

# ANNEX REPORTS

---

**G1 Board of Senior Secondary Studies**

**G2 Government Schools Education Council**

**G3 Non-Government Schools Education Council**

**G4 Teacher Quality Institute**



## ANNEX REPORT

---

# BOARD OF SENIOR SECONDARY STUDIES



AUSTRALIAN CAPITAL TERRITORY  
BOARD OF SENIOR SECONDARY STUDIES



Ms Joy Burch 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 2014.

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 2013 to 30 June 2014 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

Rosemary Follett AO  
Chair

# Board of Senior Secondary Studies

## Annual Report 2013-2014

### SECTION B: PERFORMANCE REPORTING

#### B.1 Organisational Overview

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

The key functions of the Board are to:

- provide students with 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 24 ACT colleges and six schools located in Papua New Guinea, Indonesia and Fiji. These are listed in Appendix C. Kimbe International School, West New Britain, PNG commenced delivery of Board accredited year 11-12 courses in February 2014. In June 2014 Our Lady of the Sacred Heart International School, New Ireland, PNG received Board approval to commence delivery of Board accredited year 11-12 courses from February 2015.

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 2013 the Board developed a new strategic plan to guide its activities for the period 2014-2016. The key focus areas for the Board are:

- an informed and effective response to international, national and local initiatives; and
- a high quality, high equity curriculum, assessment and certification system that caters for all students.

During 2013-2014, the Board continued to provide advice to the Australian Curriculum, Assessment and Reporting Authority (ACARA) on the senior years' Australian Curriculum and to discuss with ACARA implementation of the curriculum in the ACT. The Board commenced a trial implementation of ACT year 11-12 courses embedding the Australian Curriculum from the beginning of 2014. Seventeen colleges have volunteered to be involved in this trial. The ACT is the only jurisdiction to have commenced delivery of year 11-12 courses embedding the Australian Curriculum.

In August 2013, the Board hosted the annual conference of the Australasian Curriculum, Assessment and Certification Authorities (ACACA) at Old Parliament House in Canberra. The agenda included the following topics: literacy and numeracy, the Australian Core Skills Framework, senior secondary Australian Curriculum and national collaboration.

The Board commenced a Review of Year 12 Certification in 2014 and appointed a committee to investigate a range of key issues including the types of certificates, the minimum requirements, the literacy and numeracy requirements and the recognition of outside learning. The committee will report to the Board in August 2014. Processing of year 12 results occurred on schedule and certificates were issued to ACT colleges on Tuesday 17 December 2013 for distribution to students. Over 11,000 certificates were produced by the Board for students in year 12 and over 1,000 vocational qualifications were issued for students in year 10.

Key focus areas over the next year will include preparation for the full implementation of courses embedding the Australian Curriculum, the implementation of recommendations coming from the Review of Year 12 Certification and the introduction of a Unique Student Identifier (USI) for all students seeking VET qualifications.

## **B.2 Performance Analysis**

### **An informed and effective response to international, national and local initiatives**

The Board has continued to provide and facilitate ACT feedback on national curriculum and reporting initiatives through formal responses, teacher participation in curriculum development and surveys, consultation and membership of national working parties.

Thirteen courses across the four senior secondary Australian Curriculum subjects were written by teachers. They are; English, Literature, Essential English, Ancient History, Modern History, Specialist Mathematics, Mathematics Methods, Mathematics Applications, Essential Mathematics, Biology, Chemistry, Earth and Environmental Science and Physics. Seventeen colleges have agreed to trial at least some of these courses with a view to full implementation in 2016. Courses in English as another Language or Dialect and Geography are currently under development.

The Board has agreed to work with ACARA on a project to validate the Australian Senior Secondary Curriculum achievement standards and to provide feedback on the trial of the Australian Curriculum.

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

In 2013-2014, course frameworks in Community Learning, English, History, Languages, Mathematics, Religious Studies and Science have been revised and endorsed by the Board. Thirty three courses were approved for delivery to year 11-12 students from 2014 and 18 teams are currently developing courses for implementation from 2015. 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 2013-2014 is included in Appendix B.

The Board has continued its focus on the enhancement of assessment in colleges. Feedback on the quality and effectiveness of school-based assessment and consistency in the application of grade achievement standards has continued to be provided to colleges through system wide moderation. Over 1,000 senior secondary teachers participated in each of the Moderation days in August 2013 and March 2014.

Redevelopment of the Board's assessment and certification software to accommodate changes in the VET area was completed and underwent testing in 2013 and was implemented from the beginning of 2014. The new system has performed to expectations.

## Year 12 outcomes 2013

In 2013, 4,404 students met the requirements for an ACT Year 12 Certificate. This included 4,283 students enrolled in ACT colleges, including CIT Vocational College, and 121 students enrolled in overseas colleges. In the ACT, this represented 94.6 percent of year 12 students compared with 92.3 percent in 2012. There was a decrease in the percentage of males and an increase in the percentage of females achieving a Year 12 Certificate from 2012 to 2013.

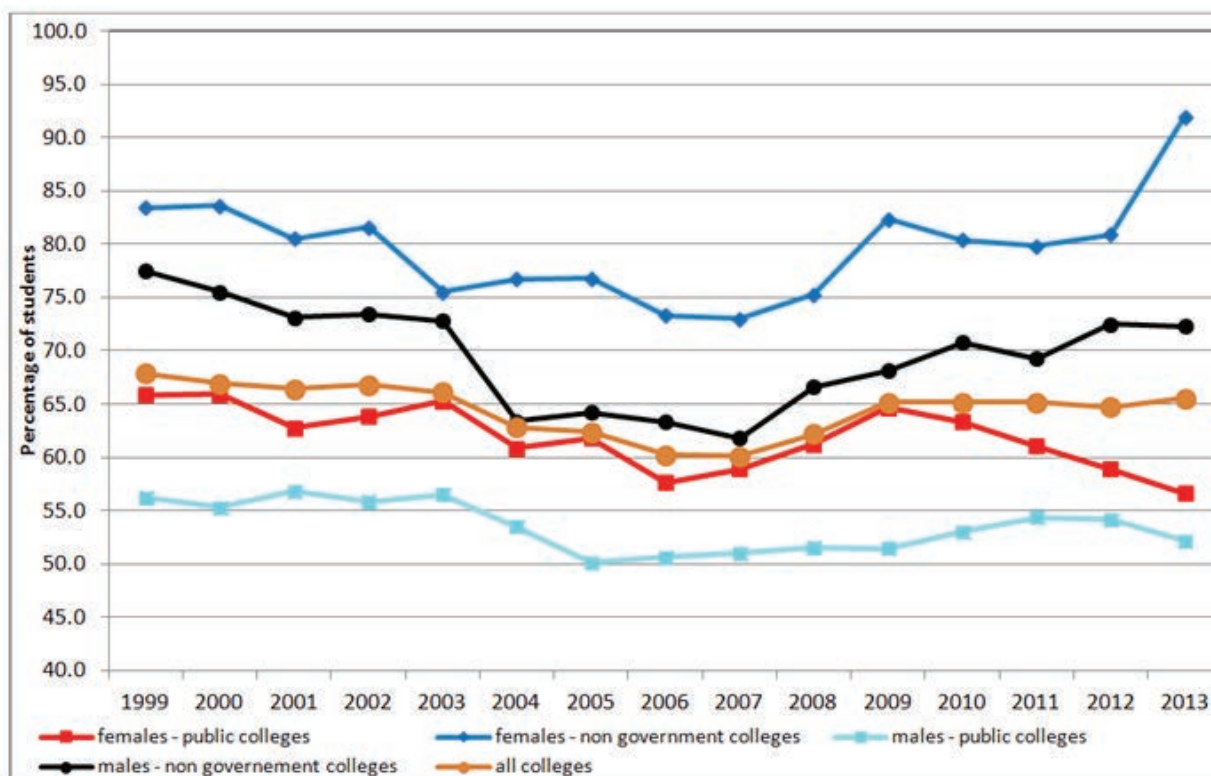
Of the Year 12 Certificate receivers, 2,802 students also achieved a Tertiary Entrance Statement (TES), having met the requirements for university entrance and calculation of an Australian Tertiary Admission Rank (ATAR). This included 2,715 students enrolled in ACT colleges and 87 students enrolled in overseas colleges.

One hundred and seven students (48 females, 59 males) from 19 colleges completed an H course through the Australian National University Secondary College or the University of Canberra Accelerate Program in 2013. Of these students, 12 completed a course in Mathematics, 16 in Physics, 31 in Chemistry, 24 in Conservation Biology, 17 in Japanese, 3 in Accounting and 4 in Design. Seventy one students (66 per cent) used their scaled H course score in their ATAR calculation.

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 2013, 76.1 percent of Year 12 Certificate receivers (Standard Package) completed 20 or more standard units and 75.1 percent of Year 12 Certificate receivers completed five or more accredited courses from different course areas. These percentages have decreased by 3 percent and 2.6 percent respectively when compared to 2012.

Figure BSSS 1 displays the percentage of Year 12 Certificate receivers achieving a TES from 1999 to 2013. In 2013, 63.6 percent of ACT students receiving a Year 12 Certificate also received a TES. This is slightly higher than 2012.

**Figure BSSS 1: Year 12 Certificate receivers with a Tertiary Entrance Statement, 1999 to 2013**



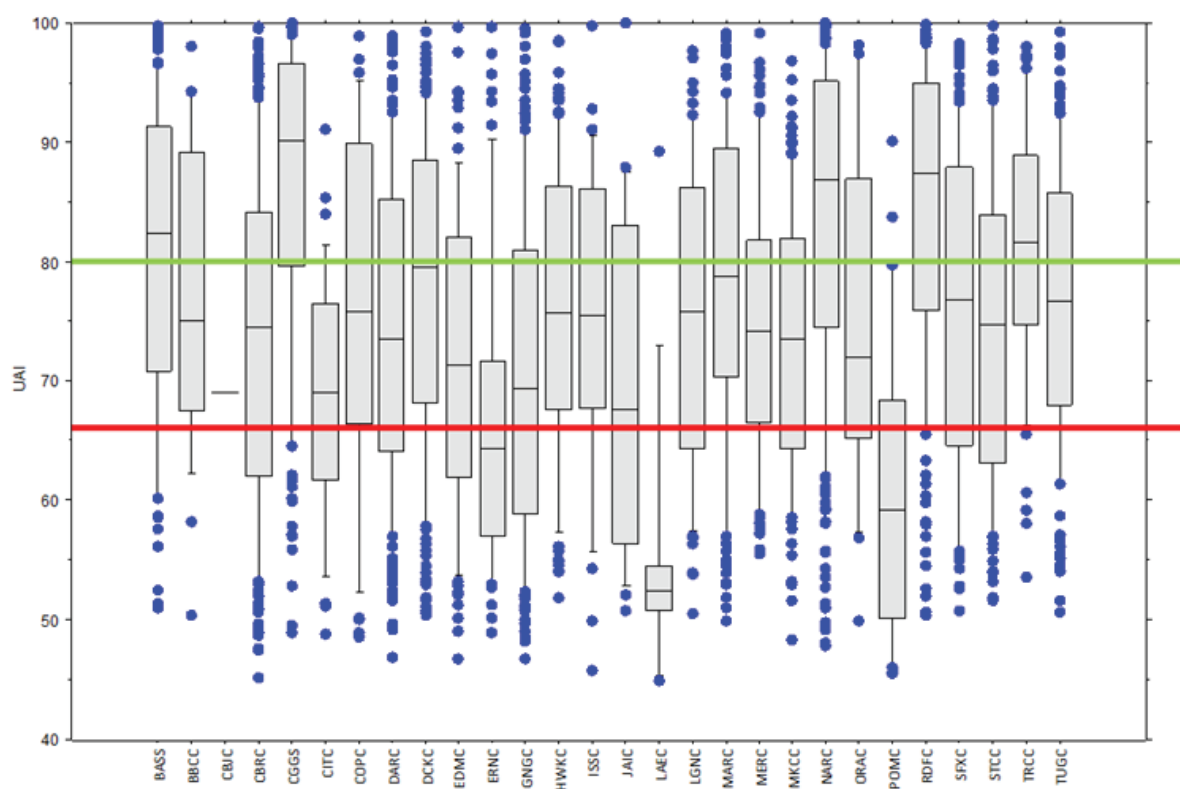
Source: ACT Board of Senior Secondary Studies

Note: From 2006 students classified as Mature Age are included in the data.



Figure BSSS 2 illustrates the range of ATARs across colleges for 2013.

**Figure BSSS 2: Australian Tertiary Admission Rank by college, 2013**



Source: ACT Board of Senior Secondary Studies

Note:

1. The names of the colleges are listed in Appendix C.
2. The central line in the box represents the median ATAR.
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.
5. Circles represent individual results in the top and bottom ten percent of ATARs.

The horizontal lines show the 2013 main round general ATAR cut offs for the Australian National University (80) and the University of Canberra (66).

Of the 2,748 students in the ACT who achieved an ATAR, 74 percent were at or above the University of Canberra main round general ATAR cut off of 66.

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 Statements, 2013 and 2012**

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	
	2013	2012	2013	2012
English/English as a second language (ESL)	97.8	97.3	99.7	99.7
Mathematics	90.6	92.4	91.7	94.5
Information Technology	10.3	11.3	10.2	11.2
Sciences	42.2	44.1	54.8	58.1
History	17.2	14.6	21.2	18.4
Languages	15.5	15.8	20.6	20.5

Source: ACT Board of Senior Secondary Studies



Whilst the minimum number of courses from different course areas required for an ACT Tertiary Entrance Statement is two T and/or H courses, 63 percent of ACT students used scaled course scores from four different course areas in the calculation of their ATAR. This is a decrease of 3.3 percent from the 2012 cohort.

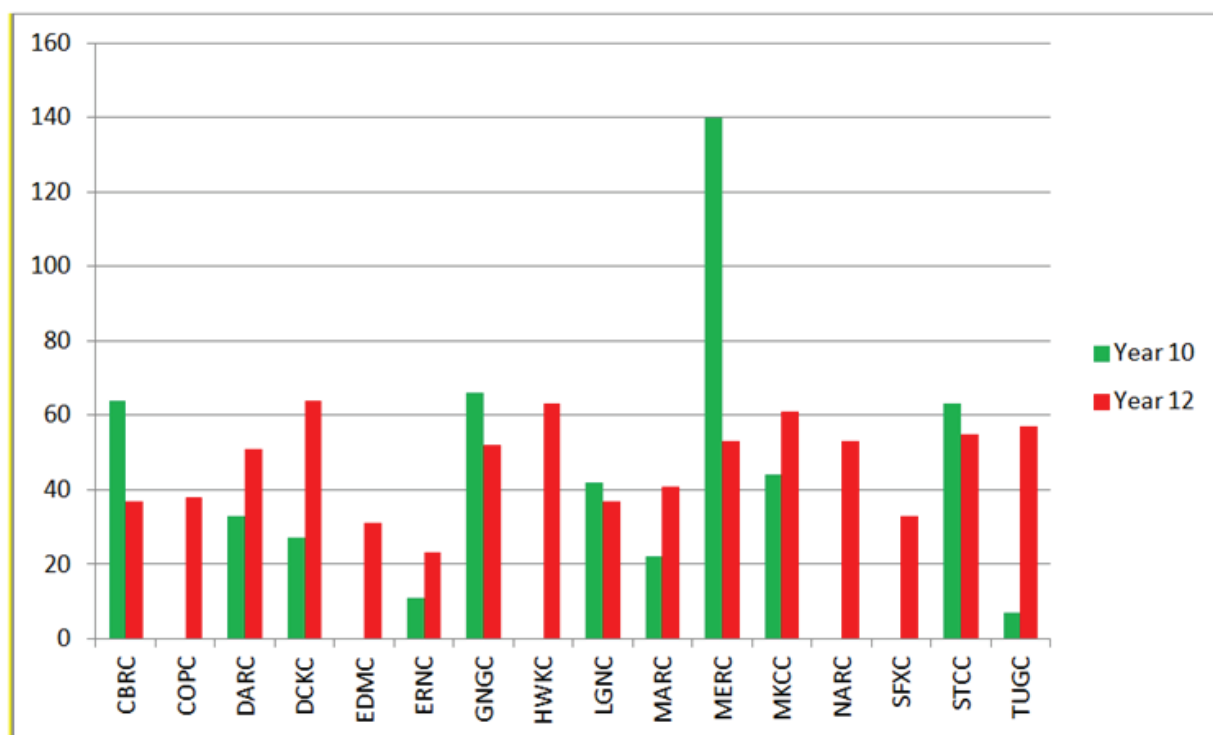
There are no compulsory courses in the ACT, however, the above data shows that 97.8 percent of ACT Year 12 Certificate receivers and 99.7 percent of TES receivers completed a course in English/ESL, and 90.6 percent of ACT Year 12 Certificate receivers and 91.7 percent of TES receivers completed a course in Mathematics.

The Board recognises on a student's Year 12 Certificate the contribution of learning undertaken outside the college environment during years 11 and 12. In 2013, 1,219 students received such recognition under Recreational Activities, 917 students received recognition under Community Involvement and 198 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 Registered Training Organisations (RTOs). In 2013, this included 547 year 10 students and 1,111 year 12 students. Of these students, 33 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 2013. It should be noted that students may have received more than one vocational Certificate.

**Figure BSSS 3: number of students receiving vocational certificates, 2013 by college and year level**



In addition to vocational studies undertaken during years 11 and 12 in colleges, vocational programs undertaken with external RTOs can contribute to the requirements for year 12 certification and be included on the ACT Year 12 Certificate. In 2013, vocational qualifications achieved through an external RTO and registered by the Board were recognised on the Year 12 Certificate as an E course. In 2013, five students were awarded an E course. The E courses were in the areas of Business, Hairdressing and IT.

In 2013:

- 325 year 12 students achieved a vocational qualification through an external RTO, which was recognised on their Year 12 Certificate
- this is a decrease compared to 2012 of 158 students.

Students may receive recognition for more than one vocational qualification completed with external RTOs.

## B.3 Community Engagement and Support

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.

In 2014, the Board commenced a Review of the Requirements for the ACT Year 12 Certificate. Two public forums were held and the Executive Officer met with the ACT Council of Parents and Citizens Executive. Written submissions were called for and fourteen were received from a diverse range of individuals and organisations. The Board will consider the recommendations stemming from the review in August 2014.

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. The Board's Feedback and Complaints policy is available on its website. The Board received no formal complaints in 2013-14.

## SECTION C: GOVERNANCE AND ACCOUNTABILITY REPORTING

### C.1 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 eligible. Two new members were appointed to the Board in November 2013 and three new members in April 2014 with one member reappointed.

The ACT Principals Association nominee appointed from 2013-2015 resigned in June 2013 and a new nominee from that organisation was appointed from November 2013. The Canberra Institute of Technology nominee appointed from 2011-2013 resigned in September 2013 and the nominee from the ACT branch, Australian Education Union appointed from 2013-2015 resigned December 2013, nominees from both organisations were appointed from April 2014. The ACT and Region Chamber of Commerce and Industry nominee appointed from 2013-2015 resigned in February 2014, we are seeking a new nominee from that organisation.

#### 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 2013**

<b>Member</b>	<b>Affiliation</b>	<b>Initial appointment</b>	<b>Appointment expires</b>	<b>Meetings attended July-Dec 2013</b>
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	1/3
Ms Louise Mayo	Vocational education and training organisations	17 May 2011	31 December 2013	3/3
Professor Richard Baker	Australian National University	1 January 2013	31 December 2015	1/3
Professor Robert Fitzgerald	University of Canberra	1 January 2013	31 December 2015	2/3
Ms Rita Daniels	Association of Independent Schools	25 June 2009	31 December 2014	3/3
Ms Lynne Bean	ACT Branch, Australian Education Union	1 January 2013	31 December 2015	2/3
Mr Angus Tulley	Catholic Education Commission	1 January 2013	31 December 2015	3/3
Mrs Kerrie Grundy	ACT Principals' Association	19 November 2013	31 December 2015	1/3
Mr Hugh Boulter	ACT Council of Parents & Citizens Associations	1 January 2013	31 December 2015	3/3
Ms Kirsten Wilkinson	Association of Parents & Friends of ACT Schools	25 June 2009	31 December 2013	3/3
Mr Trevar Chilver	ACT and Region Chamber of Commerce and Industry	19 November 2013	31 December 2015	0/3
Mrs Judy van Rijswijk	ACT Trades and Labour Council	1 January 2013	31 December 2015	3/3
Ms Leanne Wright	Delegate of the Director –General, Education and Training Directorate	July 2012	Ongoing	3/3

The Board has six scheduled meetings each calendar year. The Board met on three occasions from July-December 2013.

### **Details of Board members in 2013**

The Board had two members resign prior to the December meeting. Details of the new members 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: BAarts (Administration)

#### **Ms Carolyn Grayson**

Ms Grayson is the Executive Director, Academic 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, GradCertBusAdmin

#### **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 was a member of the ACT Accreditation and Registration Council from 2005 to 2012, 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 Richard Baker**

Professor Baker is Pro Vice-Chancellor Student Experience at the Australian National University. His main research interests are in the fields of environmental education, community participation in environmental planning and management, Indigenous land management issues, and university teaching methods. He has a number of awards for university teaching.

Qualifications: BA(Hons), PhD

#### **Professor Robert Fitzgerald**

Professor Fitzgerald is Director of the Inspire Centre and Associate Dean Education Innovation in the Faculty of Education, Science, Technology and Mathematics at the University of Canberra. He has been a leader and innovator in the field of Information and Communication Technology Education for over 20 years working with schools, universities and community groups.

Qualifications: BEd(Primary), BEd(Secondary Mathematics), MEd(Hons), PhD

#### **Ms Rita Daniels**

Ms Daniels is the Principal of Daramalan College and was previously Principal of St Clare's College. She was a Board member from 2000 to 2006. She Chairs the Board's Assessment and Certification, and Appeals Committees. She has been teaching since 1977.

Qualifications: BA, DipEd, MEd

**Ms Lynne Bean**

Ms Bean is an Executive Teacher, Assessment and Certification at Dickson College. She has over 30 years experience in teaching sciences and mathematics in colleges and high schools, and has been involved in ACT and national curriculum development. Assessment and moderation have been key areas of focus in her work in colleges.

Qualifications: BSc, DipEd, GradDip(Geology)

**Mr Angus Tulley**

Mr Tulley has been Principal of St Francis Xavier College since 2003. Prior to that he held Assistant and Deputy Principal/Headmaster positions at several ACT catholic colleges. He has taught mathematics and religious education in secondary schools for over 30 years and was a member of the BSSS Religious Studies Accreditation Panel from 1994-2001 (Chair from 1999-2001). He is Chair of the Curriculum Advisory Committee.

Qualifications: BSc, GradDipEdMaths, GradDipRE, MEdAdmin, GradCert Education Law

**Mrs Kerrie Grundy**

Mrs Grundy is Principal, Narrabundah College, prior to that she was Deputy Principal at Canberra College, and was the Executive Teacher, Humanities Faculty. She has over 30 years experience in ACT high schools and colleges. She has held leadership positions on several committees and was on the ACARA English Advisory Panel for development of Australian Curriculum for BSSS.

Qualifications: BA, DipEd

**Mr Hugh Boulter**

Mr Boulter is a 30 year career banker with a wide range of business experience. He is currently a District Manager and Team Leader for the Suncorp Metway Bank Limited. He is Treasurer of the ACT Council of Parents and Citizens Associations and was President of the Miles Franklin P&C. In 2013 he was appointed a member of the ACT Government Schools' Education Council. He is Chair of the Discipline Committee.

**Ms Kirsten Wilkinson**

Ms Wilkinson has worked at the Australian Bureau of Statistics either full or part-time for over 20 years. Prior to this she gained a teaching degree and has worked in primary schools in the ACT.

Qualifications: BEd, DipTeach

**Mr Trevar Chilver**

Mr Chilver is the Director of Employment, Education and Training at the ACT & Region Chamber of Commerce and Industry and held the previous position of Regional Industry Career Advisor with the Chamber. Prior to this he was an English teacher at Trinity Christian School. He has been a member of the Board's Curriculum Advisory Committee since 2008.

Qualifications: BA, GradDipEd, GradDipA, DipMgt

**Ms Judy van Rijswijk**

Ms van Rijswijk is the Executive Teacher, Humanities, ESL and Languages at the Canberra College and has worked in colleges and high schools since 1980. Her key interests are in English and humanities curriculum and quality teaching. She has been an AEU Councillor since 2000.

Qualifications: BEd, GradCertEduc, MEdLeadership

**Ms Leanne Wright**

Ms Wright is Director of Learning and Teaching in the Education and Training Directorate with responsibility for curriculum support, professional learning, literacy and numeracy, and early childhood education. She is Chair of the ANU Secondary College Operational Sub-committee. She has had considerable experience as a primary school principal and teacher in the ACT.

Qualifications: BEd, BTeach

**Table BSSS 3: Board membership as at 30 June 2014**

<b>Member</b>	<b>Affiliation</b>	<b>Initial appointment</b>	<b>Appointment expires</b>	<b>Meetings attended Jan-June 2014</b>
Ms Rosemary Follett AO	Chair	1 January 2012	31 December 2014	3/3
Ms Sue Maslen	Canberra Institute of Technology	11 April 2014	31 December 2016	2/3
Ms Louise Mayo	Vocational education and training organisations	17 May 2011	31 December 2016	1/3
Professor Richard Baker	Australian National University	1 January 2013	31 December 2015	2/3
Professor Robert Fitzgerald	University of Canberra	1 January 2013	31 December 2015	2/3
Ms Rita Daniels	Association of Independent Schools	25 June 2009	31 December 2014	2/3
Mr David Wentworth-Perry	ACT Branch, Australian Education Union	11 April 2014	31 December 2016	2/3
Mr Angus Tulley	Catholic Education Commission	1 January 2013	31 December 2015	2/3
Mrs Kerrie Grundy	ACT Principals' Association	19 November 2013	31 December 2015	3/3
Mr Hugh Boulter	ACT Council of Parents & Citizens Associations	1 January 2013	31 December 2015	2/3
Ms Julie Sengelman	Association of Parents & Friends of ACT Schools	11 April 2014	31 December 2016	1/3
TBA	ACT and Region Chamber of Commerce and Industry			0/3
Ms Judy van Rijswijk	ACT Trades and Labour Council	1 January 2013	31 December 2015	2/3
Ms Leanne Wright	Delegate of the Director-General, Education and Training Directorate	July 2012	Ongoing	2/3

The above Board has met on three occasions from January to June 2014.

## Details of Board members in 2014

Nine members are the same as for 2013. Details of the new members are provided below.

### 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 was a member of the ACT Accreditation and Registration Council from 2005 to 2012, 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

### Ms Sue Maslen

Ms Maslen is the Director, Education Services (Student and Academic Services) at the Canberra Institute of Technology and has held several positions at CIT including committee positions since 1991. Prior to this was at Tea Tree Gully College of TAFE, Adelaide. She has over 25 years' experience working in the tertiary sector. She was recently appointed Chair of the Vocational Education and Training Committee.

Qualifications: BASec Studies, GradDipEd, MEdLead, AdvDipMgt

### Mr David Wentworth-Perry

Mr Wentworth-Perry is a teacher at Kingsford Smith School. He has over 30 years experience in teaching sciences in high schools and college, has worked in the ACT Education and Training Directorate office and has taught in several schools in New South Wales and Northern Territory.

Qualifications: BEd, BAppSc, MEdLead, Cert IV Training and Assessment

### Ms Julie Sengleman

Ms Sengleman is the Executive Officer of the Association of Parents and Friends of ACT Schools. She has worked in various government departments and private business in the area of Human Resources and Recruitment.

Qualifications: HNCBus&Fin, MCom, Cert IV Training and Assessment

## 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 2013 and 2014 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 year 11-12 courses, 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; six teachers and four 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.

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](mailto:bsss.enquiries@act.gov.au)

<http://www.bsss.act.gov.au>

## Appendix A: Sections not covered elsewhere in this report

Section	Reporting
B.4 Ecologically Sustainable Development	Covered within Directorate report. See section B.4 in that report.
C.2 Risk Management and Internal Audit	Covered within Directorate report. See section C.1 in that report.
C.3 Fraud Prevention	Covered within Directorate report. See section C.2 in that report.
C.4 Legislative Assembly Inquiries and Reports	There were no direct implications for the Board in Legislative Assembly committee inquiries and reports in 2013-2014.
C.5 Auditor- General and Ombudsman Reports	Covered within Directorate report. See section C.5 in that report.
D.1 Public Interest Disclosure	Covered within Directorate report. See section D.1 in that report.
D.2 Freedom of Information	Freedom of information requests are processed through the Directorate. See section D.2 in that report. The Board received no Freedom of Information requests in 2013-2014.
D.3 Human Rights Act	Covered within Directorate report. See section D.2 in that report.
D.4 Territory Records Act	Covered within Directorate report. See section D.2 in that report.
D.5 Legal Services Directions	Covered within Directorate report. See section D.2 in that report.
D.6 Notices of Non Compliance	Covered within Directorate report. See section D.2 in that report.
D.7 Bushfire Risk Management	Covered within Directorate report. See section D.2 in that report.
D.8 Commissioner for the Environment	Covered within Directorate report. See section D.2 in that report.
E.1 Human Resources Management	Covered within Directorate report. See section E.1 in that report.
E.2 Learning and Development	Covered within Directorate report. See section E.2 in that report.
E.3 Work Health and Safety	Covered within Directorate report. See section E.3 in that report.
E.4 Workplace Relations	Covered within Directorate report. See section E.3 in that report.
E.5 Staff Profile	Covered within Directorate report. See section E.5 in that report.
F.1 Financial Management	Covered within Directorate report. See section F.1 in that report.
F.2 Financial Statements	Covered within Directorate report. See section F.2 in that report.
F.3 Capital Works	Not applicable.
F.4 Asset Management	Covered within Directorate report. See section F.4 in that report.
F.5 Government Contracting	Covered within Directorate report. See section F.5 in that report.
F.6 Statement of Performance	Not applicable.

## Appendix B: Board committees that operated in 2013-2014

<b>Curriculum Advisory Committee 2013</b>	
Martin Watson	Chair
Mr Reijer Hilhorst	Education and Training Directorate
Mr John Alston-Campbell	ACT Principals' Association
Ms Gina Galluzzo	Catholic Education Office
TBA	Association of Independent Schools of the ACT
Ms Anne Anastasi	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
Mr Philip Roberts	University of Canberra

<b>Assessment &amp; Certification Committee 2013</b>	
Ms Rita Daniels	Chair
Mr Ken Gordon	Education and Training Directorate
Mr Peter Clayden	ACT Principals' Association
Mr Michael Lee	Catholic Education Office
Mr John Folan	Association of Independent Schools of the ACT
Ms Rebecca Jarman	ACT Council of Parents & Citizens Associations
Ms Helen Strauch	Co-opted member
Ms Lyn Mernagh	Co-opted member

<b>Vocational Education &amp; Training Committee 2013</b>	
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 Skye Blomfield	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
Ms Ann Goleby	Education and Training Directorate
TBA	ACT Council of Parents & Citizens Associations

<b>Curriculum Advisory Committee 2014</b>	
Mr Angus Tulley	Chair
Ms Melissa Planten	Education and Training Directorate
Ms Jennifer Blackall	ACT Principals' Association
TBA	Catholic Education Office
Mr Andrew Wrigley	Association of Independent Schools of the ACT
Ms Julie Sengelman	Association of Parents & Friends of ACT Schools
Ms Amanda Bichard	ACT Council of Parents & Citizens Associations
Ms Joy Terry	ACT and Region Chamber of Commerce and Industry
Dr Jenny Chesters	University of Canberra

<b>Assessment &amp; Certification Committee 2014</b>	
Ms Rita Daniels	Chair
Mr Ken Gordon	Education and Training Directorate
Mr Peter Clayden	ACT Principals' Association
Mr Paul Carroll	Catholic Education Office
Mr John Folan	Association of Independent Schools of the ACT
Mr Matt Williams	ACT Council of Parents & Citizens Associations
Mr John Stenhouse	Co-opted member
Ms Lyn Mernagh	Co-opted member

<b>Vocational Education &amp; Training Committee 2014</b>	
Ms Sue Maslen	Chair
Ms Belinda Muir	Catholic Education Commission
Ms Meredith Joslin	Association of Independent Schools of the ACT
Ms Helen Witcombe	ACT Principals' Association
Mr Vince Ball	ACT Industry Training Advisor
Ms Jennifer Carmichael	Canberra Institute of Technology
Ms Anne Brown	ACT Trades and Labour Council
Ms Beth Peters	ACT and Region Chamber of Commerce and Industry
Ms Helen Uren-Randall	ACT Teachers in Vocational Education Association
Ms Ann Goleby	Education and Training Directorate
Mr Matt Williams	ACT Council of Parents & Citizens Associations

<b>Accreditation Panel</b>	<b>Panel Chair</b>
Biology	Ms Karin Wunch
Chemistry	Ms Cate Rosier
Design and Technology	Mr Terence Pereira
Earth Sciences	Ms Janet Worontschak
English	Ms Judy van Rijswijk
Fashion and Textiles	Ms Cathleen Jackson
Industrial Trades and Technology	Mr Stewart Clode
Latin	Mr Kristofer Feodoroff
Mathematics	Mr Bruce Macdonald
Physics	Mr David James
Tourism and Hospitality	Ms Kaeren Sutherland

## 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
The Woden School (first certification, December 2013)	WODS

Non-Government colleges	Code
Brindabella Christian College	BBCC
Burgmann Anglican School	BASS
Canberra Girls' Grammar School	CGGS
Daramalan College	DARC
St Mary MacKillop College	MKCC
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	CBJC
International School, Suva	ISSC
Australian International School, Jakarta and Bali	JAIC
Coronation College, Lae	LAEC
Port Moresby International School	POMC
Kimbe International School, PNG	KIMC

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

## Appendix C: Institutions delivering courses certificated by the Board

<b>Public colleges</b>	<b>Code</b>
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
The Woden School (first certification, December 2013)	WODS

<b>Non-Government colleges</b>	<b>Code</b>
Brindabella Christian College	BBCC
Burgmann Anglican School	BASS
Canberra Girls' Grammar School	CGGS
Daramalan College	DARC
St Mary MacKillop College	MKCC
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

<b>Other ACT institutions</b>	<b>Code</b>
CIT Vocational College	CITC
Australian National University (ANU) Secondary College	ANUC
University of Canberra	UNCC

<b>International schools</b>	<b>Code</b>
Sekolah Cita Buana, Jakarta	CBJC
International School, Suva	ISSC
Australian International School, Jakarta and Bali	JAIC
Coronation College, Lae	LAEC
Port Moresby International School	POMC
Kimbe International School, PNG	KIMC

<b>Outside Private Providers</b>
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



## ANNEX REPORT

---

# GOVERNMENT SCHOOLS EDUCATION COUNCIL



## Government Schools Education Council

[www.gsec.act.edu.au](http://www.gsec.act.edu.au)

GSEC  
GPO Box 158  
CANBERRA ACT 2601

Ms Joy Burch MLA  
Minister for Education and Training  
ACT Legislative Assembly  
London Circuit  
CANBERRA ACT 2601

Dear Minister

I am pleased to submit the 2013-14 Annual Report of the Government Schools Education Council (GSEC).

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 GSEC Annual Report.

I certify that the attached Annual Report is an honest and accurate account and that all material information on the operations of the Council during the period 1 July 2013 to 30 June 2014 has been included.

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

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 commend the Annual Report to you.

Yours sincerely

  
Craig Curry  
Chair  
14 July 2014

# Government Schools Education Council

## Annual Report 2013-14

### A. Transmittal Certificate

See covering letter.

### B. Performance Reporting

#### B.1 Organisational Overview

The Government Schools Education Council (the Council) is established in accordance with section 54 of the Education Act 2004 (the Act).

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 Council identified the following goals to be achieved in the 2013-14 year:

- Maintain a focus on key strategic, higher level issues impacting on public school education in the ACT, in particular the impact of the national agenda in areas of school funding and school empowerment
- Consider the challenge of achieving both high equity and high quality in ACT public schools
- Consider critically the non-government school registration and approval processes and how they might be improved
- Continue to meet with the Non-government Schools Education Council (NGSEC)
- Continue to engage in discussion with the Minister and provide advice on matters of importance to the Council.

The key issues considered by the Council in 2013-14 were:

- Empowered School Leadership – what are the possibilities, benefits and issues for our ACT public schools?
- The role of inclusive schools in achieving high quality and high equity
- How existing processes and procedures for in-principle approval and registration of non-government schools might be improved and how transparency around these processes might be enhanced.
- Achieving real access and participation of all ACT students in the Australian Curriculum
- Implementation of the Disability Standards for Education in ACT public schools
- School Funding reform and its implications for the ACT
- A proposal by the Minister to establish a new school education advisory council to replace the two existing councils

The Minister for Education and Training met with the Council to provide a briefing on current national issues impacting on the ACT and to discuss issues relating to possible enhancements to the existing non-government school registration processes and the feedback she had received from stakeholders on this matter and to.

At Council's annual meeting with the Non-government Schools Education Council, the Minister provided an update on issues relevant to all education sectors in the ACT. Representatives of the Teacher Quality Institute and school personnel then provided an update on the 2014 implementation of the Teacher Professional Learning Pilot across the three school sectors.

The Council identified the following items as goals to be achieved in the next reporting period:

- Determine strategies that may enhance the image of public schools within the ACT community and provide advice to the minister on this matter
- Consider the ongoing translation, implementation and effectiveness of needs-based funding in the ACT
- Consider the characteristics and benefits of community schools and provide advice to the minister on this matter
- Consider strategies to increase the number of teachers working in specialist fields with post graduate training and qualifications and the professional standards that might apply for these teachers
- Consider changes to the implementation of the Australian curriculum following the review commissioned by the Australian Government.

## **B.2 Performance Analysis**

Not applicable.

## **B.3 Community Engagement and Support**

Not applicable.

## **B.4 Ecologically Sustainable Development**

Not applicable.

## **C. Governance and Accountability Reporting**

### **C.1 Internal Accountability**

The *Education Act 2004* (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 Young Affairs is consulted on proposed appointments.

Sections 56 and 57 of the Act state that the Council must consist of 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, the 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.

The council met six times between 1 July 2013 and 30 June 2014 including a joint meeting with the Non-government Schools Education Council in November 2013 to discuss matters of mutual interest.

**Table GSEC 1: Role of council members and number of meetings attended/number of eligible meetings**

<b>Member name</b>	<b>Role</b>	<b>Number</b>
Mr Craig Curry	Chairperson	6/6
Ms Misty Adoniou	Community member	6/6
Ms Jill Burgess	Community member	4/6
Ms Deborah Evans	Community member	3/6
Ms Lynne Sheville	Community member	5/6
Ms Jan Tarbotton	Community member	5/6
Ms Alexandra Tolmie	Community member	5/6
Mr Roger Amey	Education members chosen from nominations of the government teacher union	5/6
Ms Wendy Cave	Education member chosen from nominations of the government teacher union	6/6
Mr Hugh Boulter	Education member chosen from nominations of the peak organisation representing parent associations of government schools	5/6
Mr Denis O'Dea	Education member chosen from nominations of the peak organisation representing parent associations of government schools	1/6
Ms Indigo Strudwicke	Education member chosen from nominations of the peak organisation representing students	5/6
Mr Patrick O'Connell	Education member chosen from nominations of the peak organisation representing students	5/6
Mr John Darcy	Education member representing Canberra Preschool Society	1/6
Mr Shane Gorman	Education members chosen from nominations of the peak organisation representing principals	2/6
Ms Trish Keller OAM	Education members chosen from nominations of the peak organisation representing principals	2/3
Ms Mandy Kalyvas	Education members chosen from nominations of the peak organisation representing principals	2/2
Mr Tim Kinder	Education member chosen from nominations of the peak organisation representing school boards	3/5
Ms Diane Joseph	Member, Director-General, representing the Education and Training Directorate	2*/6
Ms Leanne Cover * (representing Ms Diane Joseph)	Deputy Director-General	4*

The Council provided a submission to the 2014 ACT Government Budget with suggestions regarding the level of investments in public education for 2014-15 as follows:

- Building the educational leadership capacity of current and future school leaders to assist in reducing the number of students who are not achieving and ensure all students have access to high quality, evidence-based learning experiences.
- Using external evaluation strategies to enhance school performance and professional accountability, and give assurance that our ACT public schools are providing the highest quality education for all students.
- Increasing opportunities for Aboriginal and Torres Strait Islander students and their families and communities to participate meaningfully in, and contribute to, individual pathways planning and education and training decision-making generally.

During the reporting period the Council also provided written feedback to the Education and Training directorate on the draft *Safe and Supportive Schools Policy* and the *Gifted and Talented Students Policy*. The Council Chair attended the Board of Senior Secondary Studies *Recognition of Excellence Ceremony* to acknowledge the successes of ACT students graduating from public schools and the Council was represented at the *Student Voice in Preventing Bullying* Conference.

The Council also provided Minister with comprehensive advice concerning the existing processes relating to the in-principle approval and registration of non-government schools in the ACT and how these might be enhanced.

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 2013. 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. 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 would have access to legal advice through the ACT Government Solicitor's Office.

Council sought and received updates from the Directorate on:

- Access and Participation in the Australian Curriculum
- Disability Education Standards Implementation
- School Funding Reform.

All new members are provided with the *ACT Government Boards and Committees Code of Conduct* and asked to sign a *Code of Conduct/Conflict of Interest Declaration Form*. These documents outline expectations regarding ethical behaviour in order to satisfy standards of probity and accountability that apply to the public sector. These documents also provide information to assist members in identifying, avoiding and disclosing potential conflicts of interest.

## **C.2 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.

## **C.3 Fraud Prevention**

Not applicable.

## **C.4 Legislative Assembly Inquiries and Reports**

Not applicable.

## **C.5 Auditor-General and Ombudsman Reports**

Not applicable.

## **D. Legislation Based Reporting**

Not applicable.

## **E. Human Resources Management Reporting**

Not applicable.

## **F. Financial Management Reporting**

Not applicable.

---

For more information contact the Chairperson or the secretariat for the Government Schools Education Council (GSEC):

Mr Craig Curry

Chair

Government Schools Education Council

c/- Ministerial and Commonwealth Relations

Education and Training Directorate

GPO Box 158

CANBERRA ACT 2601

GSEC Secretariat

Ministerial and Commonwealth Relations

Education and Training Directorate

GPO Box 158

CANBERRA ACT 2601

6205 9444

[detgovtrelations@act.gov.au](mailto:detgovtrelations@act.gov.au)





## ANNEX REPORT

---

# NON-GOVERNMENT SCHOOLS EDUCATION COUNCIL

**Narelle Hargreaves**

Chair

**NON-GOVERNMENT SCHOOLS EDUCATION COUNCIL**

Ms Joy Burch MLA  
Minister for Education and Training  
ACT Legislative Assembly  
London Circuit  
CANBERRA ACT 2601

Dear Minister

I am pleased to submit the *2013-14 Annual Report of the Non-government Schools Education Council*.

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 Non-government Schools Education Council.

I certify that the attached Annual Report is an honest and accurate account and that all material information on the operations of the Non-government Schools Education Council during the period 1 July 2013 to 30 June 2014 has been included.

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

The Annual Report of the Non-government Schools Education Council 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



Narelle Hargreaves OAM; JP.  
Chairperson  
11 July 2014

# Non-government Schools Education Council

## Annual Report 2013-14

### A. Transmittal Certificate

See covering letter.

### B. Performance Reporting

#### B.1 Organisational Overview

The Non-government Schools Education Council (the Council) was established under section 106 of the *Education Act 2004* (the Act).

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.

The Council identified the following goals to be achieved in the 2013-14 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 articulate the strategic directions for non-government schools in terms of the education portfolio in the ACT
- to provide a response to any issue requested by the Minister.

The key issues considered by NGSEC in 2013-14 were as follows:

- Teacher Quality Institute – teacher registration particularly for casual relief teachers
- Safe and Supportive Schools policy
- 2014-15 ACT Government Budget
- Australian Government Report on the Review of Funding for Schools
- Review of Approval and Registration Processes Applying to Non-government Schools in the ACT
- Australian Curriculum; Education and Reform Agenda; National Partnerships.

The Council will continue to monitor the Strategic Directions for Non-government School Education in the ACT.

#### B.2 Performance Analysis

Not applicable.

#### B.3 Community Engagement and Support

Not applicable.

#### B.4 Ecologically Sustainable Development

Not applicable.

## C. Governance and Accountability Reporting

### C.1 Internal Accountability

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 *Education Act 2004* 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.

During the reporting period, the Council met six times between 1 July 2013 and 30 June 2014 including a joint meeting with the Government Schools Education Council.

**Table NGSEC 1: Role of council members and number of meetings attended/number of eligible meetings**

Member name	Role	Number
Mrs Narelle Hargreaves OAM	Chairperson	6/6
Dr William Maiden PSM	Community member and Deputy Chairperson	5/6
Mr Andrew Wrigley	Education member	4/6
Mrs Mary Dorrian	Education member	6/6
Mrs Catherine Rey	Education member	1/6
Mrs Lyn Caton	Education member	4/6
Mr Peter Fullagar	Education member	2/6
Mr George Gamkrelidze	Education member	1/2
Dr Janet Smith	Community member	5/6
Ms Prue Clarke OAM	Community member	6/6
Mr Paul Sykes	Community member	6/6
Ms Julie Sengelman	Education member	3/3

The Council provided constructive feedback to the Minister regarding the Registration Processes Applying to Non-government Schools in the ACT. A joint meeting was held with the Government Schools Education Council that focused on the roles and responsibilities of the Teacher Quality Institute, particularly teacher registration processes. The Council held a 'conversation' with the Minister regarding the position paper 'Creation of an ACT School Education Advisory Council'.

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 2013. 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. 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 would have access to legal advice through the ACT Government Solicitor's Office.

All new members are provided with the *ACT Government Boards and Committees Code of Conduct* and asked to sign a *Code of Conduct/Conflict of Interest Declaration Form*. These documents outline expectations regarding ethical behaviour in order to satisfy standards of probity and accountability that apply to the public sector. These documents also provide information to assist members in identifying, avoiding and disclosing potential conflicts of interest.

## **C.2 Risk Management and Internal Audit**

The Risk Management Plan was reviewed by the Council during 2013 and monitored by the Council throughout 2013-14.

## **C.3 Fraud Prevention**

Not applicable.

## **C.4 Legislative Assembly Inquiries and Reports**

Not applicable.

## **C.5 Auditor-General and Ombudsman Reports**

Not applicable.

## **D. Legislation Based Reporting**

Not applicable.

## **E. Human Resources Management Reporting**

Not applicable.

## **F. Financial Management Reporting**

Not applicable.

---

For further information contact:  
Non-government Schools Education Council  
c/- Governance and Assurance  
Education and Training Directorate  
GPO Box 158  
CANBERRA ACT 2601





# ACT TEACHER QUALITY INSTITUTE



**ACT**  
Government



Ms Joy Burch MLA  
Minister for Education and Training  
ACT Legislative Assembly  
London Circuit  
CANBERRA ACT 2601

Dear Minister

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

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

I 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 2013 to 30 June 2014 has been included.

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

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

Dr William Maiden  
Board Chair  
ACT Teacher Quality Institute  
29 July 2014

Anne Ellis  
Chief Executive Officer

## B. Performance Reporting

### B.1 Organisational Overview

The ACT Teacher Quality Institute (TQI) is an independent statutory authority established by the *ACT Teacher Quality Institute Act 2010* (TQI Act) to build the professional standing of ACT teachers and to enhance the community's confidence in the teaching profession through professional regulation and specific practical initiatives to raise teacher quality.

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 purpose 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.

#### Our Vision

TQI is a key enabler of a high quality teaching workforce in the ACT.

#### Our Values

TQI values set out in TQI's *Strategic Plan 2011-2014* are:

- Respect
- Integrity
- Collaboration
- Excellence
- Innovation.

#### Our Role

Since its beginning in 2011, the focus of the Teacher Quality Institute has been on integrating quality measures into professional regulation as teachers enter and progress through career stages in the profession. TQI emphasises collaboration across all sectors in school education, promotes professional learning and networking between sectors and provides online facilities for teachers to maintain professional development records in a simple and readily accessible form.

TQI has statutory responsibility for the functions set out 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, facilitate and issue directions for, 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 profession
- accredit education programs for pre-service teachers and teachers.

#### Our structure

TQI is governed by a Board comprising key ACT education stakeholders, the teaching profession, and the ACT community. Current Board membership is set out below at C.1.

TQI began operations from 1 January 2011, headed by the Chief Executive Officer, Ms Anne Ellis, and is supported by a small staff of 10.6 FTE.

Owing to its modest budget and staff resources, TQI has established administrative arrangements with the Education and Training Directorate in relation to some financial accounting and internal audit matters.

## B.2 Performance Analysis

### Overview

TQI completed its third full financial year of operations on 30 June 2014.

In the reporting period, key priorities identified in the TQI's *Strategic Plan 2011 – 2014* have been achieved. In particular:

- governance and compliance frameworks have been implemented in line with legislative requirements
- accreditation of teacher education programs has commenced
- the Australian Professional Standards for Teachers have been promulgated
- cross-sectoral collaboration with ACT schools and universities is successfully embedded in TQI's practice
- TQI has contributed to national and local research relevant to teacher professional standards and learning
- implementation of the Code of Professional Practice and Conduct for Teachers.

### Regulatory framework for the teaching profession in the ACT

The TQI Act provides an integrated framework for the regulation of the teaching profession in the ACT with the underlying goal of improving the quality of ACT teachers in accordance with national professional standards and national agreements for education reform.

In the reporting period, the final key parts of the framework were formally put in place.

The following regulations, disallowable instruments, and notifiable instruments were promulgated:

- Amendment of *TQI Regulation 2010* – prescribed mandatory professional development and professional practice requirements for initial teacher registration and renewal of registration
- TQI Notifiable Instrument (NI2014-53) – prescribed directions under s.38 of the Act setting out requirements for annual mandatory professional learning targets for teacher registration renewal
- Disallowable Instrument (DI2014-22) - prescribed the *Code of Professional Practice and Conduct* for the teaching profession in the ACT
- TQI Notifiable Instrument (NI2013-491) – prescribed the *Australian Professional Standards for Teachers* as standards for the ACT Teacher Quality Institute Act 2010.

The intended impact of each of these initiatives is discussed below.

#### (i) Mandatory Professional Learning and Professional Learning targets

The regulatory framework mandates minimum professional learning requirements for the renewal of registration. These requirements are intended to ensure that members of the profession remain up-to-date in their knowledge and practice, which in turn will enhance their performance as teachers.

The introduction of mandatory Professional Learning for ACT teachers has been implemented after consultation with teachers, unions and employers over the preceding two years. It brings the profession into line with other professions in the Territory and with the teaching profession in other jurisdictions in Australia and New Zealand. The minimum 20 hours of required professional learning per year is comparable to that of other professions and is designed both to promote improvements in teacher quality and to enhance community confidence in the profession.

The communication strategy adopted for the new mandatory professional learning requirements included production of an online multi-media presentation describing the arrangements. The link to the presentation was sent to all registered teachers as well as to employers and is publicly accessible via the TQI website: <http://www.tqi.act.edu.au/professional-learning>.

TQI has collaborated with a large number of ACT schools and other recognised providers of professional development programs to accredit programs for teacher professional learning and development. The accreditation process is designed to ensure consistency and quality of all professional development programs being offered in the ACT. Ninety seven percent of ACT schools are currently Recognised Providers and have the capacity to submit professional learning programs for accreditation. Over 60 external providers have been assessed as having the educational and management capacity to become recognised providers of professional learning programs.

**Table TQI 1: Teacher professional learning programs are accredited by TQI against criteria linked to the Australian Professional Standards for Teachers**

<b>Standards based</b>	Developing professional knowledge, practice and engagement <ul style="list-style-type: none"> <li>As outlined in the <i>Australian Professional Standards for Teachers</i> and <i>Australian Professional Standard for Principals</i>.</li> </ul>
<b>Relevant</b>	Supporting teacher learning priorities, student learning and engagement with learning and wellbeing <ul style="list-style-type: none"> <li>Linked to student learning and individual/school needs, based on current research, aligned to Australian curriculum frameworks, system and employer priorities; designed for adult learners.</li> </ul>
<b>Collaborative</b>	Enhancing teacher and leader quality and agency <ul style="list-style-type: none"> <li>Through professional collaboration, collective inquiry, reflection with peers and experts, enhancing professional learning communities.</li> </ul>
<b>Future focussed</b>	Promoting teacher and leader innovation and feedback for next practice <ul style="list-style-type: none"> <li>In response to current and emerging challenges; prompting research, innovation and skill development to broaden repertoire.</li> </ul>

The professional development programs accredited as at 30 June 2014 are listed at Attachment 1 of this report. The Register of Accredited Programs is updated continuously on the TQI website.

#### (ii) *The Code of Professional Practice and Conduct for Teachers*

The Code sets out the principles which TQI expects members of the teaching profession in the ACT to uphold. These principles:

- guide ethical teacher practice and professional behaviour
- enable the profession to affirm its public accountability
- promote confidence in the teaching profession.

To conform with the Code, teachers should demonstrate the following in their professional practice:

- personal and professional **integrity**
- **respect** for others and for community expectations
- acceptance of **responsibility** for their contribution to the profession and through it to the community.

Teachers have been advised that compliance with the Code is now a condition of their registration.

#### (iii) *Australian Professional Standards for Teachers*

The *Australian Professional Standards for Teachers* reflect and build on national and international evidence that a teacher's effectiveness has a direct impact on student achievement. The Standards represent an analysis of an effective, contemporary practice by teachers throughout Australia. They articulate what teachers are expected to know and do at four career stages: Graduate, Proficient, Highly Accomplished and Lead. The Standards provide nationally consistent language to assist teachers and pre-service teachers reflect on and talk about their own practice and to understand and mentor their colleagues.

In the reporting period, implementation of the national Standards for Teachers included a second round of certification of teachers against the higher levels of the Standards: Highly Accomplished and Lead Teacher. On 11 December 2013 the Minister for Education and Training, Ms Joy Burch MLA, presented certification awards to 24 teachers from all education sectors in the ACT who had been successfully assessed against these levels in 2012 and 2013. Awards were also received by 35 teachers who had trained as certification assessors in 2012-13. The 2014 round of higher level certification began in May 2014.

As a complementary step, TQI continued to deliver the ACT Teacher Mentor Program in collaboration with the Education Institute of the University of Canberra, and to host the cross-sectoral teacher mentoring network. In 2013-14 seven course modules were provided to 251 teachers.

All of the elements of the regulatory framework described above are applied in an integrated manner to encourage a professional approach to teaching as a practice. The framework integrates regulation of professional practice and conduct with the enhancement of teacher professional capabilities and quality.

#### **Other Initiatives**

In the reporting period the Minister requested TQI to begin a project to review opportunities to improve teacher quality through enhancements to the professional experience component of pre-service teacher programs. This project to identify optimal conditions for quality professional experience is being planned in collaboration with schools, the University of Canberra and the Australian Catholic University.

In June 2014 TQI provided advice to the Minister supporting her submission to the Commonwealth Teacher Education Ministerial Advisory Group (TEMAG) review of initial teacher education. The TQI submission set out the cross-sectoral initiatives taken by TQI to foster teacher mentoring, coaching and standardised practicum reporting for pre-service teachers attending ACT universities.

### Stakeholder Relationships

TQI has maintained strategic relationships with national bodies such as AITSL, ATRA, the Australian Council on Educational Leadership (ACEL) and the Australian Council on Educational Research (ACER), as well as with key education stakeholders within the ACT. In May 2014 the Chief Executive Officer launched the ACER publication by Canberra academics Dr Michael Gaffney and Dr Rhonda Faragher – *Leading Improvements in Student Numeracy*– which reported on national school-based research into strategies for improving student numeracy, a recognised priority for the ACT.

In June 2014 thirteen briefing sessions were provided by TQI for all ACT principals and some assistant/deputy principals (230 attending) on the basic regulatory framework for the teaching profession in the ACT. The aim of the sessions was to ensure that ACT school leaders were aware of their responsibilities under the integrated regulatory and quality improvement framework and the responsibilities and roles played by schools in key regulatory functions. Principals were also briefed on the reporting capabilities of the TQI professional learning system aimed at supporting the management of required professional learning at a school level.

In the reporting period TQI provided eleven cross-sectoral workshops to support progression of provisionally registered teachers to full registration, with over 600 teachers attending.

Sixteen workshops were provided to support schools with the application for accreditation of professional learning programs, with over 550 teachers attending. Cross-sectoral collaboration has also included interactive workshops to assist ACT teachers and school leaders use the Standards to support teacher reflection and professional conversations, prepare and assess Standards evidence and annotation at the Graduate and Proficient level and prepare for certification assessment.

### Outlook

In 2014-15 TQI will focus on embedding the mandatory professional learning for renewal of registration, as well as preparing to implement the professional practice requirements of the regulatory framework for the teaching profession in the ACT.

TQI will continue its promotion of the use of the *Australian Professional Standards for Teachers* and the certification of teachers against the higher levels of the standards.

In addition, emphasis will be given to collaboration with the universities and teacher employers on initiatives to improve the quality of entrants to the teaching profession and the improvement of pre-service teacher education programs, in particular the effectiveness of the professional experience component of programs.

The business system will be enhanced to provide a digital portfolio for teachers that enables them to collate evidence of their career progression, based on practices already implemented in the Universities. TQI will also revise its Strategic Plan in line with legislative responsibilities and government priorities.

## C. Governance and Accountability Reporting

### C.1 Internal Accountability

Section 15(4) of the TQI Act sets out the composition of the TQI Board and requires the Minister to appoint the members of the Board other than the Chief Executive Officer. The appointment of a member, other than the Chief Executive Officer, must be for a term of no longer than three years. The Chief Executive Officer is a non-voting member of the Board.

Remuneration for the Chair is determined by the ACT Remuneration Tribunal in accordance with the provisions of the Remuneration Tribunal 1995. Other members of the Board are not entitled to be paid for the exercise of their Board functions.

The Board met on four occasions during the reporting period:

- 2 August 2013
- 26 November 2013
- 25 March 2014
- 24 June 2014.

Five appointments were made to the Board during the reporting period.

Three of the appointments filled vacancies which were reported on during the previous reporting period (2012/13) as follows:

- Mr Michael Lee, Principal, St Mary MacKillop College, Canberra appointed to represent teachers and principals of non-government schools
- Ms Moira Nadjeki, Director of Catholic Education, Catholic Education Office appointed as the nominee representing the Archdiocese of Canberra and Goulburn Catholic Education Office
- Mr Glenn Fowler, Secretary, Australian Education Union, ACT Branch appointed as the nominee representing the Australian Education Union.

Mr Phillip Heath who represented the Association of Independent Schools resigned from the Board on 27 November 2013.

Ms Anne Coutts, Principal, Canberra Girls' Grammar School was appointed to fill this vacancy following nomination by the Association of Independent Schools.

Professor Denis Goodrum did not seek re-appointment as Board Chair at the expiry of his term on 16 May 2014. Dr William Maiden was appointed as Board Chair on 30 May 2014.

All of these appointments are for a period of three years.

Board meeting attendance as at 30 June 2014:

**Table TQI 2: TQI Board members and meeting attendance during reporting period**

Member	Qualifications	Role	Number of meetings attended 2013/14
Professor Denis Goodrum	BSc, DipEd, MEd, EdD, FACE	Chair	3
Dr William Maiden	TeachCert, BA, MLitt, MEdAdmin, PhD, FACE, FACEL(ACT)	Chair	1
Ms Anne Ellis	BA, DipEd, GradDip (InfMgt), FACEL	Chief Executive Officer, TQI	4
Associate Professor Carolyn Broadbent	PhD, MEd, BEd, DipTeach, TPTC, FACE and FACEL BSc, FACEL	Australian Catholic University, ACT Campus	4
Ms Diane Joseph	BSc, FACEL	Director-General, Education and Training	3
Ms Moira Nadjeki	MEdLeadership, GradDip (Religious Ed), GradCert (Religious Ed), MA, DipEd, BA	Catholic Education Office	4
Ms Lyn Caton	DipEd, GradCert Religious Ed, DipA (App)	NSW/ACT Independent Education Union	4
Ms Wendy Cave	BEd, DipEd	Teaching profession in government schools	4
Mr Glenn Fowler	BA(Hons), GradDipEd	Australian Education Union, ACT Branch	3
Mrs Narelle Hargreaves	BEd, FACE, FACEL	Community representative	4
Mr Phillip Heath	BA(Hons), MA(Hons), DipEd, FACE, MACEL	Association of Independent Schools of the ACT	2
Ms Anne Coutts	BSc(Hons), GradCertEd, MEd	Association of Independent Schools of the ACT	2
Mr Michael Lee	BA, GradDipEd, GradDip (Religious Ed), MEd	Teaching profession in non-government schools	3
Professor Geoffrey Riordan	BEd, MEdAdmin, PhD	University of Canberra	3



## Board Committees

### Registration Committee

The Registration Committee provides expert advice on the application and development of policy of the Board on issues relating to:

- full or provisional registration or permit to teach;
- renewal of, and issues related to, full or provisional registration or permit to teach; and
- conditions of registration in relation to eligibility (apart from conditions concerned with suitability to teach).

The Registration Committee discusses and provides expert advice on qualification matters.

The members of the committee during the reporting period were:

- Professor Denis Goodrum (Chair)/Dr William Maiden (Chair)
- Ms Anne Ellis (TQI CEO)
- Associate Professor Carolyn Broadbent (University representative)
- Ms Lyn Caton (Union representative)
- Ms Lyn Smith (non-government schools representative)
- Mr Michael Bateman (government schools representative)
- Mr Jari Teivonen (Senior Registration Supervisor, TQI).

### Teacher Education and Accreditation Committee

The *Teacher Education Accreditation Committee* (TEAC) provides advice and recommendations to the Chief Executive Officer and the TQI Board on teacher education courses, professional learning and development in relation to the accreditation of programs for teachers. The members of the committee during the reporting period were:

- Mrs Narelle Hargreaves (Chair)
- Ms Anne Ellis (TQI CEO)
- Ms Lyn Smith (Catholic Education Office)
- Ms Coralie McAlister (Education and Training Directorate)
- Ms Anne Marie Marek (Catholic Principals' Association)
- Ms Jennifer Hall (Government Principals' Association)
- Mr Andrew Wrigley (Association of Independent Schools)
- Associate Professor Wayne Hawkins (University of Canberra)
- Dr Rhonda Faragher (Australian Catholic University)
- Mr Roger Amey (Australian Education Union);
- Ms Berna Simpson (Independent Education Union)
- Ms Wendy Cave (TQI Board member)
- Ms Claudia Hale (TQI).

### ICT Project Board

The cross sectoral ICT Project Board continued to meet to oversee the strategic direction, financial accountability and operational progress of the business system development project. The Project Board can escalate project risks or issues to the Steering Committee (TQI Board). No risks or issues were escalated. The members of the Project Board during the reporting period were:

- Ms Robin Hutchison (Chair, TQI)
- Ms Carol Rohead (TQI)
- Ms Anna McKenzie (TQI)
- Mr Andrew Wrigley (Association of Independent Schools)
- Ms Helen Casey (Catholic Education Office)
- Ms Coralie McAlister (Education and Training Directorate)
- Ms Jessica Ho (Shared Services ICT)
- Mr Terry Ryan (Dialog) (non voting).



## C.2 Risk Management and Fraud Control

As part of its initial Strategic Plan, the TQI undertook a comprehensive risk assessment of its operating environment. That assessment, and the strategies identified to mitigate the identified risks, has informed the subsequent work and development of TQI's policies and procedures.

The TQI is also mindful of the possibilities of fraud in its daily operations. In particular, the TQI has implemented specific checks and balances to minimise the risk of frauds occurring in relation to its regulatory functions.

## D. Legislation Based Report

Requirements of the *ACT Teacher Quality Institute Act 2010*

Section 26 of the TQI Act require that TQI's annual report include:

- a. a copy of any direction given by the Minister under section 25 of the Act – no directions were given during the reporting period
- b. a statement by TQI about the action taken to give effect to a direction – not required
- c. as at 30 June 2014 there were 7706 approved teachers. Of these 843 were newly registered during the reporting period. 689 teachers did not renew their registration in 2014, resulting in a net increase of 154
- d. the education programs available for the professional learning and development of teachers – the Teacher Education and Accreditation Committee (TEAC) met a total of six times in the reporting period to provide advice and recommendations to the Chief Executive Officer and Board
- e. on professional learning programs. Since November 2013, 280 professional learning programs have been accredited. (See Attachment 1)
- f. the current assessment and certification standards that are required to be met by teachers (see Attachment 2).

### D.1 Public Interest Disclosure

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

- is illegal
- misuses or wastes public money or resources
- is misconduct
- is maladministration
- presents a danger to the health or safety of the public
- presents a danger to the environment.

No disclosures were received in the 2013-14 reporting period.

### D.2 Freedom of Information

The *ACT Freedom of Information Act 1989* (the FOI Act) aims to extend, as far as possible, the right of the community to access information in the possession of the ACT Government. As an ACT Government authority, the FOI Act applies to TQI.

This right of access is limited by certain exceptions and exemptions specified in the FOI Act. These include the private and business affairs of persons in respect of whom information is collected and held by TQI. As well, the TQI Act limits access to the personal information held on individual teachers on the teachers' register maintained by TQI (see, in particular, Div 4.4 of the TQI Act).

TQI has prepared the following statements under sections 7, 8, and 79(2), of the FOI Act.

The Section 7 Statement concerns the publication of information about functions and documents of TQI. The Section 8 Statement refers to documents in the possession of TQI that are available for inspection. The Section 79(2) statement details the actual requests for access to documents under the FOI Act in the reporting period.

#### Section 7 Statement

##### Organisational functions and powers

TQI administers the TQI Act. The organisational functions and powers of TQI under that Act are described in Section B.1 of this Report.

## **Documents available on request and without charge**

Documents within this category include publications produced by TQI on various aspects of its activities.

## **Documents available under the FOI Act**

Such documents may include:

- general records, including minutes of meetings, agendas, background papers, and policies
- administrative records including correspondence
- personnel records
- records held in connection with TQI functions
- financial records
- contracts.

People seeking information are encouraged to first contact TQI before using the more formal FOI process.

For more information contact:

ACT Teacher Quality Institute  
02 6205 8867  
tqi@act.gov.au

## **Section 8 Statement**

Section 8 of the FOI Act requires TQI to make available a list of documents TQI staff use when making decisions. The principal documents are:

- Teacher Registration and Permit to Teach Policy
- Teacher Registration Qualifications Policy
- Australian Qualifications Framework
- Australian Professional Standards for Teachers.

## **Section 79(2) Statement**

TQI received no FOI requests during the reporting year.

## **D.4 Territory Records Act**

The TQI Records Management framework, developed in accordance with the *Territory Records Act 2002*, incorporates an electronic document records management system (EDRMS) to facilitate the management of TQI records. The EDRMS approach includes the provision of online self service functions to TQI stakeholders, with direct mapping to TQI's core business system. Integration between the business system and TRIM is a key component of the framework.

## **E. Human Resources Management Reporting**

### **E.5 Staffing Profile**

TQI staffing has been supplemented by seconded staff from schools across the sectors for specific programs but remains small (10.6 FTE). In the reporting period, the ACT Government remained the primary source of financial resources for TQI.

TQI staff have attended professional learning organised within the organisation and external programs. This has included interstate network meetings with other jurisdictions, administrative courses, International English Language Testing System workshops, first aid training and internal training on the TQI business system.

## **F. Financial Management Reporting**

### **F.1 Financial Management Analysis**

TQI continues to operate in a sound financial manner. The ACT government and revenue from registration application fees remains the primary source of finance for TQI. The surplus in 2013-14 is due to the seasonal nature of registration application fee income.

### **F.2 Financial Statements**

The summary report below shows the details of income and expenses for TQI for the financial year 2013-14 in accordance with the direction issued by the Minister for Education and Training under section 25 of the Act.

	<b>Note No.</b>	<b>Actual 2014 \$'000</b>
<b>INCOME</b>		
<b>Revenue</b>		
Government Payment for Output	1	975
Interest		49
Other Revenue	2	815
Grants	3	446
<b>Total Revenue</b>		<b>2,285</b>
<b>EXPENSES</b>		
Employee Expenses		1,406
Superannuation Expenses		171
Supplies and Services	4	329
Establishment Expenses		-
<b>Total Expenses</b>		<b>1,906</b>
<b>Operating (Deficit)/Surplus</b>		<b>379</b>

**Notes forming part of  
revenue and expenditure:**

- 1. The appropriation is drawn down by the Education and Training Directorate and passed on to TQI.*
- 2. Other Revenue consists of own source revenue from registration fees.*
- 3. Grants primarily associated with the Reward for Great Teachers National Partnership.*
- 4. Supplies and Services consists of:*

	<b>2014 \$'000</b>
<i>Property Maintenance</i>	11
<i>Materials and Services</i>	184
<i>Travel and Transport</i>	21
<i>Administrative</i>	44
<i>Financial</i>	2
<i>Operating Lease</i>	67
	<b>329</b>

### **F.3 Capital Works**

TQI continued with a phased implementation of its business system and online capabilities. Unexpended funds from the original capital budget allocation in 2012-13 were rolled over in accordance with ACT Government procedures, to ensure that business system development was paced to align with emerging national teacher quality initiatives and national requirements for consistent teacher registration. The TQI ICT model focuses on providing online self service functions for approved teachers and other stakeholders, with a strong emphasis on system integration to reduce duplication of data, maintain data quality and optimise efficiency of operations.

Achievements in the reporting period include:

- enhancements to the business system and portal to support the introduction of Working with Vulnerable People registration requirements for teachers
- development and delivery of Professional Learning functions to support teachers, schools, Professional Learning providers and program accreditation assessment processes
- provision of self service function to allow teachers to update their employment information
- delivery of easy to use and security/privacy compliant password reset facilities for online users
- ongoing delivery of business system automated workflows and data reporting functions for operational efficiency
- continued participation in national data collection.

### **F.5 Government Contracting**

Procurement processes undertaken by TQI comply with the ACT Government procurement legislative framework. Procurement decisions are authorised by the appropriate delegate within TQI. TQI utilises whole of government procurement arrangements to seek advice and support in relation to procurement and contract management issues.

For more information contact:

The secretariat, the Chief Executive Officer or the Board Chair of TQI:

Secretariat:

ACT Teacher Quality Institute

Ms Anne Ellis

Chief Executive Officer

ACT Teacher Quality Institute

Dr William Maiden

Board Chair

ACT Teacher Quality Institute

PO Box 263

JAMISON CENTRE ACT 2614

Telephone: 02 6295 8867

## Attachment 1

### 2013-14 Accredited Professional Learning Programs

#### Non school based Professional Learning

##### Program name

'Healthy Active Kids' on-line Program	Australian Institute of Sport
2014 Annual ACTMEN Conference	ACT Music Educators Network Inc
ACT Teacher Mentor Program Day-1	Education Institute, University of Canberra
ACT Teacher Mentor Program Days 2-3	Education Institute, University of Canberra
ACTATE Sharing the Secrets of Success 2014	ACT Association for the Teaching of English (ACTATE)
ACTivate 2014	Peak Phys Ed
African Drumming Course	Drum Effect
Building Learning Power in Practice	Better Learners Australia Pty Ltd
Byte-Sized Digital Technologies	Information Technology Educators ACT
Curating Digital Collections for the Australian Curriculum Workshop	Syba Signs
Curriculum of giving for student and staff wellbeing and engagement (One Day)	Education Institute, University of Canberra
Curriculum of giving for student and staff wellbeing and engagement (two hour)	Education Institute, University of Canberra
Developing Inquiry-Based Science Lessons	Questacon Technology Learning Centre
Differentiated Instruction for Language Teachers	Big Scope
Differentiating the Curriculum	Promoting Learning International
Effectively Managing Challenging Behaviours in the classroom	Big Scope
Food&ME Nutrition Education	Nutrition Australia ACT Incorporated
Foundation Conducting and Musician Management Course	Instrumental Music Program
Fun with Music Art	ANU Music Program
Guided Inquiry Design for the Australian Curriculum: Putting it into Practice	Syba Signs
Hands-On Design Thinking	Questacon Technology Learning Centre
Hands-On History: European Scientists and Experiments	Questacon Technology Learning Centre
Hands-On Science Activities to Inspire Students and Teachers	Questacon Technology Learning Centre
Identifying and planning for gifted students in 21st century classrooms	Big Scope
Inquiry-based Learning Skills for Early Career Teachers	Questacon Technology Learning Centre
Inquiry-based Learning Skills for Early Career Teachers: Primary and Secondary	Questacon Technology Learning Centre
Inquiry-based Learning Skills for Teachers	Questacon Technology Learning Centre
Introduction to Montessori Music	Montessori Australia Foundation
Learn the Piano in 3 Hours	ANU Music Program
Making it Up. Improvisation Workshop	ANU Music Program
Mathletics Certification Level 1	3P Learning Australia Pty Limited
Mathletics Certification Level 2	3P Learning Australia Pty Limited

**Program name**

MEP Basic : Singing Outreach	ANU Music Program
MEP Early Childhood Basic Course	ANU Music Program
MEP Primary Basic Course	ANU Music Program
Moderation Day Leader Workshop	Board of Senior Secondary Studies
Music Across the Curriculum	ANU Music Program
Musica Viva Teacher Forum: The Culturally Diverse Music Classroom	Musica Viva Australia
National Visual Art Education Conference	National Gallery of Australia
Neuroscience and Music Education	Instrumental Music Program
Pedagogy : An Indigenous Perspective	NSW ACT Independent Education Union
Personal and Professional Strategies for Successful Teachers	DFL Coaching and Training
Playing with Grammar in the Early and Primary Years	ALEA
Positive Partnerships: Supporting School age students on the autism spectrum (1)	Partnerships between Education and the Autism Community
Positive Partnerships: Supporting School age students on the autism spectrum (2)	Partnerships between Education and the Autism Community
Positive Partnerships: Supporting School age students on the autism spectrum (3)	Partnerships between Education and the Autism Community
Quality Learning Leadership Capacity Building Seminar with David Langford (2-days)	Quality Learning Australia Pty Ltd
Resourcing for the Australian Curriculum: Building Digital Collections	Syba Signs
Spelling in the Primary School Years: Part One	Tessa Daffern
Spelling in the primary school years: Part two	Tessa Daffern
Supporting Students with Autism Spectrum Disorder in the Classroom	Big Scope
Taking the Load Off	Big Scope
Teaching English in Years 7 - 12	ACT Association for the Teaching of English (ACTATE)
Teaching Music: Techniques Inspired by Orff	Big Scope
Technology in the Music Classroom	Orff Schulwerk Association of NSW Inc.
The Creative iPad Classroom	Big Scope
Understanding Differentiated Instruction for Beginning Teachers	Big Scope
Using Digital Communication Technology for Science Lessons	Questacon Technology Learning Centre
Using simple instruments to enhance music-making	ANU Music Program
Using writers' workshop to improve students' writing	ALEA

School based Professional Learning programs	Provider
10 Essential Skills	Belconnen High
A School Based Approach for Catering for Students' Social and Emotional Needs	St Anthony's Parish Primary
Accepting the Challenge: Action Inquiry Program 2014	Central Office ETD
Accidental Counselling Workshop	Burgmann Anglican School
ACER: National School Improvement Tool (NSIT)	Central Office ETD
ACT Asia Forum: Leading Asia Education in 21st Century Schools	Central Office ETD
Action Research Cranleigh 2014	Cranleigh School
Advanced Skills: Coaching Teachers in Essential Skills	Central Office ETD
Advancing Effective Classrooms: Assessment for Learning	Weetangera Primary
An Introduction to The Art & Science of Teaching	Lake Tuggeranong College
Assessment for Learning	Red Hill Primary
Assessment for Learning	Caroline Chisholm School
Assessment for Learning – A Whole School Approach	Calwell Primary
Assessment for Learning Caroline Chisholm School - workshops 3-7	Caroline Chisholm School
Assessment in the PYP	Canberra Girls' Grammar School
Australian Curriculum - An Introduction to Geography	St Bede's Primary
Australian Curriculum links and the IB	Miles Franklin Primary
Australian Curriculum: Geography	Central Office ETD
Beginning the PLC Journey	Canberra High
Best Practice in Literacy Learning	Good Shepherd Primary
Bloomin' Appy	Canberra Girls' Grammar School
Canberra REAIE Network	Canberra Grammar School
Capacity 2: Change Leadership Program	Central Office ETD
Career Adviser Mentor Program	Central Office ETD
Catering for Diversity	Gungahlin College
Challenged Based Learning	Duffy Primary
CHANGE2	Central Office ETD
Chapman Primary PALLs Reading Institutes - Reflection & Application	Chapman Primary
Chatz with Jatz	St Edmund's College
Circle Time: Strengthening Relationships in the P-10 Classroom	Central Office ETD
COG - Conversations that enable Opportunities for Growth	Good Shepherd Primary
Collaborative Coaching @ Amaroo	Amaroo School
Collaborative Problem Solving	Canberra High
Collaborative Problem Solving	Central Office ETD

School based Professional Learning programs	Provider
Colleges Conference 2014	Gungahlin College
Combined EALD, Literacy and Numeracy Professional Learning Forum	Central Office ETD
Communication@Malkara	Malkara School
Communities of Practice	Campbell High
Communities of Practice at Dickson College	Dickson College
Community Engagement and the Importance of Trust in Schools	Hawker Primary
Cooperative Reading	Gordon Primary
Count Me In Too (CMIT)	Central Office ETD
Creating a positive learning community	Canberra Montessori School
Creating a positive school culture	Curtin Primary
Critical analysis of students' reading as a tool to inform future teaching	Canberra Girls' Grammar School
Cultivating Thinking through a Culture of Contemplation	Burgmann Anglican School
Cultural competence in the Preschool Curriculum	Yarralumla Primary
Culture of Grace	Covenant Christian School
Curriculum Differentiation	Lyneham High
Curriculum, Assessment and Reporting	Melrose High
Defining Beliefs and Aligning Practices at Mt Rogers	Mount Rogers Primary
Developing a Community of Practice (CPL Program)	Canberra Grammar School
Developing a Sense of Number Across the School	Holy Trinity Primary
Developing Critical and Creative Thinking	Burgmann Anglican School
Developing Effective Teacher Learning Communities	Holy Trinity Primary
Differentiation For All	Mother Teresa Primary School
Differentiation, Curriculum and Student Engagement	Alfred Deakin High
Disability Standards for Education and Reasonable Adjustment of Assessment Items	Narrabundah College
Early Childhood Education Network Sessions: (Session 2 2014)	Central Office ETD
Early Childhood Education Network Sessions: North/Gungahlin (Session 1 2014)	Central Office ETD
Engaging Students and Personalising Learning in the Senior Years	Amaroo School
English as an Additional Language Teachers' Professional Learning Forum	Central Office ETD
Enhancing school unity	St John the Apostle Primary
Enhancing Social Emotional Learning	Majura Primary
Evidence Based Practice	Melrose High
First Steps Spelling	Central Office ETD
First Steps Writing (2nd edition)	Holy Spirit Primary



**School based Professional Learning programs****Provider**

Flipped Classroom Learning	Telopea Park School
Formative Assessment	Amaroo School
Formative Assessment	Macgregor Primary
Formative Assessment in Practice	Richardson Primary
Gordon Primary Curriculum Induction	Gordon Primary
Guiding Circles and Hope Filled Engagement	Central Office ETD
Hawker College as a Community of Learning	Hawker College
High Order Thinking for the 21st century: More than just a catch cry Pat Hipwell	Canberra High
How do I guide students to become more effective writers and spellers?	St Jude's Primary
Implementing spelling skills and strategies to improve practice	St Matthew's Primary
Implementing Understanding by Design to develop quality Religious Education Programs	St Thomas Aquinas Primary
Improving Outcomes for Students	St Mary MacKillop College
Improving Outcomes with a Well-Being and Engagement Curriculum for Students and Staff	Kingsford Smith School
Improving Outcomes with a Well-Being and Engagement Curriculum for Students and Staff	University of Canberra Senior Secondary College, Lake Ginninderra
Improving Staff and Student Wellbeing and Achievement through a Curriculum of Giving	Narrabundah College
Improving student outcomes - Visible Learning	Kingsford Smith School
Improving Teaching through Peer Observation	Mount Stromlo High School
Inquiry Learning	Melba Copland School
Integrating ELYF and NQS into Montessori curriculum	Yarralumla Primary
Integrating the teaching of spelling into your reading and writing program	Aranda Primary
Intentional Teaching	Fraser Primary
Intercultural Understanding and Asian "Transformational " Engagement at CGS	Canberra Grammar School
International Baccalaureate Workshops – Language B Indonesian	Narrabundah College
Introduction to Second Step	Central Office ETD
Introduction to Teacher Mentoring	Canberra Grammar School
Kaleen & Giralang Primary Building the capability of our teams	Kaleen Primary
Kaleen KidsMatter	Kaleen Primary
Kaleen KidsMatter Component 1 - workshop 1	Kaleen Primary
Kaleen Primary KidsMatter – Component one, workshop 2 Engaging Fathers in their child's education	Kaleen Primary
Kids Matters Component 2	Gordon Primary

**School based Professional Learning programs****Provider**

Kids Matters Component 2	Gordon Primary
KidsMatter: Component 2 & 3	St Thomas Aquinas Primary
Kingdom Living in the Classroom	Emmaus Christian School
Kulture Break: Every Chance to Dance	Central Office ETD
Lanyon Cluster Action Research	Lanyon High
Leading Literacy Phase: 1	Erindale College
Macquarie Primary School Teacher Inquiry Program (MPSTIP)	Macquarie Primary
Making appropriate adjustments for students with disabilities	Sts Peter and Paul Primary
Making Maths Meaningful	Holy Family Parish Primary School
Making Maths Meaningful Part 2	Holy Family Parish Primary School
Making the PYP Happen	Miles Franklin Primary
Mathematics Framework	St Michael's Primary
Mathematics Framework	Rosary Primary
Mathematics Professional Learning (Inquiry Based Approach)	Maribyrnong Primary
MCC Andrew Fuller Jan 2014	Marist College
Mentoring @ Rosary	Rosary Primary
Microteaching	Emmaus Christian School
Middle Years Mental Computation (MYMC) 1. Introduction	Central Office ETD
Middle Years Mental Computation (MYMC) 2. Addition and Subtraction	Central Office ETD
Middle Years Mental Computation (MYMC) 3 Multiplication and Division	Central Office ETD
Middle Years Mental computation at Red Hill	Red Hill Primary
Mindfulness@Malkara	Malkara School
Mindset	Lyneham High
MTS Numeracy 2014 POA	Mother Teresa Primary School
MYMC Fractions	Central Office ETD
Namadgi Formative Assessment PLC's	Namadgi School
Narrabundah College Quality Teaching Rounds	Narrabundah College
Nationally Consistent Collection of Data School Students with a Disability	St Bede's Primary
Numeracy - WLAM	St Vincent's Primary
Numeracy and Differentiation	Lyneham Primary
Numeracy for the Twenty First Century	Holy Spirit Primary
Off the Shelf 1: Stratosphere	St Mary MacKillop College
Online Learning: Dyslexia and Significant Reading Difficulties	Central Office ETD
Online Learning: Motor Coordination Difficulties (MCD)	Central Office ETD
Online Learning: Speech, Language and Communication Needs (SLCN)	Central Office ETD
Online Learning: Understanding Hearing Loss	Central Office ETD
PALLs (4): Designing/Implementing/Monitoring Reading 22 Jan 2014	Central Office ETD
PALLs ACT Reading Institute (1) 29 January 2014	Central Office ETD

School based Professional Learning programs	Provider
PALLs ACT Reading Institute (2) 30 January 2014	Central Office ETD
PALLs Reading Institute (3) 24 April 2014	Central Office ETD
Pastoral Care of Students	Merici College
Peer Observation: An Effective Feedback Strategy for Teachers	Burgmann Anglican School
Performance and Development 2014	Daramalan College
Personalised Learning and Knowing our Students Jan 2014	Calwell Primary
Playmeo Inspire Your Group- Challenge By Choice	Birrigai Outdoor School
PLC Assessment workshop	Canberra Girls' Grammar School
Positive Teams	Harrison School
Primary Years Program of Inquiry Review	North Ainslie Primary
Professional Collaboration Meetings	Marist College
Professional Learning Communities	Hawker Primary
Professional Learning Communities at Work Part 1 : with Kylie Lipscombe	Ainslie School
Professional Learning Communities at Work Part 1: with Gavin Grift	Ainslie School
Professional Learning Communities at Work Part 2- with Gavin Grift	Ainslie School
Professional Learning Communities at Work Part 2: with Gavin Grift	Ainslie School
Professional Learning with ANU Indonesian Community	Central Office ETD
Professional Mentoring Conversations	John Paul College
Promoting Language and Literacy Development in the Early Years	Canberra Girls' Grammar School
PYP Concepts Workshop	Radford College
PYP Induction Red Hill 2014	Red Hill Primary
PYP Maths Inquiry Workshop	Radford College
QT Rounds Facilitator workshop	Canberra College
Quality Curriculum at Curtin	Curtin Primary
Quality Learning Seminar with David Langford (4-days)	Central Office ETD
Quality Teaching Rounds	Red Hill Primary
Quality Teaching workshops	Woden School
Radford College Faculty Head Leadership Professional Learning	Radford College
Radford College Junior School Peer Based Professional Learning Program	Radford College
Radford College Junior School Transdisciplinary Mapping	Radford College
Radford College Peer Based Professional Learning Program	Radford College
Reading at Taylor Primary School	Taylor Primary
Reading Strategies - a door to content knowledge	Kingsford Smith School
Reflective Practice	Emmaus Christian School

**School based Professional Learning programs****Provider**

Relational Practice	Red Hill Primary
Renew, Review, Refocus	Harrison School
Restorative and Relational Practice in the School Setting	North Ainslie Primary
Restorative Practices	Charnwood-Dunlop School
Restorative Practices	St John the Apostle Primary
Restorative Practices and Circle Time	Woden School
Rob Vingerhoerst – Elements of a great maths lesson	Curtin Primary
Role of Assessment SCA	St Clare of Assisi Primary
SCA Numeracy Problem Solving	St Clare of Assisi Primary
SEL : Friendly Schools Plus	Central Office ETD
Shaping Learning through Formative Assessment: A Collaborative Action Project	Holy Spirit Primary
Social Justice: Strategies to raise social justice awareness in students	Daramalan College
Enhancing Student Spirituality	St John Vianney's Primary
Wellbeing in the Classroom	St Francis Xavier College
Storyline2014	Maribyrnong Primary
Student Well Being	Radford College
Successful Learning for the 21st Century	Daramalan College
Supporting Children's Wellbeing	Isabella Plains Early Childhood School
Supporting literacy learners	St Clare of Assisi Primary
Supporting literacy learners	St Francis of Assisi Primary
Supporting reluctant and disengaged adolescent readers in the classroom	Daramalan College
Supporting reluctant and disengaged readers in the classroom	Holy Family Parish Primary School
Taskforce on Students with Learning Difficulties: Understanding Learning Difficulties	Central Office ETD
Teaching and Behaviour Support Strategies for Students with Autism Spectrum Disorder.	Trinity Christian School
Teaching ESL Students in Mainstream Classrooms (TESMC)	Central Office ETD
Teaching Interlingually and interculturally in a bilingual school	Yarralumla Primary
Teaching Spelling Through Writing	Sacred Heart Primary
Teaching students to be effective writers	Forrest Primary
Teaching with Count Me In Too	Red Hill Primary
TEALLN411 Upgrade Workshop	Canberra College
Team building, KidsMatter and social/emotional learning	Fraser Primary
The Big Writing	Evatt Primary
The Curious Teacher	Orana Steiner School
Time for Talk: EALD Teachers	Central Office ETD
Towards an Authentic Culture of Wellbeing	Burgmann Anglican School
Understanding and Using Data	St Thomas the Apostle Primary
Understanding by Design	Ainslie School

School based Professional Learning programs	Provider
Understanding By Design Curriculum (UBD) Workshop	St Edmund's College
Understanding Literacy in a PYP Context	Forrest Primary
Using Achievement Standards to Improve Student Outcomes	St Mary MacKillop College
Using Data to Improve Student Achievement	Holy Spirit Primary
Using Data to inform Teaching	St Vincent's Primary
Using Data to Inform Teaching	St Thomas the Apostle Primary
Using Inclusive Technologies to Support Students Struggling With Literacy	Melrose High
Visible Learning Principles in the Primary Classroom	Maribyrnong Primary
Wanniassa School Professional Learning	Wanniassa School
Whole School Positive Behaviour Support	Black Mountain School
Write it Right	Campbell High

## Attachment 2

### ACT Teacher Quality Institute Act Section 26 (e)

#### Assessment standards required to be met by teachers.

New applicants are required to meet the following assessment standards:

#### Full Registration

Full registration is only available to experienced applicants who meet the criteria specified below.

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

#### Provisional Registration

Provisional registrants meet the qualification requirement for full registration but have not yet accumulated the required teaching experience or skills and abilities for Full registration. It is the appropriate category for Graduate entry and applicable as an interim measure when an applicant may meet the requirements for full registration but is unable at the time to provide the relevant supporting evidence.

<b>Qualification(s)</b>	Completion of at least four years of higher education (full-time or equivalent) study including an accredited initial teacher education program accredited in Australia, leading to the achievement of a recognised qualification. Overseas qualifications will be accepted if they are assessed by TQI as equivalent.
<b>Suitability to teach</b>	TQI will use a current Working with Vulnerable People (Background Checking) (WwVP) registration to satisfy itself of the applicant's suitability to teach.
<b>English language proficiency</b>	TQI must be satisfied that the applicant meets the English language requirements specified in the Act. Applicants who have not undertaken the required four full years of 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 IELTS test undertaken in the two years prior to the date of the application with scores of at least band 8 in Speaking and Listening and at least band 7 in Reading and Writing.

#### 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. 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.

<b>Suitability to teach</b>	TQI will use a current Working with Vulnerable People (Background Checking) (WwVP) registration to satisfy itself of the applicant's suitability to teach.
<b>English language proficiency</b>	TQI must be satisfied that the applicant meets the English language requirements specified in the Act. Applicants who have not undertaken 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 IELTS test undertaken in the two years prior to the date of the application with scores of at least band 8 in Speaking and Listening and at least band 7 in Reading and Writing.

## ACT Teacher Quality Institute Regulation 2010 Part 2A

### Assessment standards required to be met by teachers

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

<b>Certification</b>	Only available to experienced applicants who meet the eligibility criteria and assessment requirements specified below.
<b>Certification assessment</b>	Based on the submission of direct evidence of teacher practice and the direct observation of classroom practice conducted by nationally trained ACT assessors.
<b>Eligibility criteria to apply for Certification</b>	<ul style="list-style-type: none"> <li>• Australian or New Zealand citizenship or Australian permanent residency visa.</li> <li>• Satisfactory assessment in recent annual performance assessments, i.e. two annual assessments for Highly Accomplished or three annual assessments for Lead.</li> <li>• Full registration with the ACT Teacher Quality Institute.</li> </ul>
<b>Current Certification standards</b> - required to be met by teachers who elect to apply.	
The <b>collection of evidence</b> required for assessment	<ul style="list-style-type: none"> <li>• Annotated evidence of teacher practice accounting for each of the descriptors in all seven of the Highly Accomplished or Lead level Standards (up to 35 artefacts in total).</li> <li>• Lesson observation reports.</li> <li>• Teacher reflection on the direct evidence as a written statement addressing the Standards.</li> <li>• A written description of a Lead initiative for Lead applications.</li> <li>• Referee statements.</li> </ul>
The <b>direct observation of classroom practice</b>	<ul style="list-style-type: none"> <li>• Classroom observation.</li> <li>• Discussion with the principal and other colleagues.</li> <li>• Professional discussion with the applicant.</li> </ul>

## APPENDICES

---

Appendix 1 List of tables

Appendix 2 List of figures

Appendix 3 Abbreviations and acronyms

Appendix 4 Index



## Appendix 1: List of tables

B3.1	ACT ACE Grants Program funding in 2014	62
B4.1	School-based sustainable development performance 2012-13 to 2013-14	67
B4.2	Office-based sustainable development performance 2012-13 to 2013-14	71
C2.1	Audit Committee membership and attendance in 2013-14	76
C4.1	Reports tables in the Legislative Assembly	78
C4.2	Implementation status of Standing Committee on Education and Youth Affairs: Report on Annual and Financial Reports 2011-12	78
C4.3	Implementation status of Select Committee on Estimates 2013-14: Report on Inquiry into the Appropriation Bill 2013-14	80
C5.1	Implementation status of ACT Auditor-General reports	83
D2.1	Freedom of information requests, 2013-14	88
D2.2	Freedom of information decisions, 2013-14	88
D4.1	Records disposal schedules used by the Directorate	92
E2.1	Scholarships awarded, 2013-14	103
E2.2	Online training, 2013-14	104
E2.3	Traineeship opportunities, 2013-14	104
E2.4	Completion rates, 2013-14	104
E2.5	Participants and cost for ACTPS training and study assistance program, 2013-14	104
E2.6	Whole of government learning and development programs, 2013-14	105
E3.1	Reduce the incidence rate claims in one or more weeks off by at least 30 percent	108
E3.2	Reduce the incidence rate of claims for musculoskeletal disorders resulting in one or more weeks off work, by at least 30 percent	109
E4.1	Special Employment Arrangements	110
E4.2	Classifications and remuneration of officers on SEAs and AWAs	111
E5.1	FTE and headcount by gender	112
E5.2	Headcount by classification and gender	112
E5.3	Headcount by employment category and gender	113
E5.4	FTE and headcount by administrative unit	113
E5.5	Headcount by administrative unit and employment type	113
E5.6	Headcount by age group and gender	114
E5.7	Headcount by length of service, generation and gender	114
E5.8	Average years of service by gender	114
E5.9	Headcount by diversity group	114
F1.1	Net cost of services	116
F1.2	Line item explanation of significant variances from the amended budget - Directorate operating statement	118
F1.3	Line item explanation of significant variances from the amended budget - Directorate balance sheet	120
F3.1	Capital works management 2013-14	198
F3.2	End of year reconciliation schedule 2013-14	201
F4.1	Assets and their values at 30 June 2014	202
F4.2	Assets added to the asset register during 2013-14	203



F4.3	Central office sites, staff numbers (headcount) and space occupied, as at 30 June 2014	204
F5.1	Central office contracts greater than \$25,000 or smaller contracts held by one contractor that total more than \$25,000 (GST exclusive) in 2013-14	205
F5.2	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 2013-14	209
F5.3	Smaller works by suppliers in public schools exceeding \$25,000 (GST exclusive) in 2013-14	213
BSSS 1	Selected courses on Year 12 Certificates and Tertiary Entrance Statements, 2013 and 2012	232
BSSS 2	Board membership as at 1 July 2013	235
BSSS 3	Board membership as at 30 June 2014	238
BSSS 4	Board Standing Committees and their roles	239
GSEC 1	Role of council members and number of meetings attended/number of eligible meetings	251
NGSEC 1	Role of council members and number of meetings attended/number of eligible meetings	258
TQI 1	Teacher professional learning programs are accredited by TQI against criteria linked to the <i>Australian Professional Standards for Teachers</i>	267

## Appendix 2: List of figures

B2.1	Mean achievement score of all year 5 public school students in reading in NAPLAN, 2009 to 2013	46
B2.2	Mean achievement score of all year 9 public school students in reading in NAPLAN, 2009 to 2013	46
B2.3	Mean achievement score of all year 5 public school students in numeracy in NAPLAN, 2009 to 2013	46
B2.4	Mean achievement score of all year 9 public school students in numeracy in NAPLAN, 2009 to 2013	47
B2.5	PISA mathematical literacy mean score, 2012	47
B2.6	PISA mathematical literacy mean scores, 2003 to 2012	48
B2.7	Mean scores of ACT and Australian year 6 students in science literacy, 2003 to 2012	48
B2.8	Percentage of year 12 students who received a nationally recognised vocational qualification, 2009 to 2013	49
B2.9	Percentage of apprentices satisfied with their training under Australian Apprenticeships, 2009 to 2013	49
B2.10	Participation in vocational education and training by student type, ACT and Australia, 2008 to 2012	49
B2.11	Average number of years of employment with the Directorate, 2009-10 to 2013-14	50
B2.12	Proportion of teachers using learning technologies, 2012 to 2013	50
B2.13	Proportion of teachers and school leaders modelling innovative practice, 2012 to 2013	50
B2.14	Proportion of teachers and school leaders participating in decision-making, 2012 to 2013	50
B2.15	Number of Aboriginal and Torres Strait Islander employees, 2009-10 to 2013-14	51
B2.16	Overall student satisfaction with education at public schools, 2009 to 2013	51
B2.17	Percentage of year 12 public school students who received Year 12 Certificate, 2009 to 2013	51
B2.18	Percentage of year 12 Aboriginal and Torres Strait Islander public school students who received a Year 12 Certificate, 2009 to 2013	52
B2.19	Percentage of public school year 12 graduates studying or employed six months after completing year 12, 2009 to 2013	52
B2.20	Proportion of graduates with improved employment status after training, 2009 to 2013	52
B2.21	Apparent retention rate from year 7 to year 12, public school students, ACT and Australia, 2009 to 2013	53
B2.22	Mean achievement score of Aboriginal and Torres Strait Islander year 5 public school students in reading, 2009 to 2013	53
B2.23	Mean achievement score of Aboriginal and Torres Strait Islander year 9 public school students in reading, 2009 to 2013	53
B2.24	Number of enrolments of Aboriginal and Torres Strait Islander students in public schools, 2009 to 2013	53
B2.25	Attendance rate of public school students in year 1 to year 10, 2009 to 2013	
B2.26	Percentage of year 10 students who proceed to public secondary college education	54
B2.27	Overall satisfaction of parents and carers with the education provided at public schools, 2009 to 2013	54
B2.28	Number of enrolments in preschool in public schools, 2009 to 2013	54

B2.29	Proportion of school enrolments, 2010 to 2014	54
B2.30	Staff retention rate, 2009 to 2013	55
B2.31	Number of new FOI requests, 2009-10 to 2013-14	55
B2.32	Number of kilometres travelled by fleet cars, 2010-11 to 2013-14	56
E3.1	Number of participants accessing the Employee Assistance Program, 2009-10 to 2013-14	107
F1.1	Components of revenue 2013-14	117
F1.2	Components of expenditure 2013-14	118
F1.3	Total assets as at 30 June 2014	119
F1.4	Total liabilities as at 30 June 2014	119
F1.5	Sources of Territorial revenue	120
BSSS 1	Year 12 Certificate receivers with a Tertiary Entrance Statement, 1999 to 2013	231
BSSS 2	Australian Tertiary Admission Rank by college, 2013	232
BSSS 3	Number of students receiving vocational certificates, 2013 by college and year level	233

## Appendix 3: Abbreviations and Acronyms

ABS	Australian Bureau of Statistics
ACARA	Australian Curriculum, Assessment and Reporting Authority
ACE	Adult and Community Education
ACECQA	Australian Children's Education and Care Authority
ACEL	Australian Council for Educational Leaders
ACT	Australian Capital Territory
ACT ESA	ACT Emergency Services Agency
ACT RFS	ACT Rural Fire Service
ACTPS	Australian Capital Territory Public Service
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
ASQA	Australian Skills Quality Authority
AST	ACT Scaling Test
ATAR	Australian Tertiary Admissions Rank
ATSIOs	Aboriginal and Torres Strait Islander Education Officers
AuSSI	Australian Sustainable Schools Initiative
AWA	Australian Workplace Agreement
BSO	Building Service Officer
BSSS	Board of Senior Secondary Studies
CCCares	Canberra College Cares
CIT	Canberra Institute of Technology
CO <sub>2</sub>	Carbon dioxide
CO <sub>2</sub> -e (tonnes)	Tonnes of equivalent carbon dioxide
COAG	Council of Australian Governments
CPRU	Children's Policy and Regulation Unit
CSD	Community Services Directorate
DEECD	Department for Education and Early Childhood Development
DERG	Disability Education Reference 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
HVAC	Heating, ventilation, and air conditioning
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
NSW	New South Wales
PPLF	Principal Professional Learning Fund
PID	Public Interest Disclosure
PPP	Productivity Places Program
PSP	Priorities Support Program
RAP	Reconciliation Action Plan
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
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
VET	Vocational education and training
WESP	Work Experience and Support Program

## Appendix 4: Index

100 Stories: Celebrating Public Education in Canberra 66

### A

Aboriginal and Torres Strait Islander	15, 18, 21, 24, 25, 27, 30, 32, 33, 49, 51, 52, 53, 54, 58, 59, 62, 63, 65, 74, 78, 86, 91, 92, 100, 114, 252,
Aboriginal and Torres Strait Islander Education Consultative Group	58, 59
ACT Aboriginal and Torres Strait Islander Student, Apprentice or Trainee of the Year	65
ACT Accreditation and Registration Council	236, 239
ACT Australian Apprentice (Apprentice) of the Year	65
ACT Australian Apprentice (Trainee) of the Year	65
ACT Careers and Transitions website	36
ACT Council of Parents and Citizens Association	57, 87, 237
ACT Human Rights Commission	89
<i>ACT Integrity Policy</i>	77
ACT Master Builders Award	15
ACT Principals Association	234
<i>ACT Public Schools Food and Drink policy</i>	32
<i>ACT Public Service Aboriginal and Torres Strait Islander Employment Strategy 2011-2015</i>	25
ACT Public Service values	8
ACT Skills Needs List	31, 43, 60, 61
ACT Teacher Mentor Program	267, 275
ACT Training Excellence Awards	62, 65
ACT Vocational Education and Training Administration Records System (AVETARS)	44, 61, 206
Action Plans	13
Annual Operating Plan	42
<i>Annual Reports (Government Agencies) Act 2004</i>	265
Apprentices	15, 19, 37, 49, 52, 62, 65, 288
Artists' and Writers' Festival	31
Asset management	44, 115, 202, 241
Association of Independent Schools (AIS)	57, 58, 235, 238, 242, 243, 269, 270
Auditor-General	iii, 73, 83, 84, 252, 259, 286
Australian Bureau of Statistics (ABS)	53, 237
Australian Catholic University (ACU)	59, 82, 267, 269, 270
Australian Council for Educational Leaders (ACEL)	8
Australian Curriculum	250, 267
Australian Curriculum, Assessment and Reporting Authority (ACARA)	9, 46, 47, 53, 230, 231, 238, 289
Australian Curriculum Implementation Plan	14, 18
Australian Education Union (AEU)	57, 59, 77, 81, 234, 235, 238, 269, 270
Australian Institute for Teaching and School Leadership (AITSL)	26

Australian National University (ANU)	62, 231, 232, 235, 236, 238, 244, 245, 274, 275, 280
Australian Professional Standard for Principals	267
Australian Professional Standards for Teachers	24, 82, 266, 267, 268, 272, 283, 284, 287
Australian School Based Apprenticeships (ASBA)	33
Australian School Climate Measurement Tool Survey	42
Australian Skills Quality Authority (ASQA)	61, 260, 289
Australian Sustainable Schools Initiative (AuSSI)	68, 289
Australian Taxation Office (ATO)	120
Australian Workplace Agreements (AWA)	110, 289
<b>B</b>	
Belconnen Trade Skills Centre	44, 196, 199
Block Release Programs	120
Board of Senior Secondary Studies (BSSS)	iv, 49, 51, 52, 60, 204, 206, 225, 229, 230, 231, 232, 233, 234, 235, 236, 238, 240, 252, 276, 286, 288
Branch Business Plans	13
Building the Education Revolution	55
<b>C</b>	
Canberra CareersXpo	61
Canberra Institute of Technology	62, 65, 80, 81, 104, 234, 235, 236, 238, 239, 242, 243
Capital works	45, 55, 60, 70, 74, 81, 84, 119, 120, 196, 198, 201, 202, 203, 205
Carbon Neutral	67, 69, 199
Catholic Education Office (CEO)	57, 58, 242, 243, 269, 270
CCCares	15, 65, 111, 196, 200
Children's Policy and Regulation Unit (CPRU)	88
Code of conduct	101
Community Services Directorate (CSD)	59, 96
<b>D</b>	
<i>Dangerous Substances Act 2004</i>	204
Digital Backpack	42
Disability Education	36, 43, 59, 103, 206, 207, 252
Disability Standards for Education	24, 249, 278
<b>E</b>	
Economic Development Directorate	108, 109, 203
<i>Education Act 2004</i>	60, 249, 250, 257, 258
Education Capital	7, 8, 13, 46, 57, 100
Employee Assistance Program	107, 208, 289
Energy and water consumption	44
Energy consumption	67, 72, 95
Energy efficiency	56, 67, 68, 70, 202
Enterprise agreement	100, 101, 110, 118

Executive Teacher (Professional Practice)	14, 25
<b>F</b>	
Facebook	39, 57
<i>Financial Management Act 1996</i>	119, 265
Flexible Learning Options	37
Forecasting of Industry Needs and Entitlement (FINE) modelling tool	43
Fraud prevention	iii, 77
Fred Hollows Awards	32, 77
<i>Freedom of Information Act 1989</i>	55, 87, 271
<b>G</b>	
Gifted and Talented Students Policy	15, 36, 82, 252
Global Classroom	94
Google	42
Government Schools Education Council (GSEC)	iv, 9, 57, 59, 225, 249, 252, 253, 254, 257, 258, 259, 286
Greenhouse gas emissions (GHG)	67, 68, 70, 72
<b>H</b>	
Health Directorate	68, 78, 79
Higher education	11, 80, 260, 290
Home education	10, 116
Human resources	iii, 99
Human rights	iii, 19, 85, 89, 241
Human Rights Education Forum	19
<b>I</b>	
Implementation plan	14, 18, 206
Injury Management Toolkit	43, 101, 106, 107
Internal audit	iii, 76, 91, 107, 206, 207, 265
Introductory English Centres	33, 64, 291
<b>K</b>	
Koori preschool programs	33
<b>L</b>	
Language Perfect World Championships	30
Literacy and numeracy	25, 46, 47, 53, 103, 205, 278
<b>M</b>	
<i>Magellan Program</i>	97
Microsoft	42
Minister for Education and Training	11, 57, 58, 59, 62, 66, 82, 111, 234, 249, 265, 267, 272
Minister's Student Congress	30, 59
Minister's Taskforce on Students with Learning Difficulties	15, 59
Monkey in My Chair program	31
<b>N</b>	
National Achievement Standards	14
National Agreement for Skills and Workforce Development	49



National Assessment Program - Literacy and Numeracy (NAPLAN)	14, 18, 21, 46, 47, 53, 261, 288, 291
National Day of Action against Bullying and Violence	30
National Disability Insurance Scheme	15, 32, 116
National Education Reform Agreement	80
National Partnership on Skills Reform	14, 18
National Partnership Program funding relating to Improving Teacher Quality	118
National Quality Framework for Early Childhood Education and Care	19, 196, 205
Non-government Schools Education Council (NGSEC)	57, 249, 250, 257, 259, 261, 291

## O

Office for Schools	11, 12, 74, 113, 206
Ombudsman	iii, 73, 83, 241, 252, 259
<i>Outdoor Education and Physical Education and Sport policy</i>	32

## P

Parent and carer satisfaction	54
<i>Parent's Guide to Enrolment</i>	15
Pathways planning	252
<i>Preschool Matters</i> website	15, 37
Priorities	8, 13, 14, 31, 46, 57, 60, 61, 67, 74, 100, 103, 198, 266, 267, 268
Priorities Support Program	18, 31, 261, 291
Productivity Places Program	117, 118, 261, 291
Professional development	32, 78, 103, 104, 119, 120, 205, 265, 266, 267
<i>Progressing Parental Engagement in the ACT</i>	15, 36
<i>Public Interest Disclosure Act 1994</i>	86
<i>Public Interest Disclosure Act 2012</i>	86, 271

## R

Records management	76, 91, 272
Registered training organisations (RTOs)	60, 76, 233
Respect, Equity and Diversity (RED)	75, 89, 101
Ride or Walk to School	68
Risk management	13, 73, 76, 85, 116, 241, 252, 257, 259, 271

## S

<i>Safe and Supportive Schools policy</i>	32, 60, 252, 257
Safe Schools	59, 79
Safety Management System	106
Scholarships	103, 286
School boards	13, 60, 87, 250, 251
School Census	49, 51

School environment	68
School improvement	74, 100
School Network Leader	9, 111
School plans	13
School satisfaction surveys	42
Schools capital works	60
SchoolsNET	42, 81, 83
School Volunteer Program	15, 37, 64, 65
Sea of Hands	86
Secondary Bursary Scheme	120
Senior executive responsible for business integrity risk	77
Senior Executive Team	11, 74, 75, 76, 106
Social media	57
Solar Schools	261, 291
<i>Strategic Plan 2014-17</i>	7, 8, 13, 57
<i>Strategic Risk Management and Audit Plan</i>	116
<i>Student Aspirations Program</i>	30
<i>Student Reporting Policy</i>	20
Student satisfaction	51, 288
Sustainability	18, 55, 58, 67, 68, 70, 72, 198, 208
Sustainable Schools	68, 260

## T

ACT Teacher Quality Institute	iv, 78, 102, 103, 113, 118, 206, 208, 225, 249, 257, 259, 261, 265, 266, 271, 272, 274, 283, 284, 291
Teach for Australia program	14
Territory and Municipal Services	79, 84, 96
Territory Records Office	91
Tertiary Entrance Statement	231, 233, 261, 289, 291
Trainees	37, 62, 65
Training and Tertiary Education (TaTE)	11, 12, 60, 61, 74, 113, 205, 206, 261, 291
Training Excellence Awards	37, 62, 65
Transition Action Plan	36
Tuggeranong Sustainable Learning Trade Training Centre	14, 18, 43, 196, 203
Tutorial Support Scheme	18
Twitter	39, 57

## U

Universal Access	117, 199
University of Canberra	14, 24, 26, 31, 59, 62, 82, 94, 196, 197, 231, 232, 235, 236, 238, 242, 243, 244, 245, 267, 269
University of Canberra Accelerate Program	231

---

## V

Vocational education and training	49, 235, 238, 261, 291
-----------------------------------	------------------------

---

## W

Workforce Capability Working Group	75
Workplace health and safety	76, 81, 89, 104, 106, 107

---

## Y

Year 12 Certificate	14, 20, 51, 52, 229, 231, 232, 233, 234, 288, 289
You R U Day	90
Youth Network Boards	37

---





