacy and Numeracy, Years 6 and 10 Report 2011

ACT public schools adopted innovative approaches to promote environmental sustainability. Across ACT public schools, water consumption increased by 3.3 percent between 2010-11 and 2011-12. This reflected better water management practices within schools as well as the success of savings measures implemented centrally across the Directorate.

Harrison School's secondary facility was opened, providing the latest in information technology to support student learning and an inclusive setting for students with special needs.

ACT students in years 6 and 10 scored higher in the 2011
National Assessment Program – Information and Communication
Technology Literacy than students nationally.

Priority 7: Strengthening student engagement

The Directorate continued to provide student support services to improve student wellbeing in public schools. A range of professionals provided support services, including school counsellors, pastoral care coordinators and school nurses.

Attendance at school is essential for learning and for enabling students to benefit from the full range of educational programs offered at school. Attendance is an accepted indicator of student engagement. Student attendance rates for ACT public schools were reasonably stable in 2011, with changes of only one percentage point between 2009 and 2011.

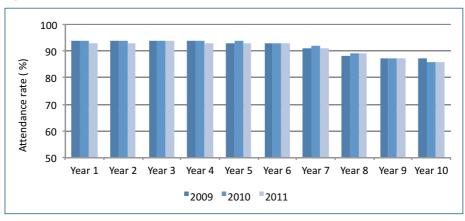


Figure A9.7: Student attendance rates, 2009 to 2011

Source: ACT Education and Training Directorate, unpublished data

Other factors being constant, a high or increasing apparent retention rate suggests that a large number of students are continuing to participate in school education. The year 10 to 12 apparent retention rate for all ACT students increased between 2007 and 2011 and was significantly higher than the Australian rate. The rate for the ACT declined marginally from 2010 to 2011.

100 90 80 70 60 50 2007 2008 2009 2010 2011 ACT Australia

Figure A9.8: Apparent retention rate of ACT and Australian students, 2007 to 2011

Source: Australian Bureau of Statistics: National Schools Statistics Collection Table 64a

From 2007 to 2011, the ACT year 10 to 12 retention rate continued to be significantly higher than the Australian year 10 to 12 retention rate.

Student Pathways and Transitions

This objective in the *Strategic Plan 2010-2013: Everyone matters* is focussed on providing learning pathways for students resulting in an educated and skilled workforce that meets the present and future needs of the ACT and region. There are four operational priorities under Student Pathways and Transitions: Improving secondary education in ACT public schools; Implementing training system enhancements for skills and workforce development; Monitoring students through the education system to appropriate and successful outcomes; and Supporting successful transitions for all students.

Priority 8: Improving secondary education in ACT public schools

The Directorate has continued to prioritise the improvement of secondary education in ACT public schools through the implementation of a range of initiatives. The *Excellence and Enterprise* framework builds on successful aspects of the provision of local secondary education and broad learning and training choices and incorporates new initiatives to improve technologies, introduce more flexible structures and increase community partnerships.

The priorities included in the *Excellence and Enterprise* framework are embedded in the Directorate's *Operational Plan 2011* and *Operational Plan 2012* to ensure that outcomes for students attending public secondary schools are achieved by guiding planning and decision-making across the Directorate.

The outcome of this was that in 2012 there was a 0.5 percent increase in enrolment of high school students in public schools.

Strong interest in the provision of public school year 11 and 12 education was affirmed with the February 2012 School Census showing a 1.4 percent increase in students attending public colleges. This continued the trend of increased enrolments over the previous three years.

Maintaining a high level of secondary education participation, the percentage of year 10 public school students who proceeded to public secondary college education increased from 89 percent in 2010 to 90 percent in 2011.

ACT public schools continued to show strong enrolments in years 11 and 12. Enrolments increased in years 7 to 10.

Priority 9: Implementing training system enhancements for skills and workforce development

In 2011, the ACT continued to lead the nation with the highest proportion of the working age population (20-64 year olds) who had, or were studying towards, a non-school qualification (78 percent). This compared with the national average of 67 percent.

The ACT also had the highest proportion of the working age population with a non-school qualification at 72 percent compared with the national average of 62 percent.

In 2011, 60 percent of year 12 students received a nationally recognised vocational qualification, meeting the Directorate's target for this reporting period.

The ACT had the highest proportion of VET graduates with improved employment status in 2011 at 69 percent. This compared with the national average of 62 percent.

From December 2010 to December 2011 there was a 20 percent increase in the number of apprentices and trainees in training in the ACT. This increase compared with a two percent increase nationally for the same period.

In the 12 months to December 2011, the number of apprentices and trainees in the ACT who cancelled or withdrew from their training contract decreased by four percent. This compared with a national increase in cancellations and withdrawals of six percent over the same period.

The ACT continued to lead the nation in the proportion of the working age population with a non-school qualification.

Priority 10: Monitoring students through the education system to appropriate and successful outcomes

The Directorate continued to undertake initiatives that resulted in a high proportion of students completing year 12 in 2011. Eighty-eight percent of year 12 public school students received a Year 12 Certificate, up from 87 percent in 2010.

Of those students who completed year 12 in 2011, 51 percent received a Tertiary Entrance Statement. This exceeded the Directorate's target of 50 percent.

The Directorate's survey of graduates is an important indicator of the success of the education system in delivering outcomes for students. The survey showed that 93 percent of public school students who completed year 12 in 2010, were employed or studying in 2011, an increase of two percent from the previous year.

A high proportion of ACT public school students successfully completed year 12 and moved into further education or employment.

Priority 11: Supporting successful transitions for all students

The Youth Attainment and Transitions National Partnership (YAT NP), a bilateral agreement between the Directorate and the Australian Government, focussed on increasing the educational engagement and attainment of young people and improving their transition to post-school education, training and employment.

Under the participation measure in YAT NP, the ACT increased the number of young people participating in year 12 or an equivalent vocational education and training qualification by 420 students, well above the target in the YAT NP of 216.

The Directorate's continued support of VET in schools saw a 10 percent increase in Structured Workplace Learning placements from 2010 to 2011.

One ASBA student was awarded the 2011 ACT Aboriginal and Torres Strait Islander Student, Apprentice/Trainee of the Year.

The number of young people participating in year 12 or vocational education and training substantially increased.

Leadership and Corporate Development

The strategic objective under Leadership and Corporate Development is to support staff effectiveness and performance, in support of better outcomes for all students.

The Directorate identified three operational priorities: empowering local schools; strengthening leadership and system support; and supporting respect, equity and diversity.

Priority 12: Empowering local schools

The empowering ACT schools (eACT) initiative aims to develop innovation and further improve teaching and learning through increased management at the local level. Principals have been given the information, tools and flexibility to better respond to local school community needs. The project supports the Australian Government's *Empowering Local Schools National Partnership* which is driving a similar agenda across the country.

ACT public schools were increasingly empowered through local and national initiatives to effectively respond to the learning and teaching needs of their school community at the local level.

Priority 13: Strengthening leadership and system support

The ACT continued to be a high performing public school system delivering on its focus of strong leadership and support to school communities.

The Directorate's annual satisfaction survey showed that school staff satisfaction with the high level of expectations at school increased from 83 percent in 2010 to 86 percent in 2011.

In a survey of non-school staff in late 2011, 83 percent of staff were satisfied with their job overall.

The satisfaction rate for school staff increased to 86 percent in 2011, while the satisfaction rate for non-school staff was 83 percent.

Priority 14: Supporting respect, equity and diversity

The Directorate is committed to further developing and maintaining an ethical and respectful workplace that provides positive opportunities for employee contribution and career satisfaction.

To achieve these aims and in accordance with the *Work Health and Safety Act 2011* (ACT) training sessions on Respectful Workplaces were attended by principals and central office managers and senior officers. A total of 20 training sessions were delivered to over 400 staff as part of the ongoing delivery of this training. The training forms the cornerstone of the Directorate's implementation of the *Respect, Equity and Diversity (RED) Framework* and its commitment to reducing the risk of psychological injuries in the workplace.

The continuing provision of training for RED contact officers resulted in the majority of schools having a contact officer able to facilitate information sessions for staff.

The Directorate's 2011 staff survey showed that 85 percent of non-school based employees felt their workplace reflected the values of the RED Framework. The survey also showed that 90 percent of employees felt that their professional views and opinions were respected by their colleagues, and that 86 percent of employees valued diversity, teamwork, consultation and sharing of ideas.

Over 85 percent of surveyed Directorate staff expressed satisfaction that their workplace reflected the values of the RED Framework.

SECTION B

CONSULTATION AND SCRUTINY REPORTING

B1	Community engagement	54
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B1 Community engagement

The Directorate undertakes regular community engagement activities through community consultation processes, stakeholder relations and community partnership programs. The Directorate's community engagement activities are aligned with the ACT Government's community engagement initiative.

The Director-General and other Directorate staff meet on a regular basis with the executive of the ACT Council of Parents and Citizens Associations, the Australian Education Union, the Catholic Education Office, the Association of Independent Schools and the ACT Principals' Association to discuss key issues and progress on major initiatives.

Major advisory and consultation groups

Government and Non-government Schools Education Councils

The Government Schools Education Council and the Non-government Schools Education Council provide opportunities for the community to have an important role in formulating advice to the Government on public and non-government school education policy.

Community and education members representing significant stakeholder groups form the membership of both councils. The Directorate provides secretariat support for these councils including compilation of their annual reports which are annexed to this report.

Aboriginal and Torres Strait Islander Education Consultative Group

The Aboriginal and Torres Strait Islander Education Consultative Group (the Group) consults with ACT Aboriginal and Torres Strait Islander communities to provide advice to the ACT and Commonwealth Governments on education and training programs and initiatives under the *National Aboriginal and Torres Strait Islander Education Action Plan* (the Plan).

The Group continued to meet regularly during 2011-12 and contributed to a number of policy directions including the Australian Curriculum, the Review of Funding for Schooling and the Plan. The Group held four community forums to provide information and receive feedback about local and national policies and programs. The Group also contributed to the design process of new schools to foster a culturally inclusive environment.

The Group participated in the 2011 Aboriginal and Torres Strait Islander Education Conference in Darwin. The conference presented a valuable opportunity for professional development, team building and to refine the focus of the Group.

ACT Safe Schools Taskforce

The ACT Safe Schools Taskforce (the Taskforce) provides a forum to discuss concerns raised by stakeholders, the Minister and the community relating to school safety. The Taskforce continued to meet regularly during 2011-12 to discuss and develop innovative solutions to address ongoing and emerging school safety concerns.

The Taskforce is made up of representatives from the Directorate, the Catholic Education Office, ACT Association of Independent Schools, ACT Policing, the Youth Advisory Council, the ACT Principals' Association, unions, school parent associations, the Canberra Preschool Society and the Human Rights Commission.

Key achievements of the Taskforce included strengthening links with ACT Policing, advising on the nature of school safety audits and reviewing policies that provide guidance and direction to schools in promoting safe school environments.

The Taskforce supported the Directorate's 'It's a Matter of Respect' countering racism conference opened by Minister Bourke on 16 March 2012, as part of activities for the National Day of Action against Bullying and Violence. Teachers and students from public and non-government schools gained a greater understanding of the impact of racism and developed strategies to counter racism in schools.

Disability Education Reference Group

The Disability Education Reference Group (DERG) is a community consultative forum convened by the Director-General. The DERG provides an opportunity for the community to formulate advice to the Directorate on the education of students with a disability in ACT public schools.

Membership of the DERG includes organisations representing principals, the Australian Education Union, parent associations and other government and community organisations involved in the support of people with disability and their families.

During the reporting period, the DERG provided feedback and guidance on the following:

- the ACT approach to the More Support for Students with Disabilities National Partnership
- the Directorate's involvement in the trial of the collection of nationally consistent data on students with disability
- the implementation of the Directorate's Transport Review Survey
- the Directorate's draft guide to disability education services for parents and carers of students with disability
- the Directorate's development and delivery of training workshops for parents and carers of students with disability
- community and Directorate activities such as the Post-School Expo, Post-School Transitions programs and the Therapy Assistants Pilot program.

Excellence and Enterprise Stakeholder Forum

The Directorate established the Excellence and Enterprise Stakeholder Forum in 2011-12 to consult with the ACT community on projects and initiatives stemming from the *Excellence and Enterprise* framework. Membership of the Forum comprised of individuals and organisations with a connection, commitment and interest in the education of the young people in the ACT.

The Forum provided stakeholders with opportunities for their active participation and connection with projects and initiatives of the *Excellence and Enterprise* framework. The Forum met quarterly during 2011-12. The Directorate provided comprehensive information to the Forum and the broader community through the *Quarterly Action Report* and Key Directions Information Sheet on the implementation of projects and initiatives of the *Excellence and Enterprise* framework.

In 2011-12, the Forum provided feedback to the Excellence and Enterprise Steering Group on initiatives resulting from the *Excellence and Enterprise* framework, including submissions for the Secondary Schooling Innovation Fund.

Major community consultations

Aboriginal and Torres Strait Islander consultation

During the reporting period, the Directorate undertook the development of an updated Reconciliation Action Plan (RAP) and revised terms of reference for the Aboriginal and Torres Strait Islander Education Consultative Group.

The Directorate consulted with the RAP Working Group and parents and carers of Aboriginal and Torres Strait Islander students to update the existing RAP. All participants (around 20) supported the revision and contributed to the updated RAP which builds on the work achieved during the implementation of the first RAP.

Four officers of the Directorate along with four members of the Group formed a consultative forum to review and revise terms of reference of the Group. The collaborative work resulted in the revised terms of reference and an updated website.

Consultation on engaging young people in education and training

The ACT Youth Commitment requires all agencies and providers to commit to ensure that all young people up to the age of 17 are engaged in education, training or employment.

The Directorate consulted with a wide range of stakeholders with 64 participants contributing to the development of the Re-engaging Youth Network Boards initiative. The initiative was launched on 28 May 2012 to engender a greater level of cooperation and collaboration across all providers and agencies in supporting young people who are disengaged, or at risk of disengaging, from education or training. One board has been established in each of the four school networks.

Membership of the boards is drawn from schools, government agencies, community organisations and youth service providers. Each board is chaired by a prominent member of the local business community.

Vocational education and training community consultation

The Directorate consulted with the community on VET options through quarterly VET Forums. The VET Forums provided opportunities for face-to-face engagement between Directorate staff and VET stakeholders in the ACT.

During the reporting period, four forums were held with approximately 100 participating stakeholders in attendance. Participants included representatives from registered training organisations, group training organisations, Australian Apprenticeship Centres and members of industry and training sector organisations. Topics at the forums included:

- the emerging training and tertiary environment within the context of local and national reform
- consultation on contractual arrangements between the Directorate and training providers and updates to funded program requirements
- Directorate business processes and systems.

Schools capital works

During the reporting period, the Directorate continued stakeholder consultation on the design for a number of new schools, new capital works at existing schools and on the projects funded under the Australian Government's Building the Education Revolution (BER) program.

Table B1.1: Consultation on schools capital works

Project	Consultation process	Groups/ Individuals	Number consulted	Outcome
Harrison Secondary School	Regular meetings	Harrison School representatives	Numbers varied between meetings	Finalisation of secondary school design and completion of project
Bonner Primary School	Meetings and community consultations	Design Working Group (DWG), Gungahlin Community Council, Harrison School community	36 members invited to DWG, number of attendances varied for each meeting	Finalisation of design Construction commenced on 30 January 2012 with proposed completion in February 2013
Franklin Early Childhood School	Meetings and community presentations	DWG, Gungahlin Community Council	Numbers varied between meetings	Finalisation of design Construction commenced on 23 January 2012 with proposed completion in January 2013

Project	Consultation process	Groups/ Individuals	Number consulted	Outcome
Molonglo (Coombs) Primary School	Meetings and community presentations	Design User Group (DUG) comprising representatives of the Directorate and school principals, DWG	Numbers varied between meetings There were three DUG and two DWG meetings held during the year	Design progressed to the Final Sketch Plan (FSP) stage with consultation on the FSP to be held
Canberra College - Performing Arts Centre	Meetings and school consultations	DWG, theatre consultants, school executive, specialist teachers, acoustic engineers	Varied depending on the issue or speciality	Project is in final stages of construction
Red Hill Primary School expansion	Meetings and school consultations	School principal and design consultants on the Red Hill Primary School works French Australian Preschool (FAPS) representatives on the separation of facilities, local community consultation on traffic and parking study	Four Red Hill Primary School executive members on Red Hill extension, school informed the school community FAPS principal on separation works tasks, consultant advisor on land separation, various groups on parking and traffic, including local services	Completion of separation of FAPS facilities School expansion works in final stages of refurbishment and construction Community consultation on traffic improvements, external to the school site
Majura Primary School expansion	Meetings and school consultations	DWG, school staff and members of school community	Numbers varied between meetings and presentations	Agreed and approved design options with school principal and school staff
Macgregor Primary School expansion	Meetings and school consultations	DWG, school staff and members of school community	Numbers varied between meetings and presentations	Agreed and approved design options with school principal and school staff
Duffy Primary School expansion	Initial meeting	School staff, school board and school community representatives	Five school staff, six members of school board and three Directorate staff	Commenced process for design works

Project	Consultation process	Groups/ Individuals	Number consulted	Outcome
Taylor Primary School – rectification works	Various community forums – 15 and 22 March and 22 and 23 May 2012	Members of the Taylor and Namadgi school communities and staff	A large number from both school communities and staff attended	Initial consultations on condition of Taylor Primary School Further consultation with the Taylor Primary School community to occur during the design stage process
Preschool expansions (nine preschools)	Meetings and school consultations	DWG, school staff, preschool staff and preschool associations	Numbers varied between meetings and presentations	Design options agreed Tender process for construction commenced for Griffith Preschool Work at Red Hill Preschool completed Deakin, Reid, Ainslie Baker Gardens, Hackett, Downer, Watson and Lyneham Preschools into final phase of design
Canberra College Cares (CCCares) Program	Meetings and DUG consultations	DUG comprising Canberra College and CCCares representatives, expert consultant from University of Canberra	Numbers varied between five to 12 participants	Finalisation of functional design brief, appointment of design consultant
Malkara School – hydrotherapy pool	DWG meetings	School board, school staff, hydrotherapy pool specialists, pool specialists and other hydrotherapy pool builders and owners	25 invited members	School expansion works are in final stages of refurbishment and construction
Trade Training Centre	Meetings and consultations with schools	DWG, consultations with school personnel, industry training experts, architects and training authorities	30	Final sketch plans being developed

Project	Consultation process	Groups/ Individuals	Number consulted	Outcome
Car Parks and Traffic Safety Program	Meetings and school consultations	School boards, P&C Associations, Roads ACT, traffic engineers and school administration officers	12	Three car parks to be developed, one out to tender for construction and two in design phase
Environment – Solar Schools: 19 schools in round one and 27 schools in round two	Meetings and school consultations	School staff	Varied between school sites	Introduction of project and contractors and confirmation of location of roof mounted solar panels and pulse meters
Installation of Artificial Grass Surfaces (five schools)	Meetings and school consultations	School principal and business manager at each school at each phase of the project leading up to tender out phase	Numbers varied between schools - two to eight school staff	Sign-off of installation of artificial grass and other artificial surfaces to specified areas within the school grounds and agreement to coordinate with construction works at all schools
Landscape improvements – pilot projects	Meetings, school consultations and community presentations	School principal and business manager at each school Presentations to the school boards and P&C Associations at Giralang and Aranda Primary Schools	Varied between meetings and presentation session	Sign-off of design concept and agreement to coordinate with construction works at all schools
Landscape improvements – high schools (five schools)	Initial meetings to commence projects	School principal and business manager	Two staff members at each school	Introduction of project and initial discussions on school expectations and surveys to be conducted Agreement and
				cooperation of five schools to improve landscapes

Project	Consultation process	Groups/ Individuals	Number consulted	Outcome
Ngunnawal Primary School - new classroom pod	Meetings	School principal and executive staff School provided information to school community and affected residents	Three school staff	Construction completed in August 2011

Source: Schools Capital Works Branch

Major community partnerships

Community partnerships are important to the social and economic sustainability of the ACT. Partnerships help schools to respond effectively to the educational needs and opportunities of their communities.

The Directorate has a number of specific partnerships with ACT community groups who support public education. These include Capital Chemist Group, Country Women's Association, Paperchain Bookstore Manuka, National Australia Bank, Rotary Club, Binutti Construction Pty Ltd, Hawker Brownlow Education and Teachers Mutual Bank.

Capital Chemist Group awarded a scholarship of \$500 to two students from each public high school for their demonstrated commitment to academic endeavour or citizenship during year 10 in 2011. The scholarship was given for continuing senior secondary education through a tertiary package or completing an apprenticeship.

Country Women's Association awarded grants of \$350 to seven students commencing year 12 in 2012. The students (from public and non-government schools) were selected on the basis of their aptitude and commitment to completing their schooling in the face of challenges and hardships.

Paperchain Bookstore Manuka supported, through a contribution of \$10,000, the 2011 Chief Minister's Reading Challenge. Prizes comprised book vouchers for winning and participating schools from public and non-government sectors. Paperchain Bookstore also supported the 2011 Year 10 Excellence Awards with a \$5,000 contribution to the presentation event and \$50 vouchers for each student award.

Box B1.1: Paperchain Year 10 Excellence Awards



Paperchain Year 10 Excellence Awards for Outstanding Achievement in the High School Years were held on 5 December 2011. Awards were presented to students from ACT public high schools who excelled in academic work and extracurricular activities including peer mentoring, sports, state and national competitions and charity work.

The awards celebrated student growth as a learner, a person and a school and community member. The awards recognised the strength of students in ACT public schools and the excellence of the educators who work with them.

Paperchain Bookstore Manuka was the main sponsor of the awards.

Rotary Club of Canberra City (RCCC) manages and runs the Canberra Careers Market (CCM) every August. Through a memorandum of understanding, the Directorate assisted the RCCC with promoting, advertising and organising school visits to the CCM. In 2011, more than 7,000 students from the ACT and regional NSW visited the CCM held at the Australian Institute of Sport.

The ACT Training Excellence Awards is the premier VET community event in the ACT. The 2011 awards were held on 8 September to reward and recognise the outstanding achievements of apprentices, trainees, school students, employers, colleges, registered training organisations and industry within the VET sector. The Vikings Group continued its partnership with the Directorate by supporting the awards financially and through the provision of the venue and staff.

The Schools First program encourages best practice in school-community partnerships that demonstrate improved outcomes for students. Schools First is sponsored by the National Australia Bank along with the Foundation for Young Australians and the Australian Council for Educational Research. In 2011, four ACT public schools won awards for their ideas involving community partnerships.

Erindale College received a \$50,000 Schools First Impact award for their Indigenous School-based Traineeship Program developed in partnership with the Indigenous community organisation, the Indigenous Social Inclusion Company. The program supported 17 students in 2011. All eight year 12 participants also completed their ACT Year 12 Certificate in 2011 and were employed or studying full-time in 2012.

The Schools First Seed Funding award worth \$25,000 was shared between Lanyon High, Bonython Primary and Gordon Primary Schools for their 'Connecting through Giving' project in partnership with the Southern ACT Catchment Group (Kambah) and the University of Canberra. The partnership was developed to educate students from the schools about giving to the community, to the environment, to the school and to each other.

The ACT Refugee Day Committee presented scholarships of \$250 to 13 students making good progress during their studies at the Directorate's Introductory English Centres or CIT. The scholarships were awarded to refugee students who were in need of financial assistance.

Binutti Construction Pty, Hawker Brownlow Education and Teachers Mutual Bank provided both financial and in-kind professional development opportunities to the 2012 Public Education Award winners.

Other community associations supporting public education include ACT Children's Week, the Returned & Services League of Australia Woden Valley Sub-Branch Incorporated, School Volunteer Program ACT Incorporated and the Australian Business Community Network.

The Directorate's *Corporate Sponsorship* policy provides guidance on corporate sponsorships, either cash or in-kind.

Social media

The Directorate continued to provide the community with updates on public school activities, programs and services through the ACT Public Schools Facebook page. Since the start of the page in mid-2009 the number of people who have nominated the Facebook page as part of their social network exceeded 600. A number of public schools used Facebook and Twitter social media sites to extend communication options with school communities. The Directorate's Twitter site followers numbered over 350 and the immediacy of the medium has proved useful in promoting school and Directorate events to specialist audiences including media.

For more information contact:
Director
Information, Communications and Governance
(02) 6205 7661

B2 Internal and external scrutiny

The Directorate's activities are subject to scrutiny through a range of processes. These include our internal corporate governance and auditing processes and through parliamentary committees, courts, the ACT Civil and Administrative Tribunal, the ACT Auditor-General's Office, the ACT Ombudsman, the ACT Human Rights Commissioners for Discrimination, for Disability and for Children and Young People, and the Privacy Commissioner in the Office of the Australian Information Commissioner.

Internal scrutiny

The Directorate has strong organisational controls in place to maintain an appropriate level of internal scrutiny and to support its legislative functions, objectives and performance targets.

Core governance arrangements including management accountability processes are supplemented by strong internal audit and risk management functions and the role of the senior executive responsible for business integrity risk.

Each of these aspects of security is discussed in other sections of this annual report as detailed below:

- financial reporting and accountabilities in Section A5 and A6
- internal audit and risk management in Section C1
- fraud control and management in Section C2
- corporate governance framework in Section C5.

Complaints resolution

The Directorate's Liaison Unit welcomes and values feedback on a broad range of enquiries, concerns and complaints regarding public schools and the central office. Enquiries range from school matters to Directorate policies. Parental issues regarding school based matters are directed to principals in the first instance. For further assistance, the Directorate's Community Liaison team offers parents and the community direct and skilled assistance in responding to their concerns. The Directorate ensures that matters are dealt with in a proactive and timely manner. All schools and branches in the central office have a designated complaints officer.

All formal complaints are handled under the provisions of the Directorate's *Complaints Resolution* policy. The policy outlines the principles for management of complaints and provides information about timeframes, processes and a complainant's right to ask for a review of the response received if they are not satisfied. It does not cover complaints made by members of staff about matters associated with their employment, which are dealt with through procedures outlined in industrial agreements. The policy is available at all public schools and on the Directorate's website.

Complaints in relation to child abuse and neglect are referred to the Office for Children, Youth and Family Support within the Community Services Directorate.

There were two formal complaints lodged with the Directorate during the reporting period. The complaints were resolved to the satisfaction of the clients.

External scrutiny

External appeals, complaints and reviews

The Directorate's Legal Liaison Section coordinates responses to appeals and complaints made under a range of administrative law and human rights provisions. These include:

- Ombudsman Act 1989 (ACT)
- Human Rights Commission Act 2005 (ACT)
- Discrimination Act 1991 (ACT)
- Disability Discrimination Act 1992 (Commonwealth)
- Human Rights and Equal Opportunity Act 1986 (Commonwealth)
- Privacy Act 1988 (Commonwealth).

During the reporting period the Directorate received eight new inquiries under these legislative provisions. Six of these remain on-going and two were closed by the ACT Human Rights Commission as being dealt with to the Commission's satisfaction.

Seven matters remained unresolved from the previous reporting period. During this reporting period, one of these matters was resolved through conciliation, two were withdrawn and the remaining four were closed by the Commission under section 78(1) of the *Human Rights Commission Act 2005*.

Privacy complaints

No privacy complaints were received by the Directorate from the Office of the Privacy Commissioner, now part of the Office of the Australian Information Commissioner, during 2011-12.

Workplace protection orders

Two applications (on behalf of schools) were made to the Magistrate's Court for workplace protection orders during 2011-12.

External audits

The Auditor-General's Office (Audit Office) is an observer on the Directorate's Audit Committee. During 2011-12, the Audit Office conducted audits on the annual financial statements, statement of performance and early childhood schooling.

The Audit Office issued an unqualified audit report on the Directorate's 2010-11 financial statements and an unqualified Report of Factual Findings on the 2010-11 statement of performance.

The Audit Office made a number of recommendations for improving administrative effectiveness of early childhood schooling. The Directorate agreed in full or in part with the recommendations. The Directorate has implemented several recommendations. The planning for the implementation of the remainder of the recommendations is underway.

Table B2.1: External audits conducted by the Audit Office, 2011-12

Report title	Recommendations/outcome of inquiry	Response to the outcome of inquiry
2010-11 Financial Audits Report number: 5/2011 Tabled: 21 December 2011	The Audit Office issued an unqualified audit report on the Directorate's 2010-11 financial statements and an unqualified Report of Factual Findings on its 2010-11 statement of performance. The Audit Office recommended improvements to: • the review of salary break-up reports in schools and the central office • major variance explanations in the financial statement and statement of performance.	The Directorate agreed with the recommendations and: • has implemented a process of fortnightly salary reviews in schools and the central office • will improve the clarity and level of detail for major variance explanations in future reports.

Report title	Recommendations/outcome of inquiry	Response to the outcome of inquiry
Early Childhood Schooling Report number: 3/2012 Tabled: 12 June 2012	The Audit Office reviewed the administrative effectiveness of the Directorate's delivery of early childhood schooling. The Audit Office recommended to: • combine administrative responsibility and developing key performance indicators for the service delivery of all early childhood responsibilities including childcare • enhance planning for early childhood schooling programs, administration, business and risk management • improve clarity on roles, responsibilities and accountabilities for the delivery of early childhood schooling programs • improve clarity of early childhood schooling objectives • conduct regular evaluations of early childhood schooling programs • review fee subsidy structures • develop administrative and procedural guidance to ensure the birth to eight wrap around services model is realised • identify opportunities to extend the reach of Koori Preschool Programs to the Aboriginal and Torres Strait Islander community • review current policy and management arrangements for placement of Early Intervention Program services • review the feasibility of providing transport to Early Intervention Program students • maintain, monitor and report on the number of applications and enrolments for Preschool Early Entry Programs.	The Directorate has agreed in full or in part with the recommendations. The Directorate has: incorporated planning for targeted programs within the ACT Public Schools Enrolment Projections and increased analysis of programs to best meet the needs of targeted groups implemented improved data collection systems and reporting processes. In addition, the Directorate will: investigate processes in consultation with CMCD and CSD to consider combining administrative responsibilities review its documentation to more clearly articulate roles, responsibilities, accountabilities and objectives evaluate the Early Childhood Schools Initiative in 2014 review the current model of ACT fee subsidy refine the enrolment policy for early childhood schools seek to improve relationships with the Aboriginal and Torres Strait Islander community review current arrangements for the placement of Early Intervention Program services and the feasibility of transport support to Early Intervention Program students.

Source: Information, Communications and Governance Branch

For more information contact:
Director
Information, Communications and Governance
(02) 6205 7661

B3 Legislative Assembly committee inquiries and reports

The Standing Committee on Education, Training and Youth Affairs (the Standing Committee) and the Select Committee on Estimates (the Select Committee) conduct inquiries and prepare reports on issues relevant to operational and strategic functions of the Directorate.

The Standing Committee finalised and tabled Report 6: *Report on Annual and Financial Reports 2009-2010* relating to the Directorate during 2010-11. The government response was tabled in the Legislative Assembly on 20 September 2011. The ACT Government responses to the Committee reports are available at http://www.parliament.act.gov.au

The Select Committee presented its *Report on Appropriation Bill 2011-2012* on 21 June 2011. The Directorate reported the government response in the *Annual Report 2010-11*. The Directorate implementation is reported in this section.

Report 6: Report on Annual and Financial Reports 2009-2010 Presented 5 May 2011

The ACT Government response to the *Report on Annual and Financial Reports* 2009-2010 was provided to the Assembly on 20 September 2011. The Directorate responded to five recommendations.

Recommendation	Response	Implementation
1. The Committee recommends that ACT directorates provide in the outlook section of their Annual Reports an indication of the advanced planning undertaken during the reporting period to meet the department's obligations as a part of any future ACT Government budgeting objectives such as the achievement of a stipulated percentage efficiency dividend.	Agreed	The Directorate reported the efficiency savings requirement identified in the 2010-11 Budget and the future agenda of the Directorate in Section A4 Outlook of the <i>Annual Report 2010-11</i> .
2. The Committee recommends that the Directorate establish and circulate to all staff an efficiency dividend consultation plan which clearly sets out the stages of consultation and timelines for decision-making during future implementation periods.	Noted	An efficiency dividend plan was developed and circulated to all staff in 2011. Timelines clearly outlining the stages of consultation were included. Consultation plans will be developed for decision-making for future implementation periods.

Recommendation	Response	Implementation
3. The Committee recommends that the Directorate report on the percentage of students with disabilities that proceed to post-school options.	Noted	Data on students with a disability who proceed to post-school options after leaving the ACT public school system is currently not recorded on the Directorate's destination survey.
4. The Committee recommends that the Directorate review the performance reporting potential of strategic indicator 2 (Year 12 or equivalent attainment rate) and determine whether an alternative survey methodology can be developed at the local level to verify performance.	Noted	The Directorate replaced the indicator with two new strategic indicators from the 2010-11 financial year. The new indicators capture and compare the performance at both local and national levels. The new indicators are: • Proportion of young people aged 20-24 who attained a Year 12 Certificate or equivalent or Certificate II or above • Percentage of year 12 public school students who received a Year 12 Certificate.
5. The Committee recommends that the Directorate make clear the survey sample and methodology upon which any performance reporting has been based.	Agreed	All performance reporting in Section A8 Strategic indicators of the <i>Annual Report 2010-11</i> of the Directorate provided brief yet comprehensive information on the survey sample and methodology.

Select Committee on Estimates 2011-2012

Appropriation Bill 2011-2012

Presented 21 June 2011

The Select Committee's inquiry into *Appropriation Bill 2011-2012* provided a report with 194 recommendations on a wide range of issues. The ACT Government response, which was tabled on 28 June 2011, agreed to 68 recommendations, agreed in principle to 18 recommendations, agreed in part to four recommendations, noted 78 recommendations and did not agree to 26 recommendations.

The Directorate had responsibility for eight recommendations. Details of the recommendations and their implementation are provided below. Details of the ACT Government's response to the recommendations for which other agencies have responsibility will appear in those agencies' annual reports.

Recommendation	Response	Implementation
114. The Committee recommends that the ACT Government advises whether existing Federal funding covers the full cost of NSW students who are educated in the ACT, and what negotiations with NSW have occurred.	Agreed	The ACT receives around \$12 million for cross border students through the Commonwealth Grants Commission each year. In addition the Commonwealth Government provides per student funding based on enrolments through Specific Purpose Payments. The total funding does not meet the average cost of an ACT student. However, it meets the marginal cost of an additional student in the public school system.
115. The Committee recommends that the ACT Government provide details of all initiatives to be included in the ACT Secondary Schools Innovation Fund and how it will determine priorities for funding the various elements.	Noted	The five successful recipients of the first round of the Secondary Schooling Innovation Fund for 2011, awarded on 8 December 2011, were: • Gungahlin College SMART Program • Gungahlin Connected • Belconnen Connected • South/Weston Languages Hub • Big Picture Academy, Tuggeranong.
116. The Committee recommends that the ACT Government advise the Legislative Assembly of the timetable for the 'blueprint for action' in their response to the report.	Noted	The Directorate continued to provide feedback on the actions arising from the Excellence and Enterprise framework through the Quarterly Action Report (available on the Directorate's website) and regular meetings with the Excellence and Enterprise Steering Group and the Excellence and Enterprise Stakeholder Forum.
117. The Committee recommends that the ACT Government consider including teacher subject area specialities on the teachers register established under the ACT Teacher Quality Institute Act 2010.	Noted	Teacher specialities are already included in the data collection for the registration process. Under the provisions of the ACT Teacher Quality Institute Act 2010 information provided through the teachers' register can only disclose whether the person holds full or provisional registration or a permit to teach. Additional information including subject specialities can be provided to employers on request.

Recommendation	Response	Implementation
118. The Committee recommends that, to respond to the shortage of qualified maths and science teachers within the ACT public education system, the ACT Government bring forward the introduction of the Teach Next initiative so that public school maths and science students are not disadvantaged by teacher shortages.	Noted	The Directorate has adopted both the Teach for Australia and Teach Next programs. Teach Next applicants will commence in schools from day 1, term 3, 2012. The total number of candidates in both programs is 14 of whom seven (50%) have either or both mathematics and science as the learning specialisation in their teaching load.
119. The Committee recommends that the ACT Government provide further details of how the \$11.8 million allocation for "educational reform and provision of enhanced career paths for teachers" is to be allocated.	Agreed	The teachers' enterprise agreement was finalised in 2011-12. The agreement funds the new Executive Teacher Professional Practice classification and targets the deputy principal as the first step in the principal classification. The agreement also supports accelerated progression through the salary scales for outstanding classroom teachers.
120. The Committee recommends that the Directorate partner with Tourism, Sport and Recreation to ensure better provision of continuing sports programs in schools for students with disabilities.	Agreed	The Directorate partners successfully with ACT Tourism, Sport and Recreation, the ACT School Sport Council and actsport to provide events for Athletes with a Disability (AWD) in our schools. These events include: • The 'Be the Best You Can Be' athletics day, an annual event since 2004 • The Deaf Sports Day which commenced in 2011 and was held on 5 July 2012 at Lyneham Netball Centre • AWD 'Classification Day' which is a day run in partnership with the Australian Paralympic Committee due to take place on 9 November 2012 • The annual 'Health and PE Week' scheduled for 17-21 September 2012 • The annual Lord's Tavener's Disability Multi Sport Day was also held on 23 May 2012.
121. The Committee recommends that, when the Bradley review is completed, it be tabled in the Legislative Assembly on the next available sitting day.	Noted	The Report on Options for Future Collaborations of Canberra Institute of Technology and University of Canberra was released on 3 August 2011.

For more information contact: Director Information, Communications and Governance (02) 6205 7661

B4 Legislation report

The Directorate is identified against seven pieces of legislation in the Administrative Arrangements:

- ACT Teacher Quality Institute Act 2010
- Board of Senior Secondary Studies Act 1997
- Building and Construction Industry Training Levy Act 1999
- Canberra Institute of Technology Act 1987
- Education Act 2004
- Training and Tertiary Education Act 2003
- University of Canberra Act 1989.

The Canberra Institute of Technology, the University of Canberra, the ACT Teacher Quality Institute and the Building and Construction Industry Training Fund Authority are not part of the administrative unit of the Directorate. Therefore, the Director-General has no direct responsibility or powers delegated by the Minister for Education and Training in respect of the Canberra Institute of Technology Act 1987, the University of Canberra Act 1989, the ACT Teacher Quality Institute Act 2010 and the Building and Construction Industry Training Levy Act 1999.

Amendments to the legislation notified during the reporting period are as follows:

 Education Act 2004 amended by Education Amendment Act 2011, notified on 24 November 2011.

For more information contact:
Director
Information, Communications and Governance
(02) 6205 7661

SECTION C

LEGISLATIVE AND POLICY BASED REPORTING

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C1 Risk management and internal audit

The Directorate's risk management framework is based on the Australian and New Zealand Standard (43:60) and the AS/NZS ISO 31000:2009. The Directorate's Audit Committee Charter reflects the Australian National Audit Office and the ACT Treasury best practice guides for audit committees.

Risks are identified and mitigated through the business processes and internal governance controls:

- 2011 Assurance Plan
- Risk Management Framework
- Strategic Risk Profile
- 2011 and 2012 School Audit Program
- Fraud & Corruption, Prevention & Response Plan 2012-2014
- Internal Audit Program
- Director-General's Financial Instructions
- School Management Manual.

Additional business risks are managed through compliance with financial operating procedures and risk identification and analysis by senior managers and executives.

The Directorate's risk management and internal audit functions are managed by the Director, Information, Communications and Governance and senior staff of the Risk Management and Audit Section. The section is complemented with additional resources through a panel of external audit service providers.

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

The senior executive and the Audit Committee assist with the allocation of resources and timeframes to ensure appropriate mitigation and monitoring strategies are implemented. Monitoring and reporting on risk management occurs through:

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

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

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

The audits conducted in 2011-12 included:

- February 2012 school census
- Critical and serious incident reporting
- ICT Governance (internal)
- ICT Governance Framework (external)
- 10 comprehensive financial and administrative school audits.

Reviews conducted in 2011-12 included the Grants Administration Review and Framework Project.

Special projects conducted in 2011-12 included the School Best Practice and Accountability Toolkit.

Seventeen financial acquittals were conducted in 2011-12.

The Audit Committee met six times during 2011-12. The committee membership and attendance are displayed in Table C1.1.

There were changes in the membership of the committee during 2011-12. Ms Joseph and Mr Tardif ceased being members while Mr Whybrow joined the committee.

Table C1.1: Audit Committee membership and meetings in 2011-12

Members	Position	Meetings attended
Ms Jenny Morison	Chairperson (external)	6
Ms Diane Fielding	External member	5
Ms Diane Joseph	Internal member	2
Mr Phillip Tardif	Internal member	1
Ms Jayne Johnston	Internal member	6
Ms Leanne Cover	Internal member	6
Mr Mark Whybrow	Internal member	3

Source: Risk Management and Audit Section

For more information contact:

Director

Information, Communications and Governance

(02) 6205 7661

C2 Fraud prevention

The Fraud & Corruption, Prevention & Response Plan was reviewed in 2011. The plan details the fraud and corruption control processes used for undertaking risk assessments, delivering education and awareness programs, recording and reporting fraud. The processes establish a robust approach to fraud and corruption minimisation and prevention and, ultimately, the promotion of voluntary compliance.

Risks identified in the plan are addressed through the Directorate's 2011 Assurance Plan (including risks now managed by the ACT Shared Services Centre) and are reported to the Director-General and the Audit Committee. This ensures that the potential for fraud or corruption is mitigated with appropriate controls.

The Director of the Information, Communications and Governance Branch is the Directorate's Senior Executive Responsible for Business Integrity Risk. The Director reports to the Director-General on matters of fraud and integrity and also reports to the Audit Committee. Formal reports are provided to the committee twice a year.

The Internal Audit Program for 2011-12 included audits of integrity risks designed to ensure that identified controls were working effectively and efficiently. During the reporting period, audits were conducted on expenditure and procurement practices, funding agreements and receipting.

The Directorate's fraud and corruption prevention strategy is presented to all probationary teachers and central office staff. Ethics training raises awareness of fraud and is included in induction training sessions. Principals are required to affirm that they have held training sessions with staff by the end of term 2 each year.

The Directorate, in conjunction with the Australian Education Union, has developed the *Teachers' Code of Professional Practice*, which incorporates guidelines and case studies of a wide range of issues related to teacher conduct and principles of ethical public service. A copy is provided to all new teachers, including casual teachers, upon commencement. Additional copies are provided to schools on request. The code is available on the Directorate's website.

In accordance with the ACT Integrity Policy, the Directorate has a comprehensive information management process to ensure all allegations and instances of fraud are captured and recorded.

There were no incidents of fraud in 2011-12. Four incidents of potential fraud were reported but investigations found none constituted fraud.

For more information contact:
Director
Information, Communications and Governance
(02) 6205 7661

C3 Public interest disclosure

The *Public Interest Disclosure Act 1994* (the PID Act) encourages the disclosure of conduct in the public sector that is adverse to the public interest. Information is available on the Directorate's website for staff and the community in relation to making and handling public interest disclosures.

Specifically, information is available about:

- the purpose of the PID Act
- various contact points where disclosures can be made within and outside the Directorate
- who can make a disclosure
- types of disclosures that can be made and how to make a disclosure to the Directorate
- protection from legal action and advice on cases of victimisation
- · feedback to informants
- processes for further action if dissatisfied with the outcome of an investigation.

The nominated contact officer in the Directorate for public interest disclosure is:

Manager

Legal Liaison Section

Information, Communications and Governance Branch

Education and Training Directorate

(02) 6205 9151

No disclosures were reported during the 2011-12 reporting period.

A review of the Directorate's existing public interest disclosure procedures and materials is continuing. Further work will occur in 2012-13.

For more information contact:

Director

Information, Communications and Governance

(02) 6205 7661

C4 Freedom of information

The object of the ACT *Freedom of Information Act 1989* (the FOI Act) is to extend as far as possible the right of the community to access information in the possession of the ACT Government.

This right is limited only by exceptions and exemptions necessary for the protection of essential public interests. This includes the private and business affairs of persons in respect of whom information is collected and held by the Directorate.

The Directorate is required to prepare statements under sections 7 and 8 of the FOI Act. The Section 7 Statement concerns the publication of information about functions and documents of the Directorate. The Section 8 Statement refers to documents in the possession of the Directorate that are available for inspection and purchase. Both statements are available on the Directorate's website.

Section 7 Statement

In accordance with the requirements of section 7 of the FOI Act, the following statement is correct as at 30 June 2012.

Organisational functions and powers

The organisational functions and powers of the Directorate are described in Section C5. Legislation administered by the Directorate is listed in Section A2.

Public participation in decision-making

Arrangements for public participation in decision-making include:

- calling for public submissions
- holding public meetings and forums with opportunities for public discussion
- establishing committees for consultation on specific issues
- circulating draft documents, including policies, for public comment
- circulating draft bills before the Legislative Assembly
- community representation on public school boards
- engaging with the ACT Council of Parents and Citizens Associations
- receiving feedback through the Minister's Office.

Categories of documents

The Directorate holds several categories of documents including those:

- available on request and without charge
- · that are part of a public register
- · available for a fee
- available under the FOI Act, subject to the exemption provisions of the FOI Act.

Contracts executed by the Directorate after 1 October 2007, with a value of \$20,000 and over, may be found on the ACT Government Contracts Register at http://www.procurement.act.gov.au/contracts

Documents available on request and without charge

Documents within this category include publications produced by the Directorate on various aspects of its activities. These publications are often distributed from public schools throughout the ACT and are usually available on the Directorate's website http://www.det.act.gov.au

Documents available under the FOI Act

Such documents may include:

- general records, including internal, interdepartmental and public documents such as minutes of meetings, agendas, background papers, and policies
- statements, correspondence and administrative records
- personnel records
- · student records
- records held on microfilm, computer or paper in connection with Directorate functions
- · financial records
- · details of contracts
- operational policies.

Facilities for access

People seeking information are encouraged to first contact the Directorate before using the more formal FOI process. The Directorate contact for FOI is:

The FOI Coordinator
Information, Communications and Governance Branch
ACT Education and Training Directorate
GPO Box 158
CANBERRA ACT 2601

The physical location of the FOI Coordinator is: 220 Northbourne Avenue BRADDON ACT 2612 Telephone: (02) 6207 6846

Fax: (02) 6205 9453

A regular bus service is available from most locations in the ACT to within walking distance of this location. Advice on bus services and times is available from http://www.action.act.gov.au or by calling 13 17 10.

Short-term parking is available at the main entrance with reserved parking for people with disabilities.

For assistance with specific arrangements for access to the physical location, phone the Directorate on (02) 6205 9400.

Section 8 Statement

Section 8 of the FOI Act requires the Director-General of the Directorate to make available a list of documents Directorate staff use when making decisions. Examples include policies and publications. A full list is available on the Directorate's website.

Section 79(2) Statement

In accordance with section 79(2) of the FOI Act, the Directorate provides the following information regarding FOI requests received during the reporting year.

Access to decisions in relation to FOI requests are categorised as full release, partial release, entirely exempt, technical refusal (no documents located), still being processed, transferred and withdrawn.

Requests for access

In 2011-12, the Directorate processed a total of 41 requests, including three carried over from 2010-11, for access to documents. This compared with 40 requests for 2010-11. Table C4.1 outlines the access decisions made for these requests.

Table C4.1: Freedom of information decisions, 2011-12

Decisions	Number
Full release	3
Partial release	21
Technical refusal (no documents)	1
Entire exemption	2
Transferred	0
Withdrawn	5
Incomplete at 30 June 2012	9
Requests handled outside the Act	0
Total	41

Source: Information, Communications and Governance Branch

Internal review applications

An application received in 2010-11 under section 59 of the FOI Act for a review of a decision was finalised in 2011-12. The application did not result in any information being released to the applicant.

Two applications for a review of a decision under section 59 of the FOI Act were received in 2011-12. Both applications resulted in additional information being provided to the applicants.

Fees and charges

The Directorate did not charge any fees in relation to the processing of requests in 2011-12.

Amendment of personal records

The Directorate did not receive any requests under section 48 of the FOI Act for the amendment of personal records in 2011-12.

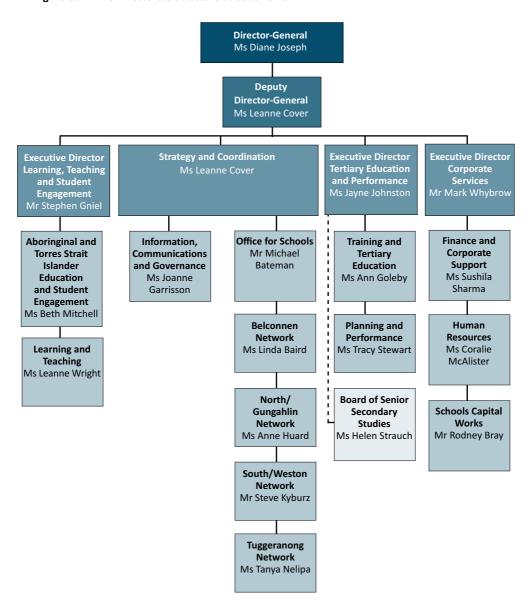
For more information contact:
Director
Information, Communications and Governance
(02) 6205 7661

C5 Internal accountability

Organisational structure

The organisational structure of the Directorate is shown in Figure C5.1 below.

Figure C5.1: The Directorate structure at 30 June 2012



Source: Human Resources Branch

Note: The Board of Senior Secondary Studies is a statutory authority resourced by the Directorate.

Senior executives

Director-General

Ms Diane Joseph

The Director-General is responsible for the efficient administration of the Directorate and establishing its corporate and strategic directions. The Director-General is responsible for implementing Australian and ACT Government commitments relating to education and training in the ACT.

Deputy Director-General

Ms Leanne Cover

The Deputy Director-General, together with the Director-General, is responsible for the implementation of government commitments to education and training. The Deputy Director-General oversees key strategic planning and coordination activities across the Directorate, manages a range of national and whole of government initiatives and responds to issues at ministerial, intergovernmental and key stakeholder levels. The Deputy Director-General has responsibility for the newly established Office for Schools which promotes initiatives for school improvement and autonomy in public schools.

Executive Director, Learning, Teaching and Student Engagement

Mr Stephen Gniel

The Executive Director, Learning, Teaching and Student Engagement has responsibility for the delivery of educational support services in public schools. These services support areas of curriculum, student welfare and transitions, Aboriginal and Torres Strait Islander programs, early childhood and special education programs.

Executive Director, Corporate Services

Mr Mark Whybrow

The Executive Director, Corporate Services has responsibility for the planning and coordination of the human, financial and physical resources of the Directorate. The Executive Director, Corporate Services is responsible for finance and corporate support, human resources and schools capital works; building new schools and maintaining existing schools infrastructure; and managing budget and finances of the Directorate.

Executive Director, Tertiary Education and Performance

Ms Jayne Johnston

The Executive Director, Tertiary Education and Performance has responsibility for implementing the ACT commitments arising from the local and national agenda for tertiary education. The Executive Director is responsible for the coordination of the national assessment programs, performance reporting and the assessment of educational programs through the management of a range of data collections, and the coordination of the Directorate's international education program.

Directorate committees

The Directorate committee structure is designed to improve the effectiveness of decision-making and to ensure that decisions align with delegations and accountability and deliver on the commitments of the Strategic Plan. Individual committee performance and terms of reference are reviewed annually and reported to the Senior Executive Team. The committees and their membership at 30 June 2012 are discussed below.

Senior Executive Team

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

Table C5.1: Senior Executive Team at 30 June 2012

Member	Position
Ms Diane Joseph	Director-General (chair)
Ms Leanne Cover	Deputy Director-General
Mr Mark Whybrow	Executive Director, Corporate Services
Mr Stephen Gniel	Executive Director, Learning, Teaching and Student Engagement
Ms Jayne Johnston	Executive Director, Tertiary Education and Performance

Source: Planning and Performance Branch

Corporate Executive

Corporate Executive assists the Senior Executive Team in determining priorities through providing advice in relation to strategic policy and management issues. Corporate Executive receives and considers reports from the Directorate's committees and reviews, and advises on any issues referred to it by the Director-General. It may establish working groups to undertake specific tasks. Outcomes from Corporate Executive meetings are communicated to staff and other committees as appropriate.

Table C5.2: Corporate Executive at 30 June 2012

Member	Position
Ms Diane Joseph	Director-General (chair)
Ms Leanne Cover	Deputy Director-General
Mr Stephen Gniel	Executive Director, Learning, Teaching and Student Engagement
Ms Jayne Johnston	Executive Director, Tertiary Education and Performance
Mr Mark Whybrow	Executive Director, Corporate Services
Mr Michael Bateman	Director, Office for Schools
Mr Rodney Bray	Director, Schools Capital Works
Ms Joanne Garrisson	Director, Information, Communications and Governance
Ms Beth Mitchell	Director, Aboriginal and Torres Strait Islander Education and Student Engagement
Ms Linda Baird	School Network Leader, Belconnen
Ms Anne Huard	School Network Leader, North/Gungahlin
Ms Tanya Nelipa	School Network Leader, Tuggeranong
Mr Steve Kyburz	School Network Leader, South/Weston
Ms Tracy Stewart	Director, Planning and Performance
Ms Leanne Wright	Director, Learning and Teaching
Ms Coralie McAlister	Director, Human Resources
Ms Ann Goleby	Director, Training and Tertiary Education
Ms Sushila Sharma	Director, Finance and Corporate Support

Source: Planning and Performance Branch

School Network Reference Group

The School Network Reference Group is a communication and consultation group. The group considers key strategic policy and operational matters and provides advice to the Corporate Executive and Senior Executive Team. The group raises policy and operational issues impacting on effectiveness and improvement from a school perspective. Membership includes two principals nominated by each network and appointed by the Executive Director, Learning, Teaching and Student Engagement for a period of 12 months.

Table C5.3: School Network Reference Group at 30 June 2012

Member	Position
Ms Leanne Cover	Deputy Director-General (chair)
Mr Michael Bateman	Director, Office for Schools
Ms Linda Baird	School Network Leader, Belconnen
Ms Anne Huard	School Network Leader, North/Gungahlin
Ms Tanya Nelipa	School Network Leader, Tuggeranong
Ms Steve Kyburz	School Network Leader, South/Weston
Ms Robyn McLean	Principal, Narrabundah Early Childhood School
Ms Wendy Cave	Principal, Macquarie Primary School
Ms Sue Jose	Principal, Gold Creek School
Mr Ian Copland	Principal, Woden School
Ms Julie Murkins	Principal, Birrigai Outdoor School
Ms Francis Dowling	Principal, Charnwood-Dunlop School
Mr Murray Bruce	Principal, Gordon Primary School
Mr Stephen Gwilliam	Principal, Hawker College

Source: Planning and Performance Branch

Information and Communication Technology Committee

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

Table C5.4: Information and Communication Technology Committee at 30 June 2012

Member	Position
Ms Leanne Cover	Deputy Director-General (chair)
Ms Jayne Johnston	Executive Director, Tertiary Education and Performance
Ms Sushila Sharma	Director, Finance and Corporate Support
Ms Leanne Wright	Director, Learning and Teaching
Ms Joanne Garrisson	Director, Information, Communications and Governance
Mr Mark Huxley	Manager, Information and Knowledge Services
Ms Karen Carlton	Manager, Education and Training ICT (Shared Services)

Source: Planning and Performance Branch

School Planning Committee

The School Planning Committee provides advice about priority placement areas and makes recommendations to Corporate Executive about strategic directions, policies and proposals for system-wide planning initiatives. The committee responds to issues arising from school audits, external validation, reviews and reports. The committee also investigates, reviews and advises on any issues referred to it by the Director-General or Corporate Executive.

Table C5.5: School Planning Committee at 30 June 2012

Member	Position
Ms Leanne Cover	Deputy Director-General (chair)
Mr Mark Whybrow	Executive Director, Corporate Services
Ms Jayne Johnston	Executive Director, Tertiary Education and Performance
Mr Stephen Gniel	Executive Director, Learning, Teaching and Student Engagement
Ms Tracy Stewart	Director, Planning and Performance
Mr Rodney Bray	Director, Schools Capital Works
Ms Sushila Sharma	Director, Finance and Corporate Support

Source: Planning and Performance Branch

Security and Emergency Management Committee

The Security and Emergency Management Committee provides advice to the Director-General on significant security proposals, directions, policies and training. The committee acts as the Directorate's decision-making and coordinating body in the event of a Territory-wide emergency.

Table C5.6: Security and Emergency Management Committee at 30 June 2012

Member	Position
Mr Mark Whybrow	Executive Director, Corporate Services (chair)
Mr Stephen Gniel	Executive Director, Learning, Teaching and Student Engagement
Ms Coralie McAlister	Director, Human Resources
Mr Rodney Bray	Director, Schools Capital Works
Ms Sushila Sharma	Director, Finance and Corporate Support
Mr Michael Bateman	Director, Office for Schools
Ms Joanne Garrisson	Director, Information, Communications and Governance
Ms Wendy English	Manager, Corporate Support
Mr Dougal Wilson	Manager, Risk Management and Audit

Source: Planning and Performance Branch

Establishment Committee

The Establishment Committee assists the Director-General in relation to staffing policies, programs and strategies. The committee monitors staffing trends and issues arising from school audits, external validation, reviews and reports. The committee considers all proposals to fill existing positions in central office or to create new positions. It investigates, reviews and advises on any issues referred to it by the Director-General or Corporate Executive.

Table C5.7: Establishment Committee at 30 June 2012

Member	Position
Ms Leanne Cover	Deputy Director-General
Mr Mark Whybrow	Executive Director, Corporate Services (chair)
Ms Stephen Gniel	Executive Director, Learning, Teaching and Student Engagement
Ms Jayne Johnston	Executive Director, Tertiary Education and Performance
Ms Coralie McAlister	Director, Human Resources
Ms Sushila Sharma	Director, Finance and Corporate Support

Source: Planning and Performance Branch

Audit Committee

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

Table C5.8: Audit Committee at 30 June 2012

Member	Position
Ms Jenny Morison	External Member (chair)
Ms Diane Fielding	External Member
Ms Leanne Cover	Deputy Director-General
Ms Jayne Johnston	Executive Director, Tertiary Education and Performance
Mr Mark Whybrow	Executive Director, Corporate Services

Source: Planning and Performance Branch

Remuneration for senior executives

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

The Tribunal through a determination in June 2010 increased the remuneration for the Director-General and executives by 3.25 percent with effect from 1 July 2010.

Corporate and operational plans

Strategic plan

The Directorate's Strategic Plan provides the organisational context to facilitate the delivery of a sustainable world-class education and training system that is responsive to changing needs of the ACT community.

The Directorate's *Strategic Plan 2010-2013: Everyone matters* was in its third year of implementation. The plan has at its core the aim of ensuring all young people in the ACT learn, thrive and are equipped with the skills to lead fulfilling, productive and responsible lives.

To achieve the Directorate's vision and purpose, the Strategic Plan identified priorities and performance measures in four areas:

- · Learning and Teaching
- School Environment
- Student Pathways and Transitions
- Leadership and Corporate Development.

The priority areas link the Directorate's legislative objectives to its strategic outcomes and focus resources on achieving operational commitments. An overview of the Directorate's achievements against its strategic objectives is provided in Section A2.

The Aboriginal and Torres Strait Islander Education Matters: Strategic Plan 2010-2013 was in its second year of implementation. The plan provides clear direction for closing the learning achievement gap between Aboriginal and Torres Strait Islander students and other students.

The Excellence in Disability Education in ACT Public Schools: Strategic Plan 2010-2013 was also in its second year of implementation. The plan was developed to ensure that schools were safe and inclusive. The plan describes the priorities to improve the learning outcomes of students with a disability.

The School Improvement in ACT Public Schools: Directions 2010-2013 is linked to the Strategic Plan and provides an integrated and systematic approach to school improvement based on the principle that the core work of all school leaders is to improve student learning outcomes.

Reporting on strategic goals and outcomes is primarily done through the Directorate's annual report. For the last four years, the Directorate's Annual Report has won awards from the ACT Division of the Institute of Public Administration Australia:

- Silver Award for the 2008-2009 Annual Report
- Bronze Award for the 2007-2008 and 2009-2010 Annual Reports
- Highly Commended Award for the online versions of the 2009-2010 and 2010-2011 Annual Reports.

Operational Plan

The operational plan supports the Strategic Plan and provides detail on how the Directorate plans to achieve the strategic goals and priorities by listing key activities for each year. The Operational Plan 2012 links performance measures from the Strategic Plan. Progress towards the achievement of key activities listed in the operational plan is reported regularly to senior executive.

Business planning

Supporting the Strategic Plan and operational plans are specific school and branch plans. These plans detail the operational activities and outcomes that comprise the Directorate priorities for the year and specify performance indicators by which performance is measured. The performance of directors and principals is monitored against performance targets in these plans.

The school plan is a blueprint that outlines how the school will achieve improved levels of performance. In addition, an annual internal operating plan sets out how the school plan will be progressed in that year. Individual school plans are available to school communities and published on school websites.

Branch business plans are internal operational plans which document the activities each branch will undertake to achieve the annual operational plan and the strategic plan priorities. Branches report their progress quarterly to senior executive on achievements against priorities in business plans.

For more information contact: Director Planning and Performance (02) 6205 5511

C6 Human resources performance

The strategic priorities for human resources are guided by the Directorate's *Strategic Plan 2010-2013: Everyone matters*. The Strategic Plan identified the need for a continuing focus on strengthening the capability of the workforce, ensuring a safe and productive work environment, providing effective performance feedback and building an innovative and sustainable workforce.

A number of national partnerships initiatives directly influenced human resources operations during 2011-12. The Smarter Schools, Literacy and Numeracy and Teacher Quality National Partnerships facilitated a close working relationship with the ACT public, independent and Catholic systemic schools.

Empowering ACT schools

In response to the School Based Management review in 2010, the Directorate looked to strengthen schools' capacity to allocate and redistribute resources in relation to school staffing and finances. Following this, *empowering ACT schools* (eACT) was initiated in 2011 and complemented the Australian Government's broader school reform initiative, the *Empowering Local Schools National Partnership*. eACT aims to build on the commitment to give schools greater decision-making in the selection, development and management of staff and build greater transparency and flexibility in school resource allocation.

The purpose of eACT is to give principals and school boards the information, tools and flexibility to manage their schools in innovative ways to achieve continuous improvement in teaching and learning. During the second half of 2011 a group of eight partner schools continued the first implementation phase. In 2012, another 15 schools joined the second phase. Throughout 2011-12 schools were supported to select and develop the best staff for their individual setting and have contributed to the development of new models to increase the transparency of resource allocation to schools. School leadership teams have been engaged throughout the year trialing, refining and providing feedback on newly developed processes.

Enterprise agreement (teaching staff)

The ACT Public Service Education and Training Directorate (Teaching Staff) Enterprise Agreement 2011-2014 came into effect in April 2012 following endorsement by an employee vote and Fair Work Australia approval.

The agreement delivered initial pay increases of five percent, to be followed by total increases of seven percent in subsequent years. For most classroom teachers this translated to an increase of nearly 15 percent over the life of the agreement.

Other key achievements of the agreement included:

- introduction of new Executive Teacher (Professional Practice) positions in identified schools focused on modelling best practice and capacity building in classroom practice
- reduced teaching hours for first year teachers to facilitate enhanced support
- accelerated incremental progression for outstanding classroom teachers
- enhanced support for school counsellors.

Classroom teacher transfer

The classroom teacher transfer and placement round conducted during October and November 2011 for positions commencing in the 2012 school year resulted in the placement of 193 primary and middle schooling permanent officers and 174 secondary staff. In addition, 288 teachers in the primary and middle schooling sector and 105 in the secondary sector were extended in existing placements.

New processes for access to transfer opportunities for permanent officers, and arrangements for placement of newly recruited officers, were piloted in 2012 as part of the enterprise agreement.

Respect, Equity and Diversity

The Directorate's implementation of the ACT Public Service RED Framework continued throughout 2011-12. Delivery of Respectful Workplaces training to over 400 employees demonstrated the Directorate's commitment to reducing the risk of psychological injury to employees, as required under the *Workplace Safety Act 2008* and *Workplace Health Strategic Plan 2008-12*.

Respect, Equity and Diversity Contact Officers (REDCOs) have been identified within the four divisions of central office and in all schools. In March, newly appointed REDCOs attended the REDCO training that was delivered by CIT Solutions. REDCOs promote respect, equity and diversity in the workplace and offer support, guidance and information to workers experiencing bully or discrimination at workplace. The REDCOs also participate in the ongoing quarterly network and training program.

The development of a management plan and toolkit to complement the ACT Public Service RED Framework was published in July 2011. This toolkit was supported with the training of 12 conflict coaches.

Workplace health and safety

The Workplace Health and Safety and Injury Management Improvement Strategy 2009-2012 is the Directorate's framework for improving performance in the areas of occupational health and safety and in managing injured employees. A number of initiatives were undertaken in line with the strategy including policy review and amendments to the workplace health and safety reference manual to reflect changes in the Work Health and Safety Act 2011. Workplace health and safety training delivered by the Directorate during the reporting period for building service officers included: sharps training; height safety training; risk management register training; respectful workplaces training; asbestos awareness training; critical incident management; and First Aid.

In support of a 'one service' approach to client management, the Directorate's Injury Management team moved to Shared Services in April 2012. The move allowed injury management expertise and resources to be deployed to the areas of greatest need across the ACT Public Service.

The Directorate also oversaw a review of sharp instruments in schools during the reporting period. Stage 1 of this review consisted of a survey of all ACT public schools to gather data on how schools stored, monitored and accounted for student behavior around sharp instruments. This data will inform future Directorate activity, which will comprise analysis of survey data and site visits to schools by a workplace health and safety officer. The purpose of this review was to ensure safety within our schools.

The Employee Complaints and Disputes Resolution Toolkit

The Directorate developed the *Employee Complaints and Disputes Resolution Toolkit*, available on the Directorate's website. The toolkit complemented the RED Framework, providing practical guidance and strategies to help employees understand the circumstances of the conflict situation and to effectively manage complaints, disputes and other workplace issues that may impact on wellbeing.

More broadly the toolkit promotes a positive organisational culture towards complaints and dispute management by focusing on the productive benefits that an effective resolution can bring to a workplace. A number of training workshops were held in the reporting period.

Peer conflict coaching initiative

Twelve officers from across the Directorate were trained as conflict coaches. This initiative provides an opportunity for the early resolution of conflict and disputes. Conflict coaching is a concept that combines dispute resolution and coaching principles. It is a one on one confidential and voluntary process in which coaches work with individual employees to help them resolve disputes and prevent unnecessary ones.

Graduate and trainee programs

The Directorate participated in the whole of government graduate recruitment program, which included the placement of one graduate in the central office.

The Directorate continued participating in the Aboriginal and Torres Strait Islander Traineeship program by taking two trainees in the 2011 program. One trainee was placed in a school and one trainee in the Human Resources Branch.

In addition, the Directorate employed a trainee through the ACT Government's *Employment Strategy for People with Disability*.

Staff induction

The Directorate has integrated feedback from participants to further improve induction programs targeting the specific needs of staff new to the central office.

Central office and school support staff also benefited from more interactive induction sessions informed by client feedback. Twenty central office and 26 school support staff attended induction during 2011-12.

In July 2011 and January 2012 induction sessions were delivered to teaching staff with 49 staff attending the July 2011 session and 288 participating in the January 2012 session. Attendees were formally welcomed to the Directorate, provided with information on their conditions of employment and advised of their ethical and legal obligations as ACT Public Service employees.

For more information contact: Director **Human Resources** (02) 6205 9202

C7 Staffing profile

The number of staff employed by the Directorate increased by 160, from 5,694 in 2010-11 to the 21 June 2012 level of 5,854. A majority of these staff were employed in schools to meet the increase in student enrolments in 2012.

The ratio of female to male staff (3.4:1) remained consistent for the last four financial years. The average length of service increased slightly from 8.5 years to 8.6 years during 2011-12. The average age of the workforce also remained constant at just under 44 years of age.

The information presented in this section is for paid headcount and full-time equivalent (FTE) staff as at 21 June 2012. The figures were provided by Shared Services, Treasury Directorate.

The statistics exclude board members, staff not paid by the ACT Public Service and people on leave without pay. Staff members who had separated from the ACT Public Service but received a payment have been included.

Table C7.1: Headcount and FTE by gender

	Female	Male	Total
FTE by gender	3,737.1	1,190.7	4,927.8
Headcount by gender	4,526	1,328	5,854
Percentage of workforce (headcount)	77	23	100

Table C7.2: Headcount by classification and gender

Classification group	Female	Male	Total
Administrative Officers	1,291	161	1,452
Disability Officers	2	0	2
Executive Officers	9	4	13
General Service Officers and equivalent	2	112	114
Health Professional Officers	3	0	3
Information Technology Officers	5	24	29
Professional Officers	15	3	18
School Leaders	530	204	734
Senior Officers	80	42	122
Teachers	2,589	777	3,366
Trainees and apprentices	0	1	1
Total	4,526	1,328	5,854

Table C7.3: Employment category by gender

Employment category	Female	Male	Total
Casual	592	169	761
Permanent full-time	2,212	865	3,077
Permanent part-time	1,053	91	1,144
Temporary full-time	269	126	395
Temporary part-time	400	77	477
Total	4,526	1,328	5,854

Table C7.4: Length of service by age-group and gender

Length of service (years)	Pre-l Boor	Baby ners¹	Bak Boom		Gener X			ration ′⁴	То	tal
, ,	F	М	F	М	F	М	F	М	F	М
0-2	8	4	148	67	293	88	390	150	839	309
2-4	5	3	166	72	253	68	261	82	685	225
4-6	10	1	146	36	226	49	163	61	545	147
6-8	16	12	285	64	242	58	120	33	663	167
8-10	14	3	197	33	168	50	65	10	444	96
10-12	6	3	168	33	152	45	8	3	334	84
12-14	3	2	82	19	57	27	0	0	142	48
14+ years	27	10	642	181	205	61	0	0	874	252

Notes:

- 1. Born prior to 1946
- 2. Born 1946 to 1964 inclusive
- 3. Born 1965 to 1979 inclusive
- 4. Born from 1980 and onwards

Table C7.5: Average length of service by gender

Gender	Average length of service (years)
Female	8.6
Male	8.5
Total	8.6

Table C7.6: Age profile of the workforce (headcount) by gender

Age	Female	Male	Total
<20	22	17	39
20-24	201	65	266
25-29	513	161	674
30-34	520	181	701
35-39	482	170	652
40-44	563	140	703
45-49	583	119	702
50-54	642	153	795
55-59	536	152	688
60-64	329	116	445
65-69	102	40	142
70+	33	14	47
Total	4,526	1,328	5,854

Table C7.7: Employment by administrative units of the Directorate by FTE and headcount

Division	FTE	Headcount
Director-General	4.0	4
Deputy Director-General	10.0	12
Corporate Services	111.8	120
Strategy and Coordination	4,510.6	5,391
Tertiary Education and Performance	46.6	48
Learning, Teaching and Student Engagement	244.7	279
Total	4,927.8	5,854

Table C7.8: Employment by administrative units of the Directorate by categories (headcount)

Division	Permanent	Temporary	Casual	Total
Director-General	3	1	0	4
Deputy Director-General	6	4	2	12
Corporate Services	87	27	6	120
Learning, Teaching and Student Engagement	244	32	3	279
Strategy and Coordination	3,842	799	750	5,391
Tertiary Education and Performance	39	9	0	48
Total	4,221	872	761	5,854

Table C7.9: Employee profile by equity and diversity groups (headcount)

Equity and diversity group	Number of employees	Percentage of total employees
Aboriginal and Torres Strait Islander (A)	40	0.7
Culturally and linguistically Diverse background (B)	541	9.2
People with disability (C)	73	1.2
The number of employees who identify in any of the equity and diversity groups (A, B, C) ^a	645	11.0
Women	4,526	77.3

For more information contact: Director **Human Resources** (02) 6205 9202

a. Employees who identified in more than one equity and diversity group were counted once.

C8 Learning and Development

Learning and development activities are crucial for generating new and innovative ideas. The Directorate maintained a strategic approach to learning and development to build capability of the workforce.

In 2011-12, professional learning was provided to staff at the Hedley Beare Centre for Teaching and Learning, Stirling and through partnerships with institutions such as the University of Canberra and various other providers.

Directorate staff also received professional learning through the ACT Government's Shared Services division and the Chief Minister and Cabinet Directorate as part of their whole of government professional learning programs. These programs and number of participants are listed in Table C8.1.

Table C8.1: Participants in whole of government professional learning initiatives, 2011-12

Initiative	Number of participants
ACT Public Service Graduate Program	2
Future Leaders Program	1
Executive Development Program	1
Public Sector Management Program	1

Source: Shared Services, Treasury Directorate and Chief Minister and Cabinet Directorate

A number of training programs were made available to Directorate staff through the ACT Public Service (ACTPS) Training Calendar. Directorate staff were able to access study assistance through grants and time allowance. The number of participants and the associated cost is shown in Table C8.2.

Table C8.2: Participants and cost for ACTPS training and study assistance program, 2011-12

Program	Number of participants	Cost
ACTPS Training Calendar	105	\$33,082.80
Study Assistance	43	\$19,158.96

Source: Shared Services, Treasury Directorate

The Directorate delivered a number of learning and development programs: Respectful Workplaces training; Induction; Career development for school support and administrative staff; Professional development for teachers and principals; New Educator Support Program; and Leadership development.

Respectful Workplaces

A total of 20 training sessions were delivered to over 400 staff as part of the ongoing delivery of the Respectful Workplaces training. The sessions were attended by principals, central office managers and senior officers (Grade C). This training forms the cornerstone of the Directorate's implementation of the RED Framework and its commitment to reducing the risk of psychological injuries in the workplace.

Induction programs

A number of induction sessions were held for teachers, school-based and central office staff and newly appointed or promoted and acting principals. A total of 337 teachers, 26 school-based and 20 central office staff attended induction sessions. The training focused on the following topics:

- ethics, professional conduct and entitlements
- workplace health and safety
- · information management
- professional learning
- conditions of service.

Induction training for principals provided orientation to support strategic management and leadership initiatives in schools. The training focused on:

- financial and human resources management
- governance and legal matters (duty of care, complaints, family law and privacy)
- school improvement (using data for school planning and reporting)
- leading instructional practice
- Aboriginal and Torres Strait Islander education, student engagement and support
- reflection, evaluation and planning.

Career development for school support and administration staff

Training and professional development for school support and administration staff (SSAS) was offered in-house and through private providers such as CIT on a range of topics. Non-government school administrative support staff were also invited to participate in some sessions offered by the Directorate. Professional learning programs were offered in areas such as: ICT; safety training; library management; and records management.

In semester 2, 2011, 17 courses were offered with 245 participants. In semester 1, 2012, 13 courses were delivered with 112 SASS attending these courses. On 31 January 2012, a conference for SSAS was held with 583 participants attending a total of 41 workshops on a range of professional topics. Table C8.3 provides information on traineeships offered to SSAS in children's services and education support.

Table C8.3: School support and administration staff attendance at traineeships with CIT, 2011-12

Program	Courses offered	Number of participants
Traineeships with CIT – semester 2 2011	Cert III in Children's Services	18
	Cert IV in Education Support	12
Traineeships with CIT – semester 1 2012	Cert III in Children's Services	27
	Cert IV in Education Support	9

Source: Learning and Teaching Branch

A handbook of training events for SASS was developed and distributed to schools in early 2012. The handbook provided information on learning opportunities available through the Directorate's Professional Learning and Events Calendar such as: Height Safety Training; Sharps Handling; Clicker 5 Learning Books; Photoshop; iPads in Special Education; Records Management; Prevention of Bullying; and Job Interview Panel Scribing.

Professional learning for teachers and principals

The Directorate values professional learning of teachers and principals to enhance their effectiveness and performance for better outcomes for all students in public schools. There were two funds in place to achieve this objective: the Teacher Professional Learning Fund (TPLF) and the Principal Professional Learning Fund (PPLF).

The TPLF provided funding of \$1.25 million to facilitate teacher professional learning identified as a priority. Part of this funding (\$250,000) was specifically allocated as scholarships for teachers undertaking academic study.

A range of scholarships were available to teachers to undertake study in personal capability building or targeted areas. In 2011-12, the following scholarships were awarded:

- 28 teachers were awarded individual scholarships in early childhood education
- 18 teachers were awarded individual scholarships in Teachers of English to Speakers of Other Languages (TESOL)
- 21 teachers were awarded individual scholarships, with total funding of \$74,000. Scholarships were offered in a range of areas including: Masters in Education; Educational Leadership; Teacher Librarianship; Psychology; Second Language Acquisition; and Health Promotion. Seven teachers withdrew prior to commencing study due to other commitments
- 23 teachers were awarded targeted scholarships for the Graduate Certificate in Early Childhood Education, with total funding of \$105,800.

The PPLF provides funding equivalent to 1 percent of the total of principal salary costs (approximately \$170,000) to build capability of principals, whether in schools or central office.

In 2011-12, a number of principals benefited from professional learning and development opportunities:

- eight principals attended Harvard University courses covering aspects of leadership for educational improvement
- three principals attended an International Baccalaureate Conference in Singapore
- two principals attended a seven day study tour to the Chinese National Training Centre for Secondary School Teachers at East China Normal University in Shanghai
- 10 principals attended the International Confederation of Principals Conference in Canada.

New Educator Support Program

The New Educator Support Program provides every newly appointed teacher with 15 days release from classroom teaching for professional learning in first three years of service. Each school term, an intensive professional learning program was offered to teachers from early childhood, primary and high schools and colleges. The program focused on curriculum and quality teaching, literacy and numeracy, ICT and student management. A total of \$60,000 (including funding from TPLF) was allocated to support the development of new educators.

Table C8.4: Attendance at New Educator Support Program sessions, 2011-12

Program	Session	Attendance
Quality Teaching with ICT	Term 3, 2011	133
Reflection and the Way Forward	Term 4, 2011	114
You and Your Core Business	Term 1, 2012	129
Essential Skills for Classroom Teachers	Term 2, 2012	128

Source: Learning and Teaching Branch

A mentor training program was conducted for mentors of new teachers and teacher coordinators in 2011. Training that focused on the National Professional Standards for Teachers was organised in conjunction with the University of Canberra, the Australian Catholic University and the ACT Teacher Quality Institute. The training was delivered in 2012 to mentors in public, Catholic and independent schools.

Leadership development

The Directorate's *School Leadership Strategy* was launched on 11 April 2012. The strategy is underpinned by the National Professional Standards for Principals. To support the implementation of the standards, mentoring programs were conducted for teachers in school leadership teams: principals; deputy principals; and heads of school departments.

A leadership conference for 297 executives from schools and the central office was held from 9 to 11 May 2012. The conference focussed on three themes: Leading, learning and teaching; Developing self and others; and Leading improvement, innovation and change. The themes comprised the first three practice areas of the National Professional Standards for Principals.

For more information, contact: Director Learning and Teaching (02) 6205 9205

C9 Workplace health and safety

The Directorate is dedicated to improving workplace health and safety across schools and the central office. The Workplace Health and Safety and Injury Management Improvement Strategy 2009-2012 (the Strategy) provides a planned, documented and quantifiable approach for injury prevention and management. The Strategy was a requirement under the ACTPS Workplace Health Strategic Plan 2008-2012 and was due to be reviewed. The review was in line with the implementation on 1 January 2012 of the ACT Work Health and Safety Act 2011 and the new one service approach to injury prevention and management implemented on 10 April 2012. The review of the strategy was anticipated for completion in August 2012. The Strategy will continue to provide the basis for improved injury prevention and early intervention performance against the new Key Performance Indicators (KPIs) set out in the ACTPS Worker's Compensation and Work Saftey Improvement Plan (the Plan).

The Plan is designed as a holistic approach to improving the health and return to work outcomes of ACTPS injured workers. The Plan outlines a one service approach with the co-location of injury management services for whole of government and joint responsibilities for the Directorate and Shared Services in improving outcomes against KPIs. These KPIs will form the basis of reporting for the 2012-13 reporting period.

The Implementation of the Work Health and Safety Act 2011 on 1 January 2012 and the associated changes to regulations and codes of practice led to a comprehensive review of the Directorate's safety management system and workplace health and safety policy and procedures. New initiatives were developed including site based risk registers to support the role of 'Officer' with their due diligence obligation and to assist the Directorate in achieving legislative compliance.

Investigations

The Directorate works in close partnership with WorkSafe ACT in responding immediately to any issue relating to safety on our sites. In the reporting period, the Directorate had three Prohibition Notices (P643, P644 and P646). These notices were issued in relation to non-compliance under the *Work Safety Act 2008* for asbestos related risks. Notices P643 and P644 were issued in October 2011 and related to an asbestos risk in a transportable building at Jervis Bay School. P643 was issued on Monday 17 October 2011 and resolved immediately. On 27 October 2011, a further notice was issued on the transportable building, the Directorate isolated the building immediately. The owner of the structure (the Australian Government) removed the structure in April 2012. Notice P646 was issued on 4 November 2011 in relation to asbestos management processes undertaken during maintenance works. This notice was withdrawn after further consultation evidenced an appropriate system for the management of this risk.

The Directorate had one Improvement Notice (AD11/001) issued on 20 September 2011 in relation to bullying and harassment. This notice was incorrectly issued and was withdrawn.

A total of 484 staff Accident/Incident Reports were received during 2011-12, a decrease from the previous year's figure of 533. There were 11 staff notifiable incidents reported under section 38 of the ACT *Work Safety Act 2008* and one under the *Work Health and Safety Act 2011*.

The Directorate received 964 student Accident/Incident Reports and 31 third party Accident/Incident Reports. This was an increase from the previous reporting period, which recorded a figure of 986 (this number is inclusive of both student and third party reports). All student and third party reports are notifiable under section 38 of the *Work Health and Safety Act 2011* and were reported to WorkSafe ACT.

Worker consultation arrangements and health and safety representatives

As required under the ACT *Work Health and Safety Act 2011*, the Directorate consulted with employees regarding Worker Consultation Units. A total of 85 Worker Consultation Units were formed during 2011-12. The Directorate had 88 health and safety representatives and 54 deputy health and safety representatives undertaking their responsibilities. To support the health and safety representatives, training was delivered to over 66 newly elected health and safety representatives in March and May 2012. Quarterly network meetings for representatives were conducted in August and November 2011 and March and June 2012. These contact points ensured up-to-date health and safety information was disseminated throughout the Directorate.

Injury Prevention and Management Policy Committee

The Injury Prevention and Management Policy Committee is the key consultative committee for the Directorate's workplace health and safety matters. The Committee has overseen the development of new and existing health and safety initiatives such as:

- Safety and Wellbeing Core Principle Commitment Statement
- risk register development
- · bin lifter project
- · contractor arrangements review
- Building Service Officer (BSO) duties risk register and standard operating procedures
- manual handling project in specialist schools
- Workplace Health and Safety Training Calendar
- Workplace Health and Safety Reference Manual
- · policy and procedure review.

Injury prevention and management programs

In 2011-12, a range of programs were implemented throughout the Directorate to ensure the safety and welfare of staff including:

- ongoing implementation of the Strategy
- transition to the new 'one service' approach to injury management outlined in the Plan

- development of the Directorate's Workplace Health and Safety Reference Manual and ongoing Index review to improve access to workplace health and safety information
- participation in the Shared Services Health and Safety Manual Handling Project which delivered targeted training to specialist schools in manual handling, risk assessment and procedures
- continuation of the Employee Assistance Program which is an independent, confidential, short term, solutions-focused counselling service for staff and their immediate families. The service offers counselling assistance for both work and non-work related matters. The average utilisation rate during 2011-12 was 6.74 percent. This has decreased from the 2010-11 period (7.85 percent). This utilisation rate included staff attendance at Employee Assist and Trauma Assist services
- delivery of the Flu vaccinations program to over 2,424 employees and HEP A/B to over 32 targeted employee groups including BSOs, First Aid officers, early childhood staff and learning support assistants
- ongoing Respectful Workplaces training to assist in the management and reduction of the risk of psychological injury for employees. Training commenced in March 2012 and was delivered to over 400 staff in leadership positions and various employee groups, including business managers and BSOs
- development of the BSOs Duties Risk Register and Standard Operating Procedures to assist them in managing risks associated with daily tasks
- Site Specific Risk Register development to raise awareness of local risk and assist with the application of appropriate management controls.

Box C9.1: Melrose High School - a MindMatters school



Melrose High School became the first ACT public school to be accredited by MindMatters MindMatters, a leading national mental health initiative for secondary schools, is managed by Principals Australia Institute and funded by the Australian Government Department of Health and Ageing.

Melrose was one of 17 schools and colleges from across all states and territories to be recognised at the

National MindMatters ceremony held on 9 December 2011 in Adelaide.

Melrose High School project leader, Ms Crystal Mahon, along with a wide team of staff, developed and implemented a whole school approach to mental health and wellbeing resulting in a greater connectedness to school and improved outcomes for young people. Jill Pearman from MindMatters said that Melrose High School had done a great job and achieved significant outcomes impacting on the mental health and wellbeing of young people.

Injury prevention and management targets

The Directorate worked towards improving workplace health and safety performance through the:

- completion of stage 2 action outlined in the Strategy
- review of the Strategy in line with the Work Health and Safety Act 2011 and the KPIs outlined in the Plan
- transition to the new one service approach to the provision of injury management services.

The Directorate has continued to address and maintain the timeliness of reporting. These include appropriate referrals to return to work coordinators, Preferred Provider Panel and the Redeployment Network Panel.

The 2011-12 insurance premium rate for the Directorate was 2.79 percent. This was a slight deterioration compared with the 2010-11 result (2.75 percent) but compares favourably with the whole of government result of a 13.4 percent increase for the same period. There was a decrease in the number of claims reported with 123 claims accepted for compensation. The early intervention focus adopted by the Directorate saw a sustained improvement in meeting the performance for targets on the number of workplace injuries reaching five days incapacity and average time lost (average number of weeks off for workers' compensation per 1,000 employees). The Directorate is required to report on its performance against these national improvement targets, which also form part of the ACT Public Service Workplace Health Strategic Plan 2008-2012.

Target 1: Reduce the number of claims reaching five days incapacity by 40 percent over the period 2002 to 2012

Table C9.1: The number of new claims reaching five days incapacity and rate per 1,000 employees, 2001-02 to 2011-12

	2001- 02	2002- 03	2003- 04	2004- 05	2005- 06	2006- 07	2007- 08	2008- 09	2009- 10	2010- 11	2011- 12
Number of new five day claims	72	101	92	89	98	101	80	85	80	74	70
Rate per 1,000 employees	17.3	23.5	20.5	19.7	23.4	22.8	18.0	19.6	17.5	16.1	15.1
Directorate target	17.3	16.6	15.9	15.2	14.5	13.8	13.1	12.4	11.8	11.1	10.4
ACTPS number of new five day claims	412	472	449	441	459	379	291	330	333	355	322
Rate per 1,000 employees	25.3	27.4	25.9	25.9	26.4	21.9	16.3	17.9	17.9	18.0	16.3
ACTPS target	25.3	24.3	23.3	22.2	21.2	20.2	19.2	18.2	17.2	16.2	15.2

Source: Human Resources Branch

Target 2: Eliminate all fatalities due to workplace injuries by 2012

No fatalities occurred due to workplace injuries during the reporting period.

Target 3: Reduce the average lost time rate by 40 percent over the period 2002 to 2012

Table C9.2: The number of weeks of incapacity and rate per 1,000 employees, 2001-02 to 2011-12

	2001- 02	2002- 03	2003- 04	2004- 05	2005- 06	2006- 07	2007- 08	2008- 09	2009- 10	2010- 11	2011- 12
Weeks incapacitated	2,002	2,287	2,224	2,220	2,544	2,275	2,129	2,399	2,104	2,071	2,159
Rate per 1,000 employees	481	533	495	491	608	514	478	552	467	449	464
Directorate target	481	461	442	423	404	384	365	346	327	308	288
ACTPS target	801	769	737	705	672	641	609	577	545	513	481

Source: Human Resources Branch

For more information contact: Director Human Resources (02) 6205 9202

C10 Workplace relations

Staff Enterprise Agreement

During the reporting period the Directorate successfully negotiated the current *ACT Public Service Education and Training Directorate Enterprise Agreement 2011-2013* (Staff Enterprise Agreement). The Staff Enterprise Agreement replaced the *ACT Department of Education and Training Staff Enterprise Agreement 2010-2011* and covered all Directorate staff other than teachers.

Following endorsement by an employee vote in November-December 2011 and subsequent Fair Work Australia approval, the Staff Enterprise Agreement came into operation on 22 December 2011. The Staff Enterprise Agreement nominally expires on 30 June 2013.

The first pay increase and back adjustments were paid to eligible employees on the pay day of 19 January 2012.

Highlights of the Staff Enterprise Agreement include:

- the creation of a new School Assistant 4 classification for future employment of Youth Support Workers and Aboriginal and Torres Strait Islander Education Officers to better meet the operational requirement of the school
- provisions to enable the appointment of temporary employees who have worked an extended period of two years continuously without a further merit process, enhanced support for preschool assistants
- enhance conditions for temporary school assistants in relation to incremental progression process and payment between school years
- · a revised BSO classification structure
- a commitment to implementing agreed outcomes of the Business Managers Classification Review from the beginning of the 2012 school year.

A joint Directorate and Union(s) implementation committee was established to oversee the implementation of the Staff Enterprise Agreement.

In response to a recommendation of the Business Managers Classification/Work Value Review, all permanent Administrative Service Officer Class 4 (ASO4) business manager positions were reclassified to the ASO5 classification in accordance with section 58(4) of the *Public Sector Management Act 1994*. The reclassification pay increase was paid from 30 January 2012 as agreed in the Staff Enterprise Agreement. The reclassification is an agreed outcome of the review and recognises the vital role business managers play in providing innovative, inspiring and safe learning environments in our schools.

The Directorate has implemented a new School Assistant 4 (SA4) classification for the future employment of Youth Support Workers and Aboriginal and Torres Strait Islander Education Officers. Current Youth Support Workers and Aboriginal and Torres Strait Islander Education Officers are classified as Administrative Service Officer Class 4 and have been given the option to transfer in the new classification. The SA4 classification employment conditions are designed to more appropriately match the school environment they work in.

The revised BSO classification structure includes a new BSO2 and BSO3 classification. A working group has been established to develop duty statements and selection criteria for the new classifications.

Teaching Staff Enterprise Agreement

During the reporting period the Directorate and employee representatives including the Australian Education Union (AEU) continued bargaining for the ACTPS Education and Training Directorate (Teaching Staff) Enterprise Agreement 2011-2014 (Teachers' Enterprise Agreement). Following endorsement by an employee vote in March-April 2012 and subsequent Fair Work Australia approval, the Teachers' Enterprise Agreement came into operation on 27 April 2012. The Teachers' Enterprise Agreement nominally expires on 30 September 2014.

The Teachers' Enterprise Agreement delivered initial pay increases of five percent, to be followed by total increases of seven percent in subsequent years. For most classroom teachers this translated to an increase of nearly 15 percent over the life of the Agreement. The initial pay rises, effective from 1 October 2011, including back pay adjustments were implemented for all permanent, temporary and casual employees during May and June 2012.

Other highlights of the Teachers' Enterprise Agreement include:

- introduction of new Executive Teacher (Professional Practice) positions in identified schools focused on modelling best practice and capacity building in classroom teaching
- reduced teaching hours for first year teachers to facilitate enhanced support
- accelerated incremental progression for outstanding classroom teachers
- enhanced support for school counsellors.

A joint Directorate-AEU Implementation Committee oversees the implementation of the Teachers' Enterprise Agreement.

Special Employment Arrangements and Australian Workplace Agreements

Special Employment Arrangements (SEA) are made in accordance with the provisions of the relevant enterprise agreement. SEAs are part of the Directorate's attraction and retention strategy, allowing the needs of the Directorate to be met through the employment of officers with specialist skills and qualifications.

Table C10.1: The number of Special Employment Arrangements

Description	The number of individual SEAs	The number of group SEAs	Total employees covered by group SEAs	Total employees covered by SEAs
	А	В	С	(A+C)
The number of SEAs as at 30 June 2012	7	1	58	65
The number of SEAs entered into during the reporting period	7	1	58	65
The number of SEAs terminated during the reporting period	3	0	0	3
The number of SEAs providing for privately plated vehicles as at 30 June 2012	0	0	0	0
The number of SEAs for employees who have transferred from AWAs during the reporting period	0	0	0	0

Source: Human Resources Branch

Australian Workplace Agreements (AWA) made prior to the introduction of the Fair Work Act 2009 will continue to operate until terminated. The number of AWAs as at 30 June 2012 was three. No new AWAs were made during the reporting period. No AWA was terminated/lapsed due to formal termination or staff departure in 2011-12.

Table C10.2: Classification and remuneration for officers on Special Employment **Arrangements and Australian Workplace Agreements**

	Classification range	Remuneration as at 30 June 2012
Individual and group SEAs	Senior Officer Grade C to Senior Officer Grade A and Classroom teacher to Principal	\$105,272 - \$135,638 \$70,350 - \$134,485
AWAs	Senior Officer Grade B to Senior Officer Grade A	\$133,595 - \$136,804

Source: Human Resources Branch

For more information contact: Director **Human Resources** (02) 6205 9202

C11 Human Rights Act 2004

The *Human Rights Act 2004* commenced operation on 1 July 2004. Since then, public officials have been required to interpret agency-related legislation consistently with human rights unless Territory law clearly authorises otherwise.

Amendments to this Act came into force on 1 January 2009 and provided individuals with the right of action where human rights have been breached by a government agency.

Staff education, training and resources

Respect, Equity and Diversity Contact Officers (REDCOs) have been designated in each of the nine central office branches with more than 86 officers designated in schools and the central office. REDCOs provide information and raise awareness among staff about bullying, harassment and discrimination. REDCOs also support staff who feel that they may be experiencing bullying, harassment or discrimination in the workplace. REDCOs participate in ongoing quarterly network meetings and training sessions.

The Directorate's Respect, Equity and Diversity (RED) Consultative Committee met quarterly to provide strategic advice on equity and diversity issues. The Directorate is committed to reducing the risk of psychological injuries in the workplace as required under the *Work Health and Safety Act 2011* and *Workplace Health and Safety Strategic Plan 2008-2012*.

A number of initiatives were implemented to support human rights education for staff.

- Respectful Workplaces training: ongoing delivery of training for employees is a key part of the Directorate's commitment to workplace health and safety and implementation of the ACT Public Service RED Framework.
- Employee Complaints and Disputes Resolution Toolkit: the toolkit was developed
 to assist with efficient dispute resolution and was endorsed and published on the
 Directorate's website.
- Peer Conflict Coaching initiative: the initiative provided an opportunity for the early resolution of conflict and disputes. Twelve officers from across the Directorate were trained as conflict coaches.

Liaison on human rights issues

The Directorate consults with the ACT Human Rights Commission in the preparation of cabinet submissions, including government submissions to the Legislative Assembly and in the development of new and amended legislation.

The ACT Human Rights Commission is an important external stakeholder and is consulted where policies and procedures that may have human rights implications are being reviewed or developed.

Box C11.1: Diversity united



A group of staff and students from Stromlo High rallied together to battle homophobia and discrimination, and inspired a surge of action both interstate and in schools from across the capital.

The group, 'Diversity United', set up a 'safe space' in the school for lunchtime meetings designed to give students a place to work on homework, chat with

each other and staff, access local services for under 25s, and have discussions about homophobia, diversity and respect within the school. Executive teacher Matthew Noonan said the response from students had been surprising to all.

"Even I was surprised when the students launched their meetings and plans, that some staff would also see it as a safe way to be themselves, to have the confidence to open up to others, and to be able to support students," Mr Noonan said. "Many teachers need to know they can talk, access resources, and be supported as much as our students! I have had interest from both ACT and interstate schools asking me to visit to share how we easily took the initiative to form working groups and action plans with staff and student leaders to create real support, change and education in our school. Now we have staff professional development programs in place, and new units for various classes which the students themselves led."

Classrooms are now decorated with anti-homophobia posters, teachers are being trained in supporting same-sex attracted youths and some students have drafted their own anti-discrimination videos.

For more information contact:
Director
Information, Communications and Governance
(02) 6205 7661

C12 Strategic Bushfire Management Plan

Each year the Directorate works closely with the ACT Emergency Services Agency (ESA) and the ACT Rural Fire Service (RFS) to minimise the risk and impact bushfires may have on school communities and Directorate assets.

In 2011-12 the Directorate, in consultation with ACT ESA, further refined school emergency protocols in relation to the declaration of elevated fire danger ratings ('extreme' or 'catastrophic'). These protocols complement the ACT Elevated Fire Danger Plan and identify the temporary closure of seven public and 14 non-government schools when the ACT ESA declares an elevated fire danger rating.

Under an 'extreme' fire danger rating, the following five public schools would be closed temporarily:

- Birrigai Outdoor School (Paddy's River)
- Black Mountain School
- Fraser Primary School and Fraser Preschool
- Hall Preschool site of Gold Creek School
- Tharwa Preschool site of Charles Conder Primary School.

Under a 'catastrophic' fire danger rating, Bonython Primary and Preschool and Jervis Bay school would be temporarily closed along with the five schools identified above under an 'extreme' fire danger rating.

The 14 non-government schools to be closed temporarily under a 'catastrophic' fire danger rating are:

- Brindabella Christian College
- Burgmann Anglican School (Valley and Forde campuses)
- Canberra Christian School
- Canberra Girls' Grammar School
- Canberra Grammar School
- Canberra Montessori School
- Covenant College
- Daramalan College
- · Islamic School of Canberra
- Marist College Canberra
- · Orana Steiner School
- Radford College
- St Edmund's College
- The Galilee School.

All ACT schools are required to be on high alert on days when extreme or catastrophic fire danger ratings are declared. If a bushfire occurs and poses a risk to schools, the ACT RFS or ACT Fire Brigade may direct schools to close immediately.

Public schools are reviewing Emergency Management Plans to ensure plans are consistent with the Directorate's Security and Emergency Management Governance Framework. An annual bushfire preparation program was undertaken by the Directorate to ensure vegetation and other fire hazards were well managed.

The Tidbinbilla Nature Reserve Bushfire Operation Plan managed by the Territory and Municipal Services Directorate covers the operations of the Birrigai Outdoor School.

For more information contact: Director **Finance and Corporate Support** (02) 6205 9108

C13 Strategic asset management

The Directorate's asset management strategy is based on the following key principles:

- asset management activities are undertaken within an integrated and coordinated framework
- asset management practices and decisions are guided by service delivery needs
- asset planning and management are integrated with corporate and business plans, as well as budgetary and reporting processes
- capital expenditure decisions are based on evaluations of alternatives that take into account estimated costs, benefits and risks (in particular occupational, health and safety risks).

The Directorate is responsible for 84 public schools including preschool sites. To ensure these facilities are kept at standards suitable for delivering quality educational programs the Directorate has a maintenance program for urgent and minor repairs, planned maintenance, and repair of vandalised and damaged facilities. In addition, the Directorate has an ongoing capital works program for the upgrade of school and preschool facilities.

Issues managed by the Directorate include:

- ageing asset stock refurbishment to support curriculum activities
- installation of information and communication technology infrastructure
- utilisation of existing facilities
- car parking and traffic management
- installation of security related infrastructure
- · demographic change
- environmental efficiency and sustainable landscapes
- energy efficiency and climate change.

Assets managed

As at 30 June 2012, the Directorate managed assets with a total net book value of \$1,878.3 million (Table C13.1).

Table C13.1: Assets and their values at 30 June 2012

Asset class	Value (\$ million)
Land and building (including improvements thereon) for schools and preschools	1,836.8
Leasehold improvements	2.0
Property, plant and equipment	39.5
Total	1,878.3

Source: Finance and Corporate Support Branch

During 2011-12 the significant assets added to the Directorate's asset register are given in Table C13.2.

Table C13.2: Assets added to the asset register during 2011-12

Assets	Value (\$ million)
Capital works - Harrison School	45.4
Capital works - Namadgi School, Gungahlin College and Calwell High School Performing Arts Centre	7.0
Capital works - various school and preschool sites	28.8
Capital initiatives – various ICT projects at various school sites	7.4
Total	88.6

Source: Finance and Corporate Support Branch

The Directorate assessed that in 2011-12 the total value of impairment to property, plant and equipment was \$9.0 million due to the temporary closure of Taylor Primary School in March 2012 for rectification work. As a result, asset values have been reduced by this amount.

Asset transfers

During 2011-12, responsibility for the French Australian Preschool at Red Hill Primary School was transferred to the Economic Development Directorate and responsibility for the Narrabundah Preschool (Nimbin Street) was transferred to the Community Services Directorate. The total value of the assets transferred was \$2.2 million.

Asset maintenance and upgrade

The Directorate undertakes maintenance and upgrades to schools in consultation with schools and School Network Leaders. The Directorate prepared annual repairs and maintenance plans for each school on the basis of information from building condition assessments, requests from schools and information gained from other sources such as consultant reports and site visits. Works were subsequently undertaken, both by schools and the central office, with larger and more significant works included in the Directorate's capital works program in priority order within the available funds.

The importance of maintenance and major refurbishment is a priority for the Directorate given the increasing average age of school facilities.

Asset maintenance

In the 2011-12 year, the Directorate received \$11.945 million for school repairs and maintenance. The repairs and maintenance program included:

 a program of works for all primary and secondary level schools, based on the annual rolling program

- an allocation for unforeseen maintenance such as vandalism, fire and flood damage
- high priority works arising from school building condition assessment reports
- a schedule of maintenance for preschools.

In addition, capital funding was allocated in the 2011-12 ACT Budget to undertake a program of fire system upgrades across all ACT public schools (\$2.56 million over two years) and a program for hazardous materials removal works at priority schools (\$3.4 million over two years).

Building condition assessments of all schools (including preschools) are conducted on a three-year rolling program and cover buildings, services and grounds. During 2011-12, building condition assessments were conducted at 37 schools. The results of these reports are taken into account in preparing the Directorate's annual school repairs and maintenance program.

Tree assessment audits are conducted at each school on an annual basis. The 2011-12 year was the third year of annual audits with 87 audits conducted. The outcomes are included in the Directorate's tree maintenance program.

In line with the *Dangerous Substances Act 2004*, the Directorate completed the program of inspections to prepare Hazardous Materials Survey Management Plans (HMSMP) for each school. These plans are comprehensive and include all potentially hazardous materials (asbestos containing materials, lead-based paint, synthetic mineral fibres, polychlorinated biphenyls and ozone depleting substances). The HMSMP is updated every three years, with the Asbestos Register which is included in the HMSMP updated annually.

Copies of HMSMP and the Asbestos Register are accessible at each school for inspection by staff, parents, carers and tradespeople. In addition, plans showing areas of known asbestos in schools were mounted in entry areas to all ACT school sites during 2011-12.

The drought conditions and water restrictions in recent years have had an impact on the school grounds and play areas. Reduced water availability has contributed to the poor condition of many grassed play areas and has contributed to tree distress. To assist with the efficient use of water (e.g. connection to toilets, irrigation of gardens etc), rainwater tanks were installed at all ACT public early childhood, primary and secondary schools during the 2010-11 and 2011-12 years. Further water tanks will be installed at four colleges in 2012-13.

In addition to installing non-potable water supplies to schools, pilot sustainable landscapes were constructed at two schools – Giralang and Aranda Primary Schools – with works being finalised at Gowrie Primary, Red Hill Primary and Stromlo High Schools.

During the reporting period, the Directorate conducted its annual bushfire prevention audit. These audits were conducted across all ACT public schools and included removing leaf litter from roofs, gutter and downpipes, cutting long grass, clearing grounds of tree litter and removing stockpiles of combustible material such as paper, cardboard and compost.

As part of the fire systems upgrade program, fire detection and evacuation systems (including emergency lighting, emergency egress, fire indictor panels, smoke and thermal detectors and emergency warning intercom systems) were upgraded at 24 schools in 2011-12. A further 56 schools will be upgraded during the 2012-13 ensuring all ACT public schools have high quality systems.

Stage 2 of the hazardous materials removal program was commenced and substantially progressed during the 2011-12 year. This follows the stage 1 works undertaken in 2008-09 and 2009-10. In the reporting period, asbestos removal works was undertaken at 38 ACT public schools.

During 2011-12, the Directorate undertook the following further specific works:

- major works at Curtin and Farrer Primary Schools to improve sub-floor ventilation to address mould issues identified at those schools
- asbestos removal works at Jervis Bay School, including the removal of the 'Seaspray' transportable building.

In addition to the planned school asset maintenance and upgrade programs managed and delivered by the central office, schools are also funded to undertake repairs and minor works tasks.

Major asset upgrades

Funding of \$12.878 million was provided in the 2011-12 Budget for capital upgrades at schools and preschools. In addition, upgrade projects totalling \$2.823 million were carried forward from the 2010-11 year.

The following projects were undertaken in 2011-12.

Older school upgrades

A major upgrade at Torrens Primary School was completed during the reporting period. Planning for major upgrade works at Hughes and Yarralumla Primary Schools was also progressed in 2011-12 with works to be undertaken in the 2012-13 year.

Major landscape and car park improvement works were progressed at Red Hill Primary School during the reporting period. These works were undertaken in conjunction with the school extension works.

New school facilities

The new four classroom teaching pod at Ngunnawal Primary School was completed early in the 2011-12 year. This project was jointly funded through the More Teachers, Lower Class Sizes and capital upgrades programs.

School refurbishments and improvements

Works were completed at 21 ACT public schools in the 2011-12 year, including:

- front entry upgrades at Forrest Primary School, Gold Creek School (junior campus) and Malkara School
- schools administration area upgrades at Arawang and Farrer Primary Schools
- classroom upgrades at Malkara School, Macquarie Primary School, Calwell High School, Wanniassa School (senior campus) and Canberra and Hawker Colleges

- library upgrades at Charnwood-Dunlop School and Maribyrnong Primary School
- canteen upgrades at Jervis Bay School, Calwell High School and Macquarie Primary School
- a new learning support unit at Gold Creek School (senior campus)
- interactive white boards installed in all primary school 'home' classrooms
- virtual learning spaces trialled at Ngunnawal Primary School, Alfred Deakin and Campbell High Schools and Telopea Park School
- a new lift at Stromlo High school
- toilet upgrades at Arawang, Charles Conder, Hawker and Wanniassa Hills Primary Schools
- specialised play area at Black Mountain School and playground and equipment improvements at Kaleen, Latham and North Ainslie Primary Schools and Cranleigh School
- a new shade structure at North Ainslie Primary School
- landscape improvements at Cranleigh School
- bin lifting machines installed at nine schools, to assist with the transfer of waste from wheelie bins into recycling and land fill skips.

In addition, improvement and upgrade works were completed at Charnwood, Garran, North Ainslie, Taylor, Theodore and Torrens Preschools.

Office accommodation

During the year, central office staff were located at 220 Northbourne Avenue in Braddon, the Hedley Beare Centre for Teaching and Learning in Stirling, the Lyons Education Centre in Lyons, the former Higgins Primary School, Fyshwick Annex and The Maribyrnong Centre in Kaleen.

Staff census of schools conducted in February 2012 recorded 4,671 full-time equivalent staff employed in non-office environments at ACT public school sites. Staff located at these sites included teachers, school leaders, office administrators, general service officers and building service officers.

Table C13.3: Central Office sites, staff numbers (headcount) and space occupied, as at 30 June 2012a, b

Building and location	Staff Numbers	Approximate area occupied (m ²)	Average area occupied per employee (m ²)
220 Northbourne Avenue, Braddon	211	3,303	16
Hedley Beare Centre for Teaching and Learning, Stirling	160	2,514	16
Maribyrnong Primary School, Kaleen	35	727	21 ^c
Total	406	6,544	16

Source: Finance and Corporate Support Branch

Notes:

- a. Staff Numbers have been calculated based on occupied workstations at 30 June 2012.
- b. The Board of Senior Secondary Studies, a statutory authority, based at Lyons Education Centre, is not included in this table.
- c. Average area includes Student Services (Vision Support Team and Hearing Support Team).

For more information contact: Director **Schools Capital Works** (02) 6205 3173

C14 Capital works

The Directorate's capital works management program for 2011-12, detailing the completed projects and works still in progress at the year end is shown in Table 14.1.

Overview

In 2011-12, the Directorate again delivered a large capital works program, totalling \$92.3 million, following on from the \$187.5 million program in 2010-11 and \$204.1 million program delivered in 2009-10. This was part of the ACT Government's \$683 million capital investment in ACT public schools.

A highlight for the year was the opening of the secondary section of Harrison School. All major projects were either completed or on target to be delivered by the scheduled completion date.

Significant capital works

New schools

Harrison School

The secondary section of Harrison School opened on 3 February 2012 ready for the start of the 2012 school year, catering for students in years 6 to 8. The school will cater up to year 10 from the start of the 2014 school year.

Harrison School commenced operation in 2008 catering for students from preschool to year 6. The school now includes the secondary school campus on the same site, which includes the middle school (years 6 to 8) and high school (years 9 and 10) facilities. The school has an enrolment capacity of 1,200 students.

Similar to the preschool and primary school, the secondary school section was designed to support the latest educational practices and provides an inclusive setting for students with special needs and provides opportunities for special needs students to integrate into mainstream educational programs. The school also provides facilities for students with high support needs.

The secondary school section includes specialist teaching areas for performing arts, technology, science and arts. The project design also incorporates a range of environmentally sustainable design features and the school was certified by the Green Building Council of Australia as a 5 Green Star design-rated school campus.

The construction manager, St Hilliers Group, commenced construction on the secondary school section in early 2010 with the works program arranged to allow the progressive completion and handover of school buildings during 2011 with all of the works completed ready for the start of the 2012 school year.

Stage 1 of the secondary school section, comprising the middle school classrooms and gymnasium, was completed and handed over to the school early in September 2011. These facilities were officially opened on 26 September 2011 by the Member for Ginninderra, Dr Chris Bourke MLA.

The secondary section of Harrison Secondary School was the winner of the 2012 ACT Master Builders and Boral Excellence in Building Awards in the major project (commercial building over \$20 million) category.

The total budget for the secondary section of Harrison School was \$51.65 million, including initial funding of \$45.0 million for design and construction, \$2.0 million for a larger gymnasium and \$4.65 million in supplementary funding.

Franklin Early Childhood School

The final designs for the Franklin Early Childhood School were completed during the reporting period, with construction of the new school commenced in January 2012. The school will provide facilities for children from birth to eight years of age, and will accommodate 120 childcare places and cater for 300 preschool to year 2 students.

The Franklin Early Childhood School is the first purpose built early childhood school in the ACT and follows the successful operation of early childhood schools in the suburbs of Isabella Plains, Lyons, Narrabundah, O'Connor and Scullin (Southern Cross).

The construction manager, Joss Constructions, commenced work on 23 January 2012 with works programmed to deliver the Stage 1 facilities (childcare and preschool) by the start of the 2013 school year. The Stage 2 facilities, which comprise the kindergarten to year 2 teaching and learning spaces, school administration, library and canteen buildings and community hall are programmed to be ready for the start of term 2 in the 2013 school year.

The total budget for the Franklin Early Childhood School is \$44.1 million, including \$1.4 million for forward design and \$42.7 million for construction works. The budget includes works to separate the land site into the school block, community use blocks and community open space, together with the service road and carparking.

Bonner Primary School

The final designs for the Bonner Primary School were also completed during the reporting period, with construction of the new school also commenced in January 2012. The school will provide facilities for students from preschool to year 6, and will support residents in the north Gungahlin suburbs of Forde and Bonner. The school will cater for 560 students.

The construction manager, St Hilliers Group, commenced construction on 30 January 2012 with works programmed to deliver the Stage 1 facilities (preschool and kindergarten to year 2 teaching and learning spaces, together with the school administration, library and canteen buildings) by the start of the 2013 school year. The stage 2 facilities, which comprise the year 3 to 6 teaching and learning spaces, multi-purpose hall and environment centre, are scheduled to be handed over to the school for the start of term 3 in the 2013 school year.

During the reporting period the construction manager went into voluntary administration and a major sub-contracting company, Hastie's Group, went into receivership. These actions delayed progress on the school's construction, however negotiations to revise the project programming ensured that the stage 1 facilities would be ready by the start of the 2013 school year.

The land remediation works to stabilise the soil and undertake early earth works were completed during the reporting period prior to the commencement of the school construction works.

A significant element in the school designs is the inclusion of Aboriginal and Torres Strait Islander peoples artworks into the school landscape and school buildings. The school has also been designed to achieve a 5 Green star design-rating from the Green Building Council of Australia.

The project designs also include the proposed school/community Aboriginal and Torres Strait Islander peoples Learning and Cultural Centre, with the stage 1 environment centre facilities being constructed as part of the school construction project. The design for the centre is unique reflecting Aboriginal and Torres Strait Island culture and learning, with planned linkages to regional and remote locations across Australia to support shared teaching and learning. Adjoining land has been set aside for the stage 2 community-based facilities for the centre.

The total budget for the Bonner Primary School is \$64.4 million, including \$1.8 million for forward design, \$2.33 million for land remediation works and \$60.27 million for construction works.

Coombs Primary School

The preparation of designs for the new Coombs Primary School in the district of Molonglo was completed to the Final Sketch Plan stage during the reporting period. The school design caters for 903 students from preschool to year 6 and will include an environment centre and shared school/community hall. The design also allows for schools buildings to be flexibly converted to alternative community uses as initial enrolment demand decreases in later years.

This school will be the first school in the Molonglo district.

Gungahlin College

The Gungahlin College was constructed in the Gungahlin Town Centre and opened to year 11 students from the start of the 2011 school year. The College catered for year 11 and 12 students in 2012. The College has an enrolment capacity of 950 students.

The Gungahlin College was the winner of the 2012 Council of Educational and Facilities Planners International (Australasia) in the new construction and overall projects categories.

During the reporting period, the Directorate managed the building defects and undertook additional post-occupancy works to ensure that the building facilities meet the College's educational service needs.

The total budget for the Gungahlin College was \$75.4 million, including \$1.0 million for forward design. This budget included design and construction work for the new secondary college, the CIT learning centre and the joint college/community library.

Namadgi School - Kambah

The new Namadgi School was constructed on the site of the former Kambah High School and opened to preschool to year 7 students from the start of the 2011 school year. The school will cater for preschool to year 10 students from the 2014 school year. The school has an enrolment capacity of 900 students.

During the reporting period, the Directorate managed the building defects and undertook additional post-occupancy works to ensure that the building facilities meet the school's educational service needs.

The total budget for Namadgi School was \$58.1 million, including initial funding of \$54 million, \$2.5 million allocated through the More Teachers, Lower Class Sizes program and \$1.55 million in supplementary funding.

School improvements

Canberra College Performing Arts Centre

Construction of the new Performing Arts Centre at the Woden campus of the Canberra College commenced in June 2011 and was significantly progressed to 'lock up' stage by the end of the 2011-12 reporting period. Final works, as well as landscape works, will be completed early in the next reporting period, with the new centre to be handed over to the College ready for term 4, 2012 school year.

This centre follows the new performing arts theatre at Gungahlin College and new performing arts centres at Lyneham and Calwell High Schools. It will be the largest performing arts centre to be constructed at an ACT public school.

Canberra College Cares (CCCares) program

Planning and consultation works with the Canberra College and the College community were undertaken during the reporting period, allowing a detailed scope of works and functional design brief to be prepared for design tenders. A design consultant (architect) was engaged in July 2012.

The new facility will enable students and their children attending the CCCares program to transfer from the College's Weston campus and to be integrated into the College's Woden campus. The new facility will provide teaching and learning spaces for students as well as childcare and health facilities for their children.

Red Hill Primary School extension

Following the completion of works to establish the French Australian Preschool as a separate stand alone facility, this site was transferred to the French Australian Preschool Association during the reporting period. Construction and civil works to extend Red Hill Primary School commenced in September 2011, with refurbishment works in the junior wing and extensions and improvements to the school entry completed and handed over to the school during the reporting period. Construction work for the new school carpark was well progressed ready to be handed over to the school at the start of term 3, 2012 school year. The new classroom wing together with the landscape works were also on track to be handed over to the school for the start of term 4, 2012.

Malkara School hydrotherapy pool

Design and construction work for a new hydrotherapy pool at Malkara School were commenced during the reporting period. Works were well advanced, with the pool and new facility on track to be handed to the school ready for the start of term 4, 2012 school year.

Initial funding had been allocated to undertake major refurbishment works to the previous pool at the school. However, a specialist consultant's report identified concerns about the condition of the pool and non-compliance with current building standards and recommended the replacement of the pool. Additional capital funding was allocated to allow the demolition of the previous pool and to construct a new hydrotherapy pool suitable for school and community use.

Majura Primary School extension

Planning and consultation works with the school and the school community were undertaken during the reporting period, allowing a detailed scope of works to be prepared for design tenders. A design consultant (architect) was engaged in November 2011, with designs completed to Preliminary Sketch Plan stage by the end of the reporting period.

Construction tenders were called in June 2012, with a project manager to be appointed early in the 2012-13 year. Works are programmed to be completed by June 2013.

This project will extend Majura Primary School to a full four-stream school (i.e. four classes in each year group from kindergarten to year 6).

Macgregor Primary School extension

Planning and consultation works with the school and the school community were undertaken during the reporting period, again allowing a detailed scope of works to be prepared for design tenders. A design consultant (architect) was engaged in November 2011, with designs completed to Preliminary Sketch Plan stage by the end of the reporting period.

Concurrent with the Majura Primary School expansion project, construction tenders were called in June 2012, with a project manager to be appointed early in the 2012-13 year. Works are programmed to be completed by June 2013.

This project will extend Macgregor Primary School to a full four-stream school (i.e. four classes in each year group from kindergarten to year 6).

Preschool expansions

This project will expand nine existing preschools to meet COAG requirements under the National Quality Framework for early childhood education and care. The nine preschool sites are Ainslie (Baker Gardens), Deakin, Downer, Griffith (Bannister Gardens), Hackett, Lyneham, Red Hill, Reid and Watson Preschools.

Design and construction/refurbishment works were at varying stages at the end of the reporting period with all works completed at Red Hill Preschool, Final Sketch Plans completed ready for construction tenders at seven preschools and Preliminary Sketch Plans completed at Deakin Preschool.

In addition, works were undertaken at the Narrabundah Early Childhood School to establish a second preschool classroom.

Duffy Primary School extension

Preliminary planning and consultation work with the school and the school community commenced during the reporting period, with detailed design and construction/installation work to be undertaken during the 2012-13 and 2013-14 years.

This project will extend Duffy Primary School to a full three-stream school (i.e. three classes in each year group from kindergarten to year 6).

Taylor Primary School rectification

Preliminary planning and consultation work with the school and the school community commenced during the reporting period. A construction manager was engaged in June 2012 to undertake a trial wall and roof reconstruction project to determine the extent of work required across the whole school site. Detailed design and rectification/upgrade work will be undertaken during the 2012-13 and 2013-14 years.

This project involves the rectification and upgrade of Taylor Primary School following the temporary closure of the school on 14 March 2012. The project will include asbestos removal, installation of a new external cladding material, roof upgrade and internal refurbishment.

Trade Training Centre – Tuggeranong Network

The Australian Government approved a grant in December 2011 to establish the Tuggeranong Sustainable Living Trade Training Centre. This project will involve works at four high schools (Calwell and Lanyon High Schools and Caroline Chisholm and Wanniassa Schools) and two colleges (Erindale and Lake Tuggeranong) across the Tuggeranong School Network.

Initial concept designs were prepared as part of the grant submission process with full project scoping and detailed design works commenced during the reporting period.

Other new capital works projects

Artificial grass surfaces

A design consultant (landscape architect) was engaged in January 2012, with detailed design specifications completed for five schools during the reporting period: Telopea Park School (two sites) and Calwell, Theodore, Torrens (two sites) and Weetangera Primary Schools.

Landscape improvements

A program of pilot landscape improvement projects was commenced during the reporting period with works at Giralang and Aranda Primary Schools completed and works at Gowrie Primary School and Stromlo High School well advanced. Further major landscape works were commenced in the reporting period at Red Hill Primary School and will be completed early in the 2012-13 year along with the school's extensions.

Planning and consultation work on school frontage improvements at six high schools – Belconnen, Calwell, Lyneham and Stromlo High Schools and Telopea Park and Wanniassa Schools – commenced at the end of the reporting period. A design consultant (landscape architect) was appointed in June 2012.

Public schools - water tanks

Works were completed under this program during the reporting period, with non-potable water supplies now available at all ACT public early childhood, primary and high school sites. Separate works will be undertaken at four colleges to install non-potable water supplies during the 2012-13 year.

Environment - solar schools

Photovoltaic (solar panel) systems were installed at 19 ACT public schools during the reporting period. This is in addition to existing solar panel systems installed at new schools (Namadgi School and Gungahlin College), trial sites (Kingsford Smith School and Evatt Primary School) and projects connected with the Building the Education Revolution initiative (Gold Creek School and Gordon and Theodore Primary Schools).

Contracts were also issued during the reporting period to install roof mounted solar panels at a further 27 ACT public schools.

Approval was given in July 2011 to ACT public schools receiving the maximum tariff under the ACT's feed-in tariff scheme for small-scale solar power generation systems.

In addition to the installation of solar panel systems, a contract to install pulse (smart) meters at schools was commenced during the reporting period, with meters to be installed at the 19 schools where solar panel systems have been installed. The meters will record and digitally display – for business management and curriculum learning – electricity, gas and water consumption and solar power generation information.

Carbon neutral schools

Planning was commenced at the end of the reporting period for work to improve the energy efficiency and reduce the carbon 'footprint' at 10 schools.

Car parks and traffic improvements

Construction works under this program were completed at a further five schools in the reporting period: Southern Cross Early Childhood School, Charnwood-Dunlop School and Chapman, Latham and Taylor Primary Schools. Carpark modifications were also completed at four schools: Florey, Maribyrnong and Mawson Primary Schools and Melba-Copland Secondary School (Melba campus).

Tenders were also called for construction works at Fraser Primary School with design work commenced on the final carpark improvement projects at Curtin and Weetangera Primary Schools.

Security fences

Installation works were completed at eight schools during the reporting period – Lyons and Southern Cross Early Childhood Schools, and Latham, Macquarie, Palmerston District and Torrens Primary Schools, Wanniassa School (junior campus) and Black Mountain School.

School toilet upgrade program

Upgrade works were completed at three schools during the reporting period – Red Hill, Campbell and Wanniassa Hills Primary Schools. Scoping work was undertaken for upgrade works at a further 18 schools. A project manager was appointed during the reporting period to undertake the further upgrade works, with construction works to be undertaken in the 2012-13 year.

School roof replacement program

Scoping work was undertaken for refurbishment works at four schools, including two full replacements. Works will include improvements to roof structure designs, the installation of roof insulation to improve energy efficiency as well as the replacement of failing roofing materials. A project manager was appointed during the reporting period to undertake the upgrade works, with installation works to be undertaken in the 2012-13 year.

Jervis Bay School

Work to establish two additional classrooms in the main school building was undertaken during the reporting period. These classrooms replaced two rooms lost following the removal of the 'Seaspray' transportable classrooms.

More Teachers, Lower Class Sizes program

Construction of the final projects under this program at Ngunnawal and Torrens Primary Schools was completed during the reporting period.

Calwell High School Performing Arts Centre

The new Performing Arts Centre at Calwell High School was handed over to the school in February 2011. The Directorate managed defects and additional post-occupancy works during the reporting period.

Older schools upgrade program

Major upgrade works were completed at Torrens Primary School during the reporting period. Planning and designs for further major upgrade works at Hughes and Yarralumla Primary Schools were well advanced during the reporting report. A project manager was appointed to undertake the design and construction works for the Hughes and Yarralumla Primary Schools.

Schools infrastructure refurbishment program

This was a five year program to refurbish older ACT public schools undertaken over the period 2006-07 to 2010-11. The full program of works included new gymnasiums, integrated early childhood centres, new performing arts centres as well as general upgrades and refurbishments concentrating on schools more than 12 years old.

The Directorate finally completed this program in the 2011-12 reporting period. The list of schools and projects where school improvement, refurbishment and upgrade works were undertaken during the five year period 2006-07 to 2010-11 can be accessed on the Directorate's website at

www.det.act.gov.au/school education/schools renewal

Building the Education Revolution initiative

The environment centre at Gold Creek was certified by the Green Building Council of Australia as a 6 Greenstar design-rated facility during the reporting period. This was the first 6 Greenstar design-rated facility at an Australian primary or secondary school.

This centre was also a Finalist in the United Nations Association of Australia 2012 World Environment Day Awards, in the Green Building Award category.

Regional Development Australia Fund

The Directorate had submitted two proposals for capital funding under the Australian Government's Regional Development Australia Fund in May 2011. The Directorate was informed during the current reporting period that these proposals were not successful.

Table C14.1: Capital works management, 2011-12

Project	Original project value	Revised project value	Prior year expend	Actual finance 2011-12	Actual expend 2011-12	Total expend to date	Estimate of completion date	Actual completion date	Project approval year
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000			
NEW WORKS									
Fire Systems Upgrade Program	2,560	2,560	0	942	942	942	Jun 2013		2011-12
Installation of artificial grass surfaces – Stage 1	2,300	2,300	0	127	127	127	Nov 2012		2011-12
Franklin Early Childhood School	42,700	42,700	0	6,735	6,747	6,747	Dec 2013		2011-12
Bonner Primary School	60,270	59,770	0	7,811	9,808	9,808	Dec 2013		2011-12
Bonner Primary School – land Remediation	2,330	2,330	0	2,330	2,330	2,330	Dec 2011		2011-12
COAG Universal Access to Preschools – Stage 1 Expansion Works	6,200	6,200	0	182	179	179	Jun 2013		2011-12
West Macgregor Development – Macgregor Primary School Expansion	5,650	5,650	0	79	79	79	Jun 2013		2011-12
Canberra College Cares (CC Cares) Program (Design)	1,400	1,400	0	47	47	47	Jun 2013		2011-12
School Toilet Upgrade Program – Stage 1	2,000	2,000	0	53	53	53	Jun 2013		2011-12
Majura Primary School Expansion	4,400	4,400	0	107	107	107	Jun 2013		2011-12
Malkara School – Hydrotherapy Pool Refurbishment	1,830	3,050	0	719	1,185	1,185	Sep 2012		2011-12

Project	Original project	Revised project	Prior year	Actual finance	Actual expend	Total expend	Estimate of completion	Actual completion	Project approval
	value	value	expend	2011-12	2011-12	to date	date	date	year
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000			
School Roof Replacement Program – Stage 1	2,800	2,800	0	189	189	189	Jun 2013		2011-12
Hazardous Materials Removal Program – Stage 2	3,400	3,400	0	2,875	2,875	2,875	Jun 2013		2011-12
Capital upgrades									
Older School Upgrades	4,441	6,423	0	4,983	4,968	4,968	Jun 2012	Jun 2012	2011-12
New School Facilities	1,794	1,794	0	1,640	1,578	1,578	Jun 2012	Jun 2012	2011-12
School Infrastructure Improvements	2,580	2,580	0	3,586	3,716	3,716	Jun 2012	Jun 2012	2011-12
Building Compliance Upgrades	1,830	1,830	0	2,106	2,106	2,106	Jun 2012	Jun 2012	2011-12
School Security Improvements	854	854	0	1,106	1,106	1,106	Jun 2012	Jun 2012	2011-12
School Safety Improvements	275	275	0	145	145	145	Jun 2012	Jun 2012	2011-12
Environmentally Sustainable Design Initiatives	854	854	0	972	978	978	Jun 2012	Jun 2012	2011-12
Excellence and Enterprise – High School Frontages	150	150	0	152	152	152	Jun 2012	Jun 2012	2011-12
BER – Additional Works	100	100	0	170	208	208	Jun 2012	Jun 2012	2011-12
Total new works	150,718	153,420	0	37,056	39,624	39,624			
WORKS IN PROGR	RESS								
Harrison High School	43,500	46,668	23,906	21,309	21,298	45,204	Dec 2011		2009-10
Canberra College (Woden Campus) Performing Arts Centre	7,600	9,350	644	6,348	7,032	7,676	Sep-2012		2009-10
Car Parks and Traffic Safety Program	1,250	1,250	112	608	554	666	Jun-2013		2010-11
Coombs Primary School (Design)	1,950	1,950	37	1,166	1,171	1,208	Dec 2014		2010-11

Project	Original project value	Revised project value	Prior year expend	Actual finance 2011-12	Actual expend 2011-12	Total expend to date	Estimate of completion date	Actual completion date	Project approval year
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000			
Red Hill Primary School Expansion	5,300	5,300	754	3,617	4,429	5,183	Sep 2012		2010-11
Environment – solar schools	2,000	2,000	351	529	527	878	Jun 2013		2009-10
Gungahlin College	60,700	74,407	69,871	3,654	3,706	73,577	Dec 2010		2007-08
Namadgi School	50,000	55,550	52,378	1,992	2,100	54,478	Jan 2011		2007-08
Trade Training Centres	10,207	7,370	0	10	13	13	Dec 2013		2011-12
Total work in progress	182,507	203,845	148,053	39,233	40,830	188,883			
PROJECTS COMPL	ETED								
Public Schools – water tanks	2,000	2,375	1,991	386	384	2,375	Jun 2012	Dec 2011	2009-10
More Teachers, Lower Class Sizes	6,000	6,000	4,700	1,300	1,300	6,000	Jun 2012	Jun 2012	2009-10
Calwell High Performing Arts Centre	5,000	4,700	3,524	1,179	1,176	4,700	Dec 2011	Feb 2011	2008-09
Erindale Leisure Centre redevelopment	3,000	3,000	2,985	16	16	3,001	Oct 2009	Oct 2009	2008-09
Schools Infrastructure Refurbishment	90,000	86,000	85,975	51	26	86,001	Jun 2011	Feb 2011	2006-07
Harrison School – Second Gymnasium Court	2,000	2,000	0	2,000	2,000	2,000	Sep-2011	Sep-2011	
Bonner Primary School (Design)	1,800	1,800	689	1,117	1,111	1,800	N/A	N/A	2010-11
Franklin Early Childhood School (Design)	1,400	1,400	301	1,105	1,099	1,400	N/A	N/A	2010-11
Building Refurbishment and Upgrades (Prior Year Capital Upgrades)	12,565	11,115	6,349	5,285	4,766	11,115	Jun 2012	Jun 2012	2010-11
Total projects completed	123,765	118,390	106,514	12,439	11,878	118,392			
Total expenditure for 2011-12	456,990	475,655	254,567	88,728	92,332	346,899			

Source: Finance and Corporate Support Branch

Table C14.2: End-of-year reconciliation schedule, 2011-12

Reconciliation of total current year financing	Amount (\$'000)
Total current year capital works financing	89,499
Add: Financing of other capital initiatives	7,197
Capital injection from government per cash flow statement	96,696
Reconciliation of total current year actual expenditure against financing	\$'000
Total current year capital works expenditure	92,626
Total current year capital initiatives expenditure	7,768
Net impact of accruals between financial years excluding cash funded items	(3,698)
Capital injection from government per cash flow statement	96,696
Reconciliation of total current year actual expenditure	\$'000
Total current year capital works expenditure	92,626
Add: Capital initiatives	7,768
Add: Other asset purchases outside of capital works program	1,820
Net impact of accruals between financial years including cash funded items	(4,500)
Purchase of property, plant and equipment as per cash flow statement	97,713

Source: Finance and Corporate Support Branch

For more information contact: Director Schools Capital Works (02) 6205 3173

C16 Community grants, assistance and sponsorship

Adult and Community Education grants

Grants under the ACT Adult and Community Education (ACE) program provide access to critical training for people in the community who may be marginalised from formal education and training, as well as supporting those who need opportunities for the development of foundation skills.

The Directorate recognises the value of ACE in developing social capital, building community capacity, encouraging social participation and enhancing social cohesion through educational and labour market participation.

Training funded by ACE offers supportive pathways into further education, training and work. Participation in quality learning opportunities promotes self-esteem, motivation and the confidence of individuals, enabling them to move into further education and training or employment.

ACE supports the re-engagement of marginalised individuals and people from disadvantaged backgrounds in learning and work and is a key component in supporting the ACT Government's social inclusion agenda outlined in *The Canberra Plan: Towards Our Second Century* and the *Canberra Social Plan 2011*.

The Directorate funded a number of ACE courses delivered in formal and informal settings using flexible and learner centred activities. Details of ACE courses for 2012, their providers, expected outcomes and grant amounts are provided in Table C16.1.

Table C16.1: ACE courses, providers, expected outcomes and grants, 2012

Provider	Course	Outcomes	Amount (\$)
Belconnen Arts Centre Incorporated	Arts for seniors	Creative arts education for people who are senior citizens, retired or suffer disadvantage.	6,180
Canberra Institute of Technology	Access to skills for parents and carers	Literacy, language and numeracy and information communication and technology skills for parents and fulltime carers of children of families from low socioeconomic backgrounds including: refugees, non-English speaking, single parent, unemployed and grandparents who are sole carers.	10,400
	Preparation for work through work experience	Skills for women seeking to re-enter the workforce and/ or undertake further training, but lack the self-confidence and skills to do so.	14,900

Provider	Course	Outcomes	Amount (\$)
Canberra Multicultural Community Forum Incorporated	Interpreter training and mentoring for emerging languages	To promote community capacity to support and complement professional interpreter services for community members who are disadvantaged.	15,000
Communities@ Work Ltd	Men@work	To build the capacity of men in low socioeconomic circumstances through the promotion of emotional wellbeing and the establishment of clear life goals.	15,000
Community Programs Association Incorporated	Autism spectrum disorders (ASD) and social media	Vocational training and social skills development to increase employment skills and social connectedness for adults with ASD and developmental disabilities.	15,000
Community Programs Association Incorporated	Pedal your wares	Retail training and vocationally focused retail experience for people with a disability to gain skills and build their capacity to seek work in the retail sector.	15,000
Migrant and Refugee Settlement Services of the	English for living program	Functional literacy for day to day life and for finding employment, continuing study or attending appointments.	15,000
ACT Incorporated	Home tutor program	Designed to help learn English language and Australian knowledge for people who are migrants and refugees.	15,000
Music For Everyone Incorporated	Music for people with disabilities classes	Hands on, activity-based music education for adults with disabilities.	15,000
Nican Incorporated	Know before you go	Support for people with disabilities to develop confidence for social participation.	14,500
Sexual Health and Family Planning ACT Incorporated	Capacity building for parents and primary carers of children and young people with a disability	Train parents and carers of children and young people with disabilities with tools to support them in engaging with their children and young people on social safety, relationships, sexuality information and education.	11,000

Provider	Course	Outcomes	Amount (\$)
Southside Community Services Incorporated	Links to learning in 2012: The year of reading	Literacy program for socially disadvantaged ACT residents who have low language and literacy/numeracy proficiencies.	15,000
	Onwards and upwards in 2012: The year of reading	Promote a love of reading in child care centres in 2012: the year of reading.	15,000
Support Asian Women's Friendship Association Incorporated	First step – learning English and computer skills in other languages	Teaching people from culturally and linguistically diverse (CALD) backgrounds particularly Asian backgrounds, English and computer skills in their first language, employing adult learning techniques.	13,216
	Learning workplace English for adults from CALD backgrounds	A pilot program employing adult learning techniques with learners from CALD backgrounds to learn workplace English skills with the assistance of a worker and volunteer whose first language is English.	10,666
Tuggeranong Community Arts Association	ART UP: community arts education program	A range of arts based community programs to engage the full spectrum of adult groups in the community.	15,000
Vietnam Veterans and Veterans Federation ACT Incorporated	Dovetails for diggers and metal manglers (continuing programs), Old soldiers and computers (new program)	Break down the barriers to learning and skills in wood and metal and with computers taught by a veteran for veterans.	14,800
Total funding			245,662

Source: Training and Tertiary Education Branch

For more information contact: Director Training and Tertiary Education (02) 6205 2683

C17 Territory records

The Directorate maintains its commitment to delivering good governance and compliant records management practices. During the reporting period the Directorate continued to meet its obligations under the *Territory Records Act 2002* and related standards.

Records Management Program and Procedures

A review of the Directorate's Records Management Program was commenced during 2011-12. The review will ensure the program maintains best records management practices in accordance with legislative and regulatory requirements. In support of, and parallel to, the updated Records Management Program, the Directorate will review and update its Records Management Procedures. The current Records Management Program and Procedures are available on the Directorate's Intranet and are further supported by regular training.

Storage arrangements

The Directorate's outsourced arrangement with Grace Records Management for the provision of records storage is now in its second year. This arrangement assisted the Directorate to meet legislative requirements regarding compliance with records storage standards, as defined in the *Territory Records Standard Number 7 – Physical Storage of Records*. The Directorate plans to review the contract prior to its expiry in 2013 to ensure the contract delivered a quality service and value for money.

Record keeping practices

Improving operational record keeping practices across the Directorate remains a priority. The Directorate has a records management component in the induction program for new employees and continued to offer two comprehensive records management training sessions per month. Over the reporting period 116 staff were trained in records management. Increased awareness has contributed to a significant improvement in record keeping practices. In 2010, 23,138 files were created, this figure more than doubled to 47,299 in 2011.

The Student Records Archiving Project commenced in late 2011 to help reduce the quantity of records held on-site in schools. The project was coordinated across all schools, with schools receiving one-on-one records management support to assist in the capture and management of records and in archiving older records to off-site storage.

Records identified in the School Closures Project were transferred to off-site storage for ongoing records management.

Work continued with the identification and preservation of records relating to people of Aboriginal and Torres Strait Islander descent. This initiative has been undertaken to assist people to establish links with their cultural heritage.

Public access

Since July 2008, the Access to Records provisions of the *Territory Records Act 2002* provided public access to records older than 20 years. Directorate records that are older than 20 years were identified and assessed. Requests for access to records are lodged with Archives ACT. Records are available for viewing at a jointly-funded facility within the Woden Library. The Directorate received six public access requests in 2011-12.

Records disposal

The Territory Administrative Records Disposal Schedules (TARDiS) was superseded by a whole of government approach to record keeping during the reporting period. All schedules were subsumed into the whole of government approach. The content of the schedules remains the same and therefore does not impact on current Directorate records management practices.

Table C17.1: Records disposal schedules used by the Directorate

Name	Effective	Number
Territory Records (Records Disposal Schedule – Territory Administrative Records Disposal Schedules – Community Relation Records) Approval 2011 (No 1)	8 March 2011	NI2011-84
Territory Records (Records Disposal Schedule – Compensation Records) Approval 2012 (No 1)	11 April 2012	NI2012-183
Territory Records (Records Disposal Schedule - Equipment and Stores Records) Approval 2012 (No 1)	13 April 2012	NI2012-186
Territory Records (Records Disposal Schedule - Territory Administrative Records Disposal Schedules - Establishment Records) Approval 2009 (No 1)	11 September 2009	NI2009-437
Territory Records (Records Disposal Schedule - Financial Management Records) Approval 2011 (No 1)	2 September 2011	NI2011-482
Territory Records (Records Disposal Schedule - Fleet Management Records) Approval 2012 (No 1)	13 April 2012	NI2012-187
Territory Records (Records Disposal Schedule - For preserving records containing information that may allow people to establish links with their Aboriginal and Torres Strait Islander heritage) Approval 2011 (No 1)	25 March 2011	NI2011-162
Territory Records (Records Disposal Schedule - Territory Administrative Records Disposal Schedules - Government Relations Records) Approval 2011 (No 1)	8 March 2011	NI2011-88
Territory Records (Records Disposal Schedule - Territory Administrative Records Disposal Schedules - Industrial Relations Records) Approval 2011 (No 1)	8 March 2011	NI2011-90

Name	Effective	Number
Territory Records (Records Disposal Schedule - Territory Administrative Records Disposal Schedules - Information Management Records) Approval 2011 (No 1)	8 March 2011	NI2011-92
Territory Records (Records Disposal Schedule - Territory Administrative Records Disposal Schedules - Legal Services Records) Approval 2009 (No 1)	11 September 2009	NI2009-443
Territory Records (Records Disposal Schedule - Territory Administrative Records Disposal Schedules - Occupational Health and Safety (OH&S) Records) Approval 2009 (No 1)	11 September 2009	NI2009-444
Territory Records (Records Disposal Schedule - Territory Administrative Records Disposal Schedules - Personnel Records) Approval 2011 (No 1)	8 March 2011	NI2011-97
Territory Records (Records Disposal Schedule - Territory Administrative Records Disposal Schedules - Property Management Records) Approval 2009 (No 2)	11 December 2009	NI2009-625
Territory Records (Records Disposal Schedule - Territory Administrative Records Disposal Schedules - Publication Records) Approval 2009 (No 1)	11 September 2009	NI2009-450
Territory Records (Records Disposal Schedule - Schools Management Records) Approval 2009 (No 1)	11 September 2009	NI2009-451
Territory Records (Records Disposal Schedule - Territory Administrative Records Disposal Schedules - Strategic Management Records) Approval 2009 (No 1)	11 September 2009	NI2009-453
Territory Records (Records Disposal Schedule - Territory Administrative Records Disposal Schedules - Technology and Telecommunications Records) Approval 2009 (No 1)	11 September 2009	NI2009-454
Territory Records (Records Disposal Schedule - Transfer of Custody and Ownership Personal Security Files) Approval 2011 (No 1)	25 March 2011	NI2011-169

Source: ACT Legislation Register

For more information contact: Director Information, Communications and Governance (02) 6205 9328

C18 Commissioner for the Environment

Section 23 of the Commissioner for Environment ACT 1993 requires the disclosure of:

- requests for staff to assist in the preparation of the State of the Environment Report
- assistance provided in the response to such a request
- investigations carried out by the Commissioner of any activities performed by the Directorate
- recommendations made by the Commissioner following an investigation of the Directorate's activities, and any actions taken in response to those recommendations.

No reporting requirements under this section were applicable to the Directorate during the reporting period.

For more information contact: Director **Schools Capital Works** (02) 6205 3173

C19 Ecologically sustainable development

Sustainable Schools Initiative

The Australian Sustainable Schools Initiative (AuSSI) is a partnership between the Australian Government and states and territories to help schools achieve a sustainable future. In the ACT, AuSSI is managed by the Environment and Sustainable Development Directorate (ESDD) and is supported by the Directorate and non-government schools. AuSSI is now being implemented in all 128 ACT schools.

The partnership previously developed between ESDD and the Directorate to conduct water audits and provide water efficiency reports to all ACT public schools was continued this reporting year with nine public schools receiving a water audit in 2011-12, bringing the total to 75 schools. Each of these schools received a report recommending water saving initiatives based on the audit findings.

During 2010-11, the sustainability handbook 'What is a Sustainable School?' and Sustainability Action Kit were distributed to ACT schools. During 2011-12, AuSSI ACT conducted a professional development workshop to support the introduction of the handbook and Kit.

The Directorate and AuSSI ACT also continued to work together during 2011-12 to provide all ACT public schools with assistance to reduce energy consumption and to accredit schools that demonstrated the sustainable management of energy.

Water consumption

Water consumption across all ACT public schools in 2011-12 totalled 291,222 kilolitres which was an increase of 3.3 percent. Water consumption data for the three years from 1 July 2009 to 30 June 2012 is graphed in Figure C19.1. Water reduction measures implemented by the Directorate are discussed in Section C20.

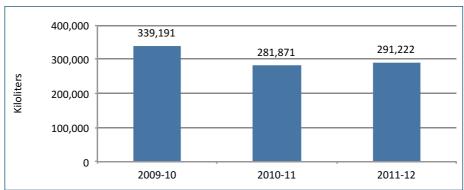


Figure C19.1: Water consumption in public schools, 2009-10 to 2011-12

Source: Schools Capital Works Branch

Energy consumption

All ACT public schools have received an energy audit. The energy audits established baseline energy performance data and identified recommendations to improve the efficiency of each school and provided schools with an analysis of electricity consumption and site specific recommendations on how to reduce the consumption.

The whole of government electricity supply contract increased the amount of green power purchased to 37.5 percent by ACT agencies including ACT public schools in 2011-12. This was an increase from 32.5 percent in 2010-11.

Electricity consumption across all schools was steady, showing a slight increase of 1.7 percent. However, gas consumption increased by almost 8.3 percent compared with 2010-11. This resulted in an overall increase in energy consumption by 3.9 percent. This increase was due to the opening of new schools and new facilities under the Building the Education Revolution and ACT Government capital works programs during 2011-12. Despite the overall increase in energy consumption by schools, the higher proportion of green power energy resulted in a decrease of greenhouse gas emissions of 1,152 tonnes, which is a decrease of 3.9 percent.

In addition, the results of the lighting audit undertaken in 2010-11 continued to identify those schools and locations where less efficient light fittings were installed. Reducing energy consumption was an ongoing issue for schools and to this end lighting in all refurbished areas in ACT public schools continued to be upgraded to energy efficient fittings as part of the standard program of capital upgrades.

Electricity and gas consumption are graphed in Figure C19.2 for three years from 1 July 2009 to 30 June 2012. For further energy reduction measures refer to Section C20.

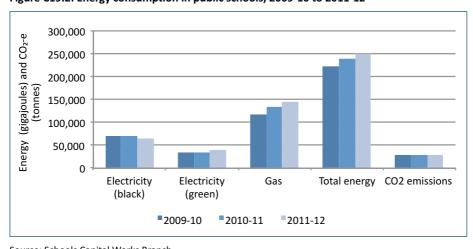


Figure C19.2: Energy consumption in public schools, 2009-10 to 2011-12

Source: Schools Capital Works Branch

Office-based sustainability

The information on a range of sustainability indicators for 2010-11 and 2011-12 from four central office sites (Braddon, Stirling, Fyshwick and Higgins) is given in Table C19.1. It does not include non-office (school) data.

The information in Table C19.1 was calculated using data provided by ActewAGL, Territory and Municipal Services Directorate, SITA Environmental Solutions, Sgfleet, Recall, Thiess Services, Cleanaway, JJ Richards Waste Services, Able Organic Recycling and Office Max. The details for office greenhouse gas emissions and transport gas emissions were calculated with the assistance of ESDD.

The Directorate participated in the Smart Office recycling program from 1 July 2011 to increase the levels of recycling at its primary central office site (220 Northbourne Avenue, Braddon). The program will increase the accuracy of measuring paper recycling levels.

The Directorate is working with ESDD to develop its Resource Management Plan. The plan provides a basis for monitoring and evaluating resource efficiency measures against specific targets in relation to management of water, electricity, gas and transport fuel consumption, waste production and recycling, and greenhouse gas emissions. This will support the Directorate's compliance with the ACT Government's climate change strategy *Weathering the Change* to reduce emissions by 40 percent from 1990 levels.

Table C19.1: Information on office-based sustainability indicators, 2010-11 and 2011-12

Indicator	Unit	2010-11	2011-12
Occupancy - Staff	FTE	337	334ª
Area office space - Net lettable area	Square metres	7,808	6,600°
Stationary energy			
Total electricity use (including renewable)	Kilowatt hours	1,296,406	1,192,674 ^b
Renewable energy use (Greenpower & EDL land fill gases)	Kilowatt hours	173,896	437,185°
Percentage of renewable energy used	Percentage	13.4	36.7
Natural gas use	Megajoules	2,719,796	2,941,076
Total energy use	Megajoules	7,386,858	7,234,710
Intensities			
Energy use per FTE	Megajoules	21,919.46	21,660.81
Energy use per square metre	Megajoules	946.06	1,096.17
Transport			
Total number of vehicles	Number	24	19 ^d
Total vehicle kilometres travelled	Kilometres	301,657	198,721 ^d
Transport fuel (Petrol)	Kilolitres	21.49	8.64 ^d
Transport fuel (Diesel)	Kilolitres	2.59	8.34 ^d

Indicator	Unit	2010-11	2011-12			
Transport fuel (LPG)	Kilolitres	0	0			
Transport fuel (CNG)	Kilolitres	0	0			
Total transport energy use	Gigajoules	834.97	617.41 ^{d,h}			
Water						
Water use	Kilolitres	7,254	2,961°			
Intensities						
Water use per FTE	Kilolitres	21.53	8.87			
Water use per square metre	Kilolitres	0.93	0.45			
Resource efficiency and waste						
Reams of paper purchased	Number	8,259	8,152			
Recycled content of paper purchased	Percentage	98	51 ^f			
Estimate of general waste	Litres	690,000	675,000			
Estimate of co-mingled material recycled	Litres	1,500	36,300 ^g			
Estimate of paper recycled	Litres	224,400	239,520			
Estimate of organic material recycled	Litres	Not available	313			
Greenhouse gas emissions						
Total stationary energy greenhouse gas emissions (All scopes)	Tonnes CO -e	1,378.57	977.68 ^h			
Total transport greenhouse gas emissions (All scopes)	Tonnes CO -e	63	46 ^h			
Intensities	Intensities					
Greenhouse gas emissions per FTE	Tonnes CO -e	4.09	2.93			
Greenhouse gas emissions per square metre	Tonnes CO -e	0.18	0.15			
Transport greenhouse gas emissions per FTE	Tonnes CO -e	0.19	0.14			

Source: Finance and Corporate Support Branch

Notes

- a. The results for the 'general' elements are based on the three central office sites at 220 Northbourne Avenue in Braddon, the Hedley Beare Centre for Teaching and Learning in Stirling and Higgins Primary School. The net lettable area figures are lower than last reported due to no central office staff being located at Higgins Primary School or Fyshwick Annex.
- b. The results for the environment elements are based on the four central office sites at 220 Northbourne Avenue in Braddon, Hedley Beare Centre for Teaching and Learning in Stirling, the former Higgins Primary School and the Fyshwick Annex.
- c. The results for the 'renewable energy use' are significantly higher than 2010-11 due to more comprehensive reporting in the renewable energy area required by ESDD.
- d. The results for the 'transport' elements are based on the central office sites which lease/operate Government vehicles. The reduction in 'transport fuel (petrol)' is due to the Directorate leasing more fuel efficient diesel vehicles.
- e. The results for the 'water' element are significantly lower than 2010-11 due to there being no major water/plumbing issues during 2011-12.
- f. Variation represents a change in methodology.

- g. The results for the 'estimate of comingled material recycled (based on bins collected)' is significantly higher than 2010-11 due to the increase in comingled recycling for 220 Northbourne Avenue in Braddon after this site became an ACT Smart Office accredited recycler in 2012.
- h. Calculated with information entered into OSCAR.

School-based sustainability

The information on a range of sustainability indicators for 2010-11 and 2011-12 for ACT public schools is given in Table C19.2

Table C19.2: Information on school-based sustainability indicators, 2010-11 and 2011-12

Indicator	Unit	2010-11	2011-12			
Occupancy – Students and staff ^a	FTE	40,804	41,883			
Area school space	Square metres	561,356	571,259			
Stationary energy						
Total electricity use (including renewable)	Kilowatt hours	29,495,974	29,007,835			
Renewable energy use (Greenpower) ^b	Kilowatt hours	9,586,192	10,877,938			
Percentage of renewable energy used	Percentage	32.5	37.5			
Natural gas use	Megajoules	134,465,411	145,673,636			
Total energy use	Megajoules	240,650,917	250,101,842			
Intensities						
Energy use per FTE	Megajoules	5,898	5,971			
Energy use per square metre	Megajoules	429	438			
Water						
Water use	Kilolitres	281,871	291,222			
Intensities						
Water use per FTE	Kilolitres	6.91	6.95			
Water use per square metre	Kilolitres	0.50	0.51			
Greenhouse gas emissions						
Total stationary energy greenhouse gas emissions (all scopes)	Tonnes CO -e	29,916	28,764			
Intensities	Intensities					
Greenhouse gas emissions per FTE	Tonnes CO - e	0.73	0.69			
Greenhouse gas emissions per square metre	Tonnes CO - e	0.05	0.05			

Source: Finance and Corporate Support Branch and Schools Capital Works Branch

Notes:

a. Figures from February census of students and staff in schools. Preschool students taken as 0.5 FTE.

b. Percentage of Greenpower from whole of government electricity supply contract.

For more information contact: Director Schools Capital Works (02) 6205 3173

C20 Climate change and greenhouse gas reduction policies and programs

Carbon neutrality in ACT public schools

The Directorate continued to pursue initiatives aimed at delivering the ACT Government's objective for ACT public schools to be carbon neutral by 2017. This included:

- installation of photovoltaic (solar panel) systems at schools
- installation of pulse (smart) meters at schools
- installation of water tanks, providing a non-potable water supply to schools
- construction of sustainable landscapes at pilot sites
- designs for artificial grass areas at priority schools
- 5 Greenstar design ratings for the Harrison School and Bonner Primary School.

Photovoltaic (solar panel) systems

The Directorate established contracts with six solar panel supply and installation companies in 2010-11 to install roof mounted photovoltaic (solar) systems at all ACT public schools.

During the 2011-12 year, the Directorate completed the installation of roof mounted photovoltaic panel systems at 19 schools allocated grant funding under the Australian Government's National Solar Schools Program (NSSP). Additional funding was allocated from the ACT Solar Schools Program to assist schools to install larger solar panel systems. The rollout in 2011-12 follows the successful trial installations conducted at Evatt Primary School and Kingsford Smith School. This brought the total number of ACT public schools with functioning solar panel systems at the end of the reporting period to 25.

Arrangements were in place at the end of the reporting period for the installation of solar panel systems at a further 27 schools. These schools had also been allocated NSSP grants in the second funding round. These installations will occur in the 2012-13 year. Arrangements for the installation of solar panel systems for the final 33 schools will also occur in the 2012-13 year (including a second system at Gold Creek School).

Under a national partnership agreement, the Directorate also assisted the Australian Government Department of Climate Change and Energy Efficiency during 2011-12 with the assessment of grant applications submitted by ACT public schools under the 2011-12 and 2012-13 NSSP funding rounds.

During the reporting period, ACT public schools were approved for the maximum tariff rate under the ACT Feed-in-Tariff scheme for small-scale systems. The collective size of solar panel installations at ACT public schools approved under this scheme was 1,192 kW. The income generated by these solar panels systems will be set aside and used by schools to implement further sustainability measures.

The Renewable Energy Certificates created following the installation of the solar panel systems will be retained by the Directorate to further assist schools to offset their "carbon footprint".

Installation of pulse (smart) meters

Following the installation of solar panel systems at ACT public schools, the Directorate is rolling out a program to install smart meter technology at schools to capture electricity, gas and water consumption and solar energy generation.

Works to develop the recording and reporting systems, together with the installation at the initial 25 schools, were substantially progressed during the reporting period with final works to be completed early in the 2012-13 year. Further installations will also occur at the remaining schools during 2012-13.

These systems will provide schools with real time data on consumption and energy generation which will support both the management of energy and water use by schools and, through a web-based interface, the development of curriculum studies for students.

Water tank program

The Directorate completed the program to install water tanks at all ACT public early childhood, primary and high schools during the reporting period. This was a three year program. The Directorate will install water tanks at four colleges during the 2012-13 year which will ensure that all ACT public schools have access to a non-potable water supply.

Where feasible, the water tanks were connected to schools for toilet flushing or to school irrigation systems and environmental landscape areas.

Sustainable landscapes

The Directorate completed pilot sustainable landscape projects at Giralang and Aranda Primary Schools and Stromlo High School during 2011-12, with works at Gowrie and Red Hill Primary Schools well progressed by the end of the reporting period. These were demonstration projects for potential future landscape works at other ACT public schools.

Sustainable landscape designs were also included in the final works for Harrison School, Bonner Primary School, Franklin Early Childhood School and for the new performing arts theatre at Canberra College.

Preliminary scoping works were also undertaken in the reporting period for school frontage improvement projects at Belconnen, Calwell, Lyneham and Stromlo High Schools and Wanniassa School (senior campus). These works, together with works at Telopea Park School, will be finalised during the 2012-13 year.

Artificial grass areas

The Directorate completed scoping and design work for artificial grass areas at priority ACT public schools. Contract negotiations for construction work were completed by the end of the reporting period with all artificial grass areas to be completed during the 2012-13 year.

The new spaces will include play areas at Torrens and Theodore Primary Schools, new artificial sports fields at Telopea Park School (junior school) and Calwell and Weetangera Primary Schools and a multi-use court at Telopea Park School (senior school).

Green star rating

The new Environment Centre at Gold Creek School was certified by the Green Building Council of Australia as a 6 Green star-design rated facility. This was the first facility at an Australian primary or secondary school to be certified at this level.

In addition, this facility was recognised as a Finalist in the United Nations Australian Association World 2012 Environment Day Awards, in the Green Building category.

The new secondary section of Harrison School, which opened at the start of the 2012 school year, was certified by the Green Building Council of Australia during the reporting period as a 5 Green star-design rated campus. This was the third Australian school campus to receive this level of certification.

Applications for 5 Green star certification for both the Gungahlin College and Namadgi School continued to be processed during the reporting period. The new Bonner Primary School has also been designed to achieve a 5 Green star rating from the Green Building Council of Australia. When certified, these school campuses will bring the total number of ACT public schools certified to the 5 Green star level to four.

Other initiatives

Preliminary planning was commenced in the reporting period on the implementation of stage 1 of the ACT Government's carbon neutral schools program. This included trial sites at Theodore Primary School and Canberra High School to achieve full carbon neutrality and lighting upgrade and insulation works at a further eight school sites.

Planning was also undertaken during the reporting period on the trial for water refill stations at five ACT public schools (Hawker College, Campbell and Alfred Deakin High Schools, Ngunnawal Primary School and Namadgi School) and the connection of three schools (Dickson College, Lyneham High School and Lyneham Primary School) to the northside urban waterway system. Planning was also progressed on the construction of bin enclosures and the purchase of bin lifters to support waste removal and recycling programs at ACT public schools.

An environment centre was opened at the new Harrison Secondary School during the 2011-12 year. This brought the total number of specialist environment centres at ACT public schools to 11.

As capital works are undertaken at ACT public schools, including new facilities, building upgrades and refurbishments, opportunities are taken to improve the energy and water efficiency of these spaces. This includes solar passive design, natural ventilation and thermal comfort, water efficient tapware, dual flush toilets, lighting upgrades and roof insulation.

For more information contact: Director **Schools Capital Works** (02) 6205 3173

C21 Aboriginal and Torres Strait Islander reporting

The Directorate monitored achievements made against the headline indicators in sections of the *Overcoming Indigenous Disadvantage: Key Indicators 2009* report.

Achievements in this reporting period included:

- an increase in the participation of Aboriginal and Torres Strait Islander children in preschool with enrolments growing from 172 children in the February 2011 census to 199 children in the February 2012 census
- an increase in the number of Aboriginal and Torres Strait Islander students enrolled in public schools with enrolments growing from 1,283 students in February 2011 to 1,337 students in February 2012
- Aboriginal and Torres Strait Islander students in the ACT continued to outperform Aboriginal and Torres Strait Islander students in other jurisdictions in literacy and numeracy achievement as measured through NAPLAN
- 51 of 71 (72%) Aboriginal and Torres Strait Islander students enrolled in year 10 in public schools in February 2011 were awarded Year 10 Certificates
- 53 of 56 (95%) Aboriginal and Torres Strait Islander students enrolled in year 12 in public secondary colleges were awarded Year 12 Certificates
- priorities contained in the Aboriginal and Torres Strait Islander Education
 Matters: Strategic Plan 2010-2013 were embedded in network and local school
 plans
- six Aboriginal and Torres Strait Islander year 11 students were awarded a scholarship in March 2012 to support their successful completion of school to year 12 and gain entry to university to pursue a career in teaching.

Early years learning

The Directorate continued implementing the Australian Government's *National Agenda for Early Childhood Reform* by providing children with access to 15 hours of preschool each week for 40 weeks per year. In the ACT, this initiative was delivered through preschool units in public schools where educators provide play-based learning experiences to foster concepts of being, belonging and becoming. Students were also provided with developmentally appropriate learning programs to support the development of literacy and numeracy skills and their capacity to engage with school.

Preschool placements in the ACT are for children who will be four years of age on or before 30 April in the school year. The February 2011 school census reported a total of 172 preschool children whose families identified as Aboriginal or Torres Strait Islander. The February 2012 school census reported 199 Aboriginal or Torres Strait Islander children enrolled in preschool — an increase of 27 children or 15.7 percent.

In the ACT, the Koori Preschool program provides early childhood education for Aboriginal and Torres Strait Islander children aged birth to five years. Children under three attend with a parent or carer. The program had capacity for 100 children across the five school sites: Ngunnawal Primary School, Kingsford Smith

School, Narrabundah Early Childhood School, Wanniassa Hills Primary School and Richardson Primary School.

Enrolment and participation figures for the Koori Preschool program across the five sites are as shown in Table C21.1.

Table C21.1: Enrolment and participation of Aboriginal and Torres Strait Islander students in the Koori Preschool program

School	July to December 2011	February to June 2012
Kingsford Smith	9	8
Narrabundah Early Childhood	13	13
Ngunnawal Primary	14	11
Richardson Primary	20	21
Wanniassa Hills Primary	20	20
Total	76	73

Source: Planning and Performance Branch

Aboriginal and Torres Strait Islander children may apply for early entry into preschool six months prior to their preschool year. Early entry is offered for the full hours in which the preschool program operates (either 12 or 15 hours per week).

Aboriginal and Torres Strait Islander children can access the Koori Preschool Program for nine hours per week. In addition to this, children who are eligible by age can access a local preschool for 12 to 15 hours per week. This gives these children access to 21 to 24 hours per week in a preschool program (nine hours in the Koori program and 12 to 15 hours in the local preschool program) over an 18 month period, prior to commencement in kindergarten.

The Koori Preschool Program is delivered by a teacher who is supported by a school assistant. During this reporting period there was only one Koori Preschool supported by a school assistant who identified as an Aboriginal person.

Literacy and numeracy

Throughout this reporting period the Literacy Excellence Project for Aboriginal and Torres Strait Islander students continued to operate in five high schools in the Tuggeranong Network in partnership with the Gugan Gulwan Youth Aboriginal Corporation. At Gugan Gulwan, project staff delivered an intensive literacy project aimed at supporting Aboriginal and Torres Strait Islander students to develop the skills to participate successfully in their regular English classes at school. The project also provided professional learning to teachers in literacy, valuing culture and ways to effectively embed Aboriginal and Torres Strait Islander perspectives across the curriculum.

The Directorate and project representatives will work with the University of Canberra to evaluate key elements of the project including student engagement, literacy outcomes, and parent and carer engagement with the project. A summary of the evaluation will be included in the 2012-13 Annual Report.

One of the key actions outlined in the *Aboriginal and Torres Strait Islander Education Matters: Strategic Plan 2010-2013* was to track and monitor performance, progress and achievement of Aboriginal and Torres Strait Islander students. In this reporting period, primary and high schools provided information about the type of strategies being delivered to support Aboriginal and Torres Strait Islander students who scored at or below the national minimum standard in one or more of the strands assessed in NAPLAN. Examples of the strategies implemented included the development of Personalised Learning Plans, the allocation of Learning Support Assistants to work with individual students and scaffolded approaches to literacy tasks. This work forms phase one of a longer term approach to assist schools to target strategies and resources to improve performance and achievement of Aboriginal and Torres Strait Islander students.

School leadership in Aboriginal and Torres Strait Islander education

In November 2011, 43 deputy principals, representing 45 percent of possible participants, participated in a one-day leadership conference structured around the keynote presentation by Professor Mark Rose (Deakin University): *On the fringe of curriculum: Silent Apartheid as an element in the path of reconciliation.*Formal feedback on the program from participants was overwhelmingly positive. Ms Michele Abel, Chair, Aboriginal and Torres Strait Islander Education Consultative Group, participated in the workshop sessions throughout the day.

Forty-three participants, predominantly from the North/Gungahlin Network, attended an Aboriginal and Torres Strait Islander Transition Planning day in August 2011. Mr Brian Ralph of the NSW Department of Education and Communities facilitated the workshop and the Chair of Aboriginal and Torres Strait Islander Education Consultative Group participated in the day.

The North/Gungahlin School Network established Aboriginal and Torres Strait Islander transitions as a whole of network priority in 2011. *Accepting the Challenge* officers facilitated a whole of network approach to improving transitions in a trial conducted from term 4, 2011 to term 1, 2012. The successful trial has progressed to a pilot program involving all schools in the network from 2012-13.

The Aboriginal and Torres Strait Islander Education Section also provided strategic advice, a proposal brief and an implementation plan to the Tuggeranong Schools Network to support the implementation of a project focusing on improving the attendance of Aboriginal and Torres Strait Islander students, and other students, across the network.

In September 2011, Dr Anita Heiss presented an address on *Aboriginal identity and stereotyping through personal experiences in contemporary literature for children and young people* to 53 Directorate staff. Dr Heiss also provided participants with extensive links to curriculum resources.

Eleven schools completed the 2011 Action Inquiry Program and provided reports on their school-based inquiries. Professor Tony Shaddock from the University of Canberra and *Accepting the Challenge* project officers are working with an additional 11 schools in the 2012 program. All inquiries focus on improving an area of Aboriginal and Torres Strait Islander education through an evidence based approach.

Five school leaders were supported to attend intensive Stronger Smarter leadership training and were implementing school-based initiatives in the Dickson College cluster. The total number of Stronger Smarter trained officers in the Directorate was 13.

A network of ACT Focus Schools was established in term 2, 2012 to ensure clarity and consistency around expectations and reporting requirements and to provide leadership support. The network has committed to meeting each term.

Cultural competency

To ensure that current and future Directorate employees are provided with cultural awareness and cultural competency training, a cultural competency framework is being developed. The completed framework will provide direction for tailored training packages. The framework will include a package specifically for senior officers of the Directorate.

Eight schools participated in school-based training packages as part of their whole of staff professional development. These schools included Gilmore Primary School, University of Canberra High School Kaleen, Canberra High School and Gold Creek School.

Pathways to training, employment and higher education

Improving year 12 completion rates of Aboriginal and Torres Strait Islander students is a key goal for the Directorate. Student Aspirations Coordinators work with Aboriginal and Torres Strait Islander students to support them in successful completion of secondary school and progression to higher education, training and employment options.

In the reporting period the Aspirations Coordinators identified and worked with 128 Aboriginal and Torres Strait Islander students from years 5 to 12. Of these students, 76 regularly engaged with the program coordinators and attended activities. Many new students were nominated and supported by their school to participate in the Aspirations program in the first half of 2012.

The Directorate allocated funds to high schools and colleges to allow for the provision of subject specific tutorial support for Aboriginal and Torres Strait Islander students. High schools and colleges adopted a variety of approaches to provide this support, including after school study centres, employing a casual teacher to work in the school with students during the day and employing university students who have been approved to work with children.

During the reporting period four students who received the Aboriginal and Torres Strait Islander Student Scholarship, received an offer to university and one student took up employment with the view of studying in the future.

As at February 2011 census, 56 students were enrolled in year 12 in public schools/colleges excluding special schools/colleges. Fifty-three students received a Year 12 Certificate with eight of these students receiving a VET Certificate as well. Table C21.2 provides details of the results achieved.

Table C21.2: Year 12 results of Aboriginal and Torres Strait Islander students, 2011

Qualification	Students
Year 12 Certificate (only)	45
Year 12 Certificate and VET Certificate	8
VET Certificate but no Year 12 Certificate	1
Neither Year 12 nor VET Certificate	2

Source: ACT Board of Senior Secondary Studies

Since 2010, the Directorate has provided a program of Australian School-based Apprenticeships (ASBAs) specifically designed to target Aboriginal and Torres Strait Islander students and delivered by the Indigenous Social Inclusion Company. The program has been highly successful and as of April 2012 there were 46 Aboriginal and Torres Strait Islander students completing ASBAs: 21 in Certificate II in Community Recreation, and 25 in Certificate III in Community Activity.

The Priorities Support Program (PSP) funding provides access to quality vocational education and training to target groups including Aboriginal and Torres Strait Islander peoples. The funding supports vocational education and training courses which provide real opportunities for Aboriginal and Torres Strait Islander people to have their skills recognised and to move back into the workforce or to change careers. This occurs through the provision of recognition of prior learning, gap training for existing workers and up-skilling of people not currently in the workforce who may require extra skill sets to add to their previous work experience.

In 2012, the Directorate provided \$78,000 of PSP funding for delivery of the CHANCES program for Aboriginal and Torres Strait Islander people. The program presented a range of positive training opportunities for participants in a flexible and supportive environment including: improving individual education and employment opportunities; creating a sense of community and social inclusion; and providing access to a nationally recognised qualification. Outcomes include achievement of Certificate I in Work Preparation and achievement of Statements of Attainment in Certificate II in Business. Six students gained employment and four students were progressing to the Certificate II in Business.

Links to national plans and policy

The ACT Government remains committed to closing the learning achievement gap between Aboriginal and Torres Strait Islander peoples and other Australians. That commitment has been articulated in various national partnership agreements including the *National Indigenous Reform Agreement*. The agreement underpins a significant set of priorities for Aboriginal and Torres Strait Islander people and has been formulated around the following six building blocks:

- life expectancy
- · young child mortality
- early childhood education
- reading, writing and numeracy
- year 12 attainment
- employment.

In June 2011, the Ministerial Council for Education, Early Childhood Development and Youth Affairs' *National Aboriginal and Torres Strait Islander Education Action Plan 2010-2014* was launched. The plan articulates clear targets for closing the learning achievement gap for Aboriginal and Torres Strait Islander students. The plan also outlines key actions that are required at the national, state and territory and local school level for the period 2010-2014.

The Directorate utilised the *Strategic Plan 2010-2013: Everyone matters* and the *National Aboriginal and Torres Strait Islander Education Action Plan 2010-2014* when developing a local strategy for Aboriginal and Torres Strait Islander education.

In December 2011, the Directorate presented its first report to the ACT Legislative Assembly on progress and achievements made as a result of implementing the *Aboriginal and Torres Strait Islander Education Matters: Strategic Plan 2010-2013.*

During the reporting period, the Directorate also reported on its achievements against the *Reconciliation Action Plan* (RAP) to Reconciliation Australia. The RAP identified measurable targets towards improving the following three focus areas:

- improving the relationships between Aboriginal and Torres Strait Islander people and non-Aboriginal and Torres Strait Islander people
- demonstrating respect to Aboriginal and Torres Strait Islander people
- creating educational, training and employment opportunities for Aboriginal and Torres Strait Islander people.

Significant progress was made during the reporting period on implementing key actions outlined in the RAP. Those achievements were used to develop an updated RAP which will cover the period July 2012 to June 2014. The updated RAP will have targets and actions in the same three focus areas as the 2010-11 RAP.

Enrolment

Since 2008 there has been a steady increase in the number of Aboriginal and Torres Strait Islander students enrolling in public schools as shown in Table C21.3.

Table C21.3: Enrolment of Aboriginal and Torres Strait Islander students in public schools, 2008 to 2012

Year level	2008	2009	2010	2011	2012
Preschool-year 6	634	710	773	819	846
Years 7-10	247	261	301	299	315
Years 11-12	75	92	113	144	151
Specialist schools	17	19	21	21	25
Total	973	1,082	1,208	1,283	1,337

Source: Education and Training Directorate, February School Census, 2008 to 2012

Attendance

Attendance rates for Aboriginal and Torres Strait Islander students enrolled in ACT public schools improved slightly during the reporting period compared with the results for 2010. This was the result of an improvement in attendance for students in years 1 to 6. Attendance rates for Aboriginal and Torres Strait Islander students remain significantly lower than those for non-Aboriginal and Torres Strait Islander students.

Attendance continued to drop in later school years for all students with the decrease greater for Aboriginal and Torres Strait Islander students than for non-Aboriginal and Torres Strait Islander students.

Caution is advised in the interpretation of attendance rates for Aboriginal and Torres Strait Islander students due to the small number of students.

Table C21.4: Attendance rate of Aboriginal and Torres Strait Islander students in public schools, 2007 to 2011

Year level	2007	2008	2009	2010	2011
Preschool-year 6	87.5	87.4	86.4	84.6	88.6
Years 7-10	77.7	76.6	76.0	75.2	76.4
Years 11-12	84.8	84.9	78.5	77.3	79.2

Source: Planning and Performance Branch

Note: Attendance rate is the number of actual days of attendance as a percentage of the total school days.

Retention

Aboriginal and Torres Strait Islander students are staying at school longer. The retention of Aboriginal and Torres Strait Islander students in public schools from year 10 to year 12 has continued to increase steadily since 2009.

94.1 100 88.9 84.9 80 64.6 51.7 60 Percentage 40 20 0 2007 2008 2009 2010 2011

Figure C21.1: Apparent retention rate of Aboriginal and Torres Strait Islander students, 2007 to 2011

Source: Australian Bureau of Statistics, Schools Australia, Table 64a

Over the reporting period the Directorate continued to deliver key programs targeted at improving attendance, retention and the successful completion of year 12. These programs included the Aboriginal and Torres Strait Islander Student Aspirations Program and the allocation of funds to high schools and colleges to allow for the provision of subject specific academic support.

Support for Aboriginal and Torres Strait Islander students

Supporting Aboriginal and Torres Strait Islander students to succeed at school is a priority for the Directorate. In the reporting period, all ACT public schools in the Tuggeranong Network focused on tracking and analysing performance data of Aboriginal and Torres Strait Islander students to better identify needs and allocate resources to support student learning.

In 2011-12, the Directorate continued its support to high schools with the allocation of seven Aboriginal and Torres Strait Islander Education Officers (ATSIEO) positions. The ATSIEOs focus on enhancing relationships between staff, Aboriginal and Torres Strait Islander students and their parents or carers. The success of these relationships impacted on positive connectedness to school, improved attendance rates and learning outcomes of students.

The schools in which the ATSIEOs were based were Calwell High School, Wanniassa School (senior campus), Melrose High School, Stromlo High School, Lyneham High School, Melba-Copland Secondary School and Telopea Park School.

In the reporting period, the Directorate continued the Aboriginal and Torres Strait Islander Education Worker program with four workers employed in the primary school sector. Workers were located at Richardson Primary School, Wanniassa Hills Primary School, Gilmore Primary School and Ngunnawal Primary School where they provided in-class support to Aboriginal and Torres Strait Islander students and their teachers.

In 2011, the Directorate established a Transition Support Officer position to support Aboriginal and Torres Strait Islander students with high level needs in their successful transition at key points in their schooling. The Transition Support Officer implemented programs to support students in preschool through to year 11, in the following school settings: Southern Cross Early Childhood School, Duffy Primary School, Hughes Primary School, Campbell High School, Dickson College, Palmerston Primary School, Ainslie School, Lyneham High School, Majura Primary School, Stromlo High School and Belconnen High School.

The Student Aspirations Program continued in 2011 with coordinators supporting identified Aboriginal and Torres Strait Islander students across all ACT public schools from year 5 through to year 12. In 2011, the coordinators supported a total of 150 students with 130 of these students regularly participating in extension programs and related activities.

Partnerships and collaboration

The Directorate worked collaboratively with a number of key government and non-government agencies to support Aboriginal and Torres Strait Islander students in their educational journeys. The Integrated Service Delivery program is a collaborative service delivery model established as a joint initiative between the Community Services Directorate, ACT Health and the Directorate. This program provided early intervention services to young Aboriginal and Torres Strait Islander people, and their families who presented with complex needs and were being supported by a number of government agencies. The program aimed to ensure that relevant education, health and family support services were delivered in a culturally competent, integrated manner. Schools with Aboriginal and Torres Strait Islander students enrolled during the reporting period were able to refer students with high level, complex needs to the Integrated Services Delivery program.

Throughout the reporting period the Directorate continued its relationship with Gugan Gulwan Youth Aboriginal Corporation to support the delivery of educational programs to Aboriginal and Torres Strait Islander students enrolled in ACT public schools. In 2011, the Directorate provided funds to allow Gugan Gulwan to broker the delivery of subject specific tutorial support for Aboriginal and Torres Strait Islander students in years 7 to 12 in Tuggeranong.

During this reporting period, the Directorate continued to work collaboratively with the Winnunga Nimmityjah Aboriginal Health Service particularly in implementing the Hearing Health in School program. This partnership resulted in increased access to hearing health services for preschool and primary school Aboriginal and Torres Strait Islander children identified as requiring hearing support and intervention.

Box C21.1: Proud ambassadors





Louis Mokak and Mitchell Baum are proud Aboriginal and Torres Strait Islander ambassadors and have been excellent mentors for other students. They are very musical and often perform at events highlighting Aboriginal and Torres Strait Islander issues. They have been good friends throughout high school and are both high achieving students with a very positive view about their future.

Both Louis and Mitchell were surprised to learn of the COAG statistics on Aboriginal and Torres Strait Islander education published in late 2011, that showed attendance rates for Aboriginal and Torres Strait Islander students had dropped to 60 percent while academic performance had fallen by 30 percent. The two high achievers believed Australia had made significant progress in Aboriginal and Torres Strait Islander education.

They also believed that family played a major role in their success. They were grateful, to their families and teachers, for receiving such strong support throughout their schooling years.

For more information contact:

Director

Aboriginal and Torres Strait Islander Education and Student Engagement (02) 6205 7029

C22 ACT Multicultural Strategy 2010-2013

The ACT Government developed the *Multicultural Strategy 2010-2013* to promote multicultural harmony in the ACT. The strategy can be accessed at the following website: http://www.dhcs.act.gov.au

The Directorate continued to support the strategy through a number of activities under its six focus areas: Languages; Children and young people; Older people and aged care; Women; Refugees, asylum seekers and humanitarian entrants; and Intercultural harmony and religious acceptance.

Languages

Curriculum Requirements in ACT public schools P-10 policy required all ACT public schools to provide a languages program for a minimum specified time to all students in years 3 to 8 from 2011. This was in addition to language programs already on offer in the early years and in years 9 to 12. All primary schools provided a languages program with a minimum time allocation of 60 minutes per week for all students in years 3 to 6. All high schools taught at least one language with a minimum time allocation of 150 minutes (one line) per week for all students in years 7 and 8. A Language Pathway Plan was developed to ensure continuity of the language pathways in clusters through each primary and high school and college.

Eight languages were taught in ACT public schools: Japanese, Chinese, Korean, Indonesian, French, German, Italian and Spanish.

The successful implementation of mandatory languages instruction saw an increase in the number of students learning a language in public schools from 11,091 in 2008 to 21,631 in 2011: an increase of 95 percent.

The Directorate supported the involvement of public school students in a number of events to facilitate student engagement with languages and studies of Asia. These included the events organised by several embassies: Japanese Fun Day, Japanese Film Festival, Korea Day, Asia Pacific Day, Indonesian Day and Chinese and Korean language competitions. Public school students from kindergarten to year 7 participated in a French poetry competition.

Teachers from public schools attended learning events such as the two-day French language teachers' conference and a workshop for teachers of Indonesian.

The Directorate renewed memorandums of understanding with:

- Taipei Economic and Cultural Office to provide a full-time Chinese language assistant at Canberra High School for two terms in 2012
- Hanban China for a full-time Chinese language assistant to assist teachers of Mandarin Chinese at Mawson Primary School, Melrose High School and Canberra College in 2011-12.

The Directorate contributed to the living allowance, visa and health insurance cost of the assistants.

The Directorate supported the ACT Community Language Schools Association through the provision of after-hours professional learning sessions for 80 teachers in 2011. Professional learning sessions were also provided in 2012. Professional learning was well received as a means of improving the quality of languages programs. The Directorate continued to meet with the Community Languages Forum on a regular basis to support languages programs.

Children and young people

Introductory English Centres

Introductory English Centres (IECs) are a system resource co-located in mainstream schools. The short term program is designed to support newly arrived students with minimal English language skills through intensive English language teaching prior to entry into mainstream schooling.

The intensive English language program was delivered in small classes and was staffed by specially trained English as an Additional Language or Dialect (EALD) teachers and schools assistants. Transport to and from a primary IEC was provided to eligible permanent residents and some temporary residents.

EALD students in the primary IEC programs transfer to a mainstream school after two terms (20 weeks) with the possibility of an extension to three terms (30 weeks) in the IEC program.

The secondary IEC offers a three levels program based on English language proficiency: Pre-intermediate, Intermediate and Advanced. Placement in the appropriate level of the program is based on the initial assessment. Students at Pre-intermediate, Intermediate and Advanced levels attended the secondary IEC for 30, 20 and 10 weeks respectively.

In response to growth and development in the West Belconnen and Gungahlin regions, a new Belconnen primary IEC was opened at Charnwood-Dunlop School in January 2012. Between January and June 2012, 50 new students were enrolled in the program.

In 2011-12, there were four primary IECs and one secondary IEC in the ACT:

- Belconnen IEC at Charnwood-Dunlop School
- Northside IEC at North Ainslie Primary School
- Southside IEC at Hughes Primary School
- Tuggeranong IEC at Namadgi School
- secondary IEC at Dickson College.

During 2011-12, 427 new students were enrolled in the IEC programs: 114 in the secondary program and 313 in the primary programs.

The Refugee Bridging Program

The College Bridging Program at Dickson College caters for students, aged 16 and over, from a refugee background. The program was developed to support young refugees who face a range of social, cultural, English language and literacy challenges when entering the college sector. The program focuses on English language, academic support and the broader welfare of the student. To participate in the program, students are required to have a minimum standard of English but may still have significant English as a second language (ESL) and literacy needs.

Box C22.1: Refugee Bridging Program



"Water was coming on board. We had to get it out with buckets to stop from sinking."

Young achievers from Dickson College's Refugee Bridging Program were recognised at a special awards ceremony early in 2012. Each student received a Country Women's Association grant of \$350 for displaying courage and determination in completing their studies.

One recipient, Mohammad Mohammadi, was grateful to all of his teachers, his principal and Australia for giving him the opportunity to learn. The 18 year-old Afghan national said he had spent most of his life fleeing religious persecution.

"Every day I walked out the front door I wondered if I will come home again that night," he said. "Our people were getting targeted and killed, we were always at risk and we had no access to government services like hospitals and schools."

Mr Mohammadi enrolled in Dickson College's Refugee Bridging Program in 2011 after arriving in Australia by boat. He had spent six days and nights travelling across storm-swept oceans with 150 other people.

"On the boat, women and children had been sick, with no food or water. A big storm came in the middle of the night and water was coming on board. We had to get it out with buckets to stop from sinking."

"When I arrived in Australia, I could not believe I had survived the risks and danger. It was like a dream," he said. "I am so happy now that I worked hard to learn English, that I can speak, I can write and I can understand. It is such a pleasure for me to improve my studies here."

"I hope I will complete my education and become a useful person for the society and for my family, so I can have a happy life here."

In 2011, seven refugee students completed their Year 12 Certificate – the majority of whom had accessed the program to a great extent in their first year of college. Four of those students went to CIT for further study in aged care and childcare;

another started an auto apprenticeship; one moved interstate and another found employment. A further four students returned to attend year 12 again to improve their English and confidence.

The program worked collaboratively with a number of stakeholders and partners in 2011-12: ANU; Amnesty International; and the Australian Portrait Gallery.

Older people and aged care

The Directorate continued to support older people from multicultural backgrounds through the ACE program. Several ACE courses provided life-long learning and recreational activities for older adults. A complete list of ACE courses available to older people is given in Table C16.1 in Section C16. Directorate activities for older people are also discussed in Section C23.

Women

Directorate activities to promote wellbeing of women are discussed in Section C24.

Refugees, asylum seekers and humanitarian entrants

The Directorate funded a number of courses under the ACE program for refugees, asylum seekers and humanitarian entrants. Details of these courses are given in Section C16. In addition, intensive English language programs were offered at five IECs and at Dickson College. These programs have been discussed under the Children and young people heading.

A number of courses were funded under the Priority Support Program and Productivity Places Program for skills development of people from refugee and asylum seeker backgrounds.

The Work Experience and Support Program (WESP) of the ACT Government aims to help people from culturally and linguistically diverse backgrounds who have difficulty gaining employment because they lack Australian work experience. The WESP aims to equip these people with office skills training and voluntary work placements usually within the ACT Public Service.

The Directorate hosted nine WESP participants in 2011-12. Five of these participants were refugees from the South Sudanese community and had experienced hardships before coming to Australia.

Intercultural harmony and religious acceptance

Intercultural harmony

All students in ACT schools develop their understandings of other languages and cultures through undertaking study of a language other than English in years 3 to 8. The study of languages develops students' capacity to communicate effectively with people from different cultural and linguistic backgrounds.

Both the ACT curriculum framework P-10 and the Australian Curriculum emphasised active participation in multicultural environment and intercultural understanding. The new Australian Curriculum included *Intercultural Understanding* as a General Capability and also emphasised the importance of *Australia's engagement with Asia* as a curriculum priority for all young Australians to develop a better understanding of the countries and cultures of Asia.

Religious acceptance

Religious education is the learning of a student in a particular religion, as distinct from the study of different religions. Many schools offer courses in comparative religions where students are able to study belief systems from around the world with no specific focus on a single religion.

Section 29 of the Education Act 2004 provides for the inclusion of religious education in public schools under certain conditions. If parents of a child at a public school ask the principal for their child to receive religious education in a particular religion, the principal must ensure that reasonable time is allowed for the child's education in that religion.

Christian religious education is the only religious education currently requested in the ACT. In 2010, 18 primary schools offered Christian religious education in the ACT. The frequency of lessons and presentation methods varied between schools.

Section 29 is enacted by all ACT public schools and is an example of religious acceptance promoted by the Directorate.

For more information, contact: Director Learning and Teaching (02) 6205 9205

C23 ACT Strategic Plan for Positive Ageing 2010-2014

The ACT Government identified a whole of government approach to support senior citizens in the ACT Strategic Plan for Positive Ageing 2010-2014. The plan identifies actions grouped under a number of key priority areas. The two key priority areas relevant to the Directorate activity are: Information and Communication; and Work and Retirement.

Information and Communication

Under the Information and Communication priority area, the Directorate has responsibility to develop and promote ICT training services for senior citizens.

The Directorate recognises the need for ICT training and skills to enable senior citizens to easily access information, services and social contacts. The Directorate administered four funded training initiatives for which senior citizens (people aged 60 years and over) were eligible in 2011-12: Australian Apprenticeships; Priorities Support Program (PSP); Productivity Places Program (PPP); and Adult and Community Education (ACE) Program.

Under the four training initiatives, 18 training courses available for adults of all ages including senior citizens were specific ICT programs or included basic ICT skills. Basic ICT skills included operating a personal computer and sending and retrieving information using the Internet and email.

Under PSP and PPP, 20 senior citizens enrolled in ICT specific courses or courses that included competency in basic ICT skills.

Work and Retirement

Under this strategic priority area, the Directorate is required to promote educational and recreational opportunities. The Directorate understands the importance of providing educational and recreational opportunities for older people who are in full-time, part-time or casual paid employment, volunteer work or simply seeking to update their skills.

In 2011-12, 88 senior citizens accessed nationally accredited vocational education and training under PSP and PPP. In 2011-12, 49 senior citizens commenced an Australian Apprenticeship. In order of popularity, the top three Australian Apprenticeships undertaken by senior citizens in this period were in the industry areas of asset maintenance, business and childcare.

Three courses under the ACT ACE grants program specifically targeted senior citizens: Arts for Seniors; Dovetails for Diggers and Metal Manglers; and Old Soldiers and Computers.

For more information contact: Director Training and Tertiary Education (02) 6205 8555

C24 ACT Women's Plan 2010-2015

The ACT Women's Plan 2010-2015 provides a whole of government approach to improving the status of women and girls in the ACT. The plan identifies economic, social, and environmental themes as the areas where progress is required to be made. The strategy can be accessed at the following website: http://www.dhcs.act.gov.au

The Directorate supported the strategy through a number of activities under its three priority areas.

- Economic: women and girls equally and fully participate in, and benefit from, the ACT economy.
- Social: women and girls equally and fully participate in sustaining their families and communities and enjoy community inclusion and wellbeing.
- Environmental: women and girls equally and fully participate in planning and sharing an accessible and sustainable city.

Progress against economic indicators

Pathways in education and training

The Directorate recognises the importance of ensuring equal access for women and girls to work related training and lifelong learning. In 2011-12, The Directorate administered a number of VET programs aimed at providing easily accessible, relevant training to women and girls.

The Directorate administers the Australian School-based Apprenticeships (ASBA) program which recognises the importance of providing pathways for girls to enter vocational occupations. The program aims to increase the number of well prepared individuals having the option of transitioning to a full apprenticeship or traineeship upon leaving school. In the 2011 school year, 51 percent of students commencing an ASBA were girls.

Under the Australian Apprenticeships program in 2011-12, 19 percent of participants commencing a traditional apprenticeship were women. Of the participants commencing a traineeship, 58 percent were women.

The Productivity Places Program (PPP) provided training from Certificate II to Certificate IV for job seekers wishing to gain qualifications to increase their chances of gaining paid employment or self-employment. During 2011-12, 51 percent of job seekers commencing in the PPP were women. Qualifications take up to two years to complete.

The Priorities Support Program (PSP) aims to increase the access and participation in VET of disadvantaged learners. In 2011-12, 55 percent of participants commencing in PSP were women. Of the participants completing qualifications or statements of attainment during this period, 51 percent were women.

Increased opportunities for advancement in the workforce

The PPP also provides funding for the training of existing workers in VET qualifications ranging from Certificate III to Advanced Diploma. The funding of nationally recognised work-related training for existing workers through the PPP aims to increase the productivity of the full-time ACT workforce and increase the number of better skilled casual or part-time workers seeking to participate fully in the workforce. In 2011-12, 55 percent of existing workers commencing in the PPP were women. Qualifications take between 12 months to three years to complete. Of the existing workers completing, or continuing to study towards, a qualification under PPP in the reporting period, 51 percent were women.

Increased decision making opportunities in economic leadership

Women were well represented at senior decision-making levels in the Directorate.

- Three of the Directorate's five senior executives and 10 of the 14 executives were women as at 30 June 2012.
- In 84 ACT public schools, 55 principals (65%) were women as at 30 June 2012.
- Every ACT public school has a school board with the board chairperson elected by the members of the board. Women comprised 47 percent of ACT public school board chairpersons.
- In May 2012, two Directorate staff attended a Young Women's Leadership workshop which focused on issues of advocacy, feminism and leadership and how young women can manage the issues faced in leadership roles.

Improved financial equity

The Directorate developed and promoted the Facilitating Part-Time Work Arrangements - Guidelines for Principals, Managers and Employees to facilitate part-time work arrangements for women. Flexible work arrangements not only meet the work/life balance needs of employees but also provide opportunities to reorganise and reinvigorate the work environment, improve morale, develop staff and broaden career options.

Progress against social indicators

Recognition of contributions to the community

The Directorate held a breakfast function on International Women's Day (8 March 2012) to celebrate the achievements of female staff and their contribution to public schools, the Directorate and to the wider Canberra community. Female ACT college student representatives attended the event and a number of *Women of Achievement Awards* were presented to staff.

Increased community leadership and decision making opportunities

Women had considerable representation in Directorate advisory bodies and actively participated in decision-making processes. The two ministerial advisory committees, the Government Schools Education Council and the Non-government Schools Education Council, were chaired by women and had a significant number of female members.

Affordable and accessible gender and culturally sensitive services

Every school had a pastoral care coordinator whose role was to provide a personalised approach to student wellbeing and support. The Families and Schools Together program, School Youth Health Nurse program and Disability Support Officers also contributed towards supporting affordable and accessible gender and culturally sensitive services.

Each school had an Anti Sexual Harassment Officer. Targeted training was provided for these officers during the reporting period.

A Cultural Competency training program designed to raise awareness and respect for Aboriginal and Torres Strait Islander cultures and the diversity within and between them commenced.

Box C24.1: Aboriginal and Torres Strait Islander Student Scholarships



On 9 March 2012, six year 11 students were awarded \$5,000 Aboriginal and Torres Strait Islander Student Scholarships.

The recipients of the 2012 awards were from Stromlo High School, Lyneham High School, Belconnen High School, Calwell High School and Telopea Park School.

They will provide a mentoring role to younger Aboriginal and Torres Strait Islander students, developing their leadership and teaching skills as well as providing positive role models for other young Aboriginal and Torres Strait Islander students.

Pathways for women experiencing disadvantage, social exclusion and isolation

The Directorate administered and funded programs to provide the best possible means for women to participate actively in community life through schooling, vocational and community education and training.

Addressing violence against women and their children and protection and support for victims

The Directorate continued to deliver Respectful Workplace training to employees. The training focused on creating safe and respectful workplaces and provided information on preventing and managing bullying and harassment in the workplace.

Progress against environmental indicators

Available opportunities for decisions about urban planning, transport and the environment

A number of women were members of the Design Working Groups for a number of new schools. The Design Working Groups were comprised of stakeholder and school community representatives and provided input and advice to the Directorate on the design for each school.

Consideration towards safety, security and accessibility when designing, building or retrofitting public facilities

The Directorate assisted schools to implement security options such as perimeter fencing, in order to provide additional security for students. Perimeter fencing allows schools to control entry and exit points.

The Directorate continued to work closely with schools and the Australian Federal Police to assess and develop strategies to improve security and safety at school sites.

For more information contact: Director Planning and Performance (02) 6205 5511

C25 Model Litigant Guidelines

The Directorate complies with the Model Litigant Guidelines. The guidelines apply to the conduct of civil claims, litigation, arbitration and other alternative dispute resolution processes involving ACT Government agencies. The guidelines require agencies to act honestly and fairly in handling claims and litigation brought by or against them.

The Directorate ensures compliance with the guidelines by obtaining the legal advice and services of the ACT Government Solicitor for identification of potential non-compliance matters. No breaches of the guidelines were identified in the reporting period.

For more information contact:
Director
Information, Communications and Governance
(02) 6205 7661

C26 Notices of non-compliance

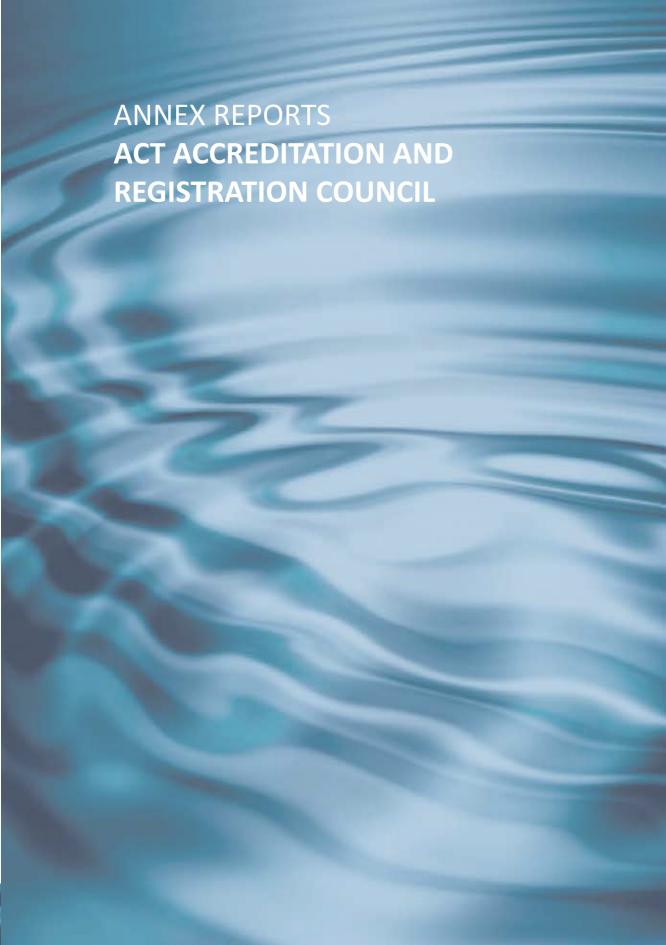
Section 200 of the Dangerous Substances Act 2004 requires agencies to provide a statement on the number of notices of non-compliance serviced and the matter to which each notice related. The Directorate did not receive any notices during the reporting period.

For more information contact: Director **Human Resources** (02) 6205 9202

SECTION D

ANNEX REPORTS

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Dr Chris Bourke Minister for Education and Training ACT Legislative Assembly London Circuit CANBERRA ACT 2601

Dear Minister

I am pleased to present the Annual Report for the ACT Accreditation and Registration Council for the financial year ending 30 June 2012.

The report has been prepared in conformity with applicable legislation including section 6 (1) of the *Annual Reports (Government Agencies) Act 2004*, section 18 of the *Training and Tertiary Education Act 2003* and in accordance with the requirements referred to in the Chief Minister's Annual Report Directions. The Annual Report of the ACT Accreditation and Registration Council is annexed to the Annual Report of the ACT Education and Training Directorate.

I hereby certify that the attached Annual Report is an honest and accurate account and includes all material information on the operations of the ACT Accreditation and Registration Council during the period 1 July 2011 to 30 June 2012.

I commend the Annual Report to you.

Yours sincerely

Emeritus Professor John Richards

Chair

ACT Accreditation and Registration Council

GPO Box158, CANBERRA ACT 2601 Telephone (02) 6205 8555 Facsimile (02) 6205 7045

ACT Accreditation and Registration Council Annual Report 2011-2012

SECTION A: PERFORMANCE AND FINANCIAL MANAGEMENT REPORTING

A1 The Organisation

The *Training and Tertiary Education Act 2003* (the TaTE Act) established the ACT Accreditation and Registration Council (the Council). Under the TaTE Act, the Council provides advice to the Minister for Education and Training (the Minister) on tertiary education, particularly the registration of tertiary education providers and accreditation of tertiary courses.

The Council ensured that national standards were met for:

- National Protocols for Higher Education Approval Processes for non self-accrediting higher education provision
- the Education Services for Overseas Students Act 2000 (Commonwealth) (the ESOS Act) and the National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007 for international education provision in the ACT.

The Council contributed to the provision of quality education in the ACT by:

- exercising its statutory authority for accreditation and registration and ensuring national standards are met
- measuring and reporting on provider compliance with the appropriate standards.

Staff of the ACT Education and Training Directorate (the Directorate) manage Council functional and administrative responsibilities and provide secretariat and related services.

A2 Overview

The responsibility of the Council significantly changed in the 2011-12 reporting period. During this period, national agencies assumed regulation of tertiary education. From 1 July 2011, the Australian Skills Quality Authority (ASQA) assumed legislative responsibility for accreditation and registration of VET providers and courses in the ACT. The Tertiary Education Quality and Standards Agency (TEQSA) assumed legislative responsibility for higher education providers and courses on 30 January 2012. The Directorate has made alternative arrangements for the regulation of responsibility under the ESOS Act for school education for overseas students in the ACT.

Under the TaTE Act, the Council was responsible for registration and accreditation of higher education providers and courses within the reporting period. The Council

maintained an appropriate schedule of meetings in 2011 to progress its functions, but ceased to meet once its responsibility for higher education functions ended in early 2012.

The Council membership was maintained to allow for any delay in the transition of regulatory functions to national agencies which was anticipated to be completed by the end of 2011. In 2011, all members' appointment periods were extended to allow the Council to continue exercising its functions until 30 June 2012 to risk-manage delays through the Commonwealth parliamentary and administrative issues.

In 2011, the ACT Government formed the ACT Learning Capital Council (LCC) to provide advice on tertiary education policy and planning including workforce issues. The establishment of the LCC was a key recommendation of *Learning Capital*, the report of the ACT Tertiary Taskforce. The Taskforce included stakeholders from education providers, industry and government and included members of the Council. The LCC absorbed Council functions to provide advice to the ACT Government and the Minister on tertiary education policy.

A5 Management discussion and analysis

The Minister appoints members to the Council. As determined by section 12(1) of the TaTE Act, the Council comprised 11 members: a chairperson; four people with expertise in vocational education and training (VET); three people with expertise in higher education; one person representing interests of employers; one person representing interests of employees; and one person representing providers of industry training advice.

Table ARC 1: Council membership and meetings held for the reporting period

Member	Position and representation	Appointment expiry	Number of meetings attended
Professor John Richards	Chairperson	3 June 2013	1
Mr Vince Ball	VET expertise	30 June 2012	1
Professor Peter Camilleri	Higher education expertise	30 June 2012	1
Mr Stephen Darwin	Member	30 June 2012	1
Professor John Dearn	hn Dearn Higher education expertise		1
Mr Mike Fitzgerald	Interests of employees	21 Dec 2012	1
Mrs Annie Gregg	Industry training advisory services	30 June 2012	0
Ms Louise Mayo	VET expertise	30 June 2012	1
Ms Karen Nicholas VET expertise		29 Nov 2012	1
Ms Kaye O'Hara	Member	30 June 2012	1
Mr Chris Peters	Interests of employers	30 June 2012	1

Source: ACT Accreditation and Registration Council

There was one vacant position on the Council during the year.

The Council maintained a Higher Education Committee (HEC) to provide it with specific advice on regulation of higher education. HEC membership included some Council members and other individuals with higher education expertise. HEC operated under terms of reference endorsed by the Council.

Table ARC 2: Membership of the HEC

Member	Position and representation	Appointment expiry	Number of meetings attended
Professor Peter Camilleri	Chair	30 June 2012	1
Mr Stephen Darwin	Member	30 June 2012	1
Professor John Dearn	Member	30 June 2012	1
Ms Kaye O'Hara	Member	30 June 2012	1

Source: Accreditation and Registration Council

A6 Financial report

The Council has no financial functions under the TaTE Act. Consequently the Council does not receive or expend funds in its own right.

A8 Strategic indicators

The Council operated in the context of the *ACT Accreditation and Registration Council Strategic Plan 2009-2011* developed in the context of and with reference to other government strategic documents, including the Directorate's Strategic Plan 2010-2013.

A9 Analysis of agency performance

The Council regulated and quality-assured five non self-accrediting higher education providers, and their 25 courses, approved for delivery in the ACT. Two providers were ACT legal entities and three hold primary registration in other Australian states, recognised by the Council for delivery in the ACT.

The Council's HEC continued to provide advice to the Council on higher education matters. In light of the changing regulatory responsibility and the increased focus on higher education, HEC members who were not already Council members were appointed to the Council.

Meetings of the HEC and the Council were held on the same day. This allowed HEC to maintain its higher education expertise in decisions concerning course accreditation and provider registration. In addition, Council members with higher education expertise assisted the Council during the transition of regulatory functions to TEQSA. The Council and the HEC met on one occasion on 3 November 2011 in the reporting period.

The Council contributed to national discussions in relation to the transition of registration and accreditation functions to national regulators during 2011.

Section 18 of the TaTE Act requires the Council to report action(s) it takes in response to Ministerial directions. There were no such directions during the reporting period.

SECTION B: CONSULTATION AND SCRUTINY REPORTING

B2 Internal and external scrutiny

The Directorate undertakes audit and risk management activities on behalf of the Council. The Directorate audit includes the Council secretariat and the regulatory activity it performs for the Council.

To maintain ethical standards, Council members are provided, prior to appointment, with the *Bowen Code of Conduct* as a guide for ethical standards of behaviour. All members sign a declaration stating that:

- their professional and private interests will not impact on their involvement with the Council
- they will disclose any actual or potential conflicts of interest to the Chair of the Council.

Consistent with the TaTE Act (s17), the Directorate provides secretariat, research and advisory assistance to the Council through a memorandum of understanding. The advice of the ACT Government Solicitor is also available to the Council.

Council members are entitled to reimbursement of reasonable expenses incurred in the exercise of their functions (TaTE Act, s16). The Chair is provided with an annual payment to cover expenses related to the statutory responsibilities of the Council chairperson.

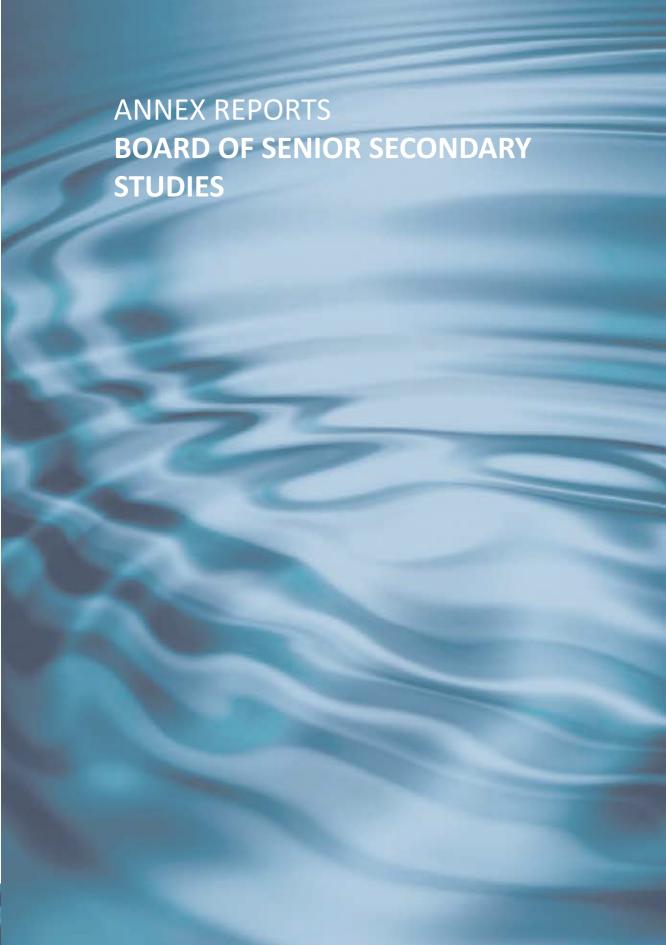
B4 Legislation report

The Council is identified in the TaTE Act (section 12). Amendments were made to this Act via a Strategic Legislation Amendment Bill to make alternative arrangements for regulation of responsibility under the Commonwealth ESOS Act for school education for overseas students in the ACT.

Table ARC 3: Non-applicable sections

Section	Reasons
SECTION A	
A3 Highlights	There were no special highlights to report for the Council as its responsibility and activity wound up during the reporting period.
A4 Outlook	The Council has ceased its legislative responsibility so has no forward plans to report.
A7 Statement of performance	The performance of the Council as an agency is included in analysis of Directorate performance against the relevant priorities.
A10 Triple bottom line report	Council activity cannot be measured against values for sustainability.
SECTION B	
B1 Community engagement	The Council is not required to engage with community to conduct its regulatory responsibility.
B3 Legislative Assembly committee inquiries and reports	The Council made no submissions to Legislative Assembly committees.
SECTION C	
Legislative and policy based reporting	The Council has no reporting responsibility.

For more information contact: Director Training and Tertiary Education (02) 6205 8555







Dr Chris Bourke MLA Minister for Education and Training ACT Legislative Assembly London Circuit CANBERRA ACT 2601

Dear Minister

I am pleased to submit the Annual Report of the Board of Senior Secondary Studies for the year ending 30 June 2012.

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

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

I certify that the attached Annual Report is an honest and accurate account and that all material information on the operations of the Board of Senior Secondary Studies during the period 1 July 2011 to 30 June 2012 has been included and that it complies with the Chief Minister's Annual Report Directions.

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

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

I commend the Annual Report to you.

Yours sincerely Acremany Jallatt

Rosemary Follett AO

Chair 2017.

Lyons Education Centre, 67 Launceston Street Lyons ACT 2606 GPO Box 158 Canberra ACT 2601 Ph (02) 6205 7181 Fax (02) 6205 7167

Board of Senior Secondary Studies Annual Report 2011-2012

SECTION A: PERFORMANCE AND FINANCIAL MANAGEMENT REPORTING

A1 The organisation

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 Year 12 Certificates, Tertiary Entrance Statements and vocational certificates
- maintain the credibility and acceptance of courses through a regular accreditation program
- monitor and support the validity of assessment in years 11 and 12
- improve the comparability of standards across the Territory 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
- freedom of choice of courses for students supported by expert advice
- senior secondary college responsibility for course development
- senior secondary college responsibility for the assessment of its students
- shared responsibility for education
- open access to information.

The Board delivers year 12 certification services to 23 ACT secondary colleges and five schools located in Papua New Guinea, Indonesia and Fiji. These are listed in Appendix C.

A2 Overview

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

- all young adults to achieve a Year 12 Certificate or equivalent vocational qualification
- high levels of achievement in literacy and numeracy
- improving educational outcomes for disadvantaged students
- effective transitions from school to post-school pathways.

In 2011, the board developed a new strategic plan to guide its activities for the period 2011-2013. The key focus areas for the board are:

- · an informed and effective response to international, national and local initiatives
- a high quality, high equity curriculum, assessment and certification system that caters for all students.

A3 Highlights

Processing of year 12 results occurred on schedule and certificates were issued to ACT colleges on Monday 19 December 2011 for distribution to students. Over 10,000 certificates were produced by the Board for students in year 12 and over 900 vocational certificates for students in year 10.

The Board has continued to monitor developments in the Australian Curriculum and provide feedback to the Australian Curriculum, Assessment and Reporting Authority (ACARA) on the structure and content of the curriculum. Through its Executive Officer and directly, the Board has also provided feedback on other national initiatives, such as the Australian Baccalaureate and National Trade Cadetships. In February 2012, the Board Chair, together with the chairs of other boards of studies around Australia, met with the Chief Executive of ACARA to discuss progress on development of the senior secondary Australian Curriculum and other national initiatives.

A4 Outlook

The Board's strategic plan will continue to guide its work during 2012-13. Key activities will include planning for implementation in the ACT of the senior secondary Australian Curriculum; participation in the Australasian Curriculum, Assessment and Certification Authorities' national comparability of standards feasibility project; redevelopment of the IT system for VET assessment and certification; development of a set of common curriculum elements for use in tertiary accredited courses and the ACT Scaling Test (AST); and a review of policies relating to support for students with special needs.

A9 Analysis of agency performance

An informed and effective response to international, national and local initiatives

The Board has continued to facilitate ACT feedback to ACARA on the senior secondary Australian Curriculum through teacher participation in workshops and video conferences. In June 2012, the Board held teacher forums on the latest draft content and achievement standards in the English, mathematics, science and history courses, and forwarded the feedback to ACARA. Following this consultation, it is anticipated that the revised courses will be endorsed by Education Ministers in December 2012, ready for implementation planning by states and territories from 2013. ACT college teachers have also been involved recently in ACARA national consultation workshops on civics & citizenship, geography, economics and business.

Following the release of the report, *Excellence and Enterprise: Advancing Public Schools of Distinction*, the Board is reviewing its policies on accelerated learning, and the use of technology and social media for flexible learning, to ensure they continue to support a variety of learning styles and pathways for students in years 11 and 12.

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

In 2011-12, course frameworks in tourism & hospitality; health, outdoor education & physical education; information technology and science have been revised and endorsed by the Board. Twenty-two courses were approved for delivery to year 11-12 students and 15 teams are currently developing courses for implementation from 2013. These courses are reviewed by expert panels of teachers, representatives from tertiary institutions, industry and the community, which provide advice on accreditation to the Board. A list of the panels that met to consider courses in 2011-12 is included at Appendix B.

The Board has continued its focus on enhancing the quality of assessment in colleges through assessment workshops and discussion of assessment tasks at Moderation Days. Recently the emphasis has been on supporting teaching and assessment of the higher order thinking skills encompassed within the AST. System-wide moderation provides feedback on the quality and effectiveness of school-based assessment and consistency in application of grade achievement standards across colleges.

The Board completed the redevelopment of its certification software in December 2011, following validation by Professor George Cooney, former Chair of the NSW & ACT Technical Committee on Scaling. Redevelopment of the VET component of the software is continuing with the design phase reaching sign-off. This has taken longer than anticipated due to the complexity of VET and changes in the VET environment.

Year 12 outcomes 2011

In 2011, 4,329 students met the requirements for an ACT Year 12 Certificate. This included 4,214 students enrolled in ACT colleges, including CIT Vocational College, and 115 students enrolled in overseas colleges. Of these students, 2,811 students also achieved a Tertiary Entrance Statement (TES), having met the requirements for university entrance and calculation of an Australian Tertiary Admission Rank (ATAR). This included 2,726 students enrolled in ACT colleges and 85 students enrolled in overseas colleges.

In 2011, 108 students (49 females, 59 males) from 19 colleges completed an H course through the Australian National University Secondary College. Of these students, 13 completed a course in mathematics, 17 in physics, 39 in chemistry, 24 in conservation biology and 15 in Japanese. Of these students, 68.5 percent used their scaled H course score in the calculation of their ATAR.

The percentage of ACT students receiving a Year 12 Certificate increased by 1.3 percent from 2010 to 2011 reflecting small increases across both the public and non-government sectors. In 2011, 92.4 percent of year 12 students in ACT colleges achieved an ACT Year 12 Certificate compared with 91.1 percent in 2010.

To achieve an ACT Year 12 Certificate students are required to study a minimum of 17 standard units, which form at least three accredited courses from different course areas. However, it is pleasing to see that a large majority of students are studying more than the minimum number of units across a broader range of course areas.

In 2011, 78.6 percent of Year 12 Certificate receivers (Standard Package) completed 20 or more standard units and 76.4 percent of Year 12 Certificate receivers completed five or more accredited courses from different course areas.

Figure BSSS 1 displays the percentage of Year 12 Certificate receivers achieving a TES from 1999 to 2011. In 2011, 65.1 percent of ACT students receiving a Year 12 Certificate also received a TES and hence ATAR. This is the same as in 2009 and 2010. Of the 2,726 students in the ACT who achieved an ATAR, 77.4 percent were at or above the University of Canberra main round general ATAR cut off of 65. Figure BSSS 2 illustrates the range of ATARs across colleges for 2011.

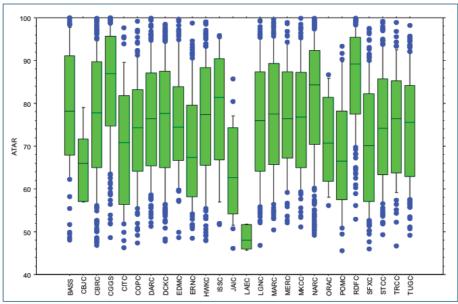
90.0 85.0 80.0 75.0 Percentage of students 70.0 65.0 60.0 55.0 50.0 45.0 40.0 2000 2001 2002 2003 2004 2006 2007 2008 2009 2010 2011 Females - public 'Females - non gov 💳 Males - public Males - non gov

Figure BSSS 1: Year 12 Certificate receivers with a Tertiary Entrance Statement, 1999 to 2011

Source: ACT Board of Senior Secondary Studies

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

Figure BSSS 2: Australian Tertiary Admissions Rank by college, 2011



Source: ACT Board of Senior Secondary Studies

Note:

- 1. The names of the colleges shown are listed in Appendix C.
- 2. The central line in the box represents the median score.
- 3. The block indicates the spread of 50 percent of the scores.

- 4. The single vertical line indicates the spread of the next 15 percent of scores.
- Circles represent individual results in the top 10 percent and bottom 10 percent of scores. The highest ATAR achieved was 99.95. Some circles touching the 100 line are due to congestion in the figure.

The following table gives the percentage of Year 12 Certificate and TES receivers who completed an accredited course in the nominated areas.

Table BSSS 1: Selected courses on Year 12 Certificates and Tertiary Entrance Statement, 2010 and 2011

Course area	Percentage of ACT Year 12 Certificate receivers who completed a course in the area		Percentage of ACT TES receivers who completed a course in the area	
	2010	2011	2010	2011
English/English as a second language (ESL)	97.3	97.9	99.9	99.0
Mathematics	90.0	91.8	93.1	91.3
Information technology	14.7	12.3	14.8	12.7
Sciences	44.3	44.7	57.3	56.8
History	17.0	16.7	21.8	20.8
Languages	15.9	15.9	21.4	21.4

Source: ACT Board of Senior Secondary Studies

Whilst the minimum number of courses from different course areas required for a TES is two T and/or H courses, 63.6 percent of ACT students used scaled course scores from four different course areas in the calculation of their ATAR. This is a decrease of 2.5 percent from the 2010 cohort, indicating greater subject specialisation by students.

There are no compulsory courses in the ACT, however, the above data shows that 97.9 percent of ACT Year 12 Certificate receivers and 99.0 percent of TES receivers completed a course in English/ESL, and 91.8 percent of ACT Year 12 Certificate receivers and 91.3 percent of TES receivers completed a course in mathematics.

The Board recognises on a student's Year 12 Certificate the contribution of learning undertaken outside of the college environment during years 11 and 12. In 2011, 1,168 students received such recognition under Recreational Activities, 931 students received recognition under Community Involvement and 374 students received recognition under Recognition of Outside Learning.

The Board issues vocational certificates to years 10 and 12 students who have completed vocational qualifications through colleges as RTOs. In 2011, this included 486 year 10 students and 1,214 year 12 students. Of these students, 43 completed an Australian School-based Apprenticeship with their college as the RTO.

The following figure displays the number of students receiving vocational certificates issued by the Board for each RTO by year level in 2011. It should be noted that students may have received more than one vocational certificate.

2009 2010 2011 160 150 140 130 120 110 ₽ 100 70 60 50 40 30 20 Erindale College Hawker College Merici Colleg

Figure BSSS 3: Number of students receiving vocational certificates by college and year level, 2009 to 2011

Source: ACT Board of Senior Secondary Studies

In addition to vocational studies undertaken during years 11 and 12 in colleges, vocational programs undertaken with external RTOs can contribute to the requirements for year 12 certification and be included on the ACT Year 12 Certificate. In 2011, vocational qualifications achieved through an external RTO and registered by the Board were recognised on the Year 12 Certificate as an E course. In 2011, 20 students were awarded an E course. The E courses were in the areas of business, children's services, construction, culinary skills, design, hairdressing, horticulture, media and retail.

In 2011:

- 179 students received recognition on their Year 12 Certificate for vocational qualifications awarded by an RTO other than their home college
- 291 students who undertook an Australian School-based Apprenticeship with an external RTO received recognition for it on their Year 12 Certificate.

Students may receive recognition for more than one vocational qualification completed with external RTOs.

SECTION B: CONSULTATION AND SCRUTINY REPORTING

B1 Community engagement

The Board facilitates community input through representation on committees, course writing teams, accreditation panels, working parties and at consultation forums. Groups represented include parents, teachers, principals, tertiary institutions, industry, business and unions.

The Board encourages and welcomes both positive and negative feedback and is committed to responding to complaints in a timely and positive manner. This enables staff, students, parents and community members to contribute to the Board's continuous improvement strategy. In 2011-12, the Board developed a new Feedback and Complaints policy, which is available on its website. The Board received three complaints in 2011-12. Two of the complaints related to curriculum delivery in schools and they were passed on to the schools and relevant educational authority. The third related to service provision and has been resolved.

SECTION C: LEGISLATIVE AND POLICY BASED REPORTING

The Education and Training Directorate provides funding and secretariat staff, and ministerial, financial, legal, risk management and audit services to the Board through a memorandum of understanding. Most of the Board's legislative and policy based reporting is encompassed within the Directorate's reports. This is listed in Appendix A.

C5 Internal accountability

Board membership

The BSSS Act (s8) creates a board with a broad membership of 14 from the many stakeholders in senior secondary education. Members, other than the Director-General of the Education and Training Directorate, are appointed by the Minister for Education and Training for a period of up to three years. Members can be reappointed if they are still eligible. The appointment of Professor Stephen Parker as Board Chair expired in December 2011. Ms Rosemary Follett was appointed Board Chair and one member was reappointed in January 2012. Also, one member resigned and another member retired during 2012.

Remuneration for Board members

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

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*.

Table BSSS 2: Board membership as at 1 July 2011

Member	Affiliation	Initial appointment	Appointment expires	Meetings attended July-Dec 2011
Professor Stephen Parker	Chair	1 January 2008	31 December 2011	3/3
Ms Carolyn Grayson	Canberra Institute of Technology	17 May 2011	31 December 2013	3/3
Ms Louise Mayo	Vocational education and training organisations	17 May 2011	31 December 2013	2/3
Professor Joan Beaumont	Australian National University	29 January 2010	31 December 2012	1/3
Professor Louise Watson	University of Canberra	29 January 2010	31 December 2012	3/3
Ms Rita Daniels	Association of Independent Schools	25 June 2009	31 December 2011	2/3
Ms Jan Bentley	ACT Branch, Australian Education Union	29 January 2010	31 December 2012	3/3
Mrs Alison Jeffries	Catholic Education Commission	29 January 2010	31 December 2012	3/3
Mr Martin Watson	ACT Principals' Association	29 January 2010	31 December 2012	3/3
Ms Josephine Dixon	ACT Council of Parents & Citizens Associations	29 January 2010	31 December 2012	3/3
Ms Kirsten Wilkinson	Association of Parents & Friends of ACT Schools	25 June 2009	31 December 2013	3/3
Dr Christopher Peters AM	ACT and Region Chamber of Commerce and Industry	15 January 1998	31 December 2012	2/3

Member	Affiliation	Initial appointment	Appointment expires	Meetings attended July-Dec 2011
Mr Peter van Rijswijk	ACT Trades and Labour Council	29 January 2010	31 December 2012	2/3
Ms Trish Wilks	Delegate of the Director— General, Education and Training Directorate	12 February 2007	Ongoing	2/3

The Board has six scheduled meetings each calendar year. The above Board met on three occasions from July to December 2011.

Details of Board members in 2011

Professor Stephen Parker (Chair)

Professor Parker is the Vice-Chancellor and President of the University of Canberra. Professor Parker is a lawyer by profession and has worked in the higher education sector for many years. He has also chaired the board of a state secondary school.

Qualifications: LLB (Hons), PhD

Ms Carolyn Grayson

Ms Grayson is the Director, Centre for Education Excellence at the Canberra Institute of Technology and was previously Director, Centre for VET Practice at Swinburne University of Technology. She has over 25 years' experience working in the tertiary sector and previously held positions in the Victorian State Training Authority and the Australian National Training Authority.

Qualifications: BArch(Hons), BSci(Hons), Dip Ed, MEd, Grad Cert Bus Admin

Ms Louise Mayo

Ms Mayo is a Director at Bull&Bear Special Assignments P/L and was a founding Director of the Australian Business Academy. She has been a Member of the ACT Accreditation and Registration Council since 2005, a Steering Committee Member for the Australian College of Educators, and Chair of the Board of Governors at the McGrath Institute of Business & Technology since 2009.

Qualifications: BBus, GradDip Bus, MBus, MMgt, DBusAdmin

Professor Joan Beaumont

Professor Beaumont is Dean of Arts and Social Sciences, Australian National University (ANU). Prior to joining ANU, she was Dean of Arts (& Education) at Deakin University. Her key interests are in the history of Australia at war.

Qualifications: BA (Hons), PhD, Fellow of the Academy of Social Sciences in Australia

Professor Louise Watson

Professor Watson is involved in Education Policy in the Faculty of Education, University of Canberra. She has undertaken research in education policy in a wide range of areas, including quality schooling, performance measurement and educational leadership.

Qualifications: BA (Hons), MA, PhD

Ms Rita Daniels

Ms Daniels is the Principal of Daramalan College and was previously Principal of St Clare's College. She was a member from 2000 to 2003 and from 2004 to 2006, chairing the Board's Assessment and Certification, and Discipline committees. She has been teaching since 1977.

Qualifications: BA, Dip Ed, MEd

Ms Jan Bentley

Ms Bentley is Executive Teacher, Mathematics and Technology at Dickson College. She has over 40 years' experience in teaching mathematics in colleges and high schools in the ACT, and has been involved in course development for ACT colleges since 1974. In 2009 she received an Australian Education Union Public Education Award.

Qualifications: BA, Dip Ed, Dip in Using Computers in Education

Mrs Alison Jeffries

Mrs Jeffries has been Principal of St Clare's College since 2009. Prior to that she worked in Human Resources and Education Services in the Catholic Education Office and in various schools, including MacKillop Catholic College ACT and St Anne's Central School, NSW.

Qualifications: BEd (Dist), MEd, M Cath Ed, Grad Cert in Ed Law, Cert IV Assessment and Workplace Training

Mr Martin Watson

Mr Watson is Principal, University of Canberra Senior Secondary College Lake Ginninderra and was acting Principal and Deputy Principal at the college prior to that appointment. He has over 20 years' experience in ACT high schools and colleges.

Qualifications: BA, Grad Dip Ed

Ms Josephine Dixon

Ms Dixon has worked in computing in various government departments and has taught computing at the Canberra Institute of Technology. She was a member of the Board's Assessment and Certification Committee from 2006 to 2009.

Qualifications: BA Comp Studies, MEd, Grad Dip Information Science, Workplace Assessor

Ms Kirsten Wilkinson

Ms Wilkinson has worked at the Australian Bureau of Statistics either full or parttime for over 20 years. Prior to this she gained a teaching degree and has worked in primary schools in the ACT.

Qualifications: BEd, Dip Teaching

Dr Christopher Peters AM

Dr Peters is the Chief Executive of the ACT & Region Chamber of Commerce and Industry. Dr Peters represents business on numerous ACT Government boards and committees, and is on the board of several public companies and community organisations.

Qualifications: Dip Corporate Directors, Honorary Doctor of the University of Canberra, Senior Fellow Corporate Directors Association, Fellow Australian Institute Company Directors, Fellow Australian Institute of Management, Chartered Director

Mr Peter van Rijswijk

Mr van Rijswijk is a teacher at St Francis Xavier College and has worked in ACT and Victorian colleges since 1981. He has served on the Board's Media and Drama Accreditation panels and has been a Small Group Moderator.

Qualifications: BEd, Cert IV Assessment and Workplace Training, Cert IV Entertainment

Ms Trish Wilks

Ms Wilks is Director of Learning and Teaching in the Education and Training Directorate. She has had considerable experience as a school principal and teacher, and has been on the boards of several national educational associations.

Qualifications: BA, Dip Ed, Teachers' Certificate, MEd, Associate of the Library Association of Australia, Fellow of the Australian Council for Educational Leaders

Table BSSS 3: Board membership as at 30 June 2012

Member	Affilation	Initial appointment	Appointment expires	Meetings attended Jan-Jun 2012
Ms Rosemary Follett AO	Chair	1 January 2012	31 December 2014	3/3
Ms Carolyn Grayson	Canberra Institute of Technology	17 May 2011	31 December 2013	3/3
Ms Louise Mayo	Vocational education and training organisations	17 May 2011	31 December 2013	3/3
Professor Joan Beaumont	Australian National University	29 January 2010	31 December 2012 Resigned 14 March 2012	0/1
Professor Louise Watson	University of Canberra	29 January 2010	31 December 2012	2/3

Member	Affilation	Initial appointment	Appointment expires	Meetings attended Jan-Jun 2012
Ms Rita Daniels	Association of Independent Schools	25 June 2009	31 December 2014	2/3
Ms Jan Bentley	ACT Branch, Australian Education Union	29 January 2010	31 December 2012	3/3
Mrs Alison Jeffries	Catholic Education Commission	29 January 2010	31 December 2012	2/3
Mr Martin Watson	ACT Principals' Association	29 January 2010	31 December 2012	3/3
Ms Josephine Dixon	ACT Council of Parents & Citizens Associations	29 January 2010	31 December 2012	1/3
Ms Kirsten Wilkinson	Association of Parents & Friends of ACT Schools	25 June 2009	31 December 2013	2/3
Dr Christopher Peters AM	ACT and Region Chamber of Commerce and Industry	15 January 1998	31 December 2012	3/3
Mr Peter van Rijswijk	ACT Trades and Labour Council	29 January 2010	31 December 2012	3/3
Trish Wilks	Delegate of the Director-General, Education and Training Directorate	12 February 2007	Ongoing	2/3

The above Board has met on three occasions from January to June 2012.

Details of Board members in 2012

Eleven members are the same as for 2011. Details of the new Chair are provided below.

Ms Rosemary Follett AO

Ms Follett was Chief Minister and Treasurer of the ACT in 1989 and 1991-1995. She was the ACT's Discrimination Commissioner 1996-2004. Ms Follett has served on a number of boards and committees including the ACT Skills Commission (Deputy Chair), Canberra Institute of Technology Advisory Board 2004-2007 and University of Canberra Council (Deputy Chancellor) 2008-2011. She is currently a Director of the University of Canberra College.

Qualifications: BArts (Administration)

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 of these committees in 2011 and 2012 is included in Appendix B.

Table BSSS 4: Board standing committees and their roles

Committee	Role
Curriculum Advisory Committee	To advise the Board on national and ACT curriculum matters and overall direction of curriculum in years 11 and 12.
Assessment and Certification Committee	To advise the Board on assessment and certification policies and procedures, and the overall direction of assessment and certification in years 11 and 12.
Vocational Education and Training Committee	To advise the Board on vocational education and training issues, particularly those relating to national agreements and post-school linkages with the VET sector; and to provide advice on VET initiatives for secondary education.
Accreditation Panels	To advise the Board on the accreditation and registration of courses for students in years 11 and 12, which have been developed by teachers, industry and business groups, tertiary institutions and other organisations.

Board secretariat

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

C21 Aboriginal and Torres Strait Islander reporting

The Board is committed to encouraging Aboriginal and Torres Strait Islander students to complete their senior secondary education and to aspire to high levels of achievement. In 2011, the Board expanded its Aboriginal and Torres Strait Islander Student award to enable one student from each college to be recognised rather than a single student for the system. To be eligible for the award, Aboriginal and Torres Strait Islander students must have demonstrated a sustained high level of achievement across all courses studied in years 11 and 12; and/or have made a significant contribution during years 11 and 12 to life in their college or the broader community. Ten year 12 students received such awards at the Board's Recognition of Excellence Ceremony in December 2011.

C22 ACT Multicultural Strategy 2010-2013

The Board supports the *ACT Multicultural Strategy 2010-2013* though the accreditation of curriculum and flexible approaches to certification to meet the needs of children and young people from migrant and refugee backgrounds, and those from culturally and linguistically diverse backgrounds.

Table BSSS 5: Progress against the focus areas of the strategy, 2011-12

Focus Area	Progress
Languages	Four European languages (French, German, Italian and Spanish) and five Asian languages (Japanese, Chinese, Korean, Hindi and Indonesian) are accredited for delivery in colleges.
	The Board has also registered the Polish Language School, The Australian School of Contemporary Chinese, the Spanish Language and Culture Program in Australia, and the ANU Secondary College (Japanese) for the delivery of language programs that can contribute to Year 12 Certificates.
Children and Young People	The Board has approved courses specifically designed for English as a Second Language students undertaking programs at the Secondary Introductory English Centre (Dickson College) and in other colleges.
	The Board develops a modified version of the ACT Scaling Test to address the needs of students from culturally and linguistically diverse backgrounds
Refugees, Asylum Seekers and Humanitarian Entrants	The Board has approved the development of courses designed for students in the Refugee Bridging Program at Dickson College and has flexible approaches to certification to meet the needs of these students.

For more information contact:
The Executive Officer
Board of Senior Secondary Studies
GPO Box 158
CANBERRA ACT 2601
(02) 620 57181
bsss.enquiries@act.gov.au
http://www.bsss.act.edu.au

Appendix A: Sections not covered elsewhere in this report

Section	Reporting
A5 Management discussion and analysis	Funding for the Board is provided and managed through the Directorate. See Appendix 1 in the Directorate report.
A6 Financial performance	Covered within Directorate report. See Appendix 2: A6 Financial report.
A7 Statement of performance	Not applicable.
A8 Strategic indicators	Not applicable.
A10 Triple bottom line report	Covered within Directorate report. See Appendix 4: A10 Triple Bottom Line.
B2 Internal and external scrutiny	Covered within Directorate report. See section B2 in that report.
B3 Legislative Assembly committee inquiries and reports	There were no direct implications for the Board in Legislative Assembly committee inquiries and reports in 2011-12.
B4 Legislative report	The Board of Senior Secondary Studies Act 1997 is identified against the Directorate in the Administrative Arrangements.
C1 Risk management and internal audit	Covered within Directorate report. See section C1 in that report.
C2 Fraud prevention	Covered within Directorate report. See section C2 in that report.
C3 Public interest disclosure	Covered within Directorate report. See section C3 in that report.
C4 Freedom of information	Freedom of information requests are processed through the Directorate. See section C4 in that report. The Board received no Freedom of information requests in 2011-12.
C6 Human resources performance	Covered within Directorate report. See section C6 in that report.
C7 Staffing profile	Covered within Directorate report. See section C7 in that report.
C8 Learning and development	Covered within Directorate report. See section C8 in that report.
C9 Workplace health and safety	Covered within Directorate report. See section C9 in that report.
C10 Workplace relations	Covered within Directorate report. See section C10 in that report.
C11 Human Rights Act 2004	Covered within Directorate report. See section C11 in that report.
C12 Strategic Bushfire Management Plan	Not applicable.
C13 Strategic asset management	Not applicable.
C14 Capital works	Not applicable.
C15 Government contracting	Covered within Directorate report. See Appendix 5: section C15 in that report.

Section	Reporting
C16 Government grants, assistance and sponsorship	The Board provided no government grants or assistance/sponsorship in the reporting period.
C17 Territory records	Covered within Directorate report. See section C17 in that report.
C18 Commissioner for the Environment	Not applicable.
C19 Ecologically sustainable development	Covered within Directorate report. See section C19 in that report.
C20 Climate change and greenhouse gas reduction policies and programs	Covered within Directorate report. See section C20 in that report.
C23 ACT Strategic Plan for Positive Ageing 2010-2014	Covered within Directorate report. See section C23 in that report.
C24 ACT Women's Plan 2010-2015	Covered within Directorate report. See section C24 in that report.
C25 Model Litigant Guidelines	Covered within Directorate report. See section C25 in that report
C26 Notice of noncompliance	Covered within Directorate report. See section C26 in that report.

Appendix B: Board committees that operated in 2011-2012

Curriculum Advisory Committee 2011

Mr Martin Watson Chair

Ms Chris Melican Education and Training Directorate

Mr Simon Vaughan ACT Principals' Association
Ms Gina Galluzzo Catholic Education Office

Mr John Alston-Campbell Association of Independent Schools of the ACT
Ms Kate Lyttle Association of Parents & Friends of ACT Schools
Ms Elizabeth Singer ACT Council of Parents & Citizens Associations
Mr Trevar Chilver ACT and Region Chamber of Commerce and Industry

Dr Rachel Cunneen University of Canberra

Assessment and Certification Committee 2011

Ms Rita Daniels Chair

Mr Tim Grace Education and Training Directorate

Mr Nick Vonthethoff ACT Principals' Association
Mr Michael Lee Catholic Education Commission

Mr John Folan Association of Independent Schools of the ACT Mr Warren Muller ACT Council of Parents & Citizens Associations

Ms Helen Strauch Co-opted member
Ms Debbie O'Brien Co-opted member

Vocational Education and Training Committee 2011

Mrs Alison Jeffries Chair

Ms Belinda Muir Catholic Education Commission

Ms Meredith Joslin Association of Independent Schools of the ACT

Ms Sharon Jasprizza ACT Principals' Association
Mr Vince Ball ACT Industry Training Advisor
Mr Keith Marchioni Canberra Institute of Technology
Mr Mike Fitzgerald ACT Trades and Labour Council

Ms Jo Powell ACT and Region Chamber of Commerce and Industry
Ms Kerrie Sollis ACT Teachers in Vocational Education Association

Dr Kaaren Blom Education and Training Directorate

Ms Ann Robb ACT Council of Parents & Citizens Associations

Curriculum Advisory Committee 2012

Mr Martin Watson Chair

Mr Reijer Hilhorst Education and Training Directorate

Mr John Alston-Campbell ACT Principals' Association
Ms Gina Galluzzo Catholic Education Commission

Ms Peggy Mahy
Association of Independent Schools of the ACT
Ms Charuni Weerasooriya
Association of Parents & Friends of ACT Schools
Mr Denis O'Dea
ACT Council of Parents & Citizens Associations

Mr Trevar Chilver ACT and Region Chamber of Commerce and Industry

Dr John Hammond University of Canberra

Assessment and Certification Committee 2012

Ms Rita Daniels Chair

Mr Ken Gordon Education and Training Directorate

Mr Peter Clayden ACT Principals' Association
Mr Michael Lee Catholic Education Commission

Mr John Folan Association of Independent Schools of the ACT Ms Rebecca Jarman ACT Council of Parents & Citizens Associations

Ms Debbie O'Brien Co-opted member (to 20 April 2012)
Ms Lyn Mernagh Co-opted member (from 30 April 2012)

Ms Helen Strauch Co-opted member

Vocational Education and Training Committee 2012

Ms Carolyn Grayson Chair

Ms Belinda Muir Catholic Education Commission

Ms Meredith Joslin Association of Independent Schools of the ACT

Ms Helen Grant ACT Principals' Association
Mr Vince Ball ACT Industry Training Advisor

Ms Elizabeth Nair Canberra Institute of Technology (to end of April 2012)
Ms Skye Blomfield Canberra Institute of Technology from 14 June 2012)

Mr Mike Fitzgerald Unions ACT

Ms Jo Powell ACT and Region Chamber of Commerce and Industry
Ms Kerrie Sollis ACT Teachers in Vocational Education Association

Ms Ann Goleby Education and Training Directorate

Mr Hugh Boulter ACT Council of Parents & Citizens Associations

Accreditation Panels 2011-2012

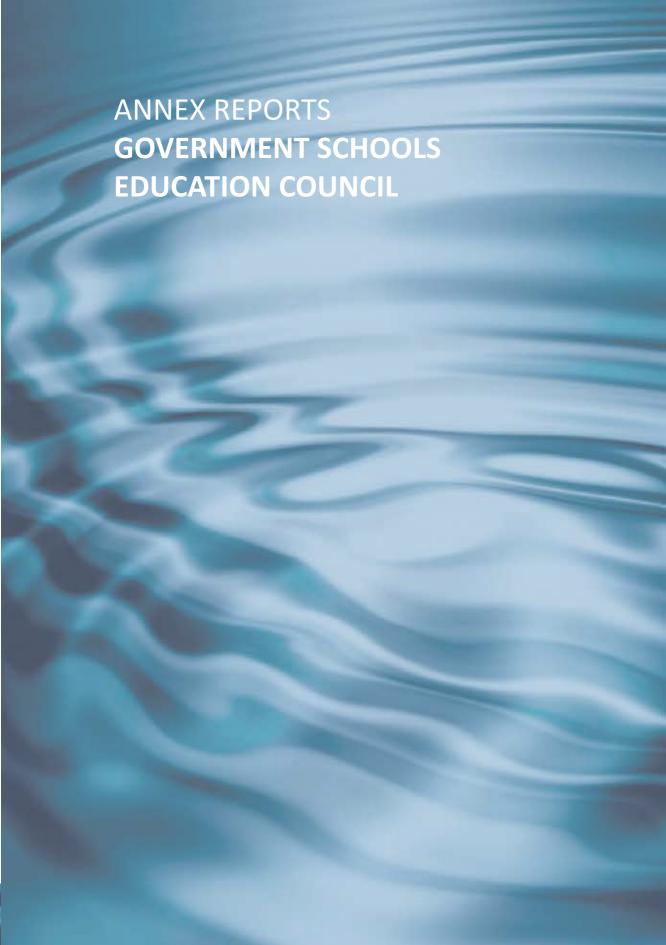
Accreditation panel	Panel chair	School
Biology	Ms Annie Termaat	Education and Training Directorate
Business and Finance	Ms Kerry McDonnell	Merici College
Business Services	Ms Marie (Bernie) Fisher	Australian Catholic University (formerly Merici College)
Chemistry	Mr Alex Cozadinos	Trinity Christian School
Contemporary Transitions	Ms Karen Hundy	St Mary MacKillop College
Cultural Studies	Ms Melissa Planten	UC Senior Secondary College Lake Ginninderra
Design and Technology	Mr Graham Cassells	Melba Copland Secondary School
Economics	Mr Kevin Howard	The Canberra College
Food and Resource Management	Ms Jennie Watson	The Canberra College
General Science	Ms Jane O'Brien	Canberra Girls' Grammar School
Industrial Trades and Technology	Mr Fred Zarb	St Edmund's College
Physical Education/ Recreation	Ms Jenny Hall	Canberra Girls' Grammar School
Physics	Mr David James	Daramalan College

Appendix C: Institutions delivering courses certificated by the Board

Public colleges	Code
The Canberra College	CBRC
Melba Copland Secondary School	COPC
Dickson College	DCKC
Erindale College	ERNC
Gungahlin College	GNGC
Hawker College	HWKC
University of Canberra Senior Secondary College Lake Ginninderra	LGNC
Narrabundah College	NARC
Lake Tuggeranong College	TUGC
Non-government colleges	Code
Brindabella Christian College	ВВСС
Burgmann Anglican School	BASS
Canberra Girls' Grammar School	CGGS
Daramalan College	DARC
St Mary MacKillop College	МКСС
Marist College Canberra	MARC
Merici College	MERC
Orana Steiner School	ORAC
Radford College	RDFC
St Clare's College	STCC
St Edmund's College	EDMC
St Francis Xavier College	SFXC
Trinity Christian School	TRCC
Other ACT institutions	Code
CIT Vocational College	CITC
Australian National University (ANU) Secondary College	ANUC
University of Canberra	UNCC

International schools	Code
Sekolah Cita Buana, Jakarta	СВЈС
International School, Suva	ISSC
Australian International School, Jakarta and Bali	JAIC
Coronation College, Lae	LAEC
Port Moresby International School	POMC

Outside private providers	
Canberra Dance Development Centre	
Canberra School of Music, ANU	
Polish Language School	
Spanish Language and Culture Program in Australia	
The Australian School of Contemporary Chinese	



Government Schools Education Council

www.gsec.act.edu.au

GSEC GPO Box 158 CANBERRA ACT 2601

Dr Chris Bourke MLA Minister for Education and Training ACT Legislative Assembly London Circuit CANBERRA ACT 2601

Dear Minister

I submit the Annual Report of the Government Schools Education Council for 2011–2012.

This report has been prepared under section 6(1) of the Annual Reports (Government Agencies) Act 2004 and in accordance with the requirements referred to in the Chief Minister's Annual Report Directions. The Annual Report of the Government Schools Education Council is annexed to the administrative report of the Director-General of the Education and Training Directorate.

I hereby certify the attached Annual Report is an honest and accurate account and all material information on the operations of the Government Schools Education Council during the period 1 July 2011 to 30 June 2012 has been included and that it complies with the Chief Minister's Annual Report Directions.

I also hereby certify that fraud prevention has been managed in accordance with Public Sector Management Standard 2, Part 2.4.

I commend the Annual Report to you.

Yours sincerely

Di Ken

Di Kerr Chair

Government Schools Education Council Annual Report 2011-2012

SECTION A: PERFORMANCE AND FINANCIAL MANAGEMENT REPORTING

A1 The organisation

The Government Schools Education Council (the Council) is established in accordance with section 54 of the *Education Act 2004* (the Act).

The Act outlines the conditions under which the Minister may appoint or terminate the appointment of a Council member. As a statutory appointment the Standing Committee on Education, Training and Youth Affairs is consulted on proposed appointments.

Sections 56 and 57 of the Act state that the Council must include the Director-General and the Minister must appoint the following members of the Council:

- a chairperson
- six people who, in the Minister's opinion, have experience in one or more of the
 areas of business and commerce, public policy, early childhood care, education,
 special needs of young people and teacher education (the community members)
- 10 people who, in the Minister's opinion, represent the views of public school education (the education members), including:
 - two education members chosen from nominations of the peak organisation representing principals
 - two education members chosen from nominations of the government teacher union
 - two education members chosen from nominations of the peak organisation representing parent associations of public schools
 - two education members chosen from nominations of the peak organisation representing students
 - one education member chosen from nominations of organisations representing school boards
 - one education member chosen from nominations of organisations representing preschool parents.

A2 Overview

The council met five times between 1 July 2011 and 30 June 2012 including a joint meeting with the Non-government Schools Education Council in October 2011 to discuss matters of mutual interest.

The Council's functions are to advise the Minister on any aspect of the ACT public school system; and when asked by the Minister, to inquire into and give advice to the Minister on any aspect of the ACT public school system. Under section 66 (1) of the Act the Minister must present a copy of the advice to the Legislative Assembly.

The Education and Training Directorate (the Directorate) provides secretariat and advisory assistance to the Council. The Council may call on directorate staff to address Council meetings or meet with members to discuss particular issues or programs relevant to the work of the Council. If required, the Council has access to legal advice through the ACT Government Solicitor's Office.

A3 Highlights

The Council identified the following goals to be achieved during the 2011-12 year:

- monitor and provide advice to the Minister on the national agenda as it relates to public education, especially in regard to curriculum, assessment, reporting, teacher quality and eLearning
- continue discussions with the Directorate around the implementation of major Directorate initiatives including:
 - Excellence in Disability Education in ACT Public Schools Strategic Plan 2010-13
 - Excellence and Enterprise: Advancing Public Schools of Distinction
 - the Learning Capital: an integrated tertiary education system for the ACT
 - Aboriginal and Torres Strait Islander Education Matters Strategic Plan 2010-2013
- continue to monitor the achievements of students in public education in the National Assessment Program – Literacy and Numeracy (NAPLAN)
- maintain a close interest in early childhood schools
- continue to seek input from Council membership constituencies concerning all matters pertaining to public schooling
- continue to meet with the Non-government Schools Education Council.

The Council provided ongoing advice on education matters including those on the national education agenda, and issues and direction in ACT public education. The Council:

 participated in the ACT Future Funding Forums hosted by the Minister for Education and Training, Dr Chris Bourke MLA. The Council joined with a wide range of key education stakeholders to explore cross-sectoral priorities and views on the Final Report of Review of Funding for Schooling. The Forums were an opportunity to share ideas and engage in constructive dialogue about school funding

- provided the ACT Government with suggestions regarding the level of
 investments in public education for 2012-13 so that public education system
 is the system of choice for the majority of Canberra families. Council's
 recommendations focused on the implementation of the Australian Curriculum,
 English language proficiency for English as an Additional Language or Dialect
 (EALD), teacher quality through the Smarter Schools National Partnership and
 Excellence and Enterprise framework
- joined with the Non-government Schools Education Council in discussing the national education agenda and the implementation of the Australian Curriculum following a presentation by Ms Trish Wilks, Director, Learning and Teaching
- continued its close association with public education by holding its March 2012 meeting at Giralang Primary School
- maintained a strong interest in information and communication technology in ACT public schools. Macquarie Primary School hosted the March 2012 meeting and provided the Council with an overview of the virtual learning environment. The overview included a demonstration on how the provision of technology based tools is improving learning outcomes and communication with students
- continued its interest in the work of the ACT Tertiary Taskforce by inviting
 Ms Leanne Cover, Deputy Director-General to give a presentation on The Report
 of the ACT Tertiary Taskforce, Learning Capital: an integrated tertiary education
 system for the ACT
- celebrated the success of staff and volunteers who demonstrated excellence, innovation and talent in their service to ACT Public Education by the attendance of council members at the 2012 ACT Public Education Excellence Awards held in June 2012.

A4 Outlook

The Council identified the following items as goals to be achieved in the next reporting period:

- continue discussions with the Directorate around the implementation of major Directorate initiatives
- continue to monitor the achievements of students in public education in the NAPLAN
- continue to seek input from Council membership constituencies concerning all matters pertaining to public schooling
- continue to meet with the Non-government Schools Education Council
- continue to maintain a close interest in the funding of government schooling
 for all students and particularly for students with disabilities, those for whom
 English is an additional language or dialect and those who are disengaged from
 schooling
- continue to provide advice to the Minister and engage in discussion on bridging the gap between Aboriginal and non-Aboriginal students in ACT government schools.

A5 Management discussion and analysis

Budget 2012-13 recommendations

In September 2011, the Council participated in the Treasury Budget consultation with its budget submission being tabled in the Legislative Assembly by the Minister for Education and Training, Dr Chris Bourke MLA on 5 June 2012.

The Council identified four main areas where budget commitments need to be made or sustained:

- support of teachers in the implementation of the Australian Curriculum by the provision of quality professional learning
- provision of sufficient funding to lift the levels of English language proficiency for EALD students so that all students are able to participate in the full curriculum including literacy and language learning
- build on the Commonwealth Government's funding for improvements to teacher quality through the Smarter Schools National Partnerships and continue to invest in improving the quality of teachers in ACT public schools
- pursue the key direction outlined in Excellence and Enterprise: Advancing Public Schools of Distinction to improve the provision of education in school and community settings to support young people with behavioural issues and those at risk of disengaging.

A6 Financial report

Remuneration for the chairperson is determined by the ACT Remuneration Tribunal in accordance with section 10(1) of the *Remuneration Tribunal Act 1995*. The current determination took effect on 1 November 2011. The chairperson is the only member to receive remuneration.

The Council has no funds for which it is responsible, and therefore does not receive or expend funds.

A7 Statement of performance

Not applicable

A8 Strategic indicators

Not applicable

A9 Analysis of council performance

Not applicable

B1 Community engagement

Not applicable

B2 Internal and external scrutiny

Not applicable

B3 Legislative Assembly Committee inquiries and reports

Not applicable

B4 Legislation report

Not applicable

C1 Risk management and internal audit

Council operations are regarded as low risk and the Chair has put processes in place to monitor identified risks. No risk mitigation activities have been required.

C2-C6

Not applicable

C7 Staffing profile

Ms Di Kerr (Chair)

Ms Kerr is the Chair of the Council. She has 20 years of teaching experience in ACT public schools and 12 years at senior management level in ACT and Western Australian education departments. She also has extensive experience in curriculum development at the national, state and school level and is Curriculum Advisor to Education Services Australia. Ms Kerr holds a Bachelor of Arts and a Diploma of Education. She is a Fellow of the Australian College of Educators and the ACT Minister's nominee on the Board of the Australian Curriculum, Assessment and Reporting Authority.

Ms Wendy Cave (Deputy Chair)

Ms Cave is an education member on the Council representing the Australian Education Union. She is currently the principal at Macquarie Primary School and has worked in the Directorate for over 20 years as a teacher and various executive positions. Ms Cave holds a Bachelor of Education.

Ms Jill Burgess

Ms Burgess is a community member on the Council and lectures at the Australian Catholic University (Canberra Campus). She is an ACT Chapter committee member and National Councillor for the Australian Association of Special Education Inc. and committee member on the Coalition of ACT Education Associations. Ms Burgess has extensive experience in a variety of educational settings, at all levels from early childhood to tertiary. She has a Bachelor of Arts in Psychology, Diploma of Education, Graduate Diploma in Reading and Language Education and a Master of Education (special needs education).

Ms Marrwah Ahmadzai

Ms Ahmadzai was a student representative on the Council and attended Melba Copland Secondary School from 2010-2011. Ms Ahmadzai has represented her peers on the School Representative Council for the last four years and was President in 2009. Ms Ahmadzai resigned from the Council on 15 February 2012.

Ms Karen Dial

Ms Dial is an experienced board member with stints at Bonython Primary School which included three years as Board Chair. Ms Dial was an education member on the Council representing school boards. She has been a director of a childcare centre and also the operator of a small business. Ms Dial holds an Associate Diploma of Education (Child Care). Ms Dial's term expired on 6 April 2012.

Ms Diane Joseph

Ms Joseph commenced with the Directorate in January 2010 and is the current Director-General.

Ms Joseph was previously the General Manager, Innovations and Next Practice, in the Office for Policy Research and Innovation at the Victorian Department for Education and Early Childhood Development (DEECD). Other previous positions include Assistant Regional Director Barwon-South Western Region and Assistant General Manager Office for Learning and Teaching in the DEECD.

Her leadership experience in policy, strategy and program development, and implementation spans all levels of the education system. Ms Joseph holds a Bachelor of Science (Education) from the University of Melbourne.

Ms Christine Pilgrim

Ms Pilgrim is Principal of Forrest Primary School and was an education member representing principals on the Council. She has extensive teaching and executive experience in the ACT and Indonesia. Ms Pilgrim holds a Bachelor of Education. Ms Pilgrim's term expired on 26 November 2011.

Ms Meegan Stuart

Ms Stuart was a community member on the Council and is an educational consultant. Ms Stuart has worked in education in the ACT, Western Australia and South Australia and has a Bachelor of Education (Junior Primary/Primary). Ms Stuart resigned from the Council on 8 February 2012.

Ms Paula Thompson

Ms Thompson has over 40 years education experience having taught across a range of settings from early childhood to university, both in Australia and overseas. She was a community member on the Council. Ms Thompson holds a Bachelor of Arts in Adult Education, majoring in literary studies and a Master of Education (General). Ms Thompson's term expired on 6 April 2012.

Mrs Jane Tullis

Mrs Tullis is an education member representing the ACT Council of P&C Associations. Mrs Tullis has many years of community volunteering experience including terms with the Holt Primary School P&C Association, Ginninderra District High School Board and P&C Association, and Copland College P&C Association. Mrs Tullis currently holds the positions of Vice President, ACT Council of P&C Associations; President, Melba Copland P&C Association; and Vice President Australian Council of State School Organisations.

Dr Tiemin Wu

Dr Wu was a community member on the Council and is President of the Federation of Chinese Community of Canberra Inc. Dr Wu is currently working with the Australian Government Department of Industry, Innovation, Science, Research and Tertiary Education, managing the ESOS Compliance Team. Dr Wu represented the then Department of Education, Employment and Training at the national roundtable on school policies in 1995. In 2003-2004, he was in charge of teaching skills assessments under the General Skilled Migration Programme. Dr Wu holds a Bachelor of Arts, Master of Education Studies, Doctorate of Philosophy, and Master of Business Administration. Dr Wu resigned from the Council on 6 December 2011.

Mr Roger Amey

Mr Amey has extensive experience in education in the ACT. He is currently the Coordinator of Science programs at University of Canberra Senior Secondary College Lake Ginninderra (UCSSC) and is a Vice-President of the ACT Branch of the Australian Education Union.

Mr Remy Chadwick

Mr Chadwick is a student representative on the Council and currently attends UCSSC. Mr Chadwick has been accepted into the Excellence Program of UCSSC and was part of the leadership team that attended the Global Leadership conference. Mr Chadwick previously lived in France for 12 years with his family.

Ms Trish Keller OAM

Ms Keller has extensive experience in education in the ACT, particularly in teaching and at an executive level. Ms Keller is the principal of Giralang Primary School and is an education member representing principals on the Council. In 2006 Ms Keller was awarded the Order of Australia Medal and holds a Bachelor of Education and is a Fellow of both the Australian College of Educators and the Australian College of Educational Leaders.

Ms Alexandra Tolmie

Ms Tolmie is a community member who has experience in the areas of public policy, primary school education and curriculum development. Ms Tolmie completed her Year 12 Certificate at Narrabundah College. Ms Tolmie holds a Master of Teaching (primary).

Mr Denis O'Dea

Mr O'Dea has extensive experience as a senior foreign policy analyst with the Department of Foreign Affairs and Trade and the Department of the Prime Minister and Cabinet. Mr O'Dea has also worked in key public policy roles in other Australian Public Service and New Zealand Government agencies. He has held the Chair position on the Hughes Primary School Board and is a current committee member of the ACT Council of Parents and Citizens Association. Mr O'Dea is an Education member representing the ACT Council of Parents and Citizens Associations.

Mr Shane Gorman

Mr Gorman is an education member representing the ACT Principals' Association. Mr Gorman has vast experience in education in the ACT working as Principal in the system for the past 13 years. Mr Gorman has worked across both the secondary and primary sectors and is the current Principal of Bonython Primary School. Mr Gorman holds a Bachelor of Education

Ms Carolyn Harkness

Ms Harkness is a life member and councillor of the Canberra Preschool Society. She represents preschools as an education member on the Council. Ms Harkness is currently lecturing in early childhood education and is the early childhood course coordinator at the Australian Catholic University in Canberra. Ms Harkness resigned from the council on 28 July 2011.

Mr John Darcy

Mr Darcy is currently the Office Manager providing executive and administrative support to the volunteer Council of the Canberra Preschool Society since 2010. Mr Darcy served from 2007 as a volunteer office holder on the Canberra Preschool Society Council as Vice President, Acting President and Secretary. He has also served on his own children's Preschool Parent Association Committees and as a delegate to the ACT Council of Parents & Citizens Associations. Mr Darcy is an Education member representing the community of parents of preschool children. The Council met eight times between 1 July 2010 and 30 June 2011.

Table GSEC 1: Membership of the Council for 2011-12

Members	Position/representation	Number of meetings eligible to attend	Number of meetings attended
Ms Di Kerr	Chairperson	5	5
Ms Wendy Cave	Deputy Chair, Education member Australian Education UUUUUnionUnionEducation Union	5	4
Mr Roger Amey	Education member Australian Education Union	5	1
Ms Marrawah Ahmadsai	Education member ACT Public Schools Student Network	3	1
Ms Karen Dial	Education member School Board Chairs Network	4	3
Ms Jane Tullis	Education member ACT Council of P&C Associations	5	5
Mr Denis O'Dea	Education member ACT Council of P&C Associations	5	4
Mr Remy Chadwick	Education member ACT public schools student network	5	1
Ms Christine Pilgram	Deputy Chair, Education member ACT Principals' Association	2	1
Ms Trish Keller OAM	Education member ACT Principals' Association	5	4
Mr Shane Gorman	Education member ACT Principals' Assoication	3	2
Ms Meegan Stuart	Community member	3	0
Ms Alexandra Tomie	Community member	5	4
Ms Paula Thompson	Community member	4	4
Dr Tiemin Wu	Community member	2	2
Mr Michael Carnahan	Community member	5	3
Ms Jill Burgess	Community member	5	4
Ms Diane Joseph	Director-General	5	4
Mr John Darcy	Education member Canberra Preschool Society	1	1

Source: Government Schools Education Council

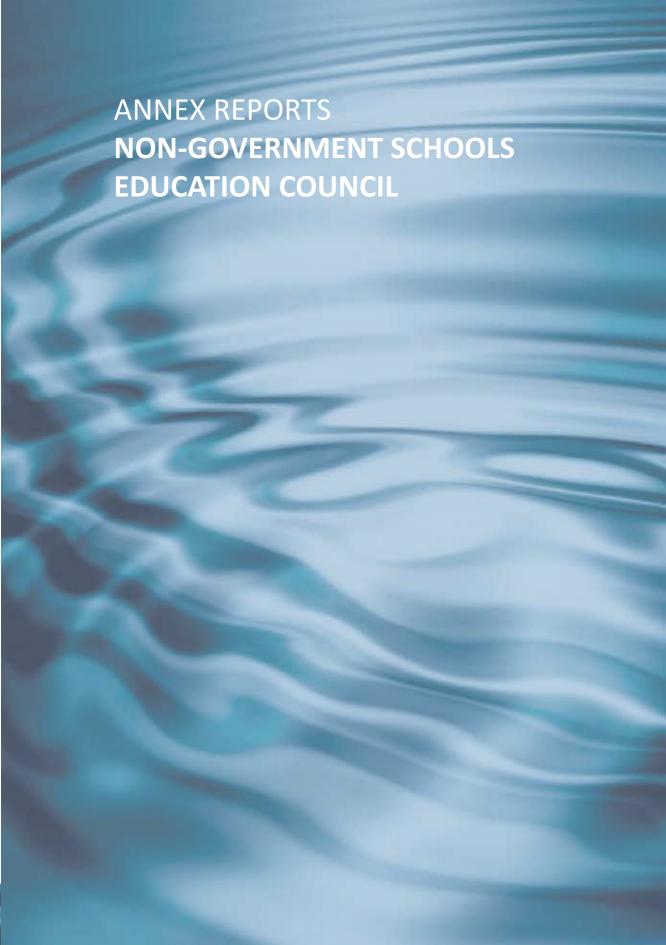
C8-C26

Not applicable

For more information contact: The secretariat or the Chairperson for the Council.

Government Schools Education Council Secretariat Ministerial and Commonwealth Relations **Education and Training Directorate** GPO Box 158 CANBERRA ACT 2601 620 59444 detgovtrelations@act.gov.au

Ms Di Kerr Chairperson **Government School Education Council** c/- Ministerial and Commonwealth Relations **Education and Training Directorate** GPO Box 158 CANBERRA ACT 2601 di.kerr@esa.edu.au



NON-GOVERNMENT SCHOOLS EDUCATION COUNCIL

Dr Chris Bourke MLA Minister for Education and Training ACT Legislative Assembly London Circuit. CANBERRA ACT 2601

Dear Minister

I am pleased to submit the 2011-12 Annual Report of the Non-government Schools Education Council.

The report has been prepared under section 6(1) of the Annual Reports (Government Agencies) Act 2004 and in accordance with the requirements referred to in the Chief Minister's Annual Report Directions. It has been prepared in conformity with other legislation applicable to the preparation of the annual report by the Non-government Schools Education Council.

The annual report of the Non-government Schools Education Council is annexed to the administrative report of the Director-General of the Directorate of Education and Training.

I hereby certify that the attached annual report is an honest and accurate account and all information on the operations of the Non-government Schools Education Council during the period 1 July 2011 to 30 June 2012 has been included and it complies with the Chief Minister's Annual Report Directions.

I also hereby certify that fraud prevention has been managed in accordance with the Public Sector Management Standard 2, part 2.4.

I commend the annual report to you.

Yours sincerely,

Narelle Hargreaves OAM; JP

5 September 2012.

Non-government Schools Education Council Annual Report 2011-2012

A1 The organisation

The Non-government Schools Education Council (the Council) was established under section 106 of the *Education Act 2004* (the Act).

Section 109 of the *Education Act 2004* requires the Minister to appoint the following Council members:

- a chairperson
- four people who represent the views of the general community (community members)
- six people who represent the views of the non-government school sector (education members), including:
 - three education members chosen from nominations of organisations representing Catholic schools
 - one education member chosen from nominations of organisations representing non-Catholic independent schools
 - one education member chosen from nominations of the non-government school union
 - one education member chosen from nominations of organisations representing parent associations of non-government schools.

The Act outlines the conditions under which the Minister may appoint or terminate the appointment of a Council member. As a statutory appointment the Standing Committee on Education, Training and Youth Affairs is consulted on proposed appointments.

A2 Overview

During the reporting period, the Council met eight times between 1 July 2011 and 30 June 2012 including a joint meeting with the Government School Education Council in October 2011.

The Council's functions are to advise the Minister on any aspect of non-government schooling and to meet with the Government Schools Education Council to discuss matters of mutual interest. Advice provided to the Minister may be initiated by the Council or may be in response to a request from the Minister. Under section 127 of the Act the Minister must present a copy of the advice to the Legislative Assembly.

A3 Highlights

The Council identified the following goals to be achieved in the 2011-12 year:

- to meet and advise the Minister about issues related to non-government schooling in the ACT
- to monitor the Risk Management Plan
- to liaise with the Government Schools Education Council on matters of common interest relating to schools in the ACT
- to clarify the role and articulate the strategic vision for non-government schools in terms of the education portfolio in the ACT.

The key issues considered by the Council in 2011-12 were as follows:

- Strategic Directions
- National Partnerships
- National Agenda Overview and the Australian Curriculum
- 2012-13 ACT Government Budget
- My School Australian Curriculum, Assessment and Reporting Authority National Reporting website
- ACT Teacher Quality Institute
- Australian Government Report on the Review of Funding for Schools.

The Council appreciated Minister Bourke's advice and contribution when he attended the June 2012 meeting of the Council.

Ms Hargreaves, as Chairperson of the Council and having been invited by the Minister for Education and Training, participates on the taskforce which was reconvened to support the ACT's input into the development of an Australian curriculum for kindergarten to year 12.

The Council provided comments on the following non-government school applications for In-principle Approval proposing development under the Act:

- new campus Canberra Christian Schools
- new campus Brindabella Christian College
- new school Canberra Muslim Youth Inc.

The Council of Australian Governments' Agenda is of high priority in monthly discussions at Council meetings, including: Building the Education Revolution, Australian Curriculum, and National Partnerships. The work done regarding the Australian Curriculum Assessment and Reporting Authority around the My School website was regularly monitored and issues arising debated by Council.

The Minister for Education and Training has advised Council that the Government will continue to make every effort to ensure Council is kept informed of current initiatives, programs and processes affecting all educational sectors in the ACT. Council members participated in the ACT Future Funding forum held in February 2012 and the Review of Funding for Schooling Final Report in May 2012.

A4 Outlook

The Council continued to monitor the Strategic Directions for Non-government School Education in the ACT. This position paper was presented to the Minister for consideration during the 2012-13 budget process.

Members of the Council were invited to attend the October 2011 meeting of the Government Schools Education Council. Discussions were focused on the Australian Curriculum and the National Agenda Overview.

A5 Management discussion and analysis

In September 2011, the Council participated in the Treasury 2012-13 Budget process and provided the then Minister for Education and Training with a copy of the Council's submission.

A6 Financial report

Remuneration for the chairperson is determined by the ACT Remuneration Tribunal in accordance with section 10(1) of the *Remuneration Tribunal Act 1995*. The current determination took effect on 1 November 2011. The chairperson is the only member to receive remuneration.

The Council has no funds for which it is responsible; therefore Council does not prepare financial statements.

A7 Statement of performance

Not applicable

A8 Strategic indicators

Not applicable

A9 Analysis of council performance

Not applicable

B1 Community engagement

Not applicable

B2 Internal and external scrutiny

Not applicable

B3 Legislative Assembly Committee inquiries and reports

Not applicable

B4 Legislation report

Not applicable

C1 Risk management and internal audit

The Risk Management Plan was reviewed by the Council in November 2011. The Risk Management Plan has continued to be monitored by the Council during the financial year 2011-12.

C2-C6

Not applicable

C7 Staffing profile

Ms Narelle Hargreaves OAM - Chair

Ms Hargreaves was appointed as Chair to the inaugural council. Ms Hargreaves was awarded an Order of Australia Medal in 2008. Mrs Hargreaves is the Chair of the ACT Children's and Youth's Services Council; Chair of the Canberra/Nara Sister City Committee and President of the ACT Children's Week Committee. In 2007, she was appointed 'Official Visitor' to Bimberi Youth Justice Centre and Marlow Cottage. In 2011, Ms Hargreaves was appointed as a Justice of the Peace in the ACT. In 2011, Ms Hargreaves was appointed as a Board Member of the ACT Teacher Quality Institute.

Ms Hargreaves has many years teaching experience, including 14 years as a principal in ACT schools. Her teaching career was followed by 10 years as Director of Schools and International Education with the then ACT Department of Education and Training. Ms Hargreaves has a Bachelor of Education, is a Fellow of the Australian College of Educators and a Fellow of the Australian Council for Educational Leaders (ACT). Ms Hargreaves is a member of the *Sing Australia Choir*.

Dr William Maiden – Community member and Deputy Chair

Dr Maiden was appointed as a community member to the inaugural council. Dr Maiden began his teaching career in 1969 and is the Principal of Lake Tuggeranong College. He holds a Teaching Certificate, Bachelor of Arts, Master of Letters (Education), Master of Educational Administration, Doctorate of Philosophy (Education), and is a Fellow of the Australian College of Educators and a Fellow of the Australian Council for Educational Leaders (ACT). Dr Maiden has been awarded a Public Service Medal.

Mr Andrew Wrigley - Education member

Mr Wrigley was nominated by the ACT Association of Independent Schools to represent non-Catholic independent schools. He is Executive Director of the Association of Independent Schools of the ACT. Prior to this he was a manager with the Australian Institute for Teaching and School Leadership and with Teaching Australia. Mr Wrigley has 21 years experience as a professional educator in the non-government and public education sectors. He holds a Masters of Education and a Bachelor of Education degree. Mr Wrigley was appointed to the Council in July 2010.

Mrs Catherine Rey - Education member

Mrs Rey was nominated by the Canberra–Goulburn Catholic Education Office (CEO) to represent Catholic systemic schools. Mrs Rey was Principal of Merici College Canberra for ten years and has since been appointed Foundation Principal of John Paul College in Gungahlin. She holds a Graduate Certificate in Education (Religious Education), and Master of Arts (French Literature), a Diploma of Education (Foreign Languages) and a Bachelor of Arts (First class French) degree. Mrs Rey was appointed to the Council in July 2011.

Mrs Mary Dorrian – Education member

Mrs Dorrian was nominated by the Canberra–Goulburn Catholic Education Office to represent Catholic systemic schools. Mrs Dorrian is Head of Religious Education and Curriculum Services with the CEO. She holds a Master of Education, a Certificate of Religious Education and a Bachelor of Education degree. Mrs Dorrian was appointed to the Council in July 2011.

Mr Peter Fullagar – Education member

Mr Fullagar represents the Catholic Independent Colleges of Canberra. Mr Fullagar is Principal of St Edmund's College Canberra. He holds a Master of Educational Leadership and a Bachelor of Education and has 30 years experience as an educator in the Catholic Independent and public education sectors. Mr Fullagar was appointed to the Council in August 2009.

Mrs Lyn Caton – Education member

Ms Caton (nee Renno) was nominated by the Independent Education Union to represent the non-government school union. Ms Caton is an Industrial Organiser in the ACT Office of NSW/ACT Independent Education Union. She holds a Diploma of Arts, Graduate Diploma of Education and a Graduate Certificate of Religious Education. Ms Caton has 25 years of teaching experience in the non-government and public education sectors. Ms Caton was appointed to the Council in June 2009.

Mr Tony Maple – Education member

Mr Maple was nominated by the Association of Parents and Friends of ACT Schools (APFACTS) to represent parent associations of non-government schools. Mr Maple holds a Master of Public Policy, Postgraduate Diploma in Defence Studies, a Postgraduate Diploma in Data Processing and a Bachelor of Arts (Military Studies) degree. Mr Maple was appointed to the Council in 2006 and resigned in July 2011.

Mr George Gamkrelidze – Education member

Mr Gamkrelidze was nominated by the Association of Parents and Friends of ACT Schools (APFACTS) to represent parent associations of non-government schools following the resignation of Mr Tony Maple. Mr Gamkrelidze holds a Graduate Diploma in Administration and is a member of the Education Faculty Advisory Board of the University of Canberra. Mr Gamkrelidze was appointed to the Council in May 2012.

Ms Meg van Beurden - Community member

Ms van Beurden has extensive teaching experience in both the public and non-government sectors. She has worked in schools in rural NSW, Sydney and with a number of schools in the ACT. Ms van Beurden has also been a committee member on the ACT Health Human Research Ethics Committee. Ms van Beurden holds a Master of Arts, a Bachelor of Education and a Graduate Diploma in Language and Reading. Ms van Beurden was appointed to the Council in April 2009; the term of her appointment concluded in April 2012.

Ms Michelle Narracott - Community member

Ms Narracott is a legal practitioner working in the fields of corporate governance, government policy, program performance and employment law. Ms Narracott holds a Bachelor of Laws, a Graduate Diploma, Legal Practice and Legal Practice Certification and is admitted as a barrister and a solicitor in the ACT and NSW Supreme Courts. Ms Narracott was appointed to the Council in April 2009; the term of her appointment concluded in April 2012.

Professor Geoffrey Riordan – Community member

Professor Riordan is Dean of Education at the University of Canberra. He holds a Bachelor of Education, a Master of Educational Administration and a Doctorate of Philosophy in the area of Educational Administration. Professor Riordan was appointed to the Council in July 2011 and resigned in May 2012.

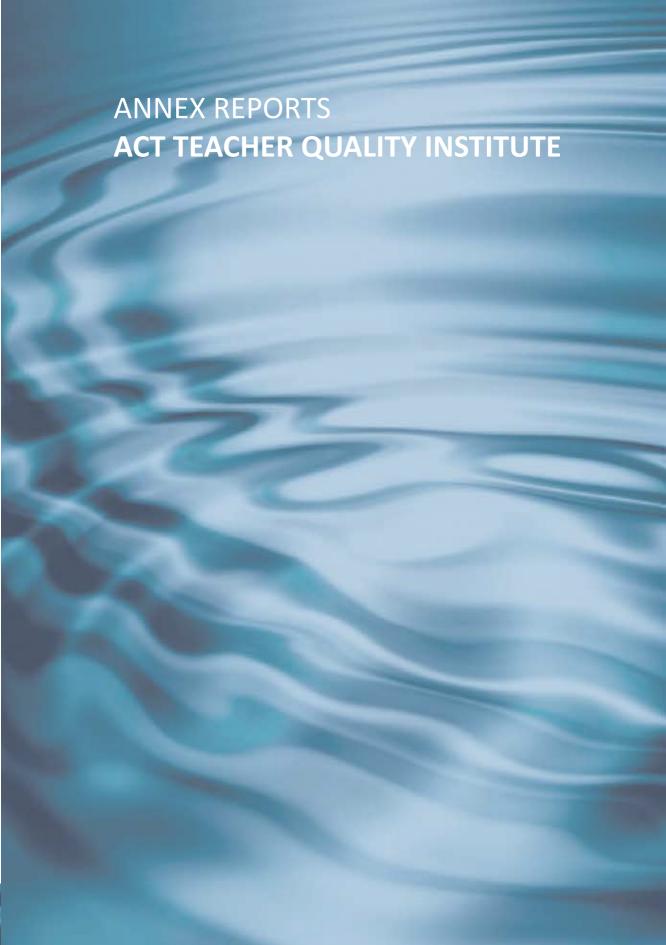
Table NGSEC 1: Role of council members and the number of meetings attended/number of eligible meetings

Member name	Role	Number
Ms Narelle Hargreaves OAM	Chairperson	8/8
Dr William Maiden PSM	Community member and Deputy Chairperson	6/8
Mr Andrew Wrigley	Education member	6/8
Mrs Mary Dorrian	Education member	4/8
Mrs Catherine Rey	Education member	6/8
Mrs Lyn Caton (nee Renno)	Education member	4/8
Mr Peter Fullagar	Education member	2/8
Mr Tony Maple Education member until 28/7/2011		1/1
Mr George Gamkrelidze Education member from May 2012		1/2
Ms Meg van Beurden	Community member until 8/4/2012	5/6
Ms Michelle Narracott	Community member until 8/4/2012	0/6
Prof Geoffrey Riordan	Community member from 7/7/2011 - 30/5/2012	2/7

C8-C26

Not applicable

For more information contact:
Non-government Schools Education Council
c/- Information, Communications and Goverance
Education and Training Directorate
GPO Box 158
CANBERRA ACT 2601







Dr Chris Bourke MLA Minister for Education and Training ACT Legislative Assembly London Circuit CANBERRA ACT 2601

Dear Minister

I am pleased to submit the Annual Report for ACT Teacher Quality Institute for the reporting period 1 July 2011 to 30 June 2012.

This report has been prepared under section 6(1) of the *Annual Reports (Government Agencies Act 2004 (Annual Report Directions) 2012* and in accordance with the requirements referred to in the *Chief Minister's Annual Report Directions*.

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

I hereby certify that the attached Annual Report is an honest and accurate account and that all material information on the operations of the ACT Teacher Quality Institute during the period 1 July 2011 to 30 June 2012 has been included and that it complies with the Chief Minister's Annual Report Directions.

I also hereby certify that fraud prevention has been managed in accordance with *Public Sector Management Standard 2*, Part 2.4.

I commend the report to you.

Yours sincerely

Professor Denis Goodrum

Board Chair

ACT Teacher Quality Institute

30 August 2012

Anne Ellis

Chief Executive Officer

Any Elli

Phone: +61 2 6205 8867 | Fax: +61 2 6205 4577 | email: tqi@act.gov.au PO Box 263 Jamison Centre ACT 2614 | www.tqi.act.edu.au

ACT Teacher Quality Institute Annual Report 2011-2012

SECTION A: PERFORMANCE AND FINANCIAL MANAGEMENT REPORTING

A1 The organisation

The ACT Teacher Quality Institute (TQI) is an independent statutory authority established by the ACT Teacher Quality Institute Act 2010 (TQI Act).

TQI has statutory responsibility for the functions in section 11 of the TQI Act which are to:

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

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. Therefore, TQI is not required to produce a detailed statement of intent, statement of performance, or annual financial statement. However, in accordance with the direction issued by the Minister for Education and Training under section 25 of the TQI Act, TQI is required to provide a summary of its income and expenses each financial year in its annual report.

For the purposes of the *Annual Reports (Government Agencies) Act 2004*, TQI comes within the definition of 'public authority'. Accordingly, TQI has prepared this annual report to comply with section 6(1) of that Act and in accordance with the requirements referred to in the *Chief Minister's Annual Report Directions* issued under section 9 of that Act. This annual report also addresses all the matters required by section 26 of the TQI Act.

A2 Overview

TQI completed its first full financial year of operations on 30 June 2012. In the past 12 months TQI has implemented the key activities and processes necessary for its practical establishment. Significant progress has also been achieved against most of its key statutory responsibilities. These statutory responsibilities underpinned the business planning of the Board and management.

Owing to its modest budget and staff resources TQI has established co-operative working arrangements with the Education and Training Directorate. In particular, the Directorate offers a range of practical help in relation to financial, accounting and audit matters. Over the reporting period, the Directorate also offered accommodation to the TQI at no cost.

A3 Board

Section 15(4) of the ACT Teacher Quality Institute Act 2010 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 of no longer than three years. The Chief Executive Officer is a non-voting member of the Board.

Professor Denis Goodrum was appointed as Board Chair on 17 May 2011 for a period of three years. The appointments of all members to the Board were notified on 16 August 2011 for a period of three years.

Board meeting attendance as at 30 June 2012:

Table TQI 1: Board members and meeting attendance during reporting period

Member	Role	Number of meetings attended
Professor Denis Goodrum	Chair	4
Ms Anne Ellis	Chief Executive Officer	4
Associate Professor Carolyn Broadbent	Australian Catholic University, ACT Campus nominee	4
Ms Lyn Caton (nee Renno)	NSW/ACT Independent Education Union	3
Ms Wendy Cave	Teaching profession in government schools	3
Ms Penny Gilmour	Australian Education Union	3
Mrs Narelle Hargreaves	Community	4
Mr Phillip Heath	Association of Independent Schools of the ACT	4
Mr Mark Hogan	Archdiocese of Canberra and Goulburn Catholic Education Office	3
Ms Alison Jeffries	Teaching profession in non-government schools	2

Member	Role	Number of meetings attended
Ms Diane Joseph	Director-General, Education and Training	2
Professor Geoffrey Riordan	University of Canberra	2

Information about TQI Board members is provided in Attachment 1.

Remuneration arrangements

Remuneration for the Chair is determined by the ACT Remuneration Tribunal in accordance with the provisions of the *Remuneration Tribunal Act 1995*. Other members of the Board are not entitled to be paid for the exercise of their board functions.

Board committees

Registration Committee

The Registration Committee was established with Terms of Reference approved by the Board at the meeting held on 20 September 2011 to advise on and guide the development of the teacher registration process. The members of this committee are:

Professor Denis Goodrum (Chair)

Ms Anne Ellis

Ms Lyn Caton

Professor Carolyn Broadbent

Mr Mark Hogan

Mr Jari Teivonen (TQI representative)

Mr Michael Bateman (Education and Training Directorate representative).

Committee meetings were held on 28 September 2011 and 17 April 2012.

A4 Highlights

Principal achievements

Professional teacher registration of ACT teachers

Teacher registration and permit to teach are key features of the TQI Act designed to ensure that all teachers employed in the ACT have appropriate qualifications, skills, and experience. These regulatory functions contribute to protecting students and the community by ensuring that education in ACT schools is provided in a professional and competent way by approved teachers.

All applicants must provide certified copies of academic transcripts and consent to criminal history assessments. TQI assesses applicants under the *Teacher Registration and Permit to Teach Policy*. On approval a Certificate of Registration and a Registration Card are issued.

Three inaugural registration milestones were achieved in the reporting period:

- Completion of the initial implementation of teacher registration for existing teachers under the transitional provisions of the TQI Act (6539 teachers in total).
- Development and implementation of the online registration process for teachers seeking employment in the ACT from 1 October 2011 (1435 applications submitted to 30 June 2012).
- Processing over 6100 applications between 31 March and 24 April 2012, arising from the first registration renewal process for ACT teachers.

National Professional Standards for Teachers

The National Professional Standards for Teachers were developed by the Australian Institute for Teaching and School Leadership (AITSL) as a key component of the Improving Teacher Quality National Partnership. The Standards provide nationally consistent language to assist teachers and pre-service teachers reflect on and talk about their own practice and to understand, mentor and provide feedback to their colleagues.

The ACT is leading the national implementation of the *National Professional Standards for Teachers* through a number of TQI projects undertaken with ACT schools, universities and AITSL. This work focuses on the use of the Standards across the career stages of Graduate level , Proficient level and Highly Accomplished and Lead level.

Highlights in the reporting period were:

- completion of a cross-sectoral pilot on the use of the National Professional Standards for Teachers to enhance professional experience programs for pre-service teachers and their mentors. This pilot project was undertaken with three ACT schools, the University of Canberra and Canberra Campus of the Australian Catholic University. The pilot led to the collaborative development of common pre-service teacher reflection and assessment tools by the two ACT universities.
- co-development and delivery with the University of Canberra's Education
 Institute of a professional learning program on the use of the Standards to
 support quality mentoring. This full day professional learning program was
 delivered to over 275 teachers as part of the ACT Teacher Mentor Program.
- provision of information sessions on the use of the Standards to support teacher reflection, professional conversations and feedback to pre-service teachers and their associates and beginning teachers and their mentors and supervisors.
 Seven sessions were delivered in the first half of 2012 with over 500 teachers attending.
- commencement of a cross-sectoral trial in late June 2012 of the process for certification of highly accomplished and lead teachers against the *National Professional Standards for Teachers*. This work is being undertaken in partnership with AITSL and SiMERR (the National Research Centre of Science, ICT and Mathematics Education for Rural and Regional Australia) and involves teachers from 40 ACT schools.

TQI also coordinated ACT participation in training for the new process for accreditation of initial teacher education against national program standards and graduate teacher standards. The 11 ACT people trained came from schools, universities and the TQI Board and will be able to participate in local and interstate panels for accreditation of initial teacher education.

Relationships and communication

TQI has continued to place priority on the development of strategic partnerships with ACT Catholic, Public and Independent schools, the University of Canberra and the Canberra Campus of the Australian Catholic University.

A highlight in the reporting period has been the co-ordination of two collaborative principal forums for ACT principals from all Public, Catholic and Independent schools. These cross-sectoral forums facilitated professional discussions on key national education reforms including the Standards frameworks and the Gonski Review.

A5 Outlook

In 2012-13, TQI will give emphasis to two further areas of its statutory responsibilities. It will develop, for the Minister's approval, a code of practice to provide guidance to ACT teachers about appropriate professional conduct. TQI will also develop a register of accredited education programs (namely programs that prepare pre-service teachers for employment, and programs suitable for the professional learning and development of established teachers throughout their careers).

At its meeting held on 8 June 2012 the Board noted the need to establish the Teacher Education Committee to oversee the accreditation of education programs early in the next reporting year.

TQI received \$990,000 capital funding in the 2012-13 Budget to enable it to further develop its business systems. This funding will be used to ensure that TQI's business systems can effectively and efficiently support TQI in the administration of its statutory functions.

New Budget funding will also enable TQI to employ additional staff who will focus on accreditation of education programs and certification of teachers against National Professional Standards.

A6 Management discussion and analysis

TQI is a small organisation (5 x full time equivalent staff) with a modest budget in 2011-2012 of \$1.3m.

In the reporting period, the ACT Government was the primary source of funding for the TQI. A small amount of grant funding was also received.

Staff salaries and on-costs (including the remuneration provided to the Board Chair) accounted for 49 per cent of total outlays. The Education and Training Directorate

assists TQI by managing the payment of staff salaries. TQI has very modest funds to cover other discretionary expenditure.

In future years, TQI revenue will be supplemented by registration application fees from teachers.

A7 Summary financial report

The Minister for Education and Training, under section 25 of the Act, has directed TQI to provide summary details of its income and expenses for each financial year:

	Actual 2012 \$'000	
Revenue		
ACT Government	1,025	
Interest	58	
Own source funding (registration fees)	166	
Carryover from previous Financial Year	1,257	
Grants	24	
Total revenue	2,530	
Expenses		
Employee Expenses	714	
Superannuation Expenses	105	
Rent	0	
Supplies	902	
Other	8	
Total expenses	1,729	
Operating result	801	

The surplus in 2011-2012 was due to the delay in the relocation of the Institute from its temporary premises, and the deferral of a component of the initial business system development. The surplus will be carried over to 2012-2013 and expensed in that financial year primarily on establishing the TQI's new leased premises, and programmed business system works.

A8 Requirements of the ACT Teacher Quality Institute Act 2010

Section 26 of the TQI Act requires that the Institute's annual report include:

- a. a copy of any direction given by the Minister under section 25 of the Act a copy of the direction given in 2011-12 is at Attachment 2
- b. a statement by the TQI about the action taken to give effect to a direction by the Minister the TQI has included summary financial information in section A6 above
- c. the number of new approved teachers a total of 7329 teachers were registered during the reporting period and TQI will report in future years on variations from this baseline number
- d. the education programs available for the professional learning and development of teachers as noted in section A.4 above, developing the register of accredited education programs is a priority for 2012-13
- e. the current assessment and certification standards that are required to be met by teachers – the eligibility standards for each of 'full registration', 'provisional registration', and 'permit to teach' are at Attachment 3.

SECTION B: CONSULTATION AND SCRUTINY REPORTING

B4 Legislation Report

ACT Teacher Quality Institute Amendment Act 2011

The ACT Teacher Quality Institute Amendment Act 2011 effected amendments on 4 October 2011 to the ACT Teacher Quality Institute Act 2010 (the Act) to provide for spent convictions to be assessed during the teacher registration process.

The definition of convictions in the Act did not include spent convictions and therefore spent convictions could not be considered as part of checks for teacher registration. This was at odds with the requirement of teacher employers to consider spent convictions as part of pre-employment checks. The amendment allows TQI to undertake full disclosure criminal history checks on applicants for teacher registration as part of the assessment process.

SECTION C: LEGISLATIVE AND POLICY BASED REPORTING

C17 Territory Records

In 2012-13, TQI will introduce an electronic document records management system (EDRMS) to support the creation and management of administrative records relating to teacher registration and other statutory functions.

For more information contact:

The secretariat, the Chief Executive Officer or the Board Chair of TQI.

Secretariat **ACT Teacher Quality Institute**

Ms Anne Ellis **Chief Executive Officer ACT Teacher Quality Institute**

Professor Denis Goodrum **Board Chair ACT Teacher Quality Institute**

PO Box 263 Jamison Centre ACT 2614 (02) 6205 8867

Email: tqi@act.gov.au

Attachment 1

Board members

Professor Denis Goodrum

Professor Goodrum is Executive Director, Science by Doing, Australian Academy of Science. Professor Goodrum was a visiting scholar at the United States National Research Council in Washington DC and has extensive administrative experience in his roles as Head of Department, Head of School and Dean of Faculty in the university sector. He has served on a number of state and national boards including the Board of Australian Deans of Education, Questacon, SciTech and the ACT Curriculum Renewal Taskforce. Professor Goodrum has also managed large national projects and been responsible for a variety of international projects including a Mauritius teacher education project.

Qualifications: B.Sc, Dip. Ed, M.Ed. EdD, FACE.

Ms Anne Ellis

Prior to her appointment as Chief Executive Officer of TQI Ms Ellis led the ACT cross-sectoral consultation and planning for the *Teacher Quality National Partnership,* worked in senior management positions in the ACT Education and Training Directorate and taught in the primary sector in the NSW and ACT public education systems.

Qualifications: BA, Dip.Ed, Graduate Dip. (Information Management).

Professor Carolyn Broadbent

Associate Professor Broadbent is Head, School of Education (ACT) in the Faculty of Education at the Australian Catholic University. Associate Professor Broadbent has extensive teaching, research and executive leadership roles within the higher education sector and substantial teaching experience in many educational settings, including primary, secondary, special needs and adult and community education. She is a Fellow of the Australian College of Educators (FACE) and Fellow of the Australian Council of Educational Leaders (FACEL).

Qualifications: Ph.D (Psy), UTas; M.Ed (Research), B.Ed, DipTchg, TPTC.

Ms Lyn Caton (nee Renno)

Ms Caton is an Organiser with the ACT Office of the NSW/ACT Independent Education Union. Ms Caton has 25 years of teaching experience in the non-government and public education sectors. She is also a member of the Non-Government Schools Education Council.

Qualifications: Dip.Ed, Graduate Certificate of Religious Education, Diploma of Arts (Applied).

Ms Wendy Cave

Ms Cave is currently the principal at Macquarie Primary School and has worked in the Education and Training Directorate for over 20 years as a teacher and in various executive roles. She is also an education member on the Government Schools Education Council.

Qualification: B.Ed, DipEd.

Ms Penny Gilmour

Ms Gilmour is Branch Secretary, Australian Education Union – ACT Branch. Prior to commencing her work in the union sector in January 1989 Ms Gilmour taught in NSW high schools. Ms Gilmour completed the Harvard Trade Union Training Program in 2008.

Qualifications: BA, Dip.Ed., NSW Teachers' Certificate, Grad Cert Adult Education (Training).

Mrs Narelle Hargreaves

Mrs Hargreaves is the Chair of the Non-government Schools Education Council. She was awarded an Order of Australia Medal in 2008. Mrs Hargreaves is Chair of the ACT Children and Youth Services Council; Chair of the Canberra-Nara Sister City Committee and President of the ACT Children's Week Committee. In 2007 she was appointed 'Official Visitor' to the Bimberi Youth Justice Centre and Marlow Cottage. In 2011 Mrs Hargreaves was appointed as a Justice of the Peace in the ACT.

Mrs Hargreaves has many years teaching experience, including 14 years as a principal in ACT schools. Her teaching career was followed by 10 years as Director of Schools and International Education, with the previously known ACT Department of Education and Training.

Qualifications: B.Ed., FACE, FACEL.

Mr Phillip Heath

Mr Heath has been Principal of Radford College since 2009. Prior to commencing at Radford College, Mr Heath has taught in a number of Independent schools in NSW including Trinity Grammar School, William Clark College and The King's School Ely in the UK. From 1995 to 2009 he was the Head of St Andrew's Cathedral School in Sydney and in 2007 was the Founder of the Gawura School for Aboriginal and Torres Strait Islander children from the inner city.

Mr Heath represented Independent schools on the NSW Board of Studies 2001-09. He is a past president of the Australian Anglican Schools' Network, former Chair of the Headmasters' Conference (NSW).

Qualifications: BA (Hons), MA (Hons), Dip.Ed., FACE, MACEL

Mr Mark Hogan

Mr Hogan is Deputy Director and Head of Human Resource Services, Catholic Education Office, Archdiocese of Canberra and Goulburn. Mr Hogan has extensive teaching experience in the public and Catholic sectors and school and system leadership experience in state/territory and national Catholic sectors.

Qualifications: B.Ed., MEd., Grad Dip Ed Studies (Educational Leadership), Grad Dip Ed (Religious), Grad Dip Legal Studies, Cert of School Counselling, NSW Teachers' Certificate.

Ms Alison Jeffries

Ms Jeffries is the Principal of St Clare's College, Canberra and is a member of the ACT Board of Senior Secondary Studies. Ms Jeffries has recent experience in teaching in ACT Catholic schools and working in education administration in the Catholic Education Office. Prior to 1999 she taught in non-government and public education schools in NSW and WA.

Qualifications: M.Ed., B.Ed., Grad Cert in Education Law, Master of Catholic Ed.

Ms Diane Joseph

Ms Joseph commenced with the ACT Education and Training Directorate in January 2010 as Deputy Director-General and has been Director-General since March 2012. Ms Joseph has been responsible for overseeing key strategic planning and coordinating activities across the Directorate including national and whole of government initiatives. Ms Joseph was previously General Manager, Policy Research and Innovation in the Victorian Department for Education and Early Childhood Development. She has many years experience in central and regional executive roles and as a secondary school principal.

Qualifications: B.Sc. (Education).

Professor Geoffrey Riordan

Professor Riordan is Dean and Professor, Faculty of Education, University of Canberra. Professor Riordan has held various positions in tertiary institutions in Australian and in Alberta, Canada and taught in schools in northern NSW.

Qualifications: B.Ed, (CCE), M.EdAdmin (UNSW), PhD (Alberta).

Attachment 2

Australian Capital Territory

ACT Teacher Quality Institute Ministerial Direction 2012 (No. 1)

Disallowable Instrument DI2012-43

made under the

ACT Teacher Quality Institute Act 2010, s25 (Ministerial directions)

I direct the ACT Teacher Quality Institute to provide summary details of its income and expenses for a financial year in its annual report for the financial year.

Chris Bourke MLA Minister for Education and Training 12/4/12

Authorised by the ACT Parliamentary Counsel-also accessible at www.legislation.act.gov.au

Australian Capital Territory

ACT Teacher Quality Institute Ministerial Direction 2012 (No 1)

Disallowable instrument DI2012 -43

made under the

ACT Teacher Quality Institute Act 2010, s25 (Ministerial directions)

EXPLANATORY STATEMENT

Section 25 of the ACT Teacher Quality Institute Act 2010 provides that the Minister can direct the ACT Teacher Quality Institute (TQI) about the exercise of its functions.

TQI operates as an authority with responsibilities to undertake teacher registration, pre-service education accreditation and teacher certification. TQI was set up largely as a cost recovery operation, i.e. one funded from a mix of appropriations and fees.

The Treasurer made a declaration NI2012-128 on 21 February 2012 to omit TQI from certain reporting requirements under the *Financial Management Act 1996*, which were imposed when TQI was established under the TQI Act.

The reporting requirements for a Statement of Intent, Annual Financial Statements and a Statement of Performance are not warranted for an organisation of the scale and complexity of TQI, nor for an entity with its regulatory focus.

Section 26 of the TQI Act already requires TQI to report on its performance for the year. This direction further requires TQI to provide summary details of its income and expenses for the financial year in its annual report.

Treasury has advised that summary income and expense details are considered an appropriate level of financial reporting for a small regulatory authority closely tied to the financial operations of the Education and Training Directorate.

Authorised by the ACT Parliamentary Counsel—also accessible at www.legislation.act.gov.au

Attachment 3

ACT Teacher Quality Institute Act Section 26 (e)

Current assessment standards required to be met by teachers

New applicants are required to meet the following assessment standards:

Full Registration	
Qualification(s)	Completion of at least four years of full time tertiary study (or part time equivalent) leading to the award of a school teacher qualification recognised under the <i>Australian Qualifications Framework</i> , including an accredited initial teacher education program. Overseas qualifications will be accepted if they are assessed by TQI as equivalent.
Teaching experience	180 school teaching days in the previous five year period before the day the application is made.
Abilities, knowledge and skills	Abilities, knowledge and skills of a comparable level to those in the <i>Proficient</i> level of the <i>National Professional Standards for Teachers</i> .
Suitability to teach	TQI will use the information supplied in criminal history checks, declarations and residency status documentation to satisfy itself of the applicant's suitability to teach.
English language proficiency	Applicants who have not undertaken the required four full years of tertiary 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. Applicants are required to obtain a specified band score set in the nationally consistent registration of teachers' agreement. The band scores are those considered by the IELTS organisation as reflecting the user being a good user able to generally handle complex language well and understand detailed reasoning (band 7 in Reading and Writing) and a very good user able to handle complex detailed argumentation well (band 8 Speaking and Listening).

Provisional Registration

Provisional registrants meet the qualification requirement for full registration but have not yet accumulated the required teaching experience or skills and abilities outlined above. 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 full time tertiary study (or part time equivalent) leading to the award of a school teacher qualification recognised under the <i>Australian Qualifications Framework</i> , including an accredited initial
	teacher education program. Overseas qualifications will be accepted if they are assessed by TQI as equivalent.

Suitability to teach

TQI will use the information supplied in criminal history checks, declarations and residency status documentation to satisfy itself of the applicant's suitability to teach.

English language proficiency

Applicants who have not undertaken the required four full years of tertiary 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. Applicants are required to obtain a specified band score set in the nationally consistent registration of teachers' agreement. The band scores are those considered by the IELTS organisation as reflecting the user being a good user able to generally handle complex language well and understand detailed reasoning (band 7 in Reading and Writing) and a very good user able to handle complex detailed argumentation well (band 8 Speaking and Listening).

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. The person may also be progressing towards a qualification prescribed by regulation to become a teacher and is required to gain practical teaching experience in a school to achieve the qualification. This process requires a request to TQI from the employer wishing to engage the person in a teaching position where a suitably qualified or registered teacher is not available.

Suitability to teach

TQI will use the information supplied in criminal history checks, declarations and residency status documentation 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 their training/qualification study in English in Australia, New Zealand, the United Kingdom, the United States of America, Canada or the Republic of Ireland, are required to obtain a specified band score set in the nationally consistent registration of teachers' agreement. The band scores are those considered by the IELTS organisation as reflecting the user being a good user able to generally handle complex language well and understand detailed reasoning (band 7 in Reading and Writing) and a very good user able to handle complex detailed argumentation well (band 8 Speaking and Listening).

Current certification standards required to be met by teachers

Certification standards for teachers will be implemented in the next reporting period.

SECTION E

APPENDICES

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Appendix 1: A5 Management discussion and analysis

General overview

Objectives

The Directorate works in partnership with parents and the community to ensure students are supported and engaged to achieve their full potential. The Directorate will work closely with the community to position the ACT as Australia's lifelong learning capital.

Services of the Directorate include the provision of public school education, preschool and early intervention education programs, registration of non-government schools, registration for home education, and the planning and coordination of vocational education and training. The Directorate aims to ensure that all young people in the ACT learn, thrive and are equipped with the skills to lead fulfilling, productive and responsible lives.

Risk management

The development of the Directorate's annual Strategic Risk Management and Audit Plan identified risks that could impact on the Directorate's operations and objectives. The key risks provided below are medium to long-term risks that require ongoing monitoring and attention by the Directorate's executive and senior management.

Key risks include:

- The ongoing attraction and retention of high quality staff and the provision of a safe, inclusive and productive workplace needs to be a focus in the context of the contemporary labour market and changes to the ACT Public Service.
- Increasing demand for the integration of ICT systems as part of educational programs. Assessment of ICT systems must take into account compatibility with existing systems, technological advances, future demands and value for money. The Directorate has an ICT Committee to develop strategic plans and oversee implementation of change management policies.
- Delivery of education reforms under COAG agreements in a timely, effective and transparent manner. The Directorate has identified strategies to mitigate the risks particular to each COAG reform.

Accounting issues

There has been no significant change in the accounting standards applicable to the Directorate's 2011-12 financial statements.

There has been a change in the accounting estimates for the calculation of the Directorate's long service leave provision which has had a significant impact on the Directorate's financial statements. In 2011-12, a rate of 106.6 percent was used to calculate the present value of the estimated future payments in comparison with

92.2 percent in 2010-11. The change in the rate used to estimate the present value significantly increased the employee benefits in the Balance Sheet, having a flow-on impact on employee expenses and the operating result.

The change in estimate was in accordance with accounting standards and was primarily due to a reduction in interest rates.

Supplementary appropriation

In 2011-12, the Directorate received supplementation funding of \$8.5 million through a second appropriation bill relating to teaching and non-teaching enterprise bargaining agreements.

The new teaching enterprise bargaining agreement provided an average of 5.3 percent pay increase in 2011-12 followed by 3.0 and 4.0 percent in the next two years. The non-teaching enterprise bargaining agreement reflected a pay rise of 3.5 percent in 2011-12 and 2012-13.

For the purposes of the management discussion and analysis, the original budget will be amended to incorporate the supplementary appropriation.

Directorate financial performance

Overall, the Directorate managed its activities within the 2011-12 appropriation. During this financial year, the Directorate faced cost pressures relating to increased enrolment growth, temporary relocation of Taylor Primary School and the provision of special needs transport. The Directorate managed these cost pressures through internal mitigation strategies.

Table A5.1 provides the financial information based on audited financial statements for 2010-11 and 2011-12.

Table A5.1: Net cost of services

	Actual 2011-12 \$m	Amended budget ¹ 2011-12 \$m	Actual 2010-11 \$m
Total expenditure	627.4	629.7	587.9
Total own source revenue	37.2	35.2	39.7
Net cost of services	590.2	594.5	548.2

Source: Education and Training Directorate financial statements

Note:

 The original budget was amended to reflect the supplementary appropriation provided in 2011-12 totalling \$8. 5million. The Directorate's net cost of services in 2011-12 decreased from the amended budget by \$4.3 million or 0.7 percent. The lower than anticipated costs primarily related to the timing of expenditure associated with national partnership programs such as Productivity Places Program, Youth Attainment and Transitions, Literacy and Numeracy and Improving Teacher Quality combined with superannuation and other savings. The lower than anticipated expenditure was offset by the increase in employee expenses due to a change in the rate used to calculate the present value of long service leave, an enrolment growth of 1,064 students in 2012, cost increases for special needs transport and the transfer of the Red Hill Preschool to the Economic Development Directorate.

In comparison with 2010-11, there was a significant increase in the net cost of services by \$42.0 million or 7.7 percent. Higher levels of expenditure primarily related to additional costs associated with new enterprise bargaining agreements for teaching and non-teaching staff, change in long service leave provision, increase in teacher numbers to meet enrolment growth, impact of national partnership programs, increased depreciation associated with higher levels of capital investment particularly in new schools and asset revaluation.

The increase was partially offset by the rollover of unspent appropriation from the previous year associated with national partnership programs funding relating to Literacy and Numeracy and Productivity Places Program, combined with the transfer of Birrigai at Tidbinbilla infrastructure to the Territory and Municipal Services Directorate in 2010-11.

Operating deficit

The 2011-12 financial statements provided an operating deficit of \$74.2 million for the Directorate. This represented \$14.1 million or 23.5 percent higher than the amended budget and \$27.2 million or 58.0 percent higher than 2010-11.

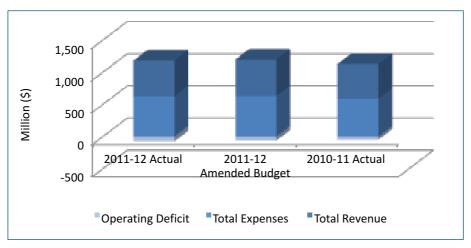


Figure A5.1: Operating result

Source: Education and Training Directorate financial statements

The higher than expected operating deficit against the amended budget mainly related to increased employee expenses due to a change in long service leave, as a result of a change in accounting estimate and wage increases from the teaching and non-teaching enterprise bargaining agreements.

In comparison with 2010-11, an increase in operating result primarily related to higher levels of employee expenses as explained above combined with increased depreciation due to higher levels of capital investment and asset revaluation.

Revenue

In 2011-12, the Directorate's revenue totalled \$553.3 million, which was \$16.4 million or 2.9 percent lower than the amended budget. In comparison with 2010-11, revenue increased by \$12.3 million or 2.3 percent.

User Charges ACT Govt. 0.1%

User Charges Non ACT Govt. 2.7%

GPO - 93.3%

Figure A5.2: Revenue

Source: Education and Training Directorate financial statements

The lower than anticipated revenue of \$16.4 million from the amended budget primarily related to the rollover of unspent Government Payments for Outputs (GPO) appropriation from 2011-12 to 2012-13 for national partnership programs such as Productivity Places Program, Youth Attainment and Transitions, Improving Teacher Quality and Literacy and Numeracy. Further reduction in revenue related to superannuation and other savings partially offset by higher than budgeted levels of schools revenues primarily relating to activities such as overseas excursions and hire of facilities.

Increased revenue from 2010-11 mainly related to additional funding associated with the new enterprise agreements for teaching and non-teaching staff and budget initiaitves relating to students with special needs, digital learning and flow on impact of operational funding relating to Gungahlin College and Namadgi School. This was partially offset by the rollovers of unspent funding from the previous year associated with national partnership programs and savings initiaitves.

Expenses

In 2011-12, expenditure totalled \$627.4 million and comprised of employees costs, supplies and services, grants and purchased services, depreciation, schools and borrowing costs. According to Figure A5.3, employee related expenses including superannuation comprised 69 percent of the total expenditure.

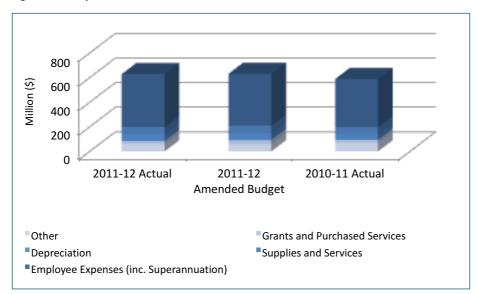


Figure A5.3: Expenses

Source: Education and Training Directorate financial statements

Total expenditure was \$2.3 million or 0.4 percent lower than the amended budget primarily due to lower than anticipated expenditure for national partnership programs such as Productivity Places Programs, Youth Attainment and Transitions, Improving Teacher Quality and Literacy and Numeracy, and superannuation and other savings. This was partially offset by higher than anticipated employee costs due to a change in the rate used to calculate the present value of long service leave, enrolment growth, special needs transport and the transfer of the Red Hill Preschool to the Economic Development Directorate.

In comparison with the previous year, total expenditure increased by \$39.7 million or 6.8 percent mainly relating to additional costs associated with new enterprise bargaining agreements for teaching and non-teaching staff, the impact of the change in the rate used to calculate the present value of long service leave, enrolment growth, higher levels of Commonwealth grants and increased depreciation due to higher levels of capital investment and asset revaluation.

The increase was offset by the rollover of unspent appropriation from the prior year associated with national partnership programs, in particular relating to Productivity Places Program and Literacy and Numeracy, combined with the transfer of Birrigai at Tidbinbilla infrastructure to the Territory and Municipal Services Directorate in 2010-11.

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Table A5.2: Line item explanation of significant variances from the amended budget – Directorate operating statement

Main areas of variance from the budget	Actual 2012 \$'m	Amended Budget ¹ 2012 \$'m	Variance \$'m
Total revenue	553.3	569.7	(16.4)
Government Payment for Outputs ²	516.1	534.4	(18.3)
User Charges – ACT Government ³	0.4	0.1	0.3
User Charges – Non ACT Government ⁴	14.9	16.2	(1.3)
Interest	1.7	1.7	-
Resources received free of charge	0.4	0.3	0.1
Other revenue ⁵	19.8	17.0	2.8
Total expenditure	627.4	629.7	(2.3)
Employee expenses ⁶	376.7	365.2	11.5
Superannuation expenses ⁷	53.4	54.8	(1.4)
Supplies and services ⁸	57.4	62.8	(5.4)
Depreciation ⁹	55.8	54.6	1.2
Grants and purchased services 10	25.1	34.0	(8.9)
Other ¹¹	59.1	58.3	0.8

Notes

- The original budget is amended to reflect the supplementary appropriation provided in 2011-12 totalling \$8.5m.
- Reduction primarily relates to the timing of expenditure associated with national partnership
 programs, with the unspent appropriation being rolled over for expenditure in 2012-13. These
 national partnership programs primarily related to Productivity Places Program, Youth Attainment
 and Transitions, Improving Teacher Quality, Literacy and Numeracy, Empowering Local Schools and
 Student with Disabilities. The appropriation is further reduced by superannuation and other savings.
- 3. Higher than anticipated revenue relates to specific purpose grants relating to Mental Health initiative and Health Curriculum funded by the Health Directorate.
- Decrease primarily relates to Commonwealth Own Purpose grants relating to Industry Skill Centres
 and Joint Group Training which have been funded as national partnership programs in 2011-12.
 Funding for these programs has been provided to the Directorate as Government Payments for
 Outputs.
- 5. Higher than anticipated revenue mainly relates to schools activities primarily associated with excursions and hire of facilities.
- 6. Increase primarily relates to change of employee provisions due to a change in long service leave estimates, increased provisions resulting from the teaching and non-teaching enterprise bargaining agreements, and enrolment growth. This is partially offset by rollover of national partnership programs and lower than anticipated casual salaries.
- 7. Lower than anticipated costs compared to budget relate to superannuation savings due to reduced numbers of employees in higher cost superannuation schemes including the CSS and PSS.
- Decrease relates to timing of expenditure associated with national partnership programs and other specific projects, reduced costs associated with ICT and professional development funds. This is partially offset by increased costs associated with special needs transport.

- 9. Higher than anticipated expenditure mainly relates to the impact associated with asset revaluation.
- 10. Reduction primarily relates to timing of expenditure associated with Productivity Places Programs, Youth Attainment and Transition, Industry Skill Centres and Joint Group Training programs.
- 11. Increase mainly relates to the transfer of the Red Hill Preschool to the Economic Development Directorate, partially offset by timing of schools expenditure associated with excursions.

Total assets

The Directorate held 95 percent of its assets in property, plant and equipment, and 5 percent related to cash and cash equivalents, capital works in progress, receivables and other current assets.

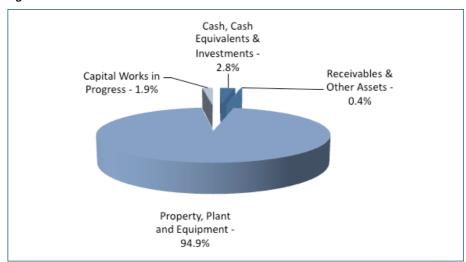


Figure A5.4: Total assets

Source: Education and Training Directorate financial statements

In 2011-12, assets totalled \$1,979.6 million. This represented a decrease of \$144.1 million or 6.8 percent over budget mainly due to the flow on impact from 2010-11 audited outcome in relation to asset revaluation and deferral of capital works projects to 2012-13, combined with timing of expenditure associated with the Commonwealth Digital Education Revolution and schools bank balances.

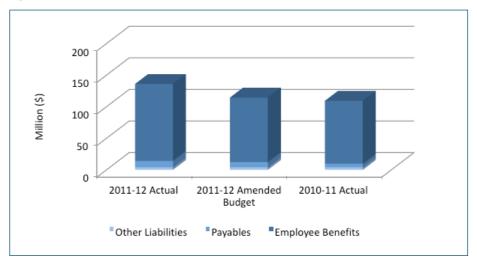
Total assets increased by \$40.2 million or 2.1 percent from the same period last year primarily due to the completion of capital works projects, higher levels of cash associated with timing of payments and also reflected by high levels of liabilities. The increase was partially offset by depreciation, impairment of Taylor Primary School and transfer of the Red Hill Preschool to the Economic Development Directorate.

Total liabilities

The Directorate's liabilities comprised of employee benefits, payables finance leases and make good provision. The majority of the Directorate's liabilities related to employee benefits (89.6 percent) and payables (7.5 percent).

SECTIONE

Figure A5.5: Total liabilities



At 30 June 2012, liabilities for the Directorate totalled \$136.0 million. This represented an increase of \$21.5 million or 18.7 percent over the amended budget, primarily due to increase in employee benefits associated with the change in the rate used to calculate long service leave and increased provisions resulting from the new enterprise bargaining agreement for teaching and non-teaching staff.

In comparison with 2010-11, total liabilities increased by \$26.7 million or 24.4 percent primarily associated with employee benefits as discussed above combined with increase in payables/accruals mainly relating to capital works.

Table A5.3: Line item explanation of significant variances from the amended budget - Directorate balance sheet

Main areas of variance from budget	Actual 2011-12 \$m	Amended Budget ¹ 2011-12 \$m	Variance \$m
Current assets			
Cash and cash equivalents ²	53.7	36.7	17.0
Receivables ³	4.6	7.1	(2.5)
Other current assets	2.7	2.7	-
Non-current assets			
Investment	1.8	1.8	-
Property, plant and equipment ⁴	1,878.3	2,042.1	(163.8)
Capital works in progress 5	38.5	33.2	5.3

Main areas of variance from budget	Actual 2011-12 \$m	Amended Budget ¹ 2011-12 \$m	Variance \$m
Current liabilities			
Payables ⁶	10.1	8.1	2.0
Finance leases	0.1	0.1	-
Employee benefits ⁷	111.3	90.2	21.1
Other liabilities	3.9	4.0	(0.1)
Non-current liabilities			
Finance leases	-	0.1	(0.1)
Employee benefits ⁷	10.6	12.1	(1.5)

Notes:

- 1. Amended budget is consistent with original budget as no supplementary appropriation was provided.
- 2. The increase primarily relates to higher than anticipated cash balances relating to the Commonwealth Digital Education Revolution program and increased schools bank balances.
- 3. Lower than anticipated levels of receivable mainly relates to the input tax credit from the Australian Taxation Office.
- 4. Decrease in property, plant and equipment primarily relates to the flow-on impact of 2010-11 audited outcome associated with asset revaluation. This is combined with deferral of capital works activities such as Canberra Performing Arts Centre, preschools expansion and ICT projects. This is further reduced by the impairment of Taylor Primary school and transfer of the Red Hill Preschool to the Economic Development Directorate.
- 5. Increase in capital works in progress primarily relates to the timing of completion of capital works projects. The works in progress mainly relates to new school projects for Bonner Primary and Franklin Early Childhoods Schools.
- Higher than anticipated payables primarily relate to capital works accruals for Bonner Primary and Canberra College Performing Arts Centre.
- The higher than anticipated employee benefits is mainly associated with the change in estimates for long service leave and the impact of the new enterprise bargaining agreements for teaching and non-teaching staff.

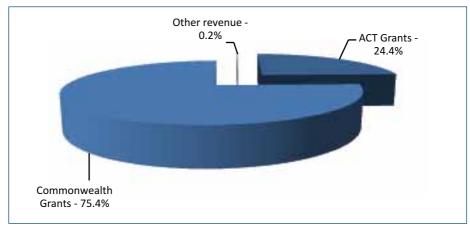
Territorial financial performance

Territorial revenue

Total income received includes Revenue for Expenses on Behalf of the Territory, primarily for the provision of grants to non-government schools.

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Figure A5.6: Territorial revenue



Territorial revenue mainly comprised of funding for non-government schools from the Australian and ACT Government. It also included ACT Government funding for the Secondary Bursary Scheme and Block Release Programs.

In 2011-12, Territorial revenue totalled \$195.1 million, a decrease of \$1.7 million or 0.9 percent from the 2011-12 budget. The decrease in funding primarily related to the rollover of unspent appropriation for interest subsidy scheme funding to 2012-13.

In comparison with 2010-11, total revenue decreased by \$17.6 million or 8.3 percent mainly due to the finalisation of the Building the Education Revolution program partially offset by increase in general recurrent grants for non-government schools.

Territorial expenditure

Territorial expenditure other than transfers of fees to the Territorial Banking Account comprised grant payments to non-government schools (\$194.7 million), the Secondary Bursary Scheme (\$0.3 million) and Block Release grants (\$0.1 million).

Lower than anticipated expenditure from the budget primarily related to the rollover of unspent appropriation for interest subsidy scheme funding to 2012-13.

In 2011-12, expenditure decreased by \$17.6 million or 8.3 percent from 2010-11 mainly due to the finalisation of the Building the Education Revolution program partially offset by increase in general recurrent grants for non-government schools.

For more information, contact: Director Finance and Corporate Support (02) 6205 9108

Appendix 2: A6 Financial report



A12/20

Ms Diane Joseph Director-General Education and Training Directorate Level 6, 220 Northbourne Avenue BRADDON ACT 2612

Dear Ms Joseph Olane

AUDIT REPORT - EDUCATION AND TRAINING DIRECTORATE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2012

The Audit Office has completed the audit of the financial statements of the Education and Training Directorate for the year ended 30 June 2012.

I have attached the audited financial statements and unqualified audit report.

I have provided a copy of the financial statements and audit report to the Minister for Education and Training, Dr Chris Bourke MLA.

Yours sincerely

Dr Maxine Cooper Auditor-General 3 | August 2012

c.c. Ms Sushila Sharma, Acting Director, Finance and Corporate Support
 Ms Jenny Morison, Chair, Audit Committee
 Mr Dougal Wilson, Manager, Risk Management and Audit

Level 4, 11 Moore Street, Canberra City, ACT 2601 | PO Box 275, Civic Square, ACT 2608 Telephone: 02 6207 0833 | Facsimile: 02 6207 0826 | Email: actauditorgeneral@act.gov.au





INDEPENDENT AUDIT REPORT EDUCATION AND TRAINING DIRECTORATE

To the Members of the ACT Legislative Assembly

Report on the financial statements

The financial statements of the Education and Training Directorate (the Directorate) have been audited. These comprise the following financial statements and accompanying notes:

- Controlled financial statements operating statement, balance sheet, statement of changes in equity, cash flow statement 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, cash flow statement on behalf of the Territory and territorial statement of appropriation.

Responsibility for the financial statements

The Director-General of the Directorate is responsible for the preparation and fair presentation of the financial statements in accordance with the *Financial Management Act 1996*. This includes responsibility for maintaining adequate accounting records and internal controls that are designed to prevent and detect fraud and error, and the accounting policies and estimates used in the preparation of the financial statements.

The auditor's responsibility

Under the *Financial Management Act 1996*, I am responsible for expressing an independent audit opinion on the financial statements of the Directorate.

The audit was conducted in accordance with Australian Auditing Standards to obtain reasonable assurance that the financial statements are free of material misstatement.

I formed the audit opinion following the use of audit procedures to obtain evidence about the amounts and disclosures in the financial statements. As these procedures are influenced by the use of professional judgement, selective testing of evidence supporting the amounts and other disclosures in the financial statements, inherent limitations of internal control and the availability of persuasive rather than conclusive evidence, an audit cannot guarantee that all material misstatements have been detected.

Although the effectiveness of internal controls is considered when determining the nature and extent of audit procedures, the audit was not designed to provide assurance on internal controls.

Level 4, 11 Moore Street, Canberra City, ACT 2601 | PO Box 275, Civic Square, ACT 2608 Telephone: 02 6207 0833 | Facsimile: 02 6207 0826 | Email: actauditorgeneral@act.gov.au

Electronic presentation of the audited financial statements

Those viewing an electronic presentation of these financial statements should note that the audit does not provide assurance on the integrity of information presented electronically and does not provide an opinion on any other information which may have been hyperlinked to or from these financial statements. If users of these statements are concerned with the inherent risks arising from the electronic presentation of information, they are advised to refer to the printed copy of the audited financial statements to confirm the accuracy of this electronically presented information.

Independence

Applicable independence requirements of Australian professional ethical pronouncements were followed in conducting the audit.

Audit opinion

In my opinion, the financial statements of the Directorate for the year ended 30 June 2012:

- (i) are presented in accordance with the *Financial Management Act 1996*, Australian Accounting Standards and other mandatory financial reporting requirements in Australia; and
- (ii) present fairly the financial position of the Directorate as at 30 June 2012 and the results of its operations and cash flows for the year then ended.

The audit opinion should be read in conjunction with other information disclosed in this report.

Dr Maxine Cooper Auditor-General 3 | August 2012

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Education and Training Directorate Financial Statements For the Year Ended 30 June 2012

Statement of Responsibility

In my opinion, the financial statements are in agreement with the Directorate's accounts and records and fairly reflect the financial operations of the Directorate for the year ended 30 June 2012 and the financial position of the Directorate on that date.

Diane Joseph Director-General

Education and Training Directorate

28 August 2012

Education and Training Directorate Financial Statements For the Year Ended 30 June 2012

Statement by the Chief Finance Officer

In my opinion, the financial statements have been prepared in accordance with generally accepted accounting principles, and are in agreement with the Directorate's accounts and records and fairly reflect the financial operations of the Directorate for the year ended 30 June 2012 and the financial position of the Directorate on that date.

Chief Finance Officer **Education and Training Directorate** 2 & August 2012

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EDUCATION AND TRAINING DIRECTORATE OPERATING STATEMENT FOR THE YEAR ENDED 30 JUNE 2012

	Note No.	Actual 2012 \$'000	Original Budget 2012 \$'000	Actual 2011 \$'000
INCOME				
Revenue				
Government Payment for Outputs	4	516,071	525,912	501,215
User Charges - ACT Government	5	413	120	458
User Charges - Non-ACT Government	6	14,853	16,172	16,015
Interest	7	1,634	1,688	1,972
Distribution from Investments with the Territory		•	•	,
Banking Account	8	76	_	115
Resources Received Free of Charge	9	385	249	410
Other Revenue	10	19,785	17,009	20,762
Total Revenue	-	553,217	561,150	540,947
Gains				
Gains on Investment	11	58	-	1
Total Gains	-	58	-	1
Total Income	-	553,275	561,150	540,948
EXPENSES				
Employee Expenses	12	376,749	357,976	339,941
Superannuation Expenses	13	53,361	53,545	52,345
Supplies and Services	14	57,392	62,776	54,491
Depreciation	15	55,766	54,631	46,764
Grants and Purchased Services	16	25,143	34,010	25,293
Borrowing Costs	17	13	20	42
Other Expenses	18	59,023	58,265	69,019
Total Expenses	-	627,447	621,223	587,895
Operating (Deficit)		(74,172)	(60,073)	(46,947)
Other Comprehensive Income				
(Decrease) / Increase in Asset Revaluation				
Surplus		(9,020)		133,926
Total Other Comprehensive (Deficit) / Income	-	(9,020)	<u> </u>	133,926
Total Comprehensive (Deficit) / Surplus	-	(83,192)	(60,073)	86,979
Total Comprehensive (Deficit) / Surplus	-	(03,132)	(00,073)	00,373

 $\label{thm:conjunction} \textit{The above Operating Statement should be read in conjunction with the accompanying notes.}$

EDUCATION AND TRAINING DIRECTORATE BALANCE SHEET AS AT 30 JUNE 2012

	Note No.	Actual 2012	Original Budget 2012	Actual 2011
		\$'000	\$'000	\$'000
CURRENT ASSETS				
Cash and Cash Equivalents	21	53,394	36,400	45,002
Receivables	22	4,609	7,102	, 7,125
Other Assets	23	2,648	2,698	3,653
Investments	24	259	259	259
Total Current Assets		60,910	46,459	56,039
NON-CURRENT ASSETS				
Investments	24	1,832	1,773	1,774
Property, Plant and Equipment	25	1,878,336	2,042,282	1,854,892
Capital Works in Progress	26	38,543	33,199	26,751
Total Non-Current Assets		1,918,711	2,077,254	1,883,417
TOTAL ASSETS		1,979,621	2,123,713	1,939,456
CURRENT LIABILITIES				
Payables	27	10,143	8,117	5,463
Finance Leases	28	76	50	149
Employee Benefits	29	111,259	90,196	91,297
Other Liabilities	30	3,853	4,000	3,787
Total Current Liabilities	•	125,331	102,363	100,696
NON-CURRENT LIABILITIES				
Finance Leases	28	27	99	103
Employee Benefits	29	10,582	12,068	8,480
Make Good Provision	31	57	-	57
Total Non-Current Liabilities	•	10,666	12,167	8,640
TOTAL LIABILITIES		135,997	114,530	109,336
NET ASSETS		1,843,624	2,009,183	1,830,120
EQUITY				
Accumulated Funds	22	831,421	864,268	808,897
Asset Revaluation Surplus TOTAL EQUITY	32	1,012,203	1,144,915	1,021,223
TOTAL EQUIT	=	1,843,624	2,009,183	1,830,120

The above Balance Sheet should be read in conjunction with the accompanying notes.

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EDUCATION AND TRAINING DIRECTORATE STATEMENT OF CHANGES IN EQUITY FOR THE YEAR ENDED 30 JUNE 2012

	Note No.	Accumulated Funds Actual 2012 \$'000	Asset Revaluation Surplus Actual 2012 \$'000	Total Equity Actual 2012 \$'000	Original Budget 2012 \$'000
Balance at the Beginning of the Reporting Period		808,897	1,021,223	1,830,120	1,957,940
Comprehensive Income Operating (Deficit)		(74,172)	· -	(74,172)	(60,073)
(Decrease) in Asset Revaluation Surplus	•	-	(9,020)	(9,020)	
Total Comprehensive (Deficit)		(74,172)	(9,020)	(83,192)	(60,073)
Transactions Involving Owners Affecting Accumulated Funds			•		
Capital Injections Capital (Distributions)		96,696	<u>.</u>	96,696	112,152 (836)
Total Transactions Involving Owners Affecting Accumulated Funds		96,696	-	96,696	111,316
Balance at the End of the Reporting Period		831,421	1,012,203	1,843,624	2,009,183

The above Statement of Changes in Equity should be read in conjunction with the accompanying notes.

EDUCATION AND TRAINING DIRECTORATE STATEMENT OF CHANGES IN EQUITY - CONTINUED FOR THE YEAR ENDED 30 JUNE 2012

No No		Accumulated Funds Actual 2011 \$'000	Asset Revaluation Surplus Actual 2011 \$'000	Total Equity Actual 2011 \$'000
Balance at the Beginning of the Reporting Period		661,613	887,297	1,548,910
Comprehensive Income Operating (Deficit) Increase in Asset Revaluation Surplus		(46,947) -	- 133,926	(46,947) 133,926
Total Comprehensive (Deficit) / Surplus		(46,947)	133,926	86,979
Transactions Involving Owners Affecting Accumulated Funds		404.004		404.004
Capital Injections Total Transactions Involving Owners Affecting	_	194,231	-	194,231
Accumulated Funds	_	194,231	-	194,231
Balance at the End of the Reporting Period	_	808,897	1,021,223	1,830,120

The above Statement of Changes in Equity should be read in conjunction with the accompanying notes.

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EDUCATION AND TRAINING DIRECTORATE CASH FLOW STATEMENT FOR THE YEAR ENDED 30 JUNE 2012

Name		Note No.	Actual 2012 \$'000	Original Budget 2012 \$'000	Actual 2011 \$'000
Government Payment for Outputs 516,071 525,912 501,215 User Charges 16,062 16,292 16,148 Interest Received 1,634 1,688 1,977 Distribution from Investments with the Territory Banking Account 78 100 Schools and Other 19,495 17,009 20,886 Goods and Services Tax Received 24,356 23,523 36,681 Total Receipts from Operating Activities 577,696 584,424 577,007 Payments Employee 354,967 353,014 334,439 Superannuation 53,049 53,547 52,107 Supplies and Services 66,129 62,319 55,848 Borrowing Costs 13 20 42 Grants and Purchased Services 23,794 34,010 26,909 Schools and Other 56,446 58,472 55,622 Goods and Services Tax Paid 23,750 23,523 35,372 Total Payments from Operating Activities 38 9,557 (481) 16,677			·		
16,062	· · · · · · · · · · · · · · · · · · ·		E46.074	E0E 040	E04.04E
Interest Received 1,634 1,688 1,977 Distribution from Investments with the Territory Banking Account 78 1,009 20,886 6,000 24,356 23,523 36,681 7,000 20,886 6,000 24,356 23,523 36,681 7,000 20,886 7,000 20,886 7,000 20,886 7,000 20,886 7,000 20,886 7,000 20,886 7,000 20,886 7,000 20,886 7,000 20,886 24,356 23,523 36,681 7,000 20,886 20,356 23,523 36,681 20,300 20,800			•	•	•
Distribution from Investments with the Territory Banking Account			, *	•	•
Account 78 — 100 Schools and Other 19,495 17,009 20,886 Goods and Services Tax Received 24,355 23,523 36,681 Total Receipts from Operating Activities 577,696 584,424 577,007 Payments Employee 354,967 353,014 334,439 Superannuation 53,040 53,547 52,107 Supplies and Services 56,129 62,319 55,848 Borrowing Costs 13 20 42 Grants and Purchased Services 23,794 34,010 26,900 Schools and Other 56,446 58,472 55,622 Goods and Services Tax Paid 23,750 23,523 35,372 Total Payments from Operating Activities 38 9,557 (481) 16,677 CASH FLOWS FROM INVESTING ACTIVITIES Receipts Purchase of Property, Plant and Equipment 97,713 113,367 199,232 CASH FLOWS FROM FINANCING ACTIVITIES 14 50 50 </td <td></td> <td></td> <td>1,634</td> <td>1,688</td> <td>1,9//</td>			1,634	1,688	1,9//
Schools and Other 19,495 17,009 20,886 Goods and Services Tax Received 24,356 23,523 36,681 Total Receipts from Operating Activities 577,696 584,424 577,007 Payments Employee 354,967 353,014 334,439 Superannuation 53,040 53,547 52,107 Supplies and Services 56,129 62,319 55,848 Borrowing Costs 13 20 42 Grants and Purchased Services 56,446 58,472 55,622 Goods and Services Tax Paid 23,759 23,523 35,372 Goods and Services Tax Paid 23,750 23,523 35,372 Total Payments from Operating Activities 38 9,557 (481) 16,677 Receipts 8 9,557 (481) 16,677 Receipts 97,713 113,367 199,235 Purchase of Property, Plant and Equipment 97,712 113,367 199,235 Receipts 96,696 112,152 194,23			. 70		400
Payments				17.000	
Payments 577,696 584,424 577,007 Payments Employee 354,967 353,014 334,439 Superannuation 53,040 53,547 52,107 Supplies and Services 56,129 62,319 55,848 Borrowing Costs 23,794 34,010 26,900 Schools and Purchased Services 23,794 34,010 26,900 Schools and Services Tax Paid 23,750 23,523 35,372 Goods and Services Tax Paid 23,750 23,523 35,372 Total Payments from Operating Activities 38 9,557 (481) 16,677 CASH FLOWS FROM INVESTING ACTIVITIES Receipts Froceeds from the Sale of Property, Plant and Equipment 1 3 3 Porchase of Property, Plant and Equipment 97,713 113,367 199,235 Net Cash (Outflows) from Investing Activities (97,712) (113,367) 199,232 CASH FLOWS FROM FINANCING ACTIVITIES Receipts Froceeds From Finance Leases 149 50 509 Transfer of Cash Balances 96,696 <td></td> <td></td> <td></td> <td>· ·</td> <td></td>				· ·	
Payments Employee 354,967 353,014 334,439 Superannuation 53,040 53,547 52,107 Supplies and Services 56,129 62,319 55,848 Borrowing Costs 13 20 42 Grants and Purchased Services 23,794 34,010 26,900 Schools and Other 56,446 58,472 55,622 Goods and Services Tax Paid 23,750 23,523 35,372 Total Payments from Operating Activities 38 9,557 (481) 16,677 CASH FLOWS FROM INVESTING ACTIVITIES Receipts Proceeds from the Sale of Property, Plant and Equipment 1 3 3 Payments 97,713 113,367 199,235 Net Cash (Outflows) from Investing Activities (97,712) (113,367) 199,235 CASH FLOWS FROM FINANCING ACTIVITIES Receipts Capital Injections 96,696 112,152 194,231 Payments Reapayment of Finance Leases			· · · · · · · · · · · · · · · · · · ·		
Employee 354,967 353,014 334,439 Superannuation 53,040 53,547 52,107 Supplies and Services 62,319 55,848 Borrowing Costs 13 20 42 Grants and Purchased Services 23,794 34,010 26,900 Schools and Other 56,446 58,472 55,622 Goods and Services Tax Paid 23,750 23,523 35,72 Total Payments from Operating Activities 38 9,557 (481) 16,677 CASH FLOWS FROM INVESTING ACTIVITIES 8 8 9,557 (481) 16,677 Purchase of Property, Plant and Equipment 1 3 3 13 3 Purchase of Property, Plant and Equipment 97,713 113,367 199,235 199,235 Net Cash (Outflows) from Investing Activities (97,712) (113,367) 199,232 CASH FLOWS FROM FINANCING ACTIVITIES 8 12,152 194,231 Receipts 8 12,152 194,231 Capital Injections 96,696	Total Receipts from Operating Activities		577,696	584,424	5//,00/
Employee 354,967 353,014 334,439 Superannuation 53,040 53,547 52,107 Supplies and Services 62,319 55,848 Borrowing Costs 13 20 42 Grants and Purchased Services 23,794 34,010 26,900 Schools and Other 56,446 58,472 55,622 Goods and Services Tax Paid 23,750 23,523 35,72 Total Payments from Operating Activities 38 9,557 (481) 16,677 CASH FLOWS FROM INVESTING ACTIVITIES 8 8 9,557 (481) 16,677 Purchase of Property, Plant and Equipment 1 3 3 13 3 Purchase of Property, Plant and Equipment 97,713 113,367 199,235 199,235 Net Cash (Outflows) from Investing Activities (97,712) (113,367) 199,232 CASH FLOWS FROM FINANCING ACTIVITIES 8 12,152 194,231 Receipts 8 12,152 194,231 Capital Injections 96,696	Payments				
Supplies and Services 56,129 62,319 55,848 Borrowing Costs 13 20 42 Grants and Purchased Services 23,794 34,010 26,900 Schools and Other 56,446 58,472 55,622 Goods and Services Tax Paid 23,750 23,523 35,372 Total Payments from Operating Activities 38 9,557 (481) 16,677 Net Cash Inflows / (Outflows) from Operating Activities 38 9,557 (481) 16,677 CASH FLOWS FROM INVESTING ACTIVITIES The Cash Country of the Sale of Property, Plant and Equipment 1 - 3 Payments 97,713 113,367 199,235 Net Cash (Outflows) from Investing Activities (97,712) (113,367) 199,235 Receipts 2 113,367 199,235 Cash FLOWS FROM FINANCING ACTIVITIES 8 12,152 194,231 Receipts 2 6,696 112,152 194,231 Capital Injections 96,696 112,152 194,231 Payments <			354,967	353,014	334,439
Borrowing Costs 13 20 42 Grants and Purchased Services 23,794 34,010 26,900 Schools and Other 56,446 58,472 55,622 Goods and Services Tax Paid 23,750 23,523 35,372 Total Payments from Operating Activities 38 9,557 (481) 16,677 CASH FLOWS FROM INVESTING ACTIVITIES Receipts 7 481 16,677 Poweeds from the Sale of Property, Plant and Equipment 1 - 3 3 Payments 97,713 113,367 199,235 199,235 199,235 199,235 199,232	Superannuation		53,040	53,547	52,107
Grants and Purchased Services 23,794 34,010 26,900 Schools and Other 56,446 58,472 55,622 Goods and Services Tax Paid 23,750 23,523 35,372 Total Payments from Operating Activities 38 9,557 (481) 16,677 CASH FLOWS FROM INVESTING ACTIVITIES Receipts Proceeds from the Sale of Property, Plant and Equipment 1 - 3 Payments 97,713 113,367 199,235 Net Cash (Outflows) from Investing Activities (97,712) (113,367) 199,232 CASH FLOWS FROM FINANCING ACTIVITIES 8 96,696 112,152 194,231 Receipts 96,696 112,152 194,231 Payments 96,696 12,152 194,231 Repayment of Finance Leases 149 50 509 Transfer of Cash Balances 96,547 111,414 193,722 Net Increase / (Decrease) in Cash and Cash Equivalents 8,392 (2,434) 11,167 Cash and Cash Equivalents at the Beginning of the Reporting Period 45,00	Supplies and Services		56,129	62,319	55,848
Schools and Other 56,446 58,472 55,622 Goods and Services Tax Paid 23,750 23,523 35,372 Total Payments from Operating Activities 38 9,557 (481) 16,677 CASH FLOWS FROM INVESTING ACTIVITIES Receipts \$\$\$\$ \$\$\$ \$\$\$ \$\$\$\$	Borrowing Costs		13	20	42
Schools and Other 56,446 58,472 55,622 Goods and Services Tax Paid 23,750 23,523 35,372 Total Payments from Operating Activities 38 9,557 (481) 16,677 CASH FLOWS FROM INVESTING ACTIVITIES Receipts \$\$\$\$ \$\$\$ \$\$\$ \$\$\$\$	Grants and Purchased Services		23,794	34,010	26,900
Net Cash Inflows / (Outflows) from Operating Activities 38 9,557 (481) 16,677 CASH FLOWS FROM INVESTING ACTIVITIES Receipts Proceeds from the Sale of Property, Plant and Equipment Payments Purchase of Property, Plant and Equipment 97,713 113,367 199,235 Net Cash (Outflows) from Investing Activities (97,712) (113,367) (199,232) CASH FLOWS FROM FINANCING ACTIVITIES Receipts Capital Injections 96,696 112,152 194,231 Payments Repayment of Finance Leases 149 50 509 Transfer of Cash Balances 96,547 111,414 193,722 Net Cash Inflows from Financing Activities 96,547 111,414 193,722 Net Increase / (Decrease) in Cash and Cash Equivalents Held 8,392 (2,434) 11,167 Cash and Cash Equivalents at the Beginning of the Reporting Period 45,002 38,834 33,835	Schools and Other		56,446	58,472	55,622
Net Cash Inflows / (Outflows) from Operating Activities 38 9,557 (481) 16,677 CASH FLOWS FROM INVESTING ACTIVITIES Receipts Proceeds from the Sale of Property, Plant and Equipment 1 3 3 Payments Purchase of Property, Plant and Equipment 97,713 113,367 199,235 Net Cash (Outflows) from Investing Activities (97,712) (113,367) (199,232) CASH FLOWS FROM FINANCING ACTIVITIES Receipts Capital Injections 96,696 112,152 194,231 Payments Repayment of Finance Leases 149 50 509 Transfer of Cash Balances 96,547 111,414 193,722 Net Cash Inflows from Financing Activities 96,547 111,414 193,722 Net Increase / (Decrease) in Cash and Cash Equivalents Held 8,392 (2,434) 11,167 Cash and Cash Equivalents at the Beginning of the Reporting Period 45,002 38,834 33,835	Goods and Services Tax Paid		23,750	23,523	35,372
CASH FLOWS FROM INVESTING ACTIVITIES Receipts Proceeds from the Sale of Property, Plant and Equipment 1 3 Payments Purchase of Property, Plant and Equipment 97,713 113,367 199,235 Net Cash (Outflows) from Investing Activities (97,712) (113,367) (199,232) CASH FLOWS FROM FINANCING ACTIVITIES Receipts Capital Injections 96,696 112,152 194,231 Payments Repayment of Finance Leases 149 50 509 Transfer of Cash Balances - 688 - Net Cash Inflows from Financing Activities 96,547 111,414 193,722 Net Increase / (Decrease) in Cash and Cash Equivalents Held 8,392 (2,434) 11,167 Cash and Cash Equivalents at the Beginning of the Reporting Period 45,002 38,834 33,835 Cash and Cash Equivalents at the End of the	Total Payments from Operating Activities		568,139	584,905	560,330
Receipts Proceeds from the Sale of Property, Plant and Equipment Purchase of Property Purchase of Property Purchase of Purchas	Net Cash Inflows / (Outflows) from Operating Activities	38	9,557	(481)	16,677
Payments Purchase of Property, Plant and Equipment 97,713 113,367 199,235 Net Cash (Outflows) from Investing Activities (97,712) (113,367) (199,232) CASH FLOWS FROM FINANCING ACTIVITIES Receipts Capital Injections 96,696 112,152 194,231 Payments Repayment of Finance Leases 149 50 509 Transfer of Cash Balances - 688 - Net Cash Inflows from Financing Activities 96,547 111,414 193,722 Net Increase / (Decrease) in Cash and Cash Equivalents Held 8,392 (2,434) 11,167 Cash and Cash Equivalents at the Beginning of the Reporting Period 45,002 38,834 33,835 Cash and Cash Equivalents at the End of the	Receipts				
Net Cash (Outflows) from Investing Activities (97,712) (113,367) (199,232) CASH FLOWS FROM FINANCING ACTIVITIES Receipts Capital Injections 96,696 112,152 194,231 Payments Repayment of Finance Leases 149 50 509 Transfer of Cash Balances - 688 - Net Cash Inflows from Financing Activities 96,547 111,414 193,722 Net Increase / (Decrease) in Cash and Cash Equivalents Held 8,392 (2,434) 11,167 Cash and Cash Equivalents at the Beginning of the Reporting Period 45,002 38,834 33,835 Cash and Cash Equivalents at the End of the	• • •		. 1	-	3
CASH FLOWS FROM FINANCING ACTIVITIES Receipts Capital Injections 96,696 112,152 194,231 Payments Repayment of Finance Leases 149 50 509 Transfer of Cash Balances 688 - Net Cash Inflows from Financing Activities 96,547 111,414 193,722 Net Increase / (Decrease) in Cash and Cash Equivalents Held 8,392 (2,434) 11,167 Cash and Cash Equivalents at the Beginning of the Reporting Period 45,002 38,834 33,835 Cash and Cash Equivalents at the End of the	Purchase of Property, Plant and Equipment		97,713	113,367	199,235
Receipts Capital Injections 96,696 112,152 194,231 Payments Repayment of Finance Leases 149 50 509 Transfer of Cash Balances - 688 - Net Cash Inflows from Financing Activities 96,547 111,414 193,722 Net Increase / (Decrease) in Cash and Cash Equivalents Held 8,392 (2,434) 11,167 Cash and Cash Equivalents at the Beginning of the Reporting Period 45,002 38,834 33,835 Cash and Cash Equivalents at the End of the	Net Cash (Outflows) from Investing Activities		(97,712)	(113,367)	(199,232)
Repayment of Finance Leases 149 50 509 Transfer of Cash Balances - 688 - Net Cash Inflows from Financing Activities 96,547 111,414 193,722 Net Increase / (Decrease) in Cash and Cash Equivalents Held 8,392 (2,434) 11,167 Cash and Cash Equivalents at the Beginning of the Reporting Period 45,002 38,834 33,835 Cash and Cash Equivalents at the End of the					
Transfer of Cash Balances - 688 - Net Cash Inflows from Financing Activities 96,547 111,414 193,722 Net Increase / (Decrease) in Cash and Cash Equivalents Held 8,392 (2,434) 11,167 Cash and Cash Equivalents at the Beginning of the Reporting Period 45,002 38,834 33,835 Cash and Cash Equivalents at the End of the			96,696	112,152	194,231
Net Cash Inflows from Financing Activities 96,547 111,414 193,722 Net Increase / (Decrease) in Cash and Cash Equivalents Held 8,392 (2,434) 11,167 Cash and Cash Equivalents at the Beginning of the Reporting Period 45,002 38,834 33,835 Cash and Cash Equivalents at the End of the	Repayment of Finance Leases		149	50	509
Net Increase / (Decrease) in Cash and Cash Equivalents Held 8,392 (2,434) 11,167 Cash and Cash Equivalents at the Beginning of the Reporting Period 45,002 38,834 33,835 Cash and Cash Equivalents at the End of the	Transfer of Cash Balances			688	
Held 8,392 (2,434) 11,167 Cash and Cash Equivalents at the Beginning of the Reporting Period 45,002 38,834 33,835 Cash and Cash Equivalents at the End of the	Net Cash Inflows from Financing Activities		96,547	111,414	193,722
Reporting Period 45,002 38,834 33,835 Cash and Cash Equivalents at the End of the	· · · · · · · · · · · · · · · · · · ·		8,392	(2,434)	11,167
	•		45,002	38,834	33,835
		38	53,394	36,400	45,002

 $\label{thm:conjunction} \textit{The above Cash Flow Statement should be read in conjunction with the accompanying notes}.$

EDUCATION AND TRAINING DIRECTORATE CONTROLLED STATEMENT OF APPROPRIATION FOR THE YEAR ENDED 30 JUNE 2012

	Notes	Original Budget 2012 \$'000	Total Appropriated 2012 \$'000	Appropriation Drawn 2012 \$'000	Appropriation Drawn 2011 \$'000
Government Payment for Outputs	1	525,912	543,356	516,071	501,215
Total		525,912	543,356	516,071	501,215
Capital Injection - Directorate	2	112,152	124,604	96,696	194,231
Total		112,152	124,604	96,696	194,231
Total Controlled Appropriation		638,064	667,960	612,767	695,446

Notes:

- The difference between the original budget and total appropriated relates to the supplementary appropriation for the teaching and clerical
 enterprise bargaining agreements (\$8.515m), amount transferred from 2010-11 (\$4.210m) mainly associated with Commonwealth National
 Partnership funding and new Commonwealth grants (\$4.719m) primarily for National Partnership Agreements for More Support for Students
 with a Disability, Empowering Local Schools and Reward for Great Teachers.
 - The difference between the total appropriated and appropriation drawn mainly relates to the funds transferred into 2012-13 (\$23.579m), mainly associated with National Partnerships including the Productivity Places Program, Literacy and Numeracy and Improving Teacher Quality as well as new National Partnership Programs relating to Empowering Local Schools, Support for Students with a Disability and Reward for Great Teachers. In addition, superannuation and other savings (\$3.706m) contributed to the lower drawdown.
- The difference between the original budget and the total appropriated relates to the rollover of funds from 2010-11 (\$12.384m) primarily for capital upgrades, Harrison Secondary School and Gungahlin College and higher than expected Commonwealth grants (\$0.068m) for the National Solar Schools National Partnership.
 - The difference between the total appropriated and appropriation drawn relates to capital works deferrals and accrued expenditure not drawndown in cash (\$25.318m) including Canberra College Performing Arts Centre, Franklin Early Childhood School, Universal Access to Preschools, Red Hill Primary School Expansion and Digital Learning and lower than anticipated Commonwealth grants (\$2.590m) for Trade Training Centres.

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EDUCATION AND TRAINING DIRECTORATE SUMMARY OF OUTPUT CLASSES FOR THE YEAR ENDED 30 JUNE 2012

	Output Class 1 \$'000	Output Class 2 \$'000	Output Class 3 \$'000	Total \$'000
2012				
Total Income	520,715	2,200	30,360	553,275
Total Expenses	(595,734)	(1,840)	(29,873)	(627,447)
Operating (Deficit) / Surplus	(75,019)	360	487	(74,172)
2011				
Total Income	503,666	2,629	34,653	540,948
Total Expenses	(555,816)	(1,873)	(30,206)	(587,895)
Operating (Deficit) / Surplus	(52,150)	756	4,447	(46,947)

EDUCATION AND TRAINING DIRECTORATE OPERATING STATEMENT FOR OUTPUT CLASS 1 - PUBLIC SCHOOL EDUCATION FOR THE YEAR ENDED 30 JUNE 2012

Description

This output contributes to the provision of preschool, primary, high, secondary and special school education in public schools to all enrolled students and early intervention services.

	Actual 2012 \$'000	Original Budget 2012 \$'000	Actual 2011 \$'000
INCOME	,	•	,
Revenue			
Government Payment for Outputs	483,659	481,760	464,514
User Charges - ACT Government	400	119	449
User Charges - Non-ACT Government	14,825	15,415	15,449
Interest	1,612	1,685	1,971
Distribution from Investments with the Territory Banking	•	,	
Account	76	-	115
Resources Received Free of Charge	381	248	406
Other Revenue	19,704	16,980	20,761
Total Revenue	520,657	516,207	503,665
Gains			
Gains on Investments	58	· -	1
Total Gains	58	-	1
Total Income	520,715	516,207	503,666
EXPENSES			
Employee Expenses	371,545	350,859	334,990
Superannuation Expenses	52,607	52,464	51,506
Supplies and Services	55,152	58,883	52,183
Depreciation	55,753	54,557	46,750
Grants and Purchased Services	1,693	1,150	1,351
Borrowing Costs	13	20	42
Other Expenses	58,971	58,153	68,994
Total Expenses	595,734	576,086	555,816
Operating (Deficit)	(75,019)	(59,879)	(52,150)

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EDUCATION AND TRAINING DIRECTORATE OPERATING STATEMENT FOR OUTPUT CLASS 2 - NON-GOVERNMENT SCHOOL EDUCATION FOR THE YEAR ENDED 30 JUNE 2012

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.

INCOME	Actual 2012 \$'000	Original Budget 2012 \$'000	Actual 2011 \$'000
THEORIE .			
Revenue			
Government Payment for Outputs	2,093	4,523	2,457
User Charges - ACT Government	1	-	1
User Charges - Non-ACT Government	24	79	169
Interest	19	1	-
Resources Received Free of Charge	. 3	-	2
Other Revenue	60	-	-
Total Revenue	2,200	4,603	2,629
EXPENSES			
Employee Expenses	609	2,160	558
Superannuation Expenses	99	306	95
Supplies and Services	1,121	2,138	1,220
Depreciation	1	67	-
Other Expenses	10	3	-
Total Expenses	1,840	4,674	1,873
Operating Surplus / (Deficit)	360	(71)	756

EDUCATION AND TRAINING DIRECTORATE OPERATING STATEMENT FOR OUTPUT CLASS 3 - VOCATIONAL EDUCATION AND TRAINING FOR THE YEAR ENDED 30 JUNE 2012

Description

This output contributes to the planning, funding, managing and reporting services for Vocational Education and Training opportunities, programs and initiatives in the ACT.

	Actual 2012 \$'000	Original Budget 2012 \$'000	Actual 2011 \$'000
INCOME			
Revenue			
	20.240	20.620	24.244
Government Payment for Outputs	30,319	39,629	34,244
User Charges - ACT Government	12	1	8
User Charges - Non-ACT Government	4	678	397
Interest	3	2	1
Resources Received Free of Charge	1	1	2 .
Other Revenue	21	29	1
Total Revenue	30,360	40,340	34,653
EXPENSES			
Employee Expenses	4,595	4,957	4,393
Superannuation Expenses	655	775	744
Supplies and Services	1,119	1,755	1,088
Depreciation	12	7	14
Grants and Purchased Services	23,450	32,860	23,942
Other Expenses	42	109	25
Total Expenses	29,873	40,463	30,206
Operating Surplus / (Deficit)	487	(123)	4,447

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EDUCATION AND TRAINING DIRECTORATE NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2012

1. OBJECTIVES OF THE DIRECTORATE

a) Operations and Principal Activities

The Education and Training Directorate (the Directorate) works in partnership with parents and the community to ensure students are supported and engaged to achieve their full potential. The Directorate will work closely with the community to position the ACT as Australia's lifelong learning capital.

Services of the Directorate include the provision of public school education, preschool and early intervention education programs, registration of non-government schools, registration for home education and the planning and coordination of vocational education and training.

The Directorate aims to ensure that all young people in the ACT learn, thrive and are equipped with the skills to lead fulfilling, productive and responsible lives.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

a) Basis of Accounting

The Financial Management Act 1996 (FMA) requires the preparation of annual financial statements for the Directorate.

The FMA and the Financial Management Guidelines issued under the Act, require the Directorate's financial statements to include:

- (i) an Operating Statement for the year;
- (ii) a Balance Sheet at the end of the year;
- (iii) a Statement of Changes in Equity for the year;
- (iv) a Cash Flow Statement for the year;
- (v) a Statement of Appropriation for the year;
- (vi) an Operating Statement for each class of output for the year;
- (vii) a summary of the significant accounting policies adopted for the year; and
- (viii) such other statements as necessary to fairly reflect the financial operations of the 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 'Generally Accepted Accounting Principles' (GAAP) as required by the FMA. The financial statements have been prepared in accordance with:

- (i) Australian Accounting Standards; and
- (ii) ACT Accounting and Disclosure Policies.

SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - Continued

a) **Basis of Accounting - Continued**

The financial statements have been prepared using the accrual basis of accounting, which recognises the effects of transactions and events when they occur. The financial statements have also been prepared according to the historical cost convention, except for assets which were valued in accordance with the revaluation policies applicable to the Directorate during the reporting period.

These financial statements are presented in Australian dollars, which is the Directorate's functional currency.

The Directorate is an individual 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 Directorte 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 accounting described in paragraph (a) above applies to both Controlled and Territorial financial statements except where otherwise specified.

The Reporting Period c)

These financial statements state the financial performance, changes in equity and cash flows of the Directorate for the year ending 30 June 2012, together with the financial position of the Directorate as at 30 June 2012.

Comparative Figures

Budget Figures

To facilitate a comparison with the Budget Papers, as required by the Financial Management Act 1996 (FMA), budget information for 2011-2012 has been presented in the financial statements. Budget numbers in the financial statements are the original budget numbers that appear in the Budget Papers.

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.

e) Rounding

All amounts in the financial statements have been rounded to the nearest thousand dollars (\$'000). Use of the "-" symbol represents zero amounts or amounts rounded up or down to zero.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - Continued

f) Revenue Recognition

Revenue is recognised at the fair value of the consideration received or receivable in the Operating Statement. All revenue is recognised to the extent that it is probable that the economic benefits will flow to the Directorate and the revenue can be reliably measured. In addition, specific recognition criterion applies to the following:

Interest

Interest revenue is recognised using the effective interest method.

Distribution

Distribution revenue is received from Investments with the Territory Banking Account. This is recognised on an accrual basis using data supplied by the Territory Banking Account.

g) Resources Received Free of Charge

Resources received free of charge are recorded as a revenue and expense in the Operating Statement at fair value. The revenue is separately disclosed under resources received free of charge, with the expense being recorded in the line item to which it relates. Assets received free of charge as a result of administrative restructure are recorded as a net increase in assets from administrative restructure.

h) Repairs and Maintenance

The Directorate undertakes major cyclical maintenance on its assets. Where the maintenance leads to an upgrade of the asset that increases the service potential of the existing asset the cost is capitalised. Maintenance expenses which do not increase the service potential of the asset are expensed.

i) Borrowing Costs

Borrowing costs relate to finance leases. Borrowing costs are expensed in the period in which they are incurred.

j) Waivers of Debt

Debts are waived under section 131 of the *Financial Management Act 1996* and are expensed during the year in which the right of payment was waived. Further details are disclosed in **Note 20 - Act of Grace Payments, Waivers and Write-offs.**

k) Current and Non-Current Items

Assets and liabilities are classified as current or non-current in the Balance Sheet and in relevant notes. Assets are classified as current where they are expected to be realised within 12 months after the reporting date. 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.

Assets or liabilities not classified as current are classified as non-current.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - Continued

I) Impairment of Assets

The Directorate assesses, at each reporting date, whether there is any indication that an asset may be impaired. Assets are also reviewed for impairment whenever events or circumstances indicate that the carrying amount may not be recoverable. An impairment loss is the amount by which the carrying amount of an asset exceeds its recoverable amount. The recoverable amount is the higher of the asset's 'fair value less the cost to sell' and its 'value in use'.

An asset's 'value in use' is its depreciated replacement cost, where the asset would be replaced if the Directorate were deprived of it.

If a material impairment loss results, the loss is recognised against the relevant class of asset in the Asset Revaluation Surplus with corresponding reduction to the carrying amount of asset in the Balance Sheet. Where the impairment loss is greater than the balance in the Asset Revaluation Surplus, the difference is expensed in the Operating Statement.

m) Cash and Cash Equivalents

For the purposes of the Cash Flow Statement and Balance Sheet, 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 Cash Flow Statement and are included as borrowings in the Balance Sheet.

n) Receivables

Accounts receivable (including both trade receivables and other trade receivables) are initially recognised at fair value and are subsequently measured at amortised cost, with any adjustments to the carrying amount going through the Operating Statement.

The allowance for impairment losses represents the amount of trade receivables and other trade receivables the Directorate estimates will not be repaid. The allowance for impairment losses is based on objective evidence and a review of overdue balances. The Directorate considers the following is objective evidence of impairment:

- · becoming aware of financial difficulties of debtors;
- default payments; or
- debts more than 90 days overdue.

The amount of the allowance is the difference between the asset's carrying amount and the present value of the estimated future cash flows, discounted at the original effective interest rate. Cash flows relating to short-term receivables are not discounted if the effect of discounting is immaterial. The amount of allowance is recognised in the Operating Statement. The allowance for impairment losses are written back against receivables account when the Directorate ceases to collect the debt as it considers that it will cost more to recover than the debt is worth.

o) Investments

Short-term investments are held with the Territory banking Account in a unit trust called the Cash Enhanced Portfolio. Long-term investments are held with the Territory Banking Account in a unit trust called the Fixed Interest Portfolio. The price of units in both these unit trusts fluctuate in value. The net gains or losses do not include interest or dividend income.

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EDUCATION AND TRAINING DIRECTORATE NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2012

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - Continued

o) Investments - Continued

These short-term and long-term investments are measured at fair value with any adjustments to the carrying amount recorded in the Operating Statement. Fair value is based on an underlying pool of investments which have quoted market prices at the reporting date.

p) Acquisition and Recognition of Property, Plant and Equipment

Property, plant and equipment are initially recorded at cost when they are acquired.

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 with a minimum value of \$2,000 (exclusive of GST) are capitalised. Assets below \$2,000 are expensed in the reporting period of purchase. Assets that are individually below the threshold, but for which the aggregate value is material, may be capitalised depending on the nature of the assets.

q) Measurement of Property, Plant and Equipment after Initial Recognition

Land and buildings are measured at fair value. Plant and equipment including leasehold improvements are measured at cost. Land and buildings are revalued every three years.

Fair value is the amount for which an asset could be exchanged between knowledgeable willing parties in an arm's length transaction. Fair value is measured using a market price in an active market where a market price is available for that asset (or a similar asset), as this is the best evidence of an asset's fair value. Where the market price for an asset cannot be obtained because the asset is specialised and is rarely sold, and where the asset would be replaced if the Directorate were to be deprived of the asset, depreciated replacement cost is used as fair value. Where the asset would not be replaced, the fair value is the asset's selling price, less costs to sell.

In the Directorate's case, land and buildings are held for their value in use rather than the asset's ability to generate net cash flows and it would be replaced if the Directorate was deprived of the asset. Based on the above, fair value of buildings is determined by the depreciated replacement cost while the fair value of land is based on current market prices.

r) Depreciation of Non-Current Assets

Non-current assets with a limited useful life are systematically depreciated over their useful lives in a manner that reflects the consumption of their service potential.

Land has an unlimited useful life and is therefore not depreciated.

Depreciation for non-current assets is determined as follows:

Class of Asset	Depreciation Method	Useful Life
Buildings and Land Improvements	Straight Line	50 years
Leasehold Improvements	Straight Line	5 years
Plant and Equipment	Straight Line	5-20 years
Leased Assets	Straight Line	2-20 years

The aggregate amount of depreciation allocated for each class of asset during the reporting period is disclosed in **Note 15 – Depreciation**.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - Continued

s) Payables

Payables include Trade Payables and Accrued Expenses.

Trade Payables represent the amounts owing for goods and services received prior to the end of the reporting period and unpaid at the end of the reporting period and relating to the normal operations of the Directorate. Accrued Expenses represent goods and services provided by other parties during the period that are unpaid at the end of the reporting period and where an invoice has not been received by period end.

t) Joint Venture

The Directorate is a venturer in a joint venture operation with the Catholic Education Office at Gold Creek Primary and its share of assets, liabilities, income and expenses has been recognised in the Directorate's financial statements under the appropriate headings consistent with AASB 131 'Interest in Joint Ventures'. Please refer to Note 37 – Interest in Joint Venture for details.

u) Leases

The Directorate has entered into finance leases and operating leases.

Finance Leases

Finance leases effectively transfer to the Directorate substantially all the risks and rewards incidental to ownership of the assets under finance lease. The Directorate's finance leases mainly relate to office equipment and motor vehicles. Finance leases are initially recognised as an asset and a liability at the lower of the fair value of the asset and the present value of the minimum lease payments each being determined at the inception of the lease. Assets under finance lease are depreciated over the shorter of the asset's useful life and lease term. Leased assets are depreciated on a straight-line basis. The depreciation is calculated after first deducting any residual values which remain for each leased asset. Each lease payment is allocated between interest expense and reduction of the lease liability. Lease liabilities are classified as current and non-current.

Operating Leases

Operating leases do not effectively transfer to the Directorate substantially the entire risks and rewards incidental to ownership of the asset under operating lease. Operating lease payments are recorded as an expense in the Operating Statement on a straight-line basis over the term of the lease.

v) Employee Benefits

Employee benefits include wages and salaries, annual leave, long service leave and applicable on-costs. On-costs include annual leave, long service leave, superannuation and other costs that are incurred when employees take annual leave and long service leave. These benefits accrue as a result of services provided by employees up to the reporting date that remain unpaid. Accrued wages and salaries are measured at the amount that remains unpaid to employees at the end of the reporting period.

The measurement of annual and long service leave liabilities is based on the timing of the expected leave taken. Annual and long service leave expected to be taken in the next 12 months are measured based on the nominal amounts of remuneration anticipated to be paid when the leave is taken. The nominal amount is estimated with regard to the rates expected to be paid on settlement of the liability.

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EDUCATION AND TRAINING DIRECTORATE NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2012

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - Continued

v) Employee Benefits - Continued

The liability for employee benefits includes provision for annual leave and long service leave. No provision has been made for sick leave as all sick leave is non-vesting and the average sick leave taken in the future years by employees of the Directorate is estimated to be less than the annual entitlement for sick leave.

Annual and long service leave, including applicable on-costs, that do not fall due in the next 12 months is measured at the present value of estimated future payments to be made in respect of services provided by employees up to the reporting date. Consideration is given to the future wage and salary levels, experience of employee departures and periods of service. At each reporting date, the present value of future payments are estimated using market yields on Commonwealth Government bonds with terms to maturity that match, as closely as possible, the estimated future cash flows. In 2011-12, the rate used to estimate the present value of these future payments is 106.6% (92.2% in 2010-11).

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 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 the applicable on-costs.

The provision for annual leave and long service leave includes estimated on-costs. As these 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.

Annual and long service leave liabilities are classified as current liabilities in the Balance Sheet where the Directorate does not have an unconditional right to defer the settlement of the liability for at least 12 months. However, where there is an unconditional right to defer settlement of the liability for at least 12 months, annual leave and long service leave have been classified as a non-current liability in the Balance Sheet.

w) Superannuation

The Directorate receives funding for superannuation payments as part of the Government Payment for Outputs. The Directorate then makes payments on a fortnightly basis to the Territory Banking Account, to cover the Directorate's superannuation liability for the Commonwealth Superannuation Scheme (CSS) and the Public Sector Superannuation Scheme (PSS) on a fortnightly basis. This payment covers the CSS/PSS employer contribution, but does not include the productivity component. The productivity component is paid directly to ComSuper by the Directorate. The CSS and PSS are defined benefit superannuation plans meaning that the defined benefits received by employees are based on the employee's years of service and average final salary.

Superannuation payments have also been made directly to superannuation funds for those members of the Public Sector who are part of superannuation accumulation schemes. This includes the Public Sector Superannuation Scheme Accumulation Plan (PSSAP) and schemes of employee choice.

Superannuation employer contribution payments, for the CSS and PSS, are calculated, by taking the salary level at an employee's anniversary date and multiplying it by the actuarially assessed nominal CSS or PSS employer contribution rate for each employee. The productivity component payments are calculated by taking the salary level, at an employee's anniversary date, and multiplying it by the employer contribution rate (approximately 3%) for each employee. Superannuation payments for the PSSAP are calculated by taking the salary level, at an employee's anniversary date, and multiplying it by the appropriate employer contribution rate. Superannuation payments for fund of choice arrangements are calculated by taking an employee's salary each pay and multiplying it by the appropriate employer contribution rate.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - Continued

w) Superannuation - Continued

A superannuation liability is not recognised in the Balance Sheet as the Superannuation Provision Account recognises the total Territory superannuation liability for the CSS and PSS, and ComSuper and the external schemes recognise the superannuation liability for the PSSAP and other schemes respectively.

x) Equity Contributed by the ACT Government

Contributions made by the ACT Government, through its role as owner of the Directorate that increase the net assets of the Directorate, are treated as contributions of equity.

Increases or decreases in net assets as a result of Administrative Restructures are also recognised in equity.

y) Insurance

The Directorate insures its major risks through the ACT Insurance Authority. The excess payable under this arrangement varies depending on each class of insurance held by the Directorate.

z) Taxation

The Directorate's activities are exempt from all forms of taxation except Fringe Benefits Tax and Goods and Services Tax (GST). The amount of Fringe Benefit Tax paid in the year was \$0.116 million (\$0.149 million; 2010-11). This amount is included in the Operating Statement under employee expenses.

Revenue, expenses and assets are recognised net of GST:

 except to the extent that the amount of GST incurred by a purchaser is not recoverable from the Australian Taxation Office.

Cash flows relating to GST are included in the Cash Flow Statement on a gross basis. The GST component of cash flows arising from investing and financing activities that are recoverable from, or payable to, the Australian Taxation Office are classified as operating cash flows. The net amount of GST recoverable from, or payable to, the Australian Taxation Office is included as part of receivables or payables in the Balance Sheet.

aa) Contingent Liabilities and Assets

Contingent liabilities include all provisions not meeting both of the recognition criteria of a liability. These criteria are: whether it is probable that the future sacrifice of economic benefits will be required; and whether the amount of the liability can be measured reliably. Contingent assets include any assets that do not meet both of the recognition criteria for an asset. These criteria are: whether it is probable that the future economic benefits embodied in the asset will eventuate: and the asset possesses a cost or other value that can be measured reliably. The contingent liabilities are disclosed in **Note 35 – Contingent Liabilities**. There are no contingent assets.

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EDUCATION AND TRAINING DIRECTORATE NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2012

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - Continued

ab) Significant Accounting Judgements and Estimates

In the process of applying the accounting policies listed in this note, the Directorate has made the following judgements and estimates that have the most significant impact on the amounts recorded in the financial statements:

- a) Fair Value of Land and Buildings: The Directorate has made a significant judgement regarding the fair value of its land and buildings. Land has been recorded at the market value of similar properties as determined by an independent valuer. Buildings are valued at depreciated replacement cost.
- b) Employee Benefits: Significant judgements have been applied in estimating the liability for employee benefits. The estimated liability for employee benefits requires a consideration of the future wage and salary levels, experience of employee departures and periods of service. The estimate also includes an assessment of the probability that employees will meet the minimum service period required to qualify for long service leave and that on-costs will become payable. Further information on this estimate is provided in Note 2 (v) Employee Benefits and 3 (a) Change in Accounting Estimates.
- c) Estimation of Useful Lives of Property, Plant & Equipment: The Directorate disclosed that Property, Plant and Equipment is systematically depreciated over its estimated useful life. The estimated useful life of Property, Plant and Equipment is reassessed each year and adjusted when the condition and other factors affecting the useful life of Property, Plant and Equipment Indicate an adjustment is warranted.
- d) Impairment: The Directorate disclosed that Property, Plant and Equipment is annually assessed for impairment. If this assessment indicates an asset is impaired, then an assessment of the asset's recoverable amount must be estimated to determine whether an impairment loss must be recognised. For 2011-12, the Directorate has undertaken assessment in relation to the school buildings and other property plant and equipment. The Directorate's impairment policy states that schools buildings used at less than 65% capacity are impaired. An adjustment is reflected in the financial statements if the overall impact is material.

ac) After Balance Date Events

There are no known events occurring after 30 June 2012 that will materially affect the financial statements.

ad) Going Concern

The Directorate's ability to fund its ongoing operations is dependent upon continued ACT Government appropriations.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - Continued

ae) Impact of Accounting Standards Issued but yet to be Applied

The following new and revised accounting standards and interpretations that are applicable to the Directorate have been issued by the Australian Accounting Standards Board but do not apply to the current reporting period. These standards and interpretations are applicable to future reporting periods. The Directorate does not intend to adopt these standards and interpretations early. Where applicable, these Australian Accounting Standards will be adopted from their application date. It is estimated that the effect of adopting the below pronouncements, when applicable, will have no material financial impact on the Directorate in future reporting periods:

- AASB 9 Financial Instruments (application date 1 January 2013);
- AASB 10 Consolidated Financial Statements (application date 1 January 2013);
- AASB 11 Joint Arrangements (application date 1 January 2013);
- AASB 12 Disclosure of Interests in Other Entities (application date 1 January 2013);
- AASB 13 Fair Value Measurement (application date 1 January 2013);
- AASB 119 Employee Benefits (application date 1 January 2013);
- AASB 127 Separate Financial Statements (application date 1 January 2013);
- AASB 128 Investments in Associates and Joint Ventures (application date 1 January 2013);
- AASB 2010-7 Amendments to Australian Accounting Standard arising from AASB 9 (application date 1 January 2013);
- AASB 2011-7 Amendments to Australian Accounting Standards arising from the Consolidation and Joint Arrangements Standards (application date 1 January 2013);
- AASB 2011-8 Amendments to Australian Accounting Standards arising from AASB 13 (application date 1 January 2013);
- AASB 2011-9 Amendments to Australian Accounting Standards Presentation of Items of Other Comprehensive Income (application date 1 July 2012); and
- AASB 2011-10 Amendments to Australian Accounting Standards arising from AASB 119 (application date 1 January 2013).

CHANGES IN ACCOUNTING POLICY AND ACCOUNTING ESTIMATES

Change in Accounting Estimates a)

As disclosed in Note 2 (v) - 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 using the Commonwealth Bond rate.

Last financial year the rate used to estimate the present value was 92.2%, however, due to a change in the Commonwealth Bond rate the rate is now 106.6%. As such the estimate of the long service leave liabilities has changed. This change has resulted in an increase to the estimate of the long service leave liability and expense in the current reporting period of \$10.389 million. There was no change to annual leave liabilities as they are classified as current.

Change in Accounting Policy

There have been no changes to accounting policy in 2011-12.

	2012 \$'000	2011 \$'000
INCOME		
4. Government Payment for Outputs		
Government Payment for Outputs (GPO) is revenue received from the ACT Government to fund the cost of delivering outputs. The ACT Government pays GPO appropriation on a fortnightly basis.		
Government Payment for Outputs ¹	516,071	501,215
Total	516,071	501,215
 The increase mainly relates to wage increases associated with the teaching and non-teaching enterprise bargaining agreements. 		
5. User Charges – ACT Government		
This relates to revenue received from ACT Government agencies.		
User Charges - ACT Government	413	458
Total	413	458
6. User Charges – Non-ACT Government		
International Private Students Program	5,659	5,805
Active Leisure Centre – Hire of Facilities and Recreational Activities	3,109	3,532
Commonwealth National Agreements ¹	4,395	4,222
Commonwealth Own Purpose Payments (COPE) / Specific Projects ²	955 735	1,954 502
Other	755	302
Total	14,853	16,015
Primarily relates to National Agreements with the Commonwealth for the provision of services at Jervis Bay and the French Australia School. Decrease primarily relates to reduced COPE revenue due to funding received for industry and indigenous Skills Centres and Joint Group Training Program through GPO in 2011-12.		
7. Interest		
Schools and Other Interest Received ¹	1,634	1,972
Total	1,634	1,972
 The Commonwealth Government's Building the Education Revolution program was completed in 2010-11. The decrease mainly relates to interest generated on cash held for this program in 2010-11. 		
8. Distribution from Investments with the Territory Banking Account		
Revenue from ACT Government Entities		
Distribution from Investments with the Territory Banking Account	76	115
Total	76	115

	2012 \$'000	2011 \$'000
9. Resources Received Free of Charge		
This relates to legal advice and other legal services provided by the Justice and Community Safety Directorate.		
Resources Received Free of Charge	385	410
Total	385	410
10. Other Revenue		
Other revenue mainly comprises voluntary contributions, fundraising revenue and excursion funds.		
School Revenue	18,828	18,707
Other ¹	957	2,055
Total	10.705	20.762
iotai .	19,785	20,762
 Reduced revenue relates to one-off insurance receipts from the ACT Insurance Authority in 2010-11. Line item includes revenue from disposal of non-current assets. Refer Note 34 - Gain from the Disposal of Non-Current Assets. 	•	
GAINS		
11. Gains on Investments		
Gains on Investments are part of the Directorate's unusual transactions that are not part of the Directorate's core activities.		
Gain from Investments from the Territory Banking Account	58	1
Total	58	1
EXPENSES		
12. Employee Expenses		
Salaries and Related Costs ¹	345,888	326,596
	22,064	5,650
Movements in Employee Benefits ² Comcare Premium Payments	8,797	7,695

The increase primarily relates to wage increases for teaching and non-teaching start.

The increase relates to a change in the rate used to estimate the present value of long service leave liabilities (Refer Note 2(v) – Employee Benefits and 3(a) – Change in Accounting Estimates) and wage increases for teaching and non-teaching staff.

	2012	2011
	\$'000	\$'000
13. Superannuation Expenses		
	40.004	47.042
Superannuation	48,221	47,043
Employer Productivity Contribution	5,140	5,302
Total	53,361	52,345
14. Supplies and Services		
Supplies and services include costs paid centrally relating to both central o	office	
and schools' operations.	nnce	
and schools operations.		
Property and Maintenance	15,766	15,664
Materials and Services ¹	25,939	23,941
Travel and Transport	5,815	5,635
Administrative ²	3,577	3,037
Financial ³	4,674	4,176
Operating Lease Costs	1,396	1,374
Audit Fees ⁴	205	419
Asset Write-Off	20	245
Total	57,392	54,491
·		
 The decrease relates to the internal audit program. Includes audit fee to the Auditor-Gen Office. Refer to Note 19 – Auditor's Remuneration. 	eral's	
15. Depreciation		
Depreciation expenses for Property, Plant and Equipment are as follows:		
Buildings and land Improvements ¹	43,215	37,841
Plant and Equipment ²	11,810	8,095
Leasehold Improvements	741	828
Leasenora Improvements	,,,_	020
Total	55,766	46,764
 The Increase from 2010-11 primarily relates to the revaluation of the Directorate's asses 2010-11 combined with capitalisation of new assets including Harrison High School and Company 		
Upgrades. 2. The increase from 2010-11 primarily relates to the capitalisation of computing assets associated associated in the capitalisation of computing assets as only as the capitalisation of cap	clated	
with the Commonwealth's Digital Education Revolution program.		
16. Grants and Purchased Services		
Grant Payments – educational, apprenticeships, user choice programs		
and productivity places program	25,143	25,293
Total	25,143	25,293

	2012	2011
17. Borrowing Costs	\$'000	\$'000
17. Bollowing costs		
Interest on Finance Leases	13	42
Total	13	42
18. Other Expenses		
Other expenses mainly comprise utilities, cleaning, security and maintenance costs in schools as well as educational enrichment activities.		
School Expenses	56,375	55,354
Transfer of Asset Outside Administrative Arrangement Orders ¹	2,171	12,788
Other	477	877
Total	59,023	69,019
 The 2011-12 transfers relate to the Narrabundah Preschool to the Community Services Directorate and Red Hill French-Australia Preschool to the Economic Development Directorate. The transfer in 2010-11 relates to Birrigal at Tidbinbilla Infrastructure to the Territory and Municipal Services Directorate. 		
19. Auditor's Remuneration		
Auditor's remuneration consists of financial audit services provided to the Directorate by the ACT Auditor-General's Office. No other services were provided by the ACT Auditor-General's Office.		
Audit Fees paid to the ACT Auditor-General's Office	126	111
Total	126	111
20. Act of Grace Payments, Waivers and Write Offs		
Write-off of Assets ¹	20	245
Total _	20	245

		2012 \$'000	2011 \$'000
ASSETS		5 000	, 000
21. Ca	sh and Cash Equivalents		
	orate holds a number of bank accounts with t of the whole-of-government banking arrangen		
Central Off	ice Bank Account ¹	16,435	10,181
School Mar	nagement Accounts ²	28,486	26,347
Other Oper	ations Bank Accounts	8,462	8,463
Cash on Ha	nd	11	11
Total		53,394	45,002

22. Receivables

Current

Receivables are comprised of:

, ,	
(5)	(5)
3,358	3,963
1,223	3,132
33	35
	1,223 3,358

Ageing of Receivables

	Not Overdue	Past Due			Total
		Less than		Greater than	
		30 Days	30 to 60 Days	60 Days	
	\$'000	\$'000	\$'000	\$'000	\$'000
2012					
Not impaired ¹					
Receivables	4,290	54	20	245	4,609
Impaired					
Receivables	-	-	-	5	5
2011					
Not impaired ¹					
Receivables	. 6,838	50	. 8	229	7,125
Impaired					
Receivables	_	-	<u>.</u> .	5	5

^{1. &#}x27;Not impaired' refers to Net Receivables (that is Gross Receivables less Impaired Receivables)

Increase is mainly due to the timing of expenditure and the impact of accruals.
 The increase primarily reflects timing of expenditure associated with school excursions, combined with funding received through the 'Empowering Local Schools Program'.

	2012 \$'000	2011 \$'000
22. Receivables - Continued		
Reconciliation of the Allowance for Impairment Losses		
Allowance for impairment at the Beginning of the Reporting Period Reduction in Allowance Resulting from a Write-Back against the	5	5
Receivable	-	-
Allowance for Impairment at the end of the Reporting Period	5	5
Classification of ACT Government / Non-ACT Government Receivables:		
Receivables with ACT Government Entities		
Trade Debtors	. 137	72
Other Debtors	60	1,422
Total Receivables with ACT Government Entities	197	1,494
Receivables with Non-ACT Government Entities		
Trade Debtors	411	1,156
Other Debtors	615	482
Accrued Revenue	33	35
GST Receivable from the Australian Taxation Office	3,358	3,963
Less: Allowance for Impairment Losses	(5)	(5)
Total Receivables with Non-ACT Government Entities	4,412	5,631
Total	4,609	7,125
23. Other Current Assets		
Prepayments	2,648	3,653
_		
Total	2,648	3,653
24. Investments		
Current Investments		
Investments with the Territory Banking Account – Cash Enhanced		
Portfolio	259	259
Total Current Investments	259	259
Non-Current Investments Investments with the Territory Banking Account – Fixed Interest		
Portfolio ¹	1,832	1,774
Total Non-Current Investments	1,832	1,774
Total _	2,091	2,033

^{1.} The investments primarily relate to Literacy and Numeracy funds.

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EDUCATION AND TRAINING DIRECTORATE NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2012

	2012 \$'000	2011 \$'000
25. Property, Plant and Equipment	7.	7
Land		
Land at Fair Value	259,873	260,454
Total Written-Down Value of Land	259,873	260,454
Building and Improvements to Land		
Building and Improvements to Land at Fair Value	1,621,156	1,548,898
(Accumulated Depreciation)	(44,281)	(1,105)
Total Written-Down Value of Buildings and Improvements to Land	1,576,875	1,547,793
Leasehold Improvements		
Leasehold Improvements at Cost	5,739	5,612
(Accumulated Depreciation)	(3,704)	(2,962)
Total Written-Down Value of Leasehold Improvements	2,035	2,650
Plant and Equipment		
Plant and Equipment at Cost	83,239	76,669
(Accumulated Depreciation)	(43,686)	(32,674)
Total Written-Down Value of Plant and Equipment	39,553	43,995
. Total	1,878,336	1,854,892

Property, Plant and Equipment Movement Schedule 30 June 2012

Items	Land	Buildings and Improvements To Land	Leasehold Improvements	Plant and Equipment	Total
	\$'000	\$'000	\$'000	\$'000	\$'000
Carrying Amount at the					
Beginning of the			•		
Reporting Period	260,454	1,547,793	2,650	43,995	1,854,892
Revaluation	-	-		-	-
Impairment	~	(9,020)		· · · -	(9,020)
Make Good Provision	-	-	-		-
Additions		82,907	126	7,388	90,421
Depreciation	* =	(43,215)	(741)	(11,810)	(55,766)
Transfers (Out)	(581)	(1,590)	-	-	(2,171)
Disposals	_	-	-	_	-
Write-offs	-			(20)	(20)
Carrying Amount at the End					
of the Reporting Period	259,873	1,576,875	2,035	39,553	1,878,336

25. Property, Plant and Equipment - Continued

Property, Plant and Equipment Movement Schedule 30 June 2011

Items	Land	Buildings and Improvements To Land	Leasehold Improvements	Plant and Equipment	Total
	\$'000	\$'000	\$'000	\$'000	\$'000
Carrying Amount at the					
Beginning of the		4 224 252	2 252	22.670	4 405 075
Reporting Period	228,078	1,221,960	3,360	32,678	1,486,076
Revaluation Impairment	33,246	107,600 (6,920)		-	140,846 (6,920)
Make Good Provision	-	(0,520)	57		57
Additions		274,850	61	19,572	294,483
Depreciation		(37,841)	(828)	(8,095)	(46,764)
Transfers (Out)	(870)	(11,771)	(020)	(0,055)	(12,641)
Disposals	(5/5)	(11,71)	-		(22,5.1)
Write-offs		(85)		(160)	(245)
Carrying Amount at the End					
of the Reporting Period	260,454	1,547,793	2,650	43,995	1,854,892
				2012	2011
				\$'000	\$'000
Assets under a Finance Lease ¹					
Plant and Equipment					
Gross Value				3,843	4,351
(Accumulated Depreciation)				(3,533)	(3,999)
Total				310	. 352
Assets under a Finance Lease are i	ncluded as part	of property, plant and e	quipment.		
26. Capital Works in Progr	ess				
Capital Works in Progress are a excess of the present reporting		constructed over po	eriods of time in		
Assets under construction inclu	de buildings a	and building improv	rements.		
Capital Works in Progress				38,543	26,751
Supredi Works III Fogicss				30,343	20,731

38,543

26,751

Total

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26. Capital Works in Progress - Continued Reconciliation of Capital Works in Progress Balance at the Beginning of the Reporting Period		
· -		
Balance at the Beginning of the Reporting Period		
	26,751	128,052
Transfer to property, plant and equipment	(24,820)	(126,059)
Additions Capital Works ¹	36,247	24,736
Capital Initiatives ²	365	22
Balance at the End of the Reporting Period	38,543	26,751
2011-12 primarily relates to works in progress for Bonner Primary School, Franklin Early Childhood School and Canberra College Performing Arts Centre. 2010-11 primarily relates to Harrison High School and design works for Bonner Primary School and Franklin Early Childhood School.		
 2011-12 primarily relates to replacement of Australian Vocational Management System and Year 12 Certification Project. 		
LIABILITIES		
27. Payables		
Payables - ACT Government Entities	64	19
Payables - Non ACT Government Entities	144	152
Accrued Expenses ¹	9,935	5,292
Total	10,143	5,463
 The increase primarily relates to capital works accruals for Bonner Primary School and Canberra College Performing Arts Centre. 		
The ageing of payables as at 30 June 2012 which totalled \$10.143 million (\$5.463 million in 2011) is as follows:		
Not overdue	10,121	5,439
Overdue for Less than 30 Days	10	23
Overdue for 30 to 60 Days	12	1
Overdue for More than 60 Days		-
Total	10,143	5,463
Classification of ACT Government / Non ACT Government Payables Payables with ACT Government Entitles		
Payables	64	19
Accrued Expenses ¹	7,886	2,928
Total Payables with ACT Government Entities	7,950	2,947
Payables with Non ACT Government Entities		
Payables	144	152
Accrued Expenses	2,049	2,364
Total Payables Non ACT Government Entities	2,193	2,516
_	10,143	5,463
Total		

	2012 \$'000	2011 \$'000
28. Finance Leases ¹		
Finance Lease commitments payable for computers for teaching and motor vehicles:		
Within One Year	80	161
Later than One Year but not later than Five Years	28	108
Minimum Finance Lease Payments	108	269
Less: Future Finance Charges	(5)	(17)
Total Present Value of Minimum Finance Lease Payments	103	252
Comprising:		
Within One Year	76	149
Later than One Year but not later than Five Years	27	103
Total	103	252
Current	76	149
Non-Current	27	103
Total _	103	252
The face of the financial statements shows the value of finance leases net of GST. GST recoverable is \$0.010 million in 2011-12 and \$0.023 million in 2010-11.		
29. Employee Benefits		
Current		
Annual Leave ¹	27,358	24,309
Long Service Leave ²	72,091	57,613
Accrued Salaries ³	11,448	9,057
Purchased Leave	362	318
Total Current	111,259	91,297
Non-Current	•	
Long Service Leave ²	10,582	8,480
Total Non-Current	10,582	8,480
Total _	121,841	99,777

^{1.} The increase is primarily due to wage increases associated with teaching and non-teaching staff.

^{The increase mainly relates to a change in the rate used to estimate the present value of long service leave. Refer Note (2v) – Employee Benefits and (3a) – Change in Accounting} Estimates.

^{3.} The increase reflects an additional accrual day in 2011-12.

Estimate of when leave is payable Estimated Amount Payable within 12 months Accrued Salaries 11,448 9,057 Annual Leave 27,358 24,309 Long Service Leave 5,765 5,924 Purchased Leave 362 318 Total Payable within 12 Months 44,933 39,608 Estimated Amount Payable after 12 Months Long Service Leave 76,908 60,169 Total Payable after 12 Months 76,908 60,169 Total 99,777 30. Other Current Liabilities International Students Fees Received in Advance 2,875 2,759 Schools Revenue Received in Advance 311 222 Other Revenue Received in Advance 667 806 Total 3,853 3,787 31. Make Good Provision On 1 July 2008 the Directorate entered into a lease agreement for the office space at Centrecourt – Unit 17 Fyshwick. There are clauses in the lease agreement which require the Directorate, upon cessation of the tenancy, to return the office space to the condition it was in before it was leased (this is referred to as 'make good). The tenancy runs for 5 years. The estimated costs to make good this office space is \$0.057 million. Make Good Provision Make Good Provision at the Beginning of the Reporting Period 57 57		2012 \$'000	2011 \$'000
Accrued Salaries 11,448 9,057 Annual Leave 27,358 24,309 Long Service Leave 5,765 5,924 Purchased Leave 362 318 Total Payable within 12 Months 44,933 39,608 Estimated Amount Payable after 12 Months Long Service Leave 76,908 60,169 Total Payable after 12 Months 76,908 60,169 Total Payable after 12 Months 76,908 60,169 Total Payable after 12 Months 76,908 60,169 Total 121,841 99,777 30. Other Current Liabilities International Students Fees Received in Advance 311 222 Other Revenue Received in Advance 311 222 Other Revenue Received in Advance 667 806 Total 3,853 3,787 31. Make Good Provision On 1 July 2008 the Directorate entered into a lease agreement for the office space at Centrecount – Unit 17 Fyshwick. There are clauses in the lease agreement which require the Directorate, upon cessation of the tenancy, to return the office space to the condition it was in before it was leased (this is referred to as 'make good'). The tenancy runs for 5 years. The estimated costs to make good this office space is \$0.057 million. Make Good Provision Make Good Provision at the Beginning of the Reporting Period 57 57	29. Employee Benefits – Continued	\$ 000	\$ 000
Accrued Salaries 11,448 9,057 Annual Leave 27,358 24,309 Long Service Leave 5,765 5,924 Purchased Leave 362 318 Total Payable within 12 Months 44,933 39,608 Estimated Amount Payable after 12 Months Long Service Leave 76,908 60,169 Total Payable after 12 Months 76,908 60,169 Total Payable after 12 Months 76,908 60,169 Total Payable after 12 Months 76,908 60,169 Total 121,841 99,777 30. Other Current Liabilities International Students Fees Received in Advance 2,875 2,759 Schools Revenue Received in Advance 311 222 Other Revenue Received in Advance 311 222 Other Revenue Received in Advance 3667 806 Total 3,853 3,787 31. Make Good Provision On 1 July 2008 the Directorate entered into a lease agreement for the office space at Centrecourt – Unit 17 Fyshwick. There are clauses in the lease agreement which require the Directorate, upon cessation of the tenancy, to return the office space to the condition it was in before it was leased (this is referred to as 'make good'). The tenancy runs for 5 years. The estimated costs to make good this office space is \$0.057 million. Make Good Provision Make Good Provision at the Beginning of the Reporting Period 57 57	Estimate of when leave is payable		
Annual Leave Long Service Leave Purchased Leave 15,765 5,924 Purchased Leave 362 318 Total Payable within 12 Months 44,933 39,608 Estimated Amount Payable after 12 Months Long Service Leave 76,908 60,169 Total Payable after 12 Months 76,908 60,169 Total Payable after 12 Months 76,908 121,841 99,777 30. Other Current Liabilities International Students Fees Received in Advance Schools Revenue Received in Advance 311 222 Other Revenue Received in Advance 667 806 Total 3,853 3,787 31. Make Good Provision On 1 July 2008 the Directorate entered into a lease agreement for the office space at Centrecourt – Unit 17 Fyshwick. There are clauses in the lease agreement which require the Directorate, upon cessation of the tenancy, to return the office space to the condition it was in before it was leased (this is referred to as 'make good'). The tenancy runs for 5 years. The estimated costs to make good this office space is \$0.057 million. Make Good Provision at the Beginning of the Reporting Period 57 57	Estimated Amount Payable within 12 months		
Long Service Leave 7,655 3,924 Purchased Leave 362 318 Total Payable within 12 Months 44,933 39,608 Estimated Amount Payable after 12 Months Long Service Leave 76,908 60,169 Total Payable after 12 Months 76,908 60,169 Total Payable after 12 Months 76,908 60,169 Total Payable after 12 Months 76,908 60,169 Total 121,841 99,777 30. Other Current Liabilities International Students Fees Received in Advance 2,875 2,759 Schools Revenue Received in Advance 311 222 Other Revenue Received in Advance 667 806 Total 3,853 3,787 31. Make Good Provision On 1 July 2008 the Directorate entered into a lease agreement for the office space at Centrecourt – Unit 17 Fyshwick. There are clauses in the lease agreement which require the Directorate, upon cessation of the tenancy, to return the office space to the condition it was in before it was leased (this is referred to as 'make good'). The tenancy runs for 5 years. The estimated costs to make good this office space is \$0.057 million. Make Good Provision Alake Good Provision at the Beginning of the Reporting Period 57 57	Accrued Salaries	11,448	9,057
Purchased Leave 362 318 Total Payable within 12 Months 44,933 39,608 Estimated Amount Payable after 12 Months Long Service Leave 76,908 60,169 Total Payable after 12 Months 76,908 60,169 Total Payable after 12 Months 76,908 60,169 Total 121,841 99,777 30. Other Current Liabilities International Students Fees Received in Advance 2,875 2,759 Schools Revenue Received in Advance 311 222 Other Revenue Received in Advance 667 806 Total 3,853 3,787 31. Make Good Provision On 1 July 2008 the Directorate entered into a lease agreement for the office space at Centrecourt – Unit 17 Fyshwick. There are clauses in the lease agreement which require the Directorate, upon cessation of the tenancy, to return the office space to the condition it was in before it was leased (this is referred to as 'make good'). The tenancy runs for 5 years. The estimated costs to make good this office space is \$0.057 million. Make Good Provision at the Beginning of the Reporting Period 57 57			
Total Payable within 12 Months Estimated Amount Payable after 12 Months Long Service Leave 76,908 60,169 Total Payable after 12 Months 76,908 60,169 Total Payable after 12 Months 76,908 60,169 Total 121,841 99,777 30. Other Current Liabilities International Students Fees Received in Advance 2,875 2,759 Schools Revenue Received in Advance 3111 222 Other Revenue Received in Advance 667 806 Total 3,853 3,787 31. Make Good Provision On 1 July 2008 the Directorate entered into a lease agreement for the office space at Centrecourt – Unit 17 Fyshwick. There are clauses in the lease agreement which require the Directorate, upon cessation of the tenancy, to return the office space to the condition it was in before it was leased (this is referred to as 'make good'). The tenancy runs for 5 years. The estimated costs to make good this office space is \$0.057 million. Make Good Provision at the Beginning of the Reporting Period 57 57		•	
Estimated Amount Payable after 12 Months Long Service Leave 76,908 60,169 Total Payable after 12 Months 76,908 60,169 Total 121,841 99,777 30. Other Current Liabilities International Students Fees Received in Advance 2,875 2,759 Schools Revenue Received in Advance 311 222 Other Revenue Received in Advance 667 806 Total 3,853 3,787 31. Make Good Provision On 1 July 2008 the Directorate entered into a lease agreement for the office space at Centrecourt – Unit 17 Fyshwick. There are clauses in the lease agreement which require the Directorate, upon cessation of the tenancy, to return the office space to the condition it was in before it was leased (this is referred to as 'make good'). The tenancy runs for 5 years. The estimated costs to make good this office space is \$0.057 million. Make Good Provision Make Good Provision at the Beginning of the Reporting Period 57 57	Purchased Leave	362	318
Long Service Leave76,90860,169Total Payable after 12 Months76,90860,169Total121,84199,77730. Other Current Liabilities121,84199,777International Students Fees Received in Advance2,8752,759Schools Revenue Received in Advance311222Other Revenue Received in Advance667806Total3,8533,78731. Make Good ProvisionOn 1 July 2008 the Directorate entered into a lease agreement for the office space at Centrecourt – Unit 17 Fyshwick. There are clauses in the lease agreement which require the Directorate, upon cessation of the tenancy, to return the office space to the condition it was in before it was leased (this is referred to as 'make good'). The tenancy runs for 5 years. The estimated costs to make good this office space is \$0.057 million.Make Good ProvisionMake Good Provision at the Beginning of the Reporting Period5757	Total Payable within 12 Months	44,933	39,608
Total Payable after 12 Months Total Total 30. Other Current Liabilities International Students Fees Received in Advance Schools Revenue Received in Advance 2,875 2,759 Schools Revenue Received in Advance 311 222 Other Revenue Received in Advance 667 806 Total 3,853 3,787 31. Make Good Provision On 1 July 2008 the Directorate entered into a lease agreement for the office space at Centrecourt – Unit 17 Fyshwick. There are clauses in the lease agreement which require the Directorate, upon cessation of the tenancy, to return the office space to the condition it was in before it was leased (this is referred to as 'make good'). The tenancy runs for 5 years. The estimated costs to make good this office space is \$0.057 million. Make Good Provision Make Good Provision at the Beginning of the Reporting Period 57 57	Estimated Amount Payable after 12 Months		
Total 121,841 99,777 30. Other Current Liabilities International Students Fees Received in Advance 2,875 2,759 Schools Revenue Received in Advance 311 222 Other Revenue Received in Advance 667 806 Total 3,853 3,787 31. Make Good Provision On 1 July 2008 the Directorate entered into a lease agreement for the office space at Centrecourt – Unit 17 Fyshwick. There are clauses in the lease agreement which require the Directorate, upon cessation of the tenancy, to return the office space to the condition it was in before it was leased (this is referred to as 'make good'). The tenancy runs for 5 years. The estimated costs to make good this office space is \$0.057 million. Make Good Provision Make Good Provision at the Beginning of the Reporting Period 57 57	Long Service Leave	76,908	60,169
International Students Fees Received in Advance 2,875 2,759 Schools Revenue Received in Advance 311 222 Other Revenue Received in Advance 667 806 Total 3,853 3,787 31. Make Good Provision On 1 July 2008 the Directorate entered into a lease agreement for the office space at Centrecourt – Unit 17 Fyshwick. There are clauses in the lease agreement which require the Directorate, upon cessation of the tenancy, to return the office space to the condition it was in before it was leased (this is referred to as 'make good'). The tenancy runs for 5 years. The estimated costs to make good this office space is \$0.057 million. Make Good Provision Make Good Provision at the Beginning of the Reporting Period 57 57	Total Payable after 12 Months	76,908	60,169
International Students Fees Received in Advance 2,875 2,759 Schools Revenue Received in Advance 311 222 Other Revenue Received in Advance 667 806 Total 3,853 3,787 31. Make Good Provision On 1 July 2008 the Directorate entered into a lease agreement for the office space at Centrecourt – Unit 17 Fyshwick. There are clauses in the lease agreement which require the Directorate, upon cessation of the tenancy, to return the office space to the condition it was in before it was leased (this is referred to as 'make good'). The tenancy runs for 5 years. The estimated costs to make good this office space is \$0.057 million. Make Good Provision Make Good Provision at the Beginning of the Reporting Period 57 57	Total	121,841	99,777
Schools Revenue Received in Advance Other Revenue Received in Advance 7 total 3,853 3,787 31. Make Good Provision On 1 July 2008 the Directorate entered into a lease agreement for the office space at Centrecourt – Unit 17 Fyshwick. There are clauses in the lease agreement which require the Directorate, upon cessation of the tenancy, to return the office space to the condition it was in before it was leased (this is referred to as 'make good'). The tenancy runs for 5 years. The estimated costs to make good this office space is \$0.057 million. Make Good Provision Make Good Provision at the Beginning of the Reporting Period 57 57	30. Other Current Liabilities		
Other Revenue Received in Advance 667 806 Total 3,853 3,787 31. Make Good Provision On 1 July 2008 the Directorate entered into a lease agreement for the office space at Centrecourt – Unit 17 Fyshwick. There are clauses in the lease agreement which require the Directorate, upon cessation of the tenancy, to return the office space to the condition it was in before it was leased (this is referred to as 'make good'). The tenancy runs for 5 years. The estimated costs to make good this office space is \$0.057 million. Make Good Provision Make Good Provision at the Beginning of the Reporting Period 57 57			
31. Make Good Provision On 1 July 2008 the Directorate entered into a lease agreement for the office space at Centrecourt – Unit 17 Fyshwick. There are clauses in the lease agreement which require the Directorate, upon cessation of the tenancy, to return the office space to the condition it was in before it was leased (this is referred to as 'make good'). The tenancy runs for 5 years. The estimated costs to make good this office space is \$0.057 million. Make Good Provision Make Good Provision at the Beginning of the Reporting Period 57 57			
31. Make Good Provision On 1 July 2008 the Directorate entered into a lease agreement for the office space at Centrecourt – Unit 17 Fyshwick. There are clauses in the lease agreement which require the Directorate, upon cessation of the tenancy, to return the office space to the condition it was in before it was leased (this is referred to as 'make good'). The tenancy runs for 5 years. The estimated costs to make good this office space is \$0.057 million. Make Good Provision Make Good Provision at the Beginning of the Reporting Period 57 57	Other Revenue Received in Advance	667	806
On 1 July 2008 the Directorate entered into a lease agreement for the office space at Centrecourt – Unit 17 Fyshwick. There are clauses in the lease agreement which require the Directorate, upon cessation of the tenancy, to return the office space to the condition it was in before it was leased (this is referred to as 'make good'). The tenancy runs for 5 years. The estimated costs to make good this office space is \$0.057 million. Make Good Provision Make Good Provision at the Beginning of the Reporting Period 57 57	Total	3,853	3,787
space at Centrecourt – Unit 17 Fyshwick. There are clauses in the lease agreement which require the Directorate, upon cessation of the tenancy, to return the office space to the condition it was in before it was leased (this is referred to as 'make good'). The tenancy runs for 5 years. The estimated costs to make good this office space is \$0.057 million. Make Good Provision Make Good Provision at the Beginning of the Reporting Period 57 57	31. Make Good Provision		
Make Good Provision at the Beginning of the Reporting Period 57 57	space at Centrecourt – Unit 17 Fyshwick. There are clauses in the lease agreement which require the Directorate, upon cessation of the tenancy, to return the office space to the condition it was in before it was leased (this is referred to as 'make good'). The tenancy runs for 5 years. The estimated costs		
		57	57
Total 57 57			
	Total	57	57

	2012 \$'000	2011 \$'000
EQUITY		
32. Equity		
Asset Revaluation Surpluses		
Balance at the Beginning of the Reporting Period	1,021,223	887,297
Asset Revaluation ¹ Impairment ²	- (0.020)	140,846
impairment .	(9,020)	(6,920)
Balance at the End of the Reporting Period	1,012,203	1,021,223
 During 2010-11 Colliers International Holdings (Australia) Ltd performed a revaluation of the Directorate's Land and Buildings. Relates to the temporary relocation of Taylor Primary School students due to structural damage in 2012. 		
OTHER		
33. Commitments ¹		
The capital commitments mainly relate to the construction of new schools.		
Capital Commitments		
Within One Year	39,911	30,681
Later than One Year but not later than Five Years	22,163	2,703
Later than Five Years	•	367
Total	62,074	33,751
 All 2011-12 Commitments are GST inclusive where relevant. Total GST recoverable from the Australian Taxation Office is \$5.643 million (2010-11 \$3.068 million). The capital commitments primarily relate to the Directorate's capital works program. The increase in 2011-12 is mainly due to capital works projects associated with Bonner Primary and Franklin Early Childhood Schools. 		
Operating Lease Commitments ¹		
Operating Lease Commitments are amounts for building leases, computing equipment and motor vehicles.		
Within One Year	2,660	2,131
Later than One Year but not later than Five Years	2,603	3,595
Total -	5,263	5,726
-	3,203	3,720
 All 2011-12 commitments are GST inclusive where relevant. Total GST that will be recoverable from the Australian Taxation Office is \$0.479 million (2010-11 \$0.520 million). The decrease primarily relates to building leases. 		

FOTION F

EDUCATION AND TRAINING DIRECTORATE NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2012

	2012 \$'000	2011 \$'000
33. Commitments - Continued		
Other Commitments ¹		
Within One Year	49,379	34,077
Later than One Year but not later than Five Years	50,951	32,455
Later than Five Years	734	-
Total	101,064	66,532
 The increase from 2010-11 primarily relates to the new National Partnership for VET Training (Building Australia's Future Workforce – Skills Reform). 		
34. Gain from the Disposal of Non-Current Assets		
Gain from the Sale of Assets	1	. 3
Total	1	3
35. Contingent Liabilities		
The estimated liability for known personal injury litigation cases not		
settled as at 30 June 2012 and 30 June 2011.	5,437	3,533
	5,437	3,533
1. The Directorate's insurance policy with the ACT Insurance Authority, covers any realised litigation costs.		

36. Financial Instruments

Terms, Conditions and Accounting Policies

Details of the significant policies and methods adopted, including the criteria for recognition, the basis of measurement, with respect to each class of financial asset and financial liability are disclosed in Note 2 - Summary of Significant Accounting Policies.

36. Financial Instruments - Continued

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, investments and receivables and its financial liabilities are comprised of payables and finance leases. The Directorate's maximum 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 and finance leases are held in fixed interest arrangements, the Directorate is not exposed to movements in interest rates in respect of these financial assets and liabilities.

A significant proportion of the Directorate's financial assets consist of cash and cash equivalents. As these 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 cash and cash equivalents.

As the Directorate's operating cash flows are not significantly dependant on interest earned from cash and cash equivalents, a sensitivity analysis of interest rate risk has not been performed.

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, investments 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 and investment accounts are held with high credit quality financial institutions under whole-of-government banking arrangements. Cash at the bank is held with the Commonwealth Bank and cash not immediately required is invested with the Territory Banking Account. The Treasury 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.

Most of the receivables consist of Goods and Services Tax (GST) refund due from the Australian Taxation Office (ATO) and ACT Government Agencies which has a strong credit history. Credit risk for investments is managed by the Directorate through only investing with the Territory Banking Account, which has appropriate investment criteria for the external fund manager engaged to manage the Territory's surplus funds and therefore credit risk is considered to be low.

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 maximum 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.

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EDUCATION AND TRAINING DIRECTORATE NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2012

36. Financial Instruments - Continued

Liquidity Risk - Continued

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 cash pressure, access to additional funding can be obtained from the Treasury Directorate.

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 price (other than arising from interest rate risk or currency risk).

The only price risk which the Directorate is exposed to results from its investments in the fixed interest and cash enhanced portfolio. The Directorate has units in the fixed interest portfolio that fluctuate in value. The price fluctuations in the units of the fixed interest portfolio are caused by movements in the underlying investments of the portfolio. To limit price risk, all bonds that make up the underlying investments of the fixed interest portfolio must have a long term credit.

The Directorate's exposure to price risk and the management of this risk has not significantly changed since last reporting period. 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.

Currency Risk

Currency risk is the risk that the fair value on future cash flows of a financial instrument will fluctuate because of changes to foreign currency rates.

The Directorate is not exposed to currency risk as all of its transactions are conducted in Australian dollars.

Unrecognised Financial Assets and Financial Liabilities

There were no unrecognised financial assets and liabilities.

36. Financial Instruments - Continued

Fair Value of Financial Assets and Liabilities

The carrying amounts and fair values of financial assets and financial liabilities at the end of the reporting period are:

	2012	2012	2011	2011
	Carrying	Fair	Carrying	Fair
	Amount	Value	Amount	Value
	\$'000	\$'000	\$'000	\$'000
Financial Assets				
Cash and Cash Equivalents	53,394	53,394	45,002	45,002
Investments with the Territory Banking Account	2,091	2,091	2,033	2,033
Receivables	4,609	4,609	7,125	7,125
Total Financial Assets	60,094	60,094	54,160	54,160
Financial Liabilities				
Payables	10,143	10,143	5,463	5,463
Finance Leases	103	103	252	252
Total Financial Liabilities	10,246	10,246	5,715	5,715

Fair Value Hierarchy

The Directorate is required to classify financial assets and financial liabilities into a fair value hierarchy that 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 or liabilities;
- Level 2 inputs other than quoted prices included within Level 1 that are observable for the asset or liability, either directly (i.e. as prices) or indirectly (i.e. derived from prices); and
- Level 3 inputs for the asset or liability that are not based on observable market data (unobservable inputs).

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EDUCATION AND TRAINING DIRECTORATE NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2012

36. Financial Instruments - Continued

The carrying amount of financial assets measured at fair value, as well as the methods used to estimate the fair value are summarised in the table below. All other financial assets and liabilities are measured, subsequent to initial recognition, at amortised cost and as such are not included in the table below.

2012	Classification According to Fair Value Hierarchy				
	Level 1 \$'000	Level 2 \$'000	Level 3 \$'000	Total \$'000	
Financial Assets					
Investment with the Territory Banking Account					
- Cash Enhanced Portfolio	-	259	-	259	
Investment with the Territory Banking Account					
- Fixed Interest Portfolio	-	1,832	-	1,832	
Total		2,091		2,091	

2011	Classification According to Fair Value Hierarchy					
	Level 1 \$'000	Level 2 \$'000	Level 3 \$'000	Total \$'000		
Financial Assets						
Investment with the Territory Banking Account						
- Cash Enhanced Portfolio	-	. 259	-	259		
Investment with the Territory Banking Account		4				
- Fixed Interest Portfolio	-	1,774	•	1,774		
Total	-	2,033	-	2,033		

Transfer between Categories

There have been no transfers of financial assets or financial liabilities between Level 1 and Level 2 during the reporting period.

Maturity Analysis and Exposure to Interest Rates

The following tables set out the Directorate's maturity analysis for financial assets and liabilities as well as the exposure to interest rates, including the weighted average interest rates by maturity period as at 30 June 2012 and 30 June 2011.

All financial assets and 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.

The Directorate does not hold any collateral as security relating to financial assets.

36. Financial Instruments - Continued

2012		Manada	Fixed	Interest Maturin	g In:		
Financial Instruments	Note No.	Floating Interest Rate \$'000	1 Year or Less \$'000	Less to 5 Years Over 5 Years	Non-Interest Bearing \$'000	Total \$'000	
Financial Assets							
Cash and Cash	21						
Equivalents		36,948	-	-	-	16,446	53,394
Receivables	22	-	-	-	-	4,609	4,609
Investments	24	-	-	-	-	2,091	2,091
Total Financial Assets		36,948	-	-	-	23,146	60,094
Weighted Average Interest Rate		3.86%					
Financial Liabilities							
Payables	27			_	· -	(10,143)	(10,143)
Finance Leases ¹	28	-	(80)	(28)	-	-	(108
Total Financial Liabilities		-	(80)	(28)	-	(10,143)	(10,251)
Weighted Average Interest Rate			7.37%	7.37%			
Net Financial Assets/(Liabilities)		36,948	(80)	(28)	-	13,003	49,843

1. The finance lease includes the interest component.

2011			Fixed	Interest Maturin	g In:		
Financial Instruments	Note No.	Floating Interest Rate \$'000	1 Year or Less \$'000	Over 1 Year to 5 Years \$'000	Over 5 Years \$'000	Non-Interest Bearing \$'000	Total \$'000
Financial Assets							
Cash and Cash	21						
Equivalents		34,810	-	-	_	10,192	45,002
Investments	24		-	-	-	2,033	2,033
Receivables	22	-	-	-	-	7,125	7,125
Total Financial Assets		34,810	ja.		-	19,350	54,160
Weighted Average Interest Rate		4.60%					· · · · · · · · · · · · · · · · · · ·
Financial Liabilities							
Payables	27	-	-	-	-	(5,463)	(5,463
Finance Leases ¹	28	-	(161)	(108)	-	-	(269
Total Financial Liabilities	•		(161)	(108)	-	(5,463)	(5,732)
Weighted Average Interest Rate			7.81%	7.81%			
Net Financial Assets/(Liabilities)		34,810	(161)	(108)	-	13,887	48,428

^{1.} The finance lease includes the interest component.

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EDUCATION AND TRAINING DIRECTORATE NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2012

	2012	2011
36. Financial Instruments - Continued	\$'000	\$'000
Carrying Amount of Each Category of Financial Asset and Financial Lia	bility	
Financial Assets		
Loans and Receivables	4,609	7,125
Financial Assets at Fair Value through Profit and Loss	2,091	2,033
Financial Liabilities	**	
Financial Liabilities Measured at Amortised Cost	10,246	5,715

The Directorate does not have any financial assets in the 'Available for Sale' category or the 'Held to Maturity' category and as such these categories are not included above. Also, 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 Directorate does not hold any loans, however, this classification is required by Australian Accounting Standards Board standard 7.

37. Interest in Joint Venture

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 through a formal agreement 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% for the ACT Government and 47% for the Catholic Education Office. The joint venture is accounted for using the equity method.

,	2012 \$'000	2011 \$'000
Share of the Joint Venture Profits		
Revenue	72	67
Expenses	(148)	(138)
Operating (Deficit)	(76)	(71)
Share of the Joint Venture Assets and Liabilities		
Current Assets	61	56
Non-Current Assets	3,062	3,142
Total Assets	3,123	3,198
Current Liabilities	7	5
Non-Current Liabilities	-	• .
Total Liabilities	7	5
Net Assets	3,116	3,193
Share of the Joint Venture Cash	52	50

		2012 \$'000	2011 \$'000
38.	Cash Flow Reconciliation		
(a)	Reconciliation of Net Cash Inflows from Operating Activities to t Operating (Deficit)	he	
Opera	ating (Deficit)	(74,172)	(46,947)
Non-0	Cash Flows in the Operating (Deficit)		
Depre	eciation	55,766	46,764
Increa	ase in Employee Benefits	22,064	5,649
Asset	s Written-Off	20	. 245
Increa	ase / (Decrease) in Revenue Received in Advance	66	(213)
Increa	ase / (Decrease) in Creditors	180	(488)
Decre	ase / (Increase) in Receivables	2,516	(15)
Decre	ase / (Increase) in Prepaid Expenditure	1,005	(955)
(Gain)	from Sale of Assets	(1)	(3)
Trans	fer of Assets Outside of Administrative Restructures	2,171	12,641
Unrea	alised Gain on Investments	(58)	(1)
Net C	ash Inflows from Operating Activities	9,557	16,677
(b)	Non-Cash Financing Activities		
	pirectorate has entered into finance lease arrangements for plant and ment.		
Plant	and Equipment	-	127
Total	- -		127

38.	Cash Flow Reconciliation - Continued	2012 \$'000	2011 \$'000
(c)	Reconciliation of Cash and Cash Equivalents		
	at the End of the Reporting Period as shown in the Cash Florent is reconciled to the items in the Balance Sheet as follows:	ow .	
Cash F	low Statement	<u> </u>	
Cash at	t End of the Reporting Period	53,394	45,002
Balanc	e Sheet		
Cash ai	nd Cash Equivalents	53.394	45.002

Disaggregated Disclosure of Assets and Liabilities 39.

Year Ended					
30 June 2012					
	Output	Output	Output	Unallocated	Tota
	Class 1	Class 2	Class 3		
	\$'000	\$000	\$'000	\$'000	\$'000
Current Assets					
Cash and Cash					
Equivalents ¹	28,578	-	-	24,816	53,394
Investments	·		-	259	259
Receivables	4,609	-	-	-	4,60
Other	720	-	1,928		2,648
Total Current Assets	33,907	-	1,928	25,075	60,910
•					
Non-Current Assets					
Investments	1,332	-		500	1,83
Property Plant and					
Equipment	1,878,336			· -	1,878,33
Capital Works in Progress	38,543			-	38,54
	•				
Total Non-Current Assets	1,918,211		-	500	1,918,71
Total Assets	1,952,118	-	1,928	25,575	1,979,62
Current Liabilities					
Payables	9,442	5	696	-	10,14
Finance Leases	76	-	-	-	7
Employee Benefits	110,146	-	1,113	-	111,25
Other	3,853	-	-	-	3,85
_					
Total Current Liabilities	123,517	5	1,809		125,33
Non Current Liabilities					
Finance Leases	27	-	-	-	2
Employee Benefits	10,476	-	106	-	10,582
Make Good Provision	57	-	-	-	. 5
Total Non-Current	-				
Liabilities	10,560	_	106		10,666
LIADIIILIES	10,300	-	100	-	10,000
Total Liabilities	134,077	5	1,915	-	135,99

1. Unallocated Cash and Cash Equivalents

Cash and cash equivalents have been included in the 'Unallocated' column above as this class cannot be reliably attributed to the Directorate's output classes. As the amount in cash and cash equivalents held by the Directorate is comprised of a number of disparate components, no single allocation driver can be used to reliably attribute this asset class. The components include working capital, cash for un-presented cheques, and for specific purpose payments.

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EDUCATION AND TRAINING DIRECTORATE NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2012

39. Disaggregated Disclosure of Assets and Liabilities - Continued

Year Ended					
30 June 2011					
	Output	Output	Output	Unallocated	Total
*	Class 1	Class 2	Class 3		
	\$'000	\$000	\$'000	\$'000	\$'000
Current Assets					
Cash and Cash					
Equivalents ¹	26,486	-	-	18,516	45,002
Investments	-	-	-	259	259
Receivables	7,054	- '	71	-	7,125
Other	892	-	2,761	-	3,653
Total Current Assets	34,432	_	2,832	18,775	56,039
Non-Current Assets					
Investments	1,252	-	-	522	1,774
Property Plant and					
Equipment	1,854,892	-	-	-	1,854,892
Capital Works in Progress	26,751	-	-	-	26,751
Total Non-Current Assets	1,882,895	-	•	522	1,883,417
Total Assets	1,917,327	•	2,832	19,297	1,939,456
Current Liabilities					
Payables	5,182	22	259	_	5,463
Finance Leases	149	-	-	_	149
Employee Benefits	90,384	-	913	_	91,297
Other	3,787	-	-	-	3,787
Total Current Liabilities	99,502	22	1,172	-	100,696
Non Current Liabilities					
Finance Leases	103	-	-	-	103
Employee Benefits	8,395	-	85	-	8,480
Make Good Provision	57	-	-	-	57
Total Non-Current					
Liabilities	8,555	-	85	. •	8,640
Total Liabilities	108,057	22	1,257	-	109,336
Net Assets	1,809,270	(22)	1,575	19,297	1,830,120

1. Unallocated Cash and Cash Equivalents

Cash and cash equivalents have been included in the 'Unallocated' column above as this class cannot be reliably attributed to the Directorate's output classes. As the amount in cash and cash equivalents held by the Directorate is comprised of a number of disparate components, no single allocation driver can be used to reliably attribute this asset class. The components include working capital, cash for un-presented cheques, specific purpose and salary packaging.

EDUCATION AND TRAINING DIRECTORATE STATEMENT OF INCOME AND EXPENSES ON BEHALF OF THE TERRITORY FOR THE YEAR ENDED 30 JUNE 2012

INCOME	Note No.	Actual 2012 \$'000	Original Budget 2012 \$'000	Actual 2011 \$'000
Revenue				
Payment for Expenses on Behalf of the Territory	40	195,105	196,633	212,454
Fees	41	-	203	246
Interest	42	1	-	-
Total Revenue	_	195,106	196,836	212,700
EXPENSES				
Grants and Purchased Services	43	195,105	196,633	212,454
Transfer to Government	44	1	203	246
Total Expenses	_	195,106	196,836	212,700
Operating Result	_	-	· -	
Other Comprehensive Income			-	-
Total Comprehensive Income	_		-	· · · · · · · · · · · · · · · · · · ·

The above Statement of Income and Expenses on Behalf of the Territory should be read in conjunction with the accompanying notes.

EDUCATION AND TRAINING DIRECTORATE STATEMENT OF ASSETS AND LIABILITIES ON BEHALF OF THE TERRITORY AS AT 30 JUNE 2012

	Note No.	Actual 2012 \$'000	Original Budget 2012 \$'000	Actual 2011 \$'000
CURRENT ASSETS				
Cash and Cash Equivalents	45	50	241	558
Receivables	46	23	22	99
Total Current Assets		73	263	657
TOTAL ASSETS	_	73	263	657
CURRENT LIABILITIES				
Payables	47	73	263	657
Total Current Liabilities		73	263	657
TOTAL LIABILITIES	_	73	263	657
NET ASSETS		-	-	-
EQUITY				
Accumulated Funds		-		.=
TOTAL EQUITY	-	-		

The above Statement of Assets and Liabilities on Behalf of the Territory should be read in conjunction with the accompanying notes.

Net Assets and Total Equity has remained at nil, therefore a Statement of changes in Equity on behalf of the Territory has not been performed.

EDUCATION AND TRAINING DIRECTORATE CASH FLOW STATEMENT ON BEHALF OF THE TERRITORY FOR THE YEAR ENDED 30 JUNE 2012

Receipts Cash from Government for Expenses on Behalf of the Territory 209,184 211,340 2 Fees 8 203	29,514 237 -
Cash from Government for Expenses on Behalf of the Territory 209,184 211,340 2	237
	237
rees 8 203	-
	4 60 5
- · · · · · · · · · · · · · · · · · · ·	
Goods and Services Tax Received 4,787 4,923	4,684
Payments	
·	29,170
Transfer of Territory Receipts to Government 10 203	237
Goods and Services Tax Paid 4,760 4,923	4,711
Net Cash (Outflows) / Inflows from Operating Activities 49 (508) -	317
CASH FLOWS FROM INVESTING ACTIVITIES	. =
CASH FLOWS FROM FINANCING ACTIVITIES	-
Net (Decrease) / Increase in Cash Held (508) -	317
Cash and Cash Equivalents at the Beginning of the Reporting Period 558 241	241
Cash and Cash Equivalents at the End of the Reporting Period 49 50 241	558

The above Cash Flow Statement on Behalf of the Territory should be read in conjunction with the accompanying notes.

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EDUCATION AND TRAINING DIRECTORATE TERRITORIAL STATEMENT OF APPROPRIATION FOR THE YEAR ENDED 30 JUNE 2012

	Notes	Original Budget 2012 \$'000	Total Appropriated 2012 \$'000	Appropriation Drawn 2012 \$'000	Appropriation Drawn 2011 \$'000
Expenses on Behalf of the Territory	1	211,340	215,444	209,184	229,514
Total Territorial Appropriation		211,340	215,444	209,184	229,514

Notes:

The difference between the original budget and the total amount appropriated relates to increased Commonwealth grants (\$3.170m) and the
rollover of funds for the Interest Subsidy Scheme (\$0.934m). The increased Commonwealth grants relate to National Partnership Programs for
Support for Students with a Disability, Empowering Local Schools, Reward for Great Teachers and general recurrent grants.

The difference between the total appropriated and appropriation drawn mainly relates to Commonwealth grant savings (\$2.692m) primarily associated with the Trade Training Centres National Partnership and the rollover of funds for the Interest Subsidy Scheme and Reward for Great Teachers into 2012-13 (\$2.568m). In addition, there has been lower than anticipated drawdown due to the use of opening cash (\$0.631m) and lower than budgeted payments primarily relating to the Bursary Scheme.

	Notes
Income Notes	
Payment for Expenses on Behalf of the Territory	40
Fees	41
Interest	42
Expense Notes	
Grants and Purchased Services	43
Transfer to Government	44
Asset Notes	
Cash	45
Receivables	46
Liability Notes	,
Payables	47
Other Notes	
Financial Instruments	48
Cash Flow Reconciliation	49

	2012 \$'000	2011 \$'000
INCOME	, , ,	
40. Payment for Expenses on Behalf of the Territory		
Under the <i>Financial Management Act 1996</i> , funds can be appropriated for expenses incurred on behalf of the Territory. The Directorate receives this appropriation to fund a number of expenses incurred on behalf of the Territory, the main one being the payment of grants to non-government schools. Refer to Note 43 – Grants and Purchased Services for the details of the expenses.	•	
Amounts Received to Meet Expenses Incurred on Behalf of the Territory ¹	195,105	212,454
Total	195,105	212,454
 The decrease from 2010-11 primarily relates to the finalisation of the Building the Education Revolution Program, partially offset by increased Commonwealth recurrent grants. 		
41. Fees		
Fees for Regulatory Services – Training ¹	-	246
- Total		246
-		
1. Fees for the accreditation of the Registered Training Organisations are no longer collected by the Education and Training Directorate on behalf of the Territory. This function is now administered by the Australian Skills Quality Authority (ASQA), a statutory authority funded by the Commonwealth.		
1. Fees for the accreditation of the Registered Training Organisations are no longer collected by the Education and Training Directorate on behalf of the Territory. This function is now administered by the Australian Skills Quality Authority (ASQA), a statutory authority funded by the Commonwealth.		
Fees for the accreditation of the Registered Training Organisations are no longer collected by the Education and Training Directorate on behalf of the Territory. This function is now administered by the Australian Skills Quality Authority (ASQA), a statutory authority funded by the Commonwealth. Interest	1 .	
1. Fees for the accreditation of the Registered Training Organisations are no longer collected by the Education and Training Directorate on behalf of the Territory. This function is now administered by the Australian Skills Quality Authority (ASQA), a statutory authority funded by the Commonwealth. 42. Interest	1	
Fees for the accreditation of the Registered Training Organisations are no longer collected by the Education and Training Directorate on behalf of the Territory. This function is now administered by the Australian Skills Quality Authority (ASQA), a statutory authority funded by the Commonwealth. 12. Interest Interest		-
1. Fees for the accreditation of the Registered Training Organisations are no longer collected by the Education and Training Directorate on behalf of the Territory. This function is now administered by the Australian Skilis Quality Authority (ASQA), a statutory authority funded by the Commonwealth. 42. Interest Interest Total 1. This relates to Interest received from the Australian Taxation Office for the late reimbursement of Input tax credits.		-
This relates to interest received from the Australian Taxation Office for the late reimbursement of input tax credits.		- - -
1. Fees for the accreditation of the Registered Training Organisations are no longer collected by the Education and Training Directorate on behalf of the Territory. This function is now administered by the Australian Skills Quality Authority (ASQA), a statutory authority funded by the Commonwealth. 42. Interest Interest Total 1. This relates to Interest received from the Australian Taxation Office for the late reimbursement of input tax credits. EXPENSES 43. Grants and Purchased Services		
1. Fees for the accreditation of the Registered Training Organisations are no longer collected by the Education and Training Directorate on behalf of the Territory. This function is now administered by the Australian Skills Quality Authority (ASQA), a statutory authority funded by the Commonwealth. 42. Interest Interest Total 1. This relates to interest received from the Australian Taxation Office for the late reimbursement of input tax credits. EXPENSES 43. Grants and Purchased Services Payments for grants and subsidies were made as follows:		212,009
L. Fees for the accreditation of the Registered Training Organisations are no longer collected by the Education and Training Directorate on behalf of the Territory. This function is now administered by the Australian Skills Quality Authority (ASQA), a statutory authority funded by the Commonwealth. 12. Interest Total 1. This relates to interest received from the Australian Taxation Office for the late reimbursement of input tax credits. EXPENSES 13. Grants and Purchased Services Payments for grants and subsidies were made as follows: Grants – Non-Government Schools ¹ Junior Bursary Scheme	194,701 338	356
1. Fees for the accreditation of the Registered Training Organisations are no longer collected by the Education and Training Directorate on behalf of the Territory. This function is now administered by the Australian Skills Quality Authority (ASQA), a statutory authority funded by the Commonwealth. 42. Interest Interest Total 1. This relates to Interest received from the Australian Taxation Office for the late reimbursement of Input tax credits.	194,701	•

^{1.} The decrease from 2010-11 primarily relates to the finalisation of the Building the Education Revolution program, partially offset by increased Commonwealth recurrent grants.

	2012 \$'000	2011 \$'000
44. Transfer to Government		
Transfers to government primarily relates to the Territory - refer Note 41 - Fees .	fees that are collected on behalf of	
Transfer to Government ¹	1	246
Total	1	246
The decrease from 2010-11 relates to a reduction of registered training organisations (Refer Note 41)		
ASSETS		
45. Cash and Cash Equivalents		
Cash at bank	50	558
Total	50	558
46. Receivables ¹		
Current		
GST Receivable from the Australian Taxation Other Receivables	Office 19 4	46 53
Total	23	99

1. All receivables are with Non-ACT Government entities.

Ageing of Receivables

	Not Overdue		Past Due		Total
		Less than		Greater than	
		30 Days	30 to 60 Days	60 Days	
	\$'000	\$'000	\$'000	\$'000	\$'000
2012					
Not impaired1					
Receivables	19		-	4	23
Impaired					
Receivables	• -	-	-		-
•				L.	
2011					
Not impaired1					
Receivables	99		-	-	99
Impaired					
Receivables	-	-	-	-	

^{1. &#}x27;Not Impaired' refers to Net Receivables (that is Gross Receivables less Impaired Receivables)

	2012 \$'000	2011 \$'000
LIABILITIES		
47. Payables		
Current		
All payables at 30 June 2012 were current and not overdue.		
Current amount owed to the Territory Banking Account	73	657
Total	73	657

48. Financial Instruments

Terms, Conditions and Accounting Policies

Details of the significant policies and methods adopted, including the criteria for recognition, the basis of measurement, with respect to each class of financial asset and financial liability are disclosed in Note 2 - Summary of Significant Accounting Policies.

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 financial assets held by the Directorate on behalf of the Territory consist of cash and cash equivalents and receivables and its financial liabilities are comprised of payables. As cash, receivables and payables are held in non-interest bearing arrangements, the Directorate on behalf of the Territory is not exposed to movements in interest rates in respect of these financial assets and liabilities, as shown in the table 'Fair Value of Financial Assets and Liabilities'.

As all financial assets and liabilities are held in non-interest bearing arrangements, a sensitivity analysis of interest rate risk is not required.

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 on behalf of the Territory's maximum exposure to credit risk 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'.

All receivables relate to either Commonwealth, ACT or non-government agencies which have strong credit histories (most receivables consist of Goods and Services Tax (GST) refunds due from the Australian Taxation Office). Credit risk is therefore considered to be low.

48. Financial Instruments - Continued

Liquidity Risk

Liquidity risk is the risk that the Directorate on behalf of the Territory will not be able to meet its financial obligations as they fall due.

Expenses on Behalf of the Territory appropriations are drawn down progressively throughout the year to meet operating requirements. In the event of cash pressure, access to additional funding may be obtained from the ACT Government.

Price risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market price.

The Directorate on behalf of the Territory is not exposed to price risk as its financial assets, consisting of cash and receivables are not affected by movements in market price.

Currency Risk

Currency risk is the risk that the fair value on future cash flows of a financial instrument will fluctuate because of changes to foreign currency rates.

The Directorate on behalf of the Territory is not exposed to currency risk as all of its transactions are made in Australian dollars.

Unrecognised Financial Assets and Financial Liabilities

There were no unrecognised financial assets and liabilities.

Fair Value of Financial Assets and Liabilities

Financial Assets	2012 Carrying Amount \$'000	2012 Fair Value \$'000	2011 Carrying Amount \$'000	2011 Fair Value \$'000
Cash	50	50	558	558
Receivables	. 23	23	99	99
Total Financial Assets	73	73	657	657
Financial Liabilities				
Payables	73	73	657	657
Total Financial Liabilities	73	73	657	657

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EDUCATION AND TRAINING DIRECTORATE NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS ON BEHALF OF THE TERRITORY FOR THE YEAR ENDED 30 JUNE 2012

48. Financial Instruments - Continued

Maturity Analysis and Exposure to Interest Rate

2012	-	Fixed Interest Maturing In:						
Financial Instruments	Note No.	Floating Interest Rate \$'000	1 Year or Less \$'000	Over 1 Year to 5 Years \$'000	Over 5 Years \$'000	Non-Interest Bearing \$'000	Total \$'000	
Financial Assets		•						
Cash	45	-		-	-	50	50	
Receivables	46	·	-		-	23	. 23	
Total Financial Assets	-	-	-	-		73	73	
Weighted Average Interest Rate		-	-			-	-	
Financial Liabilities								
Payables	47	-	-	-	-	(73)	(73)	
Total Financial Liabilities	-	-	_	-		(73)	(73)	
Weighted Average Interest Rate		• -	1 2	-		-		
Net Financial Assets/(Liabilities)	_	-			_	-		

2011	_	Fixed Interest Maturing In:					
Financial Instruments	Note No.	Floating Interest Rate \$'000	1 Year or Less \$'000	Over 1 Year to 5 Years \$'000	Over 5 Years \$'000	Non-interest Bearing \$'000	Total \$'000
Financial Assets							
Cash	45	-		_	-	558	558
Receivables	46		-	·	-	99	99
Total Financial Assets	-		-	-	-	657	657
Weighted Average Interest Rate							
Financial Liabilities							
Payables	47	-	-	-	-	(657)	(657)
Total Financial Liabilities	-		-	-	-	(657)	(657)
Weighted Average Interest Rate		-	-	-			-
Net Financial Assets/(Liabilities)	_	-	-		-		-

48. Financial Instruments - Continued

Fair Value Hierarchy

All financial assets and liabilities are measured, subsequent to initial recognition at amortised cost and as such no fair value hierarchy disclosures have been made.

49. Cash Flow Reconciliation	2012 \$'000	2011 \$'000
(a) Reconciliation of Net Cash (Outflows)/Inflows from Operating Activities with the Operating Result	3	
Operating Result	-	. · -
Non-Cash Changes in Assets and Liabilities		
Decrease / (Increase) in Receivables	76	(78)
(Decrease) / Increase in Payables	(584)	395
Net Cash (Outflows)/Inflows from Operating Activities	(508)	317
(b) Reconciliation of Cash and Cash Equivalents		
Cash at the end of the reporting period as shown in the Cash Flow Statement is reconciled to the items in the Statement of Assets and Liabilities as follows:		
Cash Flow Statement on Behalf of the Territory:		
Cash at the End of the Reporting Period	50	558
Statement of Assets and Liabilities on Behalf of the Territory:		
Cash and Cash Equivalents	50	. 558





A12/20

Ms Diane Joseph Director-General Education and Training Directorate Level 6, 220 Northbourne Avenue BRADDON ACT 2612

Dear Ms Joseph Diane

REPORT OF FACTUAL FINDINGS - EDUCATION AND TRAINING DIRECTORATE STATEMENT OF PERFORMANCE FOR THE YEAR ENDED 30 JUNE 2012

The Audit Office has completed the review of the statement of performance of the Education and Training Directorate for the year ended 30 June 2012.

I have attached the statement of performance and unqualified report of factual findings.

I have provided a copy of the statement of performance and report of factual findings to the Minister for Education and Training, Dr Chris Bourke MLA.

Yours sincerely

Dr Maxine Cooper Auditor-General

September 2012

c.c. Ms Sushila Sharma, Director, Finance and Corporate Support

Ms Jenny Morison, Chair, Audit Committee

Mr Dougal Wilson, Manager, Risk Management and Audit

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REPORT OF FACTUAL FINDINGS

EDUCATION AND TRAINING DIRECTORATE

To the Members of the ACT Legislative Assembly

Report on the statement of performance

The statement of performance of the Education and Training Directorate (the Directorate) has been reviewed.

Responsibility for the statement of performance

The Director-General of the Directorate is responsible for the preparation and fair presentation of the statement of performance in accordance with the *Financial Management Act 1996*. This includes responsibility for maintaining adequate records and internal controls that are designed to prevent and detect fraud and error, and for the systems and procedures used to measure the results reported in the statement of performance.

The auditor's responsibility

Under the Financial Management Act 1996 and Financial Management (Statement of Performance Scrutiny) Guidelines 2011, I am responsible for providing a report of factual findings on the statement of performance.

This review was conducted in accordance with Australian Auditing Standards applicable to review engagements, to provide assurance that the results of the accountability indicators reported in the statement of performance have been fairly presented in accordance with the Financial Management Act 1996.

A review is primarily limited to making inquiries with representatives of the Directorate, performing analytical and other review procedures and examining other available evidence. These review procedures do not provide all of the evidence that would be required in an audit, therefore, the level of assurance provided is less than that given in an audit. An audit has not been performed and no audit opinion is being expressed on the statement of performance.

The review did not include an assessment of the relevance or appropriateness of the accountability indicators reported in the statement of performance or the related performance targets.

Level 4, 11 Moore Street, Canberra City, ACT 2601 | PO Box 275, Civic Square, ACT 2608 Telephone: 02 6207 0833 | Facsimile: 02 6207 0826 | Email: actauditorgeneral@act.gov.au

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No opinion is expressed on the accuracy of explanations provided for variations between actual and targeted performance due to the often subjective nature of such explanations.

Electronic presentation of the statement of performance

Those viewing an electronic presentation of this statement of performance should note that the review does not provide assurance on the integrity of information presented electronically, and does not provide an opinion on any other information which may have been hyperlinked to or from this statement. If users of the statement of performance are concerned with the inherent risks arising from the electronic presentation of information, they are advised to refer to the printed copy of the reviewed statement of performance to confirm the accuracy of this electronically presented information.

Independence

Applicable independence requirements of Australian professional ethical pronouncements were followed in conducting the review.

Review opinion

Based on the review procedures, no matters have come to my attention which indicate that the results of the accountability indicators, reported in the statement of performance of the Directorate for the year ended 30 June 2012, are not fairly presented in accordance with the Financial Management Act 1996.

This review opinion should be read in conjunction with the other information disclosed in this report.

Maxine Cooper Auditor-General September 2012

Education and Training Directorate Statement of Performance For the Year Ended 30 June 2012

Statement of Responsibility

In my opinion, the Statement of Performance is in agreement with the Directorate's records, fairly reflects the service performance of the Directorate in providing each class of outputs during the financial year ended 30 June 2012 and also fairly reflects the judgements exercised in preparing each output class.

Diane Joseph Director-General // September 2012

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Output Class 1: Public School Education

Description

Public primary school education is available, on average, for eight years with a preschool age of four years and a kindergarten starting age of five years. A balanced preschool/primary school curriculum covering the early and later childhood education allows students to develop the qualities needed for lifelong learning. Public high school education covers the years 7 to 10. ACT public high schools offer a broad and comprehensive education across all key learning areas. Public secondary college education covers years 11 and 12, offering courses catering for a broad range of student needs and interests.

A range of educational settings are available in the ACT public schools for students with a disability: special needs schools; special classes or units in mainstream schools; and additional support in mainstream classes. The Directorate also provides early intervention programs to children between the ages of two to five years who have a disability or a developmental delay. Early learning and development programs identify and address the physical, emotional, social and educational needs of children from birth to five years.

	2011-12 Target	2011-12 Result	Percentage variance from the target	Explanation of material variance (±10% or higher)
Total Cost (\$'000)				
1.1 Public Primary School Education	263,108	277,082	5.3	
1.2 Public High School Education	152,697	154,262	1.0	
1.3 Public Secondary College Education	99,561	101,010	1.5	
1.4 Disability Education in Public Schools	60,720	63,380	4.4	
Total Output Class 1	576,086	595,734	3.4	
Government Payment for Outp	out (\$'000)			
1.1 Public Primary School Education	218,899	220,658	0.8	
1.2 Public High School Education	127,531	127,330	(0.2)	
1.3 Public Secondary College Education	82,193	82,235	0.1	
1.4 Special Education in Public Schools	53,137	53,436	0.6	
Total Output Class 1	481,760	483,659	0.4	

Output Class 1: Public School Education Accountability Indicators	2011-12 Target	2011-12 Result	Percentage variance from the target	Explanation of material variance (±10% or higher)				
National Assessment Program – Literacy and Numeracy ^a Literacy mean achievement score of:								
a. all year 3 students in reading	421	440	4.5					
b. Indigenous year 3 students in reading	363	370	1.9					
c. all year 5 students in reading	503	513	2.0					
d. Indigenous year 5 students in reading	445	456	2.5					
e. all year 7 students in reading	551	551	0.0					
f. Indigenous year 7 students in reading	504	502	(0.4)					
g. all year 9 students in reading	594	585	(1.5)					
h. Indigenous year 9 students in reading	552	547	(0.9)					
i. all year 3 students in writing	426	417	(2.1)					
j. Indigenous year 3 students in writing	385	360	(6.5)					
k. all year 5 students in writing	487	491	0.8					
I. Indigenous year 5 students in writing	439	444	1.1					
m. all year 7 students in writing	527	519	(1.5)					
n. Indigenous year 7 students in writing	483	448	(7.2)					
o. all year 9 students in writing	561	553	(1.4)					
p. Indigenous year 9 students in writing	516	474	(8.1)					
Numeracy mean achievement score of:								
a. all year 3 students	415	413	(0.5)					
b. Indigenous year 3 students	360	352	(2.2)					
c. all year 5 students	486	500	2.9					
d. Indigenous year 5 students	433	444	2.5					
e. all year 7 students	551	546	(0.9)					
f. Indigenous year 7 students	499	485	(2.8)					
g. all year 9 students	589	584	(0.8)					
h. Indigenous year 9 students	547	528	(3.5)					
Senior secondary education			· /					
Percentage of year 10 students who proceed to public secondary college education	85%	90%	5.9					
b. Percentage of year 12 students who receive a Year 12 Certificate b				Not applicable				
c. Percentage of year 12 students who receive a Tertiary Entrance Statement	50%	51%	2.0					
d. Percentage of year 12 students who receive a nationally recognised vocational qualification	60%	64%	6.7					

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	Output Class 1: Public School Education Accountability Indicators		2011-12 Result	Percentage variance from the target	Explanation of material variance (±10% or higher)
Dis	sability education				
a.	Individual Learning Plans completed for students in special and mainstream schools who access special education services	97%	97%	0.0	
Ea	rly intervention				
a.	Number of eligible children with developmental delays and disabilities who attended an early intervention program	450	369	(18.0)	Note 1
b.	Individual Learning Plans commenced within one month of the student's first attendance at an early intervention program	100%	100%	0.0	
c.	Parent satisfaction with their children's progress in early intervention placement as measured by annual survey	90%	98%	8.9	
d.	Average cost (\$) per child attending an early intervention program	3,956	4,163	5.2	
Av	erage cost (\$) per student per annum in	public:			
a.	Primary schools	13,138	13,270	1.0	
b.	Preschools	6,024	6,102	1.3	
c.	High schools	16,617	16,720	0.6	
d.	Secondary colleges	16,964	17,014	0.3	
e.	Special schools	60,206	55,795	(7.3)	
f.	Mainstream schools' student with a disability	26,467	27,501	3.9	

Notes to accountability indicator description:

- a. The reported results for these indicators are based on the National Assessment Program Literacy and Numeracy conducted in May 2011.
- b. This indicator was removed as an accountability indicator by the Notifiable Instrument NI2010-277 in June 2010. The indicator became a strategic indicator and will not be reported under accountability indicators in the future.

Note to variance explanation:

1. The variance is due to a lower than expected number of enrolments in early intervention programs.

Output Class 2: Non-government Education

Output 2.1: Non-government 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 Governments' grants.

		2011-12 Target	2011-12 Result	Percentage variance from the target	Explanation of material variance (±10% or higher)
То	tal Cost (\$'000)	4,674	1,840	(60.6)	Note 1
Go	overnment Payment for Output (\$'000)	4,523	2,093	(53.7)	Note 1
Ac	countability Indicators				
a.	Non-government school registration reviews completed within the period required under the <i>Education Act 2004</i>	100%	100%	0.0	
b.	Home education registration reviews for provisionally registered children be completed within three months	96%	100%	4.2	
c.	Grants paid within the required period of receiving funds from the Commonwealth Government	100%	100%	0.0	
d.	Satisfaction with the processes of the non-government Education section ^a	87%	86%	(1.1)	

Note to accountability indicator description:

a. The former Non-Government Education section was merged in the Liaison Unit in early 2012. Stakeholders of the section are non-government schools officials, non-government schools associations, registered home educators and ACT Home educators' network presidents. The stakeholders are surveyed for their satisfaction with the following processes: timeliness of responses to queries; quality of advice; and overall services.

Note to variance explanation:

 The variance is primarily due to the receipt of Commonwealth funding for the Improving Teacher Quality and Literacy and Numeracy National Partnerships in June 2012 and therefore was unspent in 2011-12. The unspent appropriation at the end of the 2011-12 financial year has been transferred for expenditure in 2012-13.

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Output Class 3: Vocational Education and Training

Output 3.1: Planning and Coordination of Vocational Education and Training Services

Description

The Directorate is responsible and accountable for the provision of strategic advice and management of vocational education and training (VET) and higher education in the ACT. This includes administering territory and national funds for a variety of programs addressing skills development for entry level and existing workers as well as adult and community education. The VET system in the ACT responds to the demands and requirements of industry and the community. The Directorate gathers advice from industry stakeholders to predict industry trends and identify the future training requirements of the ACT.

		2011-12 Target	2011-12 Result	Percentage variance from the target	Explanation of material variance (±10% or higher)
To	tal Cost (\$'000)	40,463	29,873	(26.2)	Note 1
G	overnment Payment for Output (\$'000)	39,629	30,319	(23.5)	Note 1
A	countability Indicators				
a.	Total number of hours under programs available for competitive purchase	1,800,000	2,010,647	11.7	Note 2
b.	Total reported number of training commencements under available programs ^a	6,800	6,669	(1.9)	
c.	Total number of enrolments of existing workers under additional programs ^b	2,405	2,321	(3.5)	
d.	Percentage of apprentices satisfied with their training under Australian Apprenticeships	80%	86%	7.5	
e.	Percentage of employers satisfied with their employees' training under Australian Apprenticeships ^c	Not applical	ole		
f.	Retention rate of existing workers training towards a qualification under additional programs	85%	94%	10.6	Note 3

Notes to accountability indicator description:

- a. Refers to Australian Apprenticeships under User Choice Programs and the Priorities Support Program.
- b. Refers to the Productively Places Program/National Entitlement to a Quality Training Place.
- c. This indicator was discontinued through Notifiable Instrument NI2010-684 effective from 1 July 2010, as it was based on a national survey which is only conducted once every two years. It will not be reported under accountability indicators in the future.

Notes to variance explanations:

- 1. The variance is primarily due to the transfer of funds to 2012-13 to line up with the delivery of training under the Productivity Places Program National Partnership.
- 2. The variance is due to improvements in the recording of VET activity.
- The variance is due to the high number of existing workers, in training at 30 June 2012, who had recently commenced their training. Withdrawals are lower in the early stages of training resulting in a higher retention rate

Appendix 4: A10 Triple bottom line report

The ACT Government is committed to sustainable government operations. The ACT Government's framework for sustainability is laid out in People, Place, and Prosperity, which uses a triple bottom line approach to sustainability, recognising the interdependence of social, economic and environmental wellbeing.

An essential element of sustainability is transparent reporting. Table A10.1 below compares the Directorate performance in 2011-12 and 2010-11. The table also provides percentage change from 2010-11 to 2011-12.

Table A10.1: Triple bottom line performance in 2010-11 and 2011-12

	Indicator	2010-11	2011-12	Percentage change
nicª	Employee expenses Number of staff employed (head count) Total employee expenditure (\$million)	5,694 392.3	5,854 430.1	2.8 9.6
Economic	Operating statement Total expenditure (\$million) Total own source revenue (\$million) Total net cost of services (\$million)	587.9 39.7 548.2	627.4 37.2 590.2	6.7 (6.3) 7.7
	Economic viability Total assets (\$million) Total liabilities (\$million)	1,939.5 109.3	1,979.6 136.0	2.1 24.4

	Indicator	2010-11	2011-12	Percentage change
	 Transport Total number of fleet vehicles Total transport fuel used (kilolitres) Total direct greenhouse emissions of the fleet (tonnes of CO₂-e) 	24 24 63	19 17 46	(20.8) (29.2) (27.0)
	Total office energy use (megajoules) Office energy use per FTE (megajoules) Office energy use per square metre (megajoules) ^c	7,386,858 21,919 946.06	7,234,710 21,680 1,096.17	(2.1) (1.1) 15.9
Environmental ^b	 Greenhouse emissions Total office greenhouse emissions – direct and indirect (tonnes of CO₂-e) Total office greenhouse emissions per FTE (tonnes of CO₂-e) Total office greenhouse emissions per square metre (tonnes of CO₂-e) 	1,379 4.09 0.18	978 2.93 0.15	(29.1) (28.4) (16.7)
	Water consumption ^d • Total water use (kilolitres) • Office water use per FTE (kilolitres) • Office water use per square metre (kilolitres)		2,961 9 0.45	(59.2) (59.1) (51.6)
	Resource efficiency and waste • Estimate of co-mingled office waste per FTE (litres) ^e • Estimate of total paper recycled (litres) • Estimate of total paper used (by reams) per FTE (litres)	4 224,400 25	109 239,520 24	2,625.0 6.7 (4.0)
Social	Diversity of workforce Women (female FTEs as a percentage of total workforce) People with a disability (percentage of the total workforce) Aboriginal and Torres Strait Islander people (percentage of the total workforce) Staff with English as a second language (percentage of total workforce)	76.2% 1.3% 0.7% 9.3%	75.8% 1.2% 0.7% 9.2%	(0.5) (7.7) 0.0 (1.0)
	Staff health and wellbeing Occupational Health and Safety Incident Reports Accepted claims for compensation Staff receiving influenza vaccinations ^f Workstation assessments requested	533 155 2,215 26	484 123 2,424 25	(9.2) (20.6) 9.4 (4.0)

Source: Finance and Corporate Support, and Human Resources Branches

Notes:

a. The results for the Economic element represent a Directorate total (figures supplied by Finance and Human Resources).

- b. The results for the Environmental element are based on the four central office sites at 220 Northbourne Avenue in Braddon, Hedley Beare Centre for Teaching and Learning in Stirling, former Higgins Primary School and the Fyshwick Annex.
- c. The decrease in area space is not directly relative to reductions in energy usage.
- d. The results for the 'water' element are significantly lower than 2010-11 due to there being no major water/plumbing issues during 2011-12.
- e. The results for the 'estimate of comingled material recycled (based on bins collected)' are significantly higher due to the increase in comingled recycling for 220 Northbourne Avenue in Braddon after this site became an ACT Smart Office accredited recycler in 2012.
- The results for staff receiving influenza vaccinations are based on calendar year as of the close of the scheduled program.

For more information contact: Director **Finance and Corporate Support** (02) 6205 9108

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Appendix 5: C15 Government contracting

All procurement processes in place within the Directorate are required to comply with the procurement legislative framework including the *Government Procurement Act 2001*, *Government Procurement Regulation 2007* and subordinate guidelines and circulars. Confirmation of the procurement selection and management processes is authorised by the appropriate Delegate within the Directorate.

Under whole of government procurement arrangements, Shared Services
Procurement continued to provide advice and support in relation to procurement
and contract management issues and undertook higher value procurement activities
on behalf of the Directorate.

The Directorate continued to be responsible for the management of contracts. Where obligations were not met, including responsibility to comply with employment and industrial relations conditions, the contractor was required to rectify the non-compliance immediately to avoid cancellation of the contract.

Directorate central office expenditure included the acquisition of expert advice regarding curriculum, national assessment testing and other education related matters, human resource issues and capital works activities.

Contract information for schools related mainly to cleaning and grounds maintenance. All contracts were organised through Shared Services Procurement.

External sources of labour and services

Table C15.1: Central office contracts greater than \$25,000 or smaller contracts held by one contractor that totalled more than \$25,000 (GST exclusive) in 2011-12

Contractor	Purpose	Branch/Section	Date contract let	Contract type	Amount (\$)
Australian Council for Educational Research	Provision of the ACT Scaling Test	Board of Senior Secondary Studies	15-Dec-10	Open tender	487,832
GATEWAYS Education	External training provider	Curriculum Support	Multiple dates in September – December 2011	No contract as each provision was under the \$25,000 threshold	26,330
Michael Fullen	Critical Friend for Leadership	Professional Learning	02-Dec-11	Single select ¹	25,000
John K See Consulting	Tracking the transfer and movement of young people under 17 in the ACT	Training and Tertiary Education (TaTE)	06-Feb-12	Quotes ²	31,133

Contractor	Purpose	Branch/Section	Date contract let	Contract type	Amount (\$)
Oakton Services	Business Analysis Service	ТаТЕ	14-Jun-11	Quotes ²	56,122
Shared Services	ICT Professional Services	TaTE	11-May-11	Quotes ²	70,200
Price Waterhouse Cooper	Review of User Choice requirements	TaTE	01-Nov-11	Single select ⁶	25,300
Volunteering ACT	Support for placing students into work experience places	Тате	01-Apr-09	Single select ⁷	284,300
NSW Department of Education and Training	National Assessment Program Literacy and Numeracy Testing for 2012	Planning and Performance Branch (PPB)	01-Jan-11	Service agreement	710,000
Social Research Company	Data collection for survey	PPB	13-Mar-12	Select tender	37,548
University of Western Australia	Early Years Assessment Tool	PPB	01-Jan-11	Open tender	33,970
Oakton Services	2012 February census	Risk Management and Audit	01-Feb-12	Single select ³	51,351
Grant Thornton Australia	To review, evaluate and report on the Students with a Disability Targeted Funding Model	Disability Education	17-Jun-12	Quotation request from three organisations	87,248
Quality Learning Australia	External validation	School Improvement Support	01-May-12	Open tender	58,364
Susan Boucher, trading as The Leadership Practice	External validation	School Improvement Support	01-Nov-09	Open tender ⁴	28,755

Contractor	Purpose	Branch/Section	Date contract let	Contract type	Amount (\$)
The Leadership Practice	External validation	School Improvement Support	01-Nov-09	Open tender	28,755
ACT Property Group	Building rent and operating costs for 220 Northbourne Avenue and Fyshwick Annex	Corporate Support	01-Jun-10	Lease agreement	1,363,226
Universal Express Group	Central office and school mail run	Corporate Support	04-Jul-10	Open tender	106,142
National Cleaning Australia	Cleaning provider for Lyons Education Centre	Corporate Support	14-Dec-04	Open tender	29,441
Phillips Cleaning Services	Cleaning provider for Hedley Beare Centre for Teaching and Learning / Canberra College Weston Campus	Corporate Support	22-Apr-10	Open tender	116,583
Rolfe Property Services	Cleaning provider for Higgins Primary School Annex	Corporate Support	30-Jun-04	Open tender	31,135
SNP Security	Security provider for Northside schools	Corporate Support	16-Feb-10	Open tender	162,598
Wilson Security Services	Security provider for Southside schools	Corporate Support	16-Feb-10	Open tender	124,887
CRIMTRAC	Provide pre- employment criminal history checks	Human Resources	03-Jul-05	Single select ⁵	56,461
Davidson and Trahaire Corpsych	Employee Assistance Program	Human Resources	28-Feb-11	Open tender	139,000

Contractor	Purpose	Branch/Section	Date contract let	Contract type	Amount (\$)
LSI Consulting	To undertake a review of the Learning and Teaching Branch	Learning and Teaching	08-Sep-11	Single select ⁸	96,000
Australian National University	School Identification and Climate Project 2012: Experimental field trial and development of measurement tool	Student Wellbeing and Behaviour Support	22-May-12	Single select ⁹	80,000
Total 10					4,347,680

Source: Finance and Corporate Support Branch

- 1. Provider is able to deliver a particular and unique service in assisting the ACT public education system through a range of long term presentations.
- 2. Proposals were invited from three companies.
- 3. Provider was contracted through Whole of Government Audit Panel.
- 4. Only one application was received as a result of open tender.
- 5. The only company in the ACT that can provide this service.6. Internal audit completed by the Directorate. Recommendation was for an external review to be completed.
- 7. Volunteering ACT is the only organisation that provides this type of program.
- 8. The Directorate used the ACT Treasury panel of consultants.
- 9. World renowned expertise in this research.
- 10. Figures in the table have been rounded to the nearest dollar.

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Table C15.2: Contracts held in individual public schools exceeding \$25,000 or smaller contracts held by one contractor that totalled more than \$25,000 (GST exclusive) in 2011-12

Contractor	School	Date contract let	Amount (\$)
CLEANING CONTRA	ACTS (OPEN TENDER)		
24/7 Facilities	Evatt Primary	01-Sep-11	58,890
Management	Macgregor Primary	Monthly	30,742
Total			89,632
Abdo's Cleaning	Fadden Primary	01-Jun-11	58,150
	Wanniassa Hills Primary	02-Apr-12	28,552
Total			86,702
ACT Commercial	Bonython Primary	01-Sep-11	54,963
Cleaning	Latham Primary	23-Jan-12	32,271
Total			87,234
All Corp	Cranleigh	01-Jun-11	51,417
	Telopea Park ¹	Monthly	64,244
	Telopea Park ²	31-Oct-11	128,488
	Lake Ginninderra College	07-Nov-11	91,369
Total			335,518
Alpha Cleaning	Red Hill Primary	14-Nov-11	56,960
Total			56,960
Celeski Cleaning	Lyons Early Childhood ¹	Monthly	25,979
	Lyons Early Childhood ²	04-Mar-12	11,783
	Isabella Plains Early Childhood ¹	Monthly	5,713
	Isabella Plains Early Childhood ²	01-Sep-11	32,135
Total			75,610
City and Town Cleaning	Charnwood-Dunlop	01-Apr-11	84,615
Total			84,615
Dynuse Cleaning	Arawang Primary	16-Apr-12	12,430
	Campbell Primary 1	01-Sep-11	76,805
	Campbell Primary ²	Monthly	12,298
	Forrest Primary ¹	Monthly	31,336
	Forrest Primary ²	31-Oct-11	74,194
Total			207,063
Faraj Cleaning	Aranda Primary	01-Sep-11	60,674
	UC High School Kaleen	31-May-11	28,552
Total			89,226

Contractor	School	Date contract let	Amount (\$)
Fred's Express	Richardson Primary 1	Monthly	28,854
	Richardson Primary ²	01-Feb-12	20,610
	Gowrie Primary ¹	Monthly	30,253
	Gowrie Primary ²	19-Dec-11	34,703
	The Woden School	01-Jun-11	47,112
	Malkara ¹	Monthly	17,845
	Malkara ²	05-Dec-11	31,408
	Ainslie Primary 1	Monthly	36,896
	Ainslie Primary ²	01-Dec-11	47,655
Total			295,336
GJK Facility Services	Stromlo High	01-Jun-11	159,147
	Gold Creek	30-Jan-12	86,775
	Curtin Primary	30-Apr-12	14,638
	Duffy Primary ¹	Monthly	8,160
	Duffy Primary ²	31-Aug-11	40,800
	Mount Rogers Primary	05-Mar-12	25,763
	Chapman Primary	01-Jun-11	89,615
Total			424,898
Hygiene Plus	Arawang Primary	02-Mar-09	74,615
	Gold Creek	20-Dec-08	128,106
	Melrose High	01-Apr-09	171,316
	Erindale College	01-Jun-09	126,558
	Melba-Copland Secondary	02-Mar-09	147,862
	Kingsford Smith	01-Sep-10	162,756
	Hawker College	01-Jan-09	128,484
	Chapman Primary	01-Jun-11	89,615
	Hughes Primary ¹	Monthly	38,546
	Hughes Primary ²	01-Dec-11	32,340
Total			1,100,198
Lingard and Meech	Jervis Bay ¹	Monthly	3,770
Cleaning	Jervis Bay ²	31-May-12	41,357
Total			45,127
M and V Cleaning	Torrens Primary ¹	Monthly	60,549
Service	Torrens Primary ²	01-Apr-12	12,124
	Garran Primary	01-Jun-11	69,571
Total			142,244

Contractor	School	Date contract let	Amount (\$)
Menzies Cleaning	Black Mountain	01-Jun-11	71,982
Total			71,982
Menzies International	Turner	01-Jun-11	92,194
Total			92,194
Mirrors Cleaning	Ngunnawal Primary	01-Mar-09	98,535
	Farrer Primary ¹	Monthly	17,132
	Farrer Primary ²	31-Oct-11	47,642
	Mawson Primary	01-Aug-10	49,545
	Weetangera Primary	01-Sep-11	57,121
	Macquarie Primary	01-Oct-09	64,514
Total			334,489
National Cleaning	Curtin Primary	Monthly	56,067
	Kaleen Primary	Monthly	13,729
	Weetangera Primary	Monthly	12,384
	Monash Primary	30-Jun-10	15,816
	Canberra College ¹	Monthly	23,566
	Canberra College ²	01-Sep-11	117,830
Total			239,392
Phillips Cleaning	Gunghalin College	25-Aug-11	149,374
	Calwell High ¹	Monthly	62,129
	Calwell High ²	19-Dec-11	68,312
	Lyneham High	19-Dec-11	186,558
	Harrison ¹	Monthly	49,267
	Harrison ²	31-May-11	81,945
	Alfred Deakin High	19-Dec-11	157,248
	Lake Tuggeranong College 1	Monthly	51,935
	Lake Tuggeranong College ²	14-Nov-11	105,868
Total			912,636

Contractor	School	Date contract let	Amount (\$)
Rose Cleaning	Caroline Chisolm	01-Jun-11	174,508
	Namadgi ¹	Monthly	76,219
	Namadgi ²	05-Dec-11	110,327
	Dickson College 1	Monthly	44,970
	Dickson College ²	19-Sep-11	164,891
	Monash Primary	29-Aug-11	77,092
	Charles Conder Primary 1	Monthly	49,966
	Charles Conder Primary ²	01-Feb-12	37,480
	Gordon Primary	01-Jun-11	84,802
	Taylor Primary	Monthly	12,846
	Narrabundah College	01-Nov-11	169,780
Total			1,002,881
S and M Cleaning	Macgregor Primary	01-Jan-12	33,000
	Maribyrnong Primary	25-Aug-11	49,967
	Scullin Preschool	Monthly	8,578
	Southern Cross Early Childhood	01-Oct-09	42,829
Total			134,374
S and M Riteway	Palmerston District Primary ¹	Monthly	49,967
Cleaning	Palmerston District Primary ²	19-Dec-11	48,080
	Lyneham Primary ¹	Monthly	13,564
	Lyneham Primary ²	01-Sep-11	72,734
Total			184,345
Salloum Cleaning	Latham Primary	Monthly	41,105
	Taylor Primary	01-Feb-07	32,473
	Yarralumla Primary ¹	Monthly	10,727
	Yarralumla Primary ²	01-Sep-11	62,459
	Florey Primary ¹	Monthly	43,648
	Florey Primary ²	23-Jan-12	31,226
Total			221,638
Stefan Sparks	Torrens Preschools ¹	Monthly	17,482
Cleaning	Torrens Preschools ²	05-Mar-12	2,376
	Taylor Primary	Monthly	13,917
Total			33,775
Storm International	Theodore Primary	01-Jun-11	60,233
Cleaning	Calwell Primary	01-Jun-11	45,627
Total			105,860

Contractor	School	Date contract let	Amount (\$)
Universal Cleaning	Kaleen Primary	25-Aug-11	66,909
Total			66,909
VIP Cleaners	Fraser Primary ¹	Monthly	17,590
	Fraser Primary ²	17-Oct-11	42,370
Total			59,960
VNT Cleaning	Bonython Primary	Monthly	9,759
Services	Namadgi	Monthly	5,724
	Hawker Primary ¹	Monthly	20,885
	Hawker Primary ²	14-Nov-11	34,807
	North Ainslie Primary ¹	Monthly	39,699
	North Ainslie Primary ²	19-Dec-11	85,365
	Miles Franklin Primary 1	Monthly	27,495
	Miles Franklin Primary ²	05-Dec-11	34,993
	Giralang Primary	30-Sep-09	46,262
	Canberra High	31-Aug-09	158,535
	Majura Primary	01-Feb-10	88,992
	O'Connor Cooperative	Monthly	19,385
	Narrabundah Early Childhood ¹	Monthly	25,761
	Narrabundah Early Childhood ²	21-Jun-09	1,350
	Amaroo	10-Dec-09	201,972
	Campbell High School	01-Jul-09	125,940
	Belconnen High School ¹	Monthly	59,984
	Belconnen High School ²	14-Nov-11	119,968
	Wanniassa	14-Feb-09	169,116
	Lanyon High ¹	Monthly	51,770
	Lanyon High ²	05-Dec-11	72,478
	Mount Rogers Primary	Monthly	37,703
	Gilmore Primary	01-Sep-11	43,020
	Red Hill Primary	Monthly	36,472
Total			1,517,435
Total Cleaning			8,098,233
HVAC (STANDING OF	FER)		
Dalkia Technical Services	Erindale College	01-Jul-11	46,814
Total HVAC			46,814

Contractor	School	Date contract let	Amount (\$)		
GROUNDS MAINTEN	GROUNDS MAINTENANCE (STANDING OFFER)				
Burgess Grounds Horticultural	Narrabundah College ³	01-Jan-10	13,899		
Total Grounds Maintenance			13,899		
HYGIENE SERVICES (C	OPEN TENDER)	·			
ISS Hygiene Services	Black Mountain	01-Jul-10	13,254		
	Cranleigh	23-Jun-10	7,752		
	Melrose High	01-Jan-12	2,499		
	Weetangara Primary	01-Jul-11	359		
	Amaroo	Monthly	6,906		
	Evatt Primary	Monthly	1,029		
	Malkara	Monthly	9,710		
	Giralang Primary	01-Jan-12	423		
	Macgregor Primary	Monthly	1,584		
	Waniassa Hills Primary	13-Mar-12	1,016		
	Lake Tuggeranong College	01-Jul-11	2,243		
	Melba Copland Secondary 1	Monthly	5,788		
	Melba Copland Secondary 1	23-Mar-12	2,006		
Total Hygiene Services			54,569		
HYDRO POOL CONTRACTS (OPEN TENDER)					
In the Swim	Black Mountain	09-Oct-07	21,201		
	Cranleigh	22-Oct-07	20,412		
	Malkara	01-Jul-11	15,511		
	Turner	22-Oct-07	17,948		
Total Hydro Pool			75,072		

Source: Finance and Corporate Support Branch

Notes:

- 1. Contract operating on a monthly basis.
- 2. New contract commencement date with same contractor.
- 3. This is the only contract awarded by the Directorate under \$25,000.

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Table C15.3: Smaller works by suppliers in public schools exceeding \$25,000 in total (GST exclusive) in 2011-12

Contractor	School	Purpose	Amount (\$)
A and K Electrics	Lyneham High	Electrical Services	31,945
	Alfred Deakin High		42,338
	Wanniassa		23,330
School Electrical Services	Canberra High		51,158
	Belconnen High		23,540
Everloch Electrical	Narrabundah College		32,205
A-Line Electrical	Aranda Primary		21,274
Total Electrical Services			225,790
Summers Glass	Stromlo High	Glass	19,267
	Belconnen High		23,497
Total Glass			42,764
Matthew Meyboom	Lyneham High	Grounds Maintenance	26,336
PJ Nott	Amaroo		39,405
Programmed Maintenance	Melrose High		34,440
Turf Management	Alfred Deakin High		26,270
	Canberra High		22,836
Dan and Dan Landscaping	Hawker Primary		20,000
Essential Landscapes	Southern Cross Early Childhood		36,188
Total Grounds Maintenance			205,475
First Class Painting	Mawson Primary	Painting Services	21,474
Fit Out Factory	Melrose High		39,402
Total Painting Services			60,876
Chesters Plumbing	Fraser Primary	Plumbing Services	29,410
Help Plumbing	Lyneham High		18,789
	Narrabundah College		24,112
	Canberra College		39,346
Total Plumbing			111,657
Sita	Lake Tuggeranong College	Waste Disposal	20,436
	Amaroo		20,788
Total Waste Disposal			41,224

Contractor	School	Purpose	Amount (\$)
Cityscape Interiors	Calwell Primary	Building Works	20,120
PG Callahan	Canberra High	Carpentry Services	39,028
Aris	Narrabundah College	Building Works	20,709
Q Commercial Carpets	Canberra High	Carpeting	49,783
Rock Technology	Melrose High	Climbing Wall	48,532
SG Fleet	Dickson College	Fleet Services	22,656
Forpark Australia	Torrens Primary	Playground Installation	41,730
Total Other			242,557
Frederick J Watt	Weetangara Primary	IT (Contracting)	20,000
Mary Farrell-Jones	Namadgi	Glasser PD (Contracting)	13,990
	Gordon Primary		6,673
Total Contractors			40,663
Grand Total			971,006

Source: Finance and Corporate Support Branch

For more information contact: Director **Finance and Corporate Support** (02) 6205 9108

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A NOILU

Appendix 9: Abbreviations and acronyms

ABS Australian Bureau of Statistics

ACARA Australian Curriculum, Assessment and Reporting Authority

AC Companion of the Order of Australia
ACE Adult and Community Education
ACT Australian Capital Territory
ACT ESA ACT Emergency Services Agency

ACT RFS ACT Rural Fire Service

ACTPS Australian Capital Territory Public Service
AEDI Australian Early Development Index

AEU Australian Education Union

AITSL Australian Institute of Teaching and School Leadership

ANU Australian National University **ANZAC** Australian New Zealand Army Corps **AQTF** Australian Quality Training Framework ARC Accreditation and Registration Council **ASBA** Australian School-based Apprenticeship AS/NZS Australian Standard/New Zealand Standard ASO4 Administrative Service Officer Class 4 **ASQA** Australian Skills Quality Authority

AST ACT Scaling Test

ATAR Australian Tertiary Admissions Rank

ATSIEOs Aboriginal and Torres Strait Islander Education Officers

AuSSI Australian Sustainable Schools Initiative

AWA Australian Workplace Agreement

AWD Athletes with a Disability

BER Building the Education Revolution

BSO Building Service Officer

BSSS Board of Senior Secondary Studies

CCCares Canberra College Cares

CIT Canberra Institute of Technology

CO₂ Carbon dioxide

COAG Council of Australian Governments
CSD Community Services Directorate

CVO Commander of the Royal Victorian Order

DEECD Department for Education and Early Childhood Development

DERG Disability Education Reference Group

DWG Design Working Group
DUG Design User Group
eACT empowering ACT schools

EALD English as an Additional Language or Dialect

ESDD Environment and Sustainable Development Directorate

FACE Fellow of the Australian College of Educators

FACEL Fellow of the Australian Council of Educational Leaders

FAPS French Australian Preschool
FMA Financial Management Act
FOI Freedom of information
FTE Full-time equivalent

GPO Government Payments for Outputs
GSEC Government Schools Education Council

HEC Higher Education Committee

HMSMP Hazardous Materials Survey Management Plans ICT Information and communication technology

IECs Introductory English Centres

IELTS International English Language Testing System

LCC Learning Capital Council

MLA Member of the Legislative Assembly

NAPLAN National Assessment Program - Literacy and Numeracy

NGSEC Non-government Schools Education Council

NSSP National Solar Schools Program

NP National Partnership NSW New South Wales

PPB Planning and Performance Branch
PPLF Principal Professional Learning Fund

PID Public Interest Disclosure
PPP Productivity Places Program
PSP Priorities Support Program
RAP Reconciliation Action Plan
RCCC Rotary Club of Canberra City
RED Respect, Equity and Diversity

REDCOs Respect, Equity and Diversity Contact Officers

RTO Registered training organisation

SA4 School Assistant 4

SEA Special Employment Arrangement SEW Survey of Education and Work

SMART Science, Mathematics and Related Technologies

SSAS School Support and Administration Staff

TaTE Training and Tertiary Education

TEQSA Tertiary Education Quality and Standards Agency

TES Tertiary Entrance Statement

TESOL Teachers of English to Speakers of Other Languages

TPLF Teacher Professional Learning Fund

TQI Teacher Quality Institute UC University of Canberra

VET Vocational education and training

VLA Virtual Learning Academy

WESP Work Experience and Support Program

YAT NP Youth Attainment and Transitions National Partnership

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