



SECTION B Organisation Overview and Performance

Director-General's reflection

- B.1 Organisational overview
- B.2 Performance analysis
- B.3 Scrutiny
- B.4 Risk management
- B.5 Internal audit
- B.6 Fraud prevention
- B.7 Work health and safety
- B.8 Human resource management
- B.9 Ecologically sustainable development

DIRECTOR-GENERAL'S REFLECTION

MESSAGE FROM THE DIRECTOR-GENERAL

I am pleased to present this report on the activities and achievements of the ACT Education and Training Directorate for the financial year 2014-2015. As articulated in the *2014-2017 Strategic Plan Education Capital: Leading the Nation*, the vision for the Directorate is that in the ACT every child, young person and adult will benefit from a high quality, accessible education, childcare and training system.

This report details achievements across the Directorate's broad range of services and activities against the strategies of Education Capital, namely:

- Quality learning – ensuring learners have access to powerful and relevant learning experiences;
- Inspirational teaching and leadership – building the capabilities of our teachers and leaders;
- High expectations and high performance – having high expectations for all and meeting the learning needs of every student;
- Connecting with families and the community – partnering with families and engaging with the community to build meaningful relationships; and
- Business innovation and improvement – improving our business systems, and being open and accountable for our decisions.



Throughout the reporting period there have been many achievements. Importantly significant reforms have been progressed in early childhood education and care, school education, and training and tertiary education.

We know that quality education and care shapes every child's future and lays the foundation for development and learning. The early years are critical for establishing self-esteem, resilience, healthy growth and capacity to learn. Children's education and care services covered under the Education and Care Services National Law are assessed and rated against the National Quality Standard to promote transparency and accountability and help parents assess the quality of education and care services available. During the reporting period the number of ACT education and care services quality assessed and rated was 88, bringing the total number of services in the ACT with a quality rating to 224.

Intensive research and analysis was undertaken to inform the development of a new funding model for ACT public schools – the Student Resource Allocation (SRA), consistent with our commitment to National Education Reform.



The implementation of the SRA is predicated on the view that every child can learn, given the right conditions and assistance. It recognises that achieving equity in education is not about achieving the same outcomes for every learner, but ensuring that the same profile of outcomes can be achieved for any group of students, irrespective of where they live, their circumstances or the school they attend.

The ACT Government is committed to increasing the skills of the ACT workforce, to ensure the Territory's economic and social prosperity through the provision of a flexible and responsive training sector that delivers high quality training which meets the needs of industry and business, current and prospective students, and the broader ACT community.

In December 2014 the ACT Government Minister for Education and Training launched *Skilled Capital*, a framework to ensure the quality of training provision in the Territory. *Skilled Capital* introduces a comprehensive approach to improving access and support for those experiencing disadvantage, and maximising success for students. By better aligning funding for training to areas of skills need, the initiative aims to increase the productivity of

the ACT through greater workforce participation. In conjunction with the existing training options available at the Canberra Institute of Technology (CIT) and through the Australian Apprenticeships (User Choice) Program, *Skilled Capital* will provide an entitlement to training for all in the ACT.

Our achievements are not possible without the commitment of over 6,000 educators and staff, including over 200 new teachers and over 150 new administration and support staff who joined the Directorate throughout the year. I acknowledge and appreciate the collective work of staff across the Directorate for the work that takes place every day to ensure all students have the opportunity to learn and grow.

The ACT has one of the highest levels of educational achievement of all Australian states and territories. This is something of which we should be proud. However, the correlation between education outcomes and student background remains strong in the ACT, as it does across the nation. We need to strive for even better outcomes.

Diane Joseph
Director-General

B.I ORGANISATIONAL OVERVIEW

THE ORGANISATION

The Education and Training Directorate strives for better outcomes for all learners and for the ACT community more broadly.

OUR MISSION

- Every child, young person and adult will benefit from a high quality, accessible education, childcare and training system.
- Every student will learn, thrive and be equipped with the skills and attitudes to lead fulfilling, productive and responsible lives.
- Our highly educated and skilled community will contribute to the economic and social prosperity of our city and the nation.

OUR PRIORITIES

The Directorate's *Strategic Plan 2014-17, Education Capital: Leading the Nation* articulates on:

- **QUALITY LEARNING:** We will ensure all learners have access to powerful and relevant learning experiences.
- **INSPIRATIONAL TEACHING AND LEADERSHIP:** We will build the capabilities of our teachers and leaders – by design, not by chance.
- **HIGH EXPECTATIONS, HIGH PERFORMANCE:** We have high expectations for all and will meet the learning needs of every student.
- **CONNECTING WITH FAMILIES AND THE COMMUNITY:** We will partner with families and engage with the community to build meaningful relationships.
- **BUSINESS INNOVATION AND IMPROVEMENT:** We will support innovation, improve our business systems and be open and accountable for our decisions.

OUR VALUES

The ACT Public Service values and behaviours of Respect, Integrity, Collaboration and Innovation underpin our service delivery to the community. Specifically:

- we take pride in our work and value the contribution of others;
- we take responsibility for our decisions and actions;
- we work openly, seek out the views of others and welcome feedback; and
- we seek to continuously improve our services and are open to change and new ideas.

OUR ROLE AND STAKEHOLDERS

Directorate services include the provision of public school education, regulation of education and care services, registration of non-government schools and home education, and the planning and coordination of vocational education and training. Our clients and stakeholders include:

- students and their families;
- children accessing childcare and their families;
- registered training organisations;
- childcare providers;
- community organisations; and
- peak representative groups.



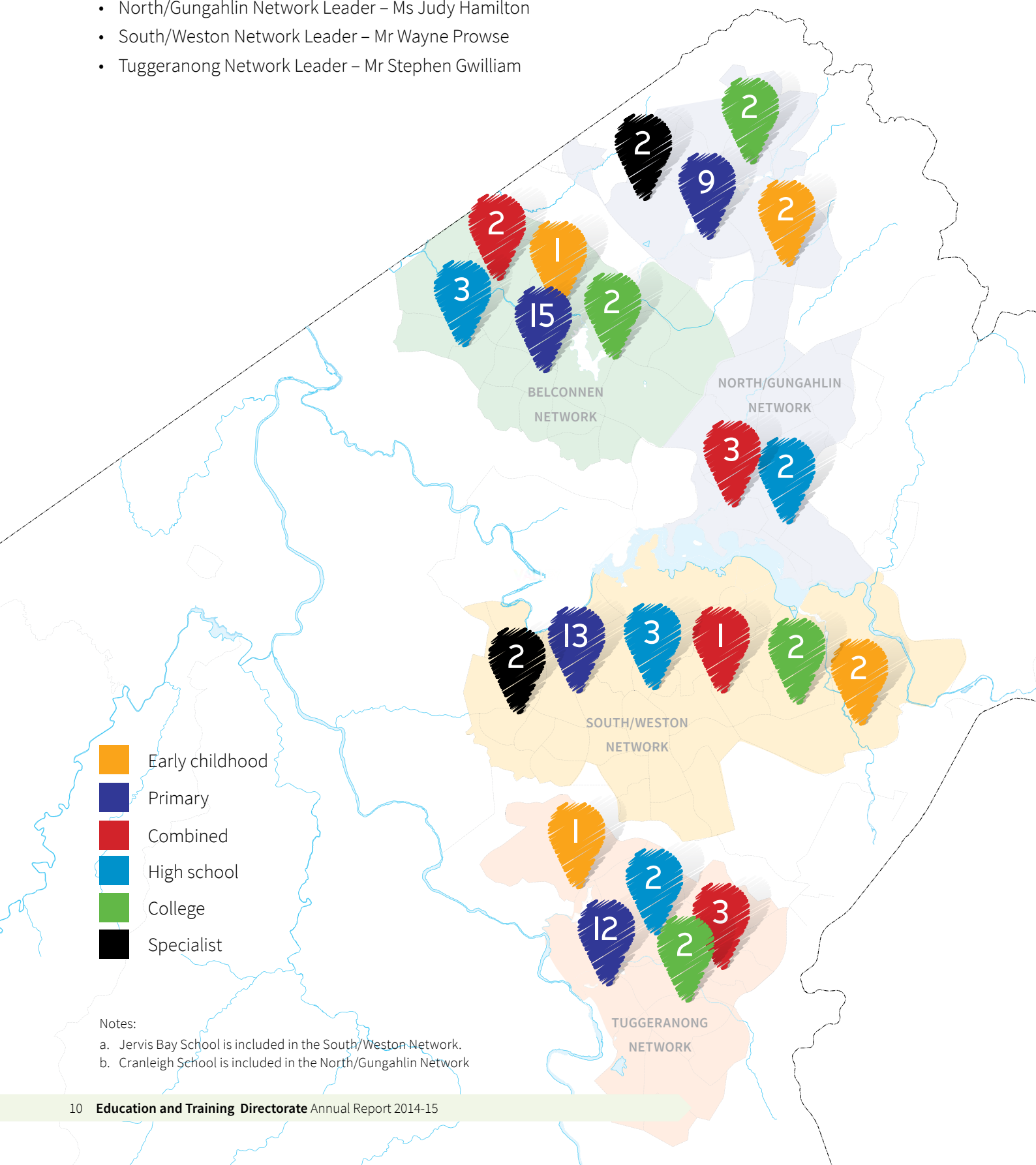
New Staff Induction February 2015

Left to right: Mr Matt Eyles, 2014 New Educator of the Year, Calwell High School; Ms Diane Joseph, Director-General; Mr Ryan Devlin, Hughes Primary School; Ms Amanda Tully, Belconnen High School.

ACT PUBLIC SCHOOLS – NETWORK DISTRIBUTION

The ACT public education system is based on four networks. A School Network Leader is assigned to each network and has line management responsibilities for each principal in the network and each school's improvement agenda:

- Belconnen Network Leader – Ms Kate McMahon
- North/Gungahlin Network Leader – Ms Judy Hamilton
- South/Weston Network Leader – Mr Wayne Prowse
- Tuggeranong Network Leader – Mr Stephen Gwilliam



Early childhood education in the ACT

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



Sources: Australian Bureau of Statistics, Preschool Education, Australia, 2014, Australian Bureau of Statistics, www.abs.gov.au, ACT Education and Training Directorate, February 2015 Census, www.det.act.gov.au

Regulation and registration of school education

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

The Directorate was **responsible for the regulation of 45 non-government schools**, with **enrolments of 28,490 students**.

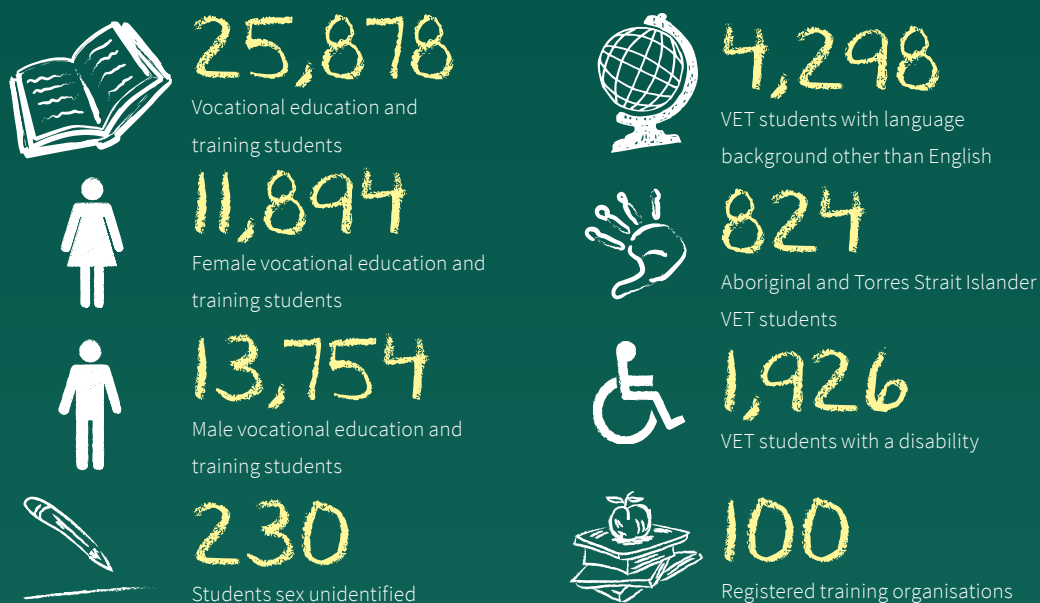


The Directorate also **registered 191 students for home education**, and **approved and supported 547 international students**.

Source: ACT Education and Training Directorate, February 2015 Census, www.det.act.gov.au

Vocational education and training in the ACT

The Directorate is responsible for the provision of strategic advice and overall management of vocational education and training in the ACT. This includes monitoring of and auditing the provision of publicly funded vocational education and training, and analysing research and stakeholder advice to ensure the system responds to the demands and requirements of students, industry and the community into the future.



Source: National Education Centre for Vocational Education Research, <https://www.ncver.edu.au>

OUR ORGANISATIONAL STRUCTURE



L-R: Ms Meg Brighton, Ms Diane Joseph, Ms Joanne Garrisson, Mr Stephen Gniel.

The Directorate is accountable to the Minister for Education and Training, Ms Joy Burch MLA. During the reporting period until 11 December 2014 the Directorate was responsible to the Minister for Higher Education and Chief Minister, Ms Katy Gallagher MLA. (Chief Minister Andrew Barr MLA took responsibility for Higher Education for the remainder of the reporting period).

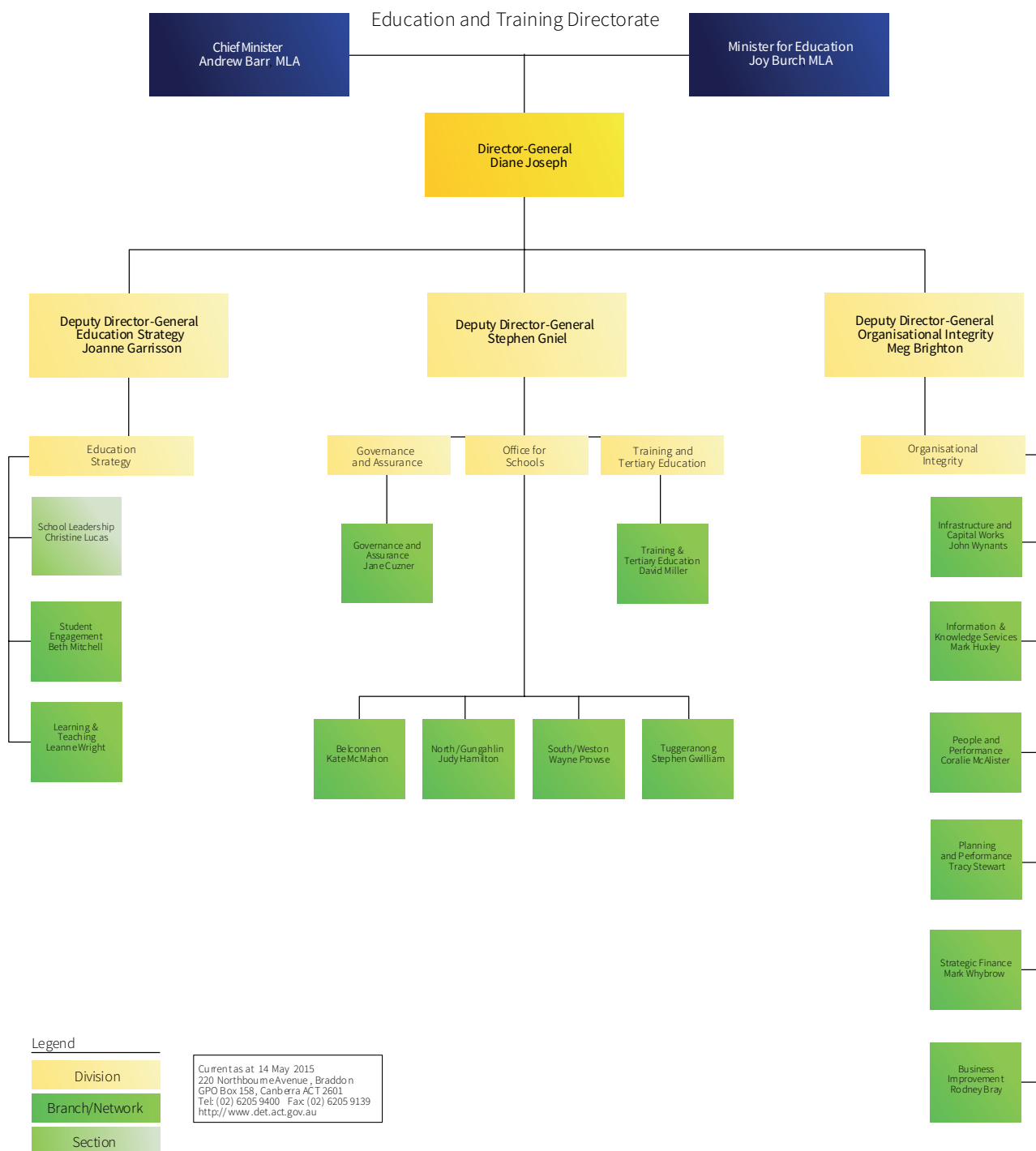
Our Senior Executive Team comprises the Director-General, Ms Diane Joseph; the Acting Deputy Director-General Mr Stephen Gniel; the Deputy Director-General Organisational Integrity, Ms Meg Brighton and the Acting Deputy Director-General Education Strategy, Ms Joanne Garrisson.

Ms Leanne Cover was in the position of Deputy Director-General from July 2014 to February 2015, after which she took up the position of Interim Chief Executive Officer of the Canberra Institute of Technology.

The divisions supporting the Director-General under the responsibility of the Senior Executive Team are:

- Deputy Director-General Division including Governance and Assurance, Office for Schools, and Training and Tertiary Education;
- Education Strategy Division including Learning and Teaching, Student Engagement, and School Leadership; and
- Organisational Integrity Division including Strategic Finance, Infrastructure and Capital Works, People and Performance, Planning and Performance, Information and Knowledge Services and Business Improvement.

THE ORGANISATIONAL STRUCTURE OF THE DIRECTORATE AS AT 30 JUNE 2015



OUR INTERNAL ACCOUNTABILITY

Senior executives

Director-General, Ms Diane Joseph

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

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

Acting Deputy Director-General, Mr Stephen Gniel

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

The Deputy Director-General leads the Office for Schools, Governance and Assurance, and Training and Tertiary Education branches. Mr Gniel has acted in the Deputy Director-General position since February 2015.

Deputy Director-General, Organisational Integrity, Ms Meg Brighton

The Deputy Director-General, Organisational Integrity has responsibility for the planning and coordination of human, financial, information technology and physical resources of the Directorate. The Deputy Director-General manages the modernisation of the information and communication technology infrastructure and planning and construction of new schools through the annual capital works program of the Directorate.

The Deputy Director-General is also responsible for the coordination of the national assessment programs, performance reporting and the assessment of educational programs through the management of a range of data collections. The Deputy Director-General leads Strategic Finance, Infrastructure and Capital Works, People and Performance, Planning and Performance and the Information and Knowledge Services branches of the Directorate.

Acting Deputy Director-General, Education Strategy, Ms Joanne Garrisson

The Deputy Director-General, Education Strategy has responsibility for the development and implementation of educational strategy and delivery of educational support services in public schools.

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

The Deputy Director-General leads the School Performance, Student Engagement, and Learning and Teaching branches. Ms Garrisson has acted in the Deputy Director-General, Education Strategy position since February 2015.

Remuneration for senior executives

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

The Tribunal, through a determination in April 2015, increased the remuneration for the Director-General and executives by 2.5 percent, with effect from 1 July 2015.

Directorate committees

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

Senior Executive Team

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

Corporate Executive

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

Audit Committee

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

Security and Emergency Management Committee

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

Directorate Consultative Committee

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

Respect, Equity and Diversity Consultative Committee

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

Principals' Advisory Group

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

Information and Communication Technology Working Group

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

Data Integration Action Group

The Data Integration Action Group provides advice informing the development of systems, processes and practices to enable schools to access and use data. In particular, the Action Group provides advice and information concerning the development of the school data tool that will provide timely and accurate information to enable principals to better target resource usage and respond to student need.

Leadership Development Group

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

Human Resources Action Group

The Human Resources Action Group provides an important link between schools and the Directorate's Senior Executive in the design of empowered business practices. The Action Group draws on the work already completed through the ACT Public Schools empowerment change logic map. An important component of the change logic map is preparing a platform throughout 2014/15 for enterprise bargaining discussions. This platform was informed by advice provided by principals about enabling practices within schools.

Student Resource Allocation Advisory Group

The Student Resource Allocation (SRA) Advisory Group was formed in Term 2, 2015. The main objective of the SRA Advisory Group is to ensure that school's perspectives are reflected in strategic direction, project planning, policy development and shaping the design and delivery of support services associated with implementing the SRA.

For further information contact:

Director

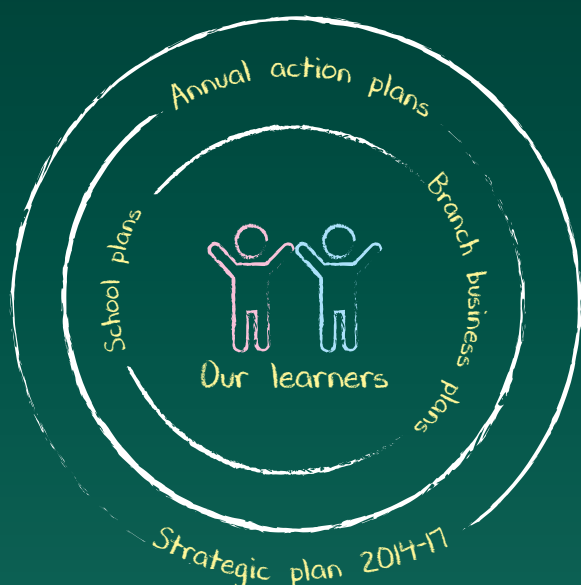
Governance and Assurance

(02) 6205 9329

OUR PLANNING FRAMEWORK AND DIRECTION SETTING MECHANISMS

The Directorate's vision, priorities and performance measures are expressed in the *Strategic Plan 2014-17: Education Capital: Leading the Nation*. Priorities in the Strategic Plan are reflected in annual Action Plans, which detail specific initiatives at the Directorate and school level to be undertaken to progress the Directorate's strategic priorities.

Learners are at the centre of all that we do



Action Plans outline activities for the year and link performance measures from the Strategic Plan against these activities. Activities in the Action Plans are translated into activities for business areas and schools through annual plans.

School Annual Operating Plans, endorsed by school boards, are published on school websites.

The Directorate designed internal controls to monitor and manage risk in delivering the Strategic Plan. The Internal Audit program and the Risk Management Framework are the primary risk management tools to manage, monitor and report on the Directorate's risk management and audit functions. A biannual School Compliance Report is the mechanism applied to monitor mandatory compliance in ACT public schools and provides a level of assurance that the Directorate is meeting its legislative obligations.

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

OUR LEGISLATIVE RESPONSIBILITIES

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

List of legislation:

- *ACT Teacher Quality Institute Act 2010*
- *Board of Senior Secondary Studies Act 1997*
- *Building and Construction Industry Training Levy Act 1999*
- *Canberra Institute of Technology Act 1987*
- *Children and Young People Act 2008, Chapter 20*
- *Education Act 2004*
- *Education and Care Services National Law (ACT) Act 2011*
- *Training and Tertiary Education Act 2003*
- *University of Canberra Act 1989*

PERFORMANCE HIGHLIGHTS 2014-15

The Annual Report measures the Directorate's performance against the Strategic Plan. The Strategic Plan sets out the vision for the Directorate as well as strategic objectives linked to the 2015 Action Plan.

		
Priorities The Strategic Plan contains priorities to be achieved over a four-year period.	Priority 1 Quality learning (refer to pages 20-25)	Priority 2 Inspirational teaching and leadership (refer to pages 26-31)
OUR MAJOR ACHIEVEMENTS IN 2014-15	<ul style="list-style-type: none"> • The number of education and care services assessed and rated against the National Quality Standard was 88, bringing the total number with a quality rating to 224. • The number of students studying a language other than English in ACT public schools grew by almost 3,000 students to a total of 25,948. • All milestones for 2014 under the <i>National Partnership on Skills Reform</i> were met. • The Directorate commenced a review of the <i>Reporting on Student Achievement and Progress to Students and Parents Policy</i> which received over 300 submissions from the ACT Government <i>Time to Talk Canberra</i> website. • All ACT public schools commenced implementation of the Australian Curriculum learning areas: Geography and the Arts. 	<ul style="list-style-type: none"> • Establishment of the ACT Teacher Scholarships Program with an allocation of \$250,000 each year to support teachers' professional development and quality learning outcomes for students. • Professional learning programs for teachers were provided to further embed Aboriginal and Torres Strait Islander histories and cultures into the development and delivery of school programs. • Deeds of Grant between the Directorate and key arts organisations developed to provide professional learning opportunities for teachers in delivery of the Australian Curriculum: Arts. • Recognising and meeting the learning needs of gifted and talented students was the focus of the implementation of the <i>Gifted and Talented Students Policy</i> and accompanying professional learning and advice.
RESULTS	<ul style="list-style-type: none"> • 82% of apprentices satisfied with their training. • 88% of students graduated with a year 12 certificate. 	<ul style="list-style-type: none"> • 95% of staff retained in the Directorate. • 86% of teachers and school leaders felt innovative practice was encouraged.
OUR CHALLENGES IN 2014-15	<ul style="list-style-type: none"> • Reducing of red tape and costs, whilst maintaining compliance with ASQA standards to ensure the provision of high quality vocational education programs for ACT senior secondary students, will be addressed through the <i>Review into the Provision of VET in ACT Public Schools</i>. 	<ul style="list-style-type: none"> • Refining of teacher accessibility to high quality professional learning in order to provide the best learning experiences for students will continue in 2016.

		
Priority 3 High Expectations, high performance (refer to pages 32-37)	Priority 4 Connecting with families and the community (refer to pages 38-43)	Priority 5 Business innovation and improvement (refer to pages 44-49)
<ul style="list-style-type: none"> • Six students were recipients of the Aboriginal and Torres Strait Islander Secondary Scholarships. Four students received the scholarship for teaching and two for health studies. • Placement of Chinese, Japanese and Indonesian Language Assistants supported delivery of high quality language education programs. • The <i>ACT Public School Food and Drink Policy</i> and accompanying suite of 17 fact sheets was launched as a key action under the ACT Government's Healthy Weight Action Plan. • The Gungahlin Primary Introductory English Centre (IEC) at Palmerston District Primary School and Tuggeranong Primary IEC at Wanniasa Hills Primary School were opened. 	<ul style="list-style-type: none"> • <i>EDUCATION CAPITAL: Progressing Parental Engagement</i> was launched. This suite of resources and fact sheets aimed to help families and schools better understand parental engagement: why it matters, how it works and how it is best achieved. • In 2014, work experience was coordinated for a total of 3,306 work experience placements for students in public high schools, colleges and specialist schools. • An <i>Advice for Parents</i> fact sheet for parents of students with English as an Additional Language or Dialect background, which included parent strategies for working with schools to support children's educational needs, was launched. • Recipients of the 2015 <i>ACT Chief Minister's ANZAC Spirit Prize</i> attended the centenary commemorations at Gallipoli. • Sponsorship for the Indigenous Showcase at the 2015 Multicultural Festival and the 2014 Harold 'Crowe' Williams Memorial Knockout competition was provided. 	<ul style="list-style-type: none"> • CCCares, the purpose-built facility for pregnant and supporting parents on the Phillip campus of Canberra College, commenced operation. • Earthwork activities at the site of the primary school in Coombs commenced in November 2014. The school is on track for opening at the commencement of the 2016 school year. • The ACT Vocational Education and Training Administration Records System (AVETARS) was launched on 5 January 2015. • The <i>SchoolsNet Wireless Expansion Project</i> expanded wireless infrastructure to meet the growing demand for use of personal devices. • Procurement of a new School Administration System was progressed with the Request for Expression of Interest (REOI) underway from March 2015.
<ul style="list-style-type: none"> • 89% of public school year 12 graduates employed or studying after leaving school. • ACT students performed strongly in NAPLAN. 	<ul style="list-style-type: none"> • Preschool enrolments in public schools increased by 6%. • 85% of parents and carers satisfied with public school education. 	<ul style="list-style-type: none"> • Directorate won Silver and Bronze at the Annual Report Awards for the quality of its report. The Directorate's Assessor Team was awarded the Department Shield from a field of Commonwealth and ACT nominations.
<ul style="list-style-type: none"> • Supporting the transition of students in primary, high school and college to the National Disability Insurance Scheme (NDIS). 	<ul style="list-style-type: none"> • Ensuring that every student leaves the ACT education system with career certainty; that they are equipped with the tools to effectively choose a career path in an ever-changing world of work. 	<ul style="list-style-type: none"> • The Hazardous Materials Removal Program continued; it included removal of asbestos from the Belconnen High School demolition site with certification received on 20 November 2014.





PRIORITY I:
QUALITY LEARNING



OUR MAJOR ACHIEVEMENTS

The Directorate maintains the highest levels of achievement in student performance in literacy and numeracy of all Australian states and territories. Activities to build on educational outcomes have been developed and achievements have been made.

- All ACT public schools commenced implementation of the Australian Curriculum learning areas Geography and the Arts and reporting of student learning using nationally agreed achievement standards.
- 2014 was the tenth year of the *Chief Minister's Reading Challenge*. A record number of students - approximately 14,000 from preschool to year 8 across public and non-government schools - participated in the Challenge.
- There were 43,427 students enrolled in public schools at the February 2015 ACT School Census. This represented an increase of 1,216 students 2.9 percent since February 2014.
- Professional Learning in *Primary Connections Science* and *High School Science by Doing* were delivered to ACT teachers to enhance teacher expertise in science teaching.
- Five primary schools participated in a trial using digital technologies and 3D printers in partnership with the Australian 3D Manufacturing Association (A3DMA).
- The Directorate worked with Google to facilitate a *Google for Education Summit* on 28 and 29 March 2015 at Gungahlin College. The event welcomed 200 educators from the ACT and surrounding region and was only the third such event hosted in Australia. The Summit focused on the learning opportunities that are now available to public schools due to the Directorate's recent implementation of Google tools to promote student learning.
- Mr Geoff McNamara from Melrose High School received the Prime Minister's Award for Excellence in Science Teaching in Secondary Schools.
- The *Principals as Literacy Leaders* program was delivered to principals, school leaders and teachers to enhance leadership in literacy teaching and learning.
- Four education and care services in the ACT were rated excellent under the National Quality Framework by the Australian Children's Education and Care Quality Authority (ACECQA). One such rating was awarded to Wiradjuri Preschool Child Care Centre for exceptional programs and practices with a clear commitment to reconciliation with Australia's Indigenous peoples.



- The number of ACT education and care services quality assessed and rated against the National Quality Standard during the reporting period was 88, bringing the total number of services with a quality rating to 224.
- The *Skilled Capital* vocational education and training initiative was launched in December 2014 as part of the Skills Reform agenda. It provides \$21 million over three years to improve access to high quality training in areas of skills need and to maximise improved employment outcomes for students. The initiative also provides a comprehensive range of support services to ensure students receive the help they need to successfully complete their chosen qualification. From its opening day on 23 February 2015 up to 30 June, there were 1,398 enrolments.
- In 2014, the Directorate continued to support Australian School Based Apprentices (ASBAs) in work-based learning, broadening opportunities through the *School Apprentices Across ACT Government* program. Throughout 2014 a total of 130 ASBAs were supported by the Directorate to work in 47 public schools.
- The Directorate continued its program of professional development for registered training organisations with the goal of increasing their capacity to deliver foundation skills, and adult language, literacy and numeracy, training and support.
- The Directorate commenced a review of the *Reporting on Student Achievement and Progress to Students and Parents Policy*. The draft *Reporting Student Achievement (Preschool to Year 12)* Policy and draft system report templates were available for public consultation from March 2015 to 15 May 2015 via the ACT Government *Time to Talk Canberra* website. Over 300 submissions were received to inform finalisation of the policy. The revised policy will be implemented in 2016 and will ensure parents and carers receive high quality information about their child's achievement from preschool to year 12.
- The number of students studying a language in ACT public schools grew by almost 3,000 students in 2015, to a total of 25,948.
- Franklin Early Childhood Centre was selected as one of 41 preschools and early childhood services around Australia to participate in the Early Learning Languages Australia (ELLA) Trial in Mandarin. The trial commenced in February 2015 and is part of the Australian Government's commitment to fostering language study.

OUR CHALLENGES

- In endeavouring to ensure high quality vocational education and training provisions for ACT senior secondary public school students aligned with the *National VET Framework*, the need to reduce red tape, reduce costs and maintain compliance with ASQA was identified. These challenges are being addressed through *Review into the Provision of VET in ACT Public Schools*.

OUR PLANS FOR THE NEXT 12 MONTHS

- Continue to facilitate professional learning opportunities to strengthen leadership and teacher capacity in literacy, numeracy and science.
- Continue to engage with, and implement, the Australian Curriculum in Humanities, Health and Physical Education, Technologies, Work Studies 9-10 and Languages.
- Preliminary evaluation of *Skilled Capital* graduate outcomes, including the development and implementation of a longitudinal labour market survey of *Skilled Capital* participants.
- Ongoing use of evidence to streamline training program design and to support enhancements to the modeling that informs the *ACT Skills Needs List*, ensuring allocation of government funding continues to support the changing skills needs in the ACT.
- In collaboration with stakeholders, implement future directions identified by the *Review into the Provision of VET in ACT Public Schools*.
- Finalise an evaluation of Early Childhood Schools and Koori Preschool programs in response to the Auditor-General's Report on Early Childhood Schooling.
- Build capability to support students to deal with domestic violence through the training of front line staff.





FAST FACTS

	2013-14	2014-15	Change	% Change
Number of schools	130	131	1	0.8%
Number of public schools	86	86	0	0.0%
Number of students enrolled in public schools	42,211	43,427	1,216	2.9%
Number of Aboriginal and Torres Strait Islander students enrolled in public schools	1,564	1,663	99	6.3%
Number of students with special needs enrolled in public schools ¹	2,180	2,094	-86	-3.9%
Number of preschool students enrolled in public schools	4,683	4,592	-91	-1.9%
Number of approved childcare service providers	313	315	2	0.6%
Number of children aged 0-5 years attending approved childcare services	14,389	15,421	1,032	7.2%
Number of registered training organisations enrolling government funded students	81	100	19	23.5%
Number of government funded students undertaking vocational education and training (VET) programs	28,473	25,878	-2,595	-9.1%
Number of average hours of attendance at centre based long day care	29.7	29.3	-0.4	-1.3%
Number of students participating in NAPLAN	18,403	18,902	499	2.7%

1. Early intervention services transitioned to the National Disability Insurance Scheme from 1 January 2015. As a result, programs provided by the Education and Training Directorate ceased at the end of the 2014 school year.





PRIORITY 2:
INSPIRATIONAL TEACHING
AND LEADERSHIP



OUR MAJOR ACHIEVEMENTS

The Directorate is investing in a range of programs to support the retention and building of teacher capability.

- High quality teachers are being recruited to the system. In January 2015, 223 new teachers commenced with the Directorate.
- The literacy and numeracy test proposed for teacher recruitment was trialled by 19 Master of Teaching students working in the Directorate.
- The Directorate implemented the Aspiring Leaders Program as an opportunity for current deputy principals and current or aspiring executive teachers to build a broad range of leadership skills and be better prepared to support student, school and system improvement. A partnership with the Graduate School of Education, University of Melbourne, to support this program was finalised in April 2015.
- The *Early Childhood Degree Program* was launched in July 2014. Twenty-five Early Childhood Degree Scholarships were offered and accepted in 2014-15. In addition, early Childhood (Certificate III) Scholarships accepted by 30 applicants.
- The Directorate facilitated the Australian Curriculum professional learning workshops for all ACT school leaders and teachers. Workshops featured presentations about the Geography, Arts, Languages and Technologies curricula, and were designed to build capacity to implement the curriculum and use curriculum-linked online resources to support student learning.



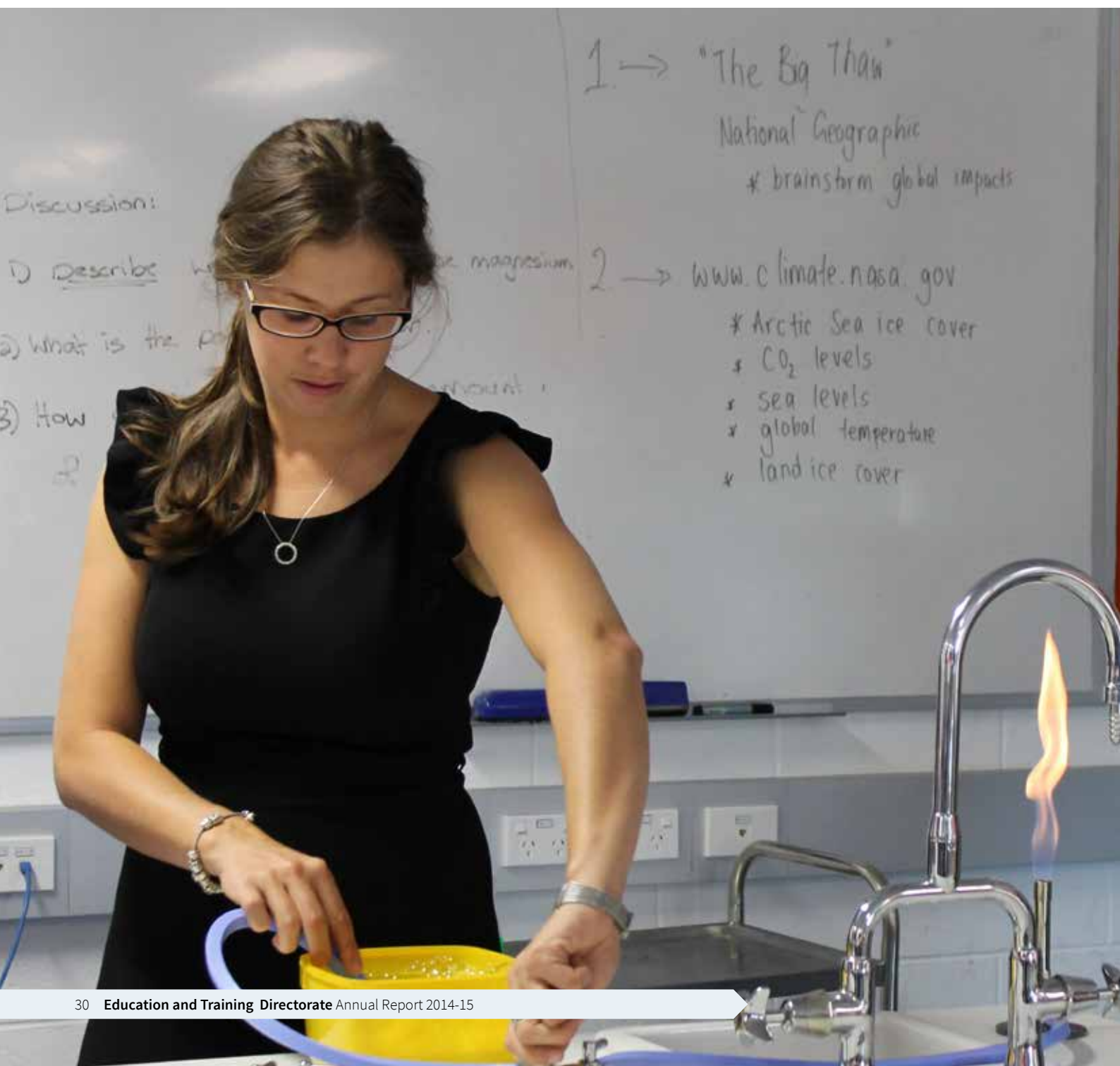
- Under the ACT Scholarship program, the Directorate continued to build the capability of our teachers and leaders. During the reporting period, 51 scholarships were awarded amounting to \$244,350 to support inspirational teaching and leadership. The program was established in consultation with the Australian Education Union (ACT Branch), under professional learning guidelines to up-skill and grow the workforce.
- Professional learning programs for teachers were provided to further embed Aboriginal and Torres Strait Islander history and culture into the development and delivery of school programs.
- The Project Agreement for Empowering Local Decision Making in ACT Government Schools as part of the Australian Government *National Partnership Agreement on Empowering Local Schools* was signed by the ACT and the Commonwealth. The Agreement supports increased autonomy and enhanced leadership capability in all ACT public schools.
- To support the implementation of the Australian Curriculum: Arts, the Directorate committed funding of \$15,000 per year from 2015 to 2017 to both Musica Viva and Kulture Break to provide professional learning opportunities for teachers.

OUR CHALLENGES

- The Directorate will further embed quality teaching by implementing workforce management plans, quality teaching and by utilising the framework provided in the new enterprise bargaining agreement.

OUR PLANS FOR THE NEXT 12 MONTHS

- Provide systemic advice on strategies to enhance teacher effectiveness in improving student outcomes.
- Continue to strengthen leadership and teacher capacity by providing professional learning opportunities for school leaders and teachers.





FAST FACTS

	2013-14	2014-15	Change	% Change
Number of staff in the Directorate	6,170	6,189	19	0.3%
Number of school leaders and teachers in public schools	4,249	4,285	36	0.8%
Number of female teachers	2,693	2,712	19	0.7%
Number of male teachers	786	802	16	2.0%
Number of Aboriginal and Torres Strait Islander employees	64	72	8	12.5%
Number of staff with more than 10 years service	1,963	2,295	332	16.9%
Number of teacher contracts issued	316	726	410	129.7%
Average years of service of Directorate staff	8.8	9.0	0.2	2.3%



A photograph of three children in yellow school uniforms. A boy in the foreground is jumping rope. Behind him, a girl is holding a yellow ball. To the right, another child is partially visible, also holding a jump rope. The background is a wall with a large, colorful Aboriginal artwork featuring various symbols and patterns. The floor is light-colored wood.

PRIORITY 3:

HIGH EXPECTATIONS,
HIGH PERFORMANCE



OUR MAJOR ACHIEVEMENTS

The Directorate expects that every student will learn, thrive and be equipped with the skills and attitudes to lead fulfilling, productive and responsible lives.

- The ACT has achieved strong performance across the system, as demonstrated by NAPLAN results. The ACT ranked first in the nation, or equal top with New South Wales and Victoria for 19 of the 20 areas tested in 2014. ACT mean scores showed significant improvement for year 3 reading and grammar and punctuation, and year 5 reading, spelling and numeracy, when compared with the 2008 results.
- Recognising and meeting the learning needs of gifted and talented students was the focus of the *Gifted and Talented Students Policy 2014*. Professional learning workshops for teachers, advice on evidence based practice for teachers and regular school newsletter advice for parents was delivered through specialist consultants, Gateways Education.
- The *Student Aspirations Program* supported Aboriginal and Torres Strait Islander students showing strong academic and leadership qualities. A range of activities were facilitated by coordinators. These included an introduction to regional university options with a visit in September 2014 by year 10, 11 and 12 students to the Education and Nursing Faculty located on the Dubbo campus of Charles Sturt University.
- Twenty-five Aboriginal and Torres Strait Islander students participated in the Student Aspirations year 5 and 6 Leadership Day held at Birrigai on 12 December 2014. Students participated in cultural workshops and team building activities. Two 2014 Secondary Student Scholarship recipients attended the Leadership Day to act as mentors to the younger students.
- Six students were recipients of the Aboriginal and Torres Strait Islander Secondary Scholarships for 2015. Four students received the scholarship for teaching and two for health studies. The successful recipients will participate in leadership roles at their school or through participation in Student Aspirations activities.
- Building on the recent addition of eBooks for all ACT Public Schools, the implementation of the *Learn Anywhere* program provided students with access to world leading cloud-based learning platforms Google Apps for Education and Microsoft Office 365. This enabled our students to learn, create, communicate and collaborate from anywhere, anytime on their device of choice.
- The completion of the SchoolsNET wireless



expansion project provided all secondary ACT public school students with secure and reliable wireless access on their own personal device, connected to the highest speed broadband internet in Australia.

- Four primary schools were selected to participate in the 2015 Artists-in-Schools Program, managed by artsACT in partnership with the Directorate. This program provided opportunities for students to develop skills and an understanding of artistic thinking and process.
- The *ACT Public School Food and Drink Policy* and accompanying suite of 17 fact sheets was launched in February 2015 as a key action under the ACT Government's Healthy Weight Action Plan. The new policy supports the provision of healthy food and drink choices in the school environment.
- Outstanding sporting achievement during 2014 was recognised at the Excellence in School Sport Awards held on 21 November 2014 with award winners including students from Kaleen Primary School, Telopea Park School, Campbell High School and Alfred Deakin High School.
- In March 2015 the Minister for Education and Training launched the *English as an Additional Language or Dialect Fact Sheets*, developed in collaboration with Dr Misty Adoniou, Senior

Lecturer in Literacy, Language and TESL at the University of Canberra. The fact sheets identified best practice strategies for classroom teachers and provided advice for parents. The fact sheets were supported by targeted professional learning sessions.

- In March 2015, the Gungahlin Primary Introductory English Centre (IEC) at Palmerston District Primary School was opened to cater for the growing needs of the Gungahlin community. IECs provide new English learners with intensive English language learning and support students to transition into mainstream schooling. New facilities to support students at the Tuggeranong Primary IEC located at Wanniasa Hills Primary School were opened in April 2015.
- The Directorate's *Final Report on the Taskforce on Students with Learning Difficulties* was provided to the Minister for Education and Training in April 2015. Key achievements included: parent/carer workshops and the delivery of professional learning for teachers, learning support assistants and principals.
- The Directorate supported parents and families during the transition of early intervention services to the NDIS from the commencement of the 2015 school year.

- Improved access to vocational education and training for Aboriginal and Torres Strait Islanders through the commencement of the *Skilled Capital* training initiative. From its opening in February 2015 until 30 June 2015, there were 55 enrolments from students who identified as Aboriginal or Torres Strait Islander.
- In May 2015, the Directorate signed a Service Agreement with Royal Life Saving Society Australia ACT Branch to deliver the *Aqua Safe Water Safety and Awareness Program* for all year 2 public school students over the period 2015 to 2017. The program aligns with the Safe Waters ACT Action Plan and includes provision of 10 practical pool based lessons delivered by Royal Life Saving Society ACT and a five-lesson teacher resource.

OUR CHALLENGES

- The Directorate supported the transition of early intervention services to the National Disability Insurance Scheme. Children enrolled in the Directorate's early intervention programs and their families were supported to transition to non-government service providers. Support included extensive communication with families, an Early Intervention Open Day, information sessions in collaboration with the National Disability Insurance Agency (NDIA), and access to a dedicated Transition Liaison Officer.
- The Directorate undertook extensive liaison with parents and the NDIA to ensure that National Disability Insurance Scheme funded supports (such as special needs transport and personal care in schools) were reflected in students' packages.
- An audit of all attendance records and records management procedures at ten schools was completed. The auditor provided each school with feedback and a report was provided to the Directorate. Each school analysed data and implemented ongoing strategies to address attendance issues identified by the audit.
- The Directorate continued to focus on improving attendance for Aboriginal and Torres Strait Islander students.
- While our students continued to perform highly compared with their international counterparts, the performance of ACT students declined in 2012 compared with previous PISA (Programme for International Student Assessment) tests. Performance data will be utilised to build capability of teachers on literacy, numeracy and science strategies.





OUR PLANS FOR THE NEXT 12 MONTHS

- Implement the first stage of the new Student Resource Allocation model for funding public schools. The model will enable a focus on funding to schools based on student need.
- Continue to work to support schools in the implementation of the *Gifted and Talented Students Policy*.
- Strengthen school-based annual plans to ensure progress is made for every child, every day.
- Support the transition of students in primary, high school and college to the National Disability Insurance Scheme. This will include input to the National Disability Insurance Scheme policy on education matters.
- Plan for the provision of therapy support within schools.
- Support the development of a new Child Development Service for vulnerable children at risk of developmental delay.
- Support schools to conduct Aboriginal and Torres Strait Islander Education Action Inquiry projects with a specific focus on improving attendance rates.
- Expand the delivery of Flexible Learning Options for Aboriginal and Torres Strait Islander students.
- The 2015-16 *Learning Difficulties Transition Plan* will be implemented to further embed best practice on supporting students with learning difficulties.
- Conduct research to identify barriers to accessing and successfully completing training for equity groups such as Aboriginal and Torres Strait Islander people.
- Review the implementation of the Australian Curriculum.
- Receive advice from an expert panel on best practice responses to students with complex needs and challenging behaviours in ACT schools.

FAST FACTS

	2013-14	2014-15	Change	% Change
Number of students enrolled in specialist schools	440	374	-66	-15.0%
Number of children attending Koori preschool programs	72	79	7	9.7%
Number of students enrolled in Introductory English Centres	288	227	-61	-21.2%
Number of international students in public schools	522	588	66	12.6%
Number of Aboriginal and Torres Strait Islander students participating in the Student Aspirations program	164	170	6	3.7%
Number of school leavers completing the post-school destination survey	3,298	2,925	-373	-11.3%
Number of students completing the School Satisfaction Survey	14,295	13,748	-547	-3.8%



A photograph of a community event, likely a school or church gathering. In the foreground, a young girl with blonde hair and a white shirt is looking towards the camera. Behind her, another girl with blonde hair and a denim jacket is smiling. They are seated at a table covered with a blue and white striped tablecloth. On the table, there are white plates, glasses of orange juice, and a small potted plant with pink flowers. In the background, other children and adults are visible, along with a purple display rack and a brick wall.

PRIORITY 4:
CONNECTING WITH
FAMILIES AND THE
COMMUNITY



OUR MAJOR ACHIEVEMENTS

The Directorate developed strong and effective partnerships between schools and families through the development of a range of strategies and activities.

- As part of the *Progressing Parental Engagement in the ACT* project, the definition and support materials were launched in February 2015. The support materials help families and schools better understand parental engagement: why it matters, how it works and how it is best achieved.
- Stories of parental engagement were regularly posted on the Directorate's website to generate discussions on the role and importance of developing strong and effective partnerships between schools and families.
- In 2014, the Directorate's work experience program, in partnership with business and the community, coordinated a total of 3,306 work experience placements for students in public high schools, colleges and specialist schools.
- The March 2015 launch of an *Advice for Parents* fact sheet for parents of students from English as an Additional Language or Dialect backgrounds provided parents with strategies for working with schools to support their children's educational needs. The fact sheet was translated into 12 high-population and newly-emerging languages: Arabic, Burmese, Cantonese, Dari, Farsi, Hindi, Karen, Korean, Mandarin, Mon, Urdu and Vietnamese.
- Communication to families and the community about the successes and positives of ACT public schools was increased with the establishment of a Directorate webpage highlighting the successes of students, teachers, principals and schools.
- The Learn Anywhere program included the release of the Directorate's *Bring Your Own Personal Device to School Policy*, and cloud learning platform - Google Apps for Education. Between January and June 2015, 65 schools engaged in partnership with their parents and communities to support local ICT adoption at their school. Engagements have included many parent information forums and opportunities for students to demonstrate their use of our new ICT services and capabilities on personal wireless devices.



- *Step into the Limelight*, the creative and performing arts showcase of public schools, was held in August 2014. The Gala Performance was held over two nights, together with an art exhibition and film festival. Students from more than 70 schools worked closely with professional artists, tertiary institutions and arts organisations to develop the program.
- The annual event, *Bandstravaganza* was held at the ANU School of Music, with performances attracting an audience of over 950 people.
- Sponsorship for the Indigenous Showcase at the 2015 Multicultural Festival and the 2014 Harold 'Crowe' Williams Memorial Knockout competition was provided by the Directorate.
- Funding was allocated to ten organisations in January 2015, to deliver 14 projects under the 2015 *ACT Adult Community Education (ACE) Grants Program*. The Program supports quality adult and community learning opportunities and provides pathways to further education and work.
- Regular communication and collaboration between vocational education and training stakeholders occurred through the ACT Vocational Education and Training Think Tank, an ACT Industry Round Table and the Training and Tertiary Education Quarterly Stakeholder Forums.
- A listing of public school facilities available for community use was made available on the Directorate's website, with site specific lists included on relevant individual school websites.
- The Directorate facilitated the 2015 *ACT Chief Minister's ANZAC Spirit Prize*, awarded to four year 9 and 10 students attending ACT schools. Two teachers accompanied the winning students on a Study Tour to Turkey in April 2015, including commemorations at the Gallipoli Peninsula on the Centenary of ANZAC Day and visits to other significant sites.
- Three award winners from the ACT Training Excellence Awards went on to win their national categories at the 2014 Australian Training Awards. National award winners from the ACT were Ms Sally Moylan, Ms Eylsh Perry and Just Better Care Canberra.

OUR CHALLENGES

- To ensure that every student leaves the ACT education system with career certainty and that they are equipped with the tools to effectively choose a career path in an ever-changing world of work.
- Working with school communities to ensure decisions provide optimum environments for student achievement.

OUR PLANS FOR THE NEXT 12 MONTHS

- Continue to enhance opportunities for regular communication and collaboration between vocational education and training stakeholders, and to collaborate with industry to share and gather evidence to inform skills and training policy.
- Work will commence on a policy framework review to support the development of policies covering reduction of red tape, Directorate governance responsibilities and school decision-making in a devolved environment.
- Establish agreements with the new Australian Apprenticeships Support Network providers to ensure seamless support for Australian Apprentices in the ACT.
- In partnership with the Australian Research Alliance for Children and Young People (ARACY) finalise the development of survey tool items to measure and monitor parental engagement in public schools.

FAST FACTS

	2013-14	2014-15	Change	% Change
Number of online enrolments received	12,034	18,183	6,149	51.1%
Number of Facebook followers	1,102	1,603	501	45.5%
Number of Twitter followers	1,460	2,036	576	39.5%
Number of parents and carers completing the School Satisfaction Survey	7,639	7,444	-195	-2.6%





‘Right Here Right Now’ - Celebrating the 25th anniversary of the UN Convention on the Rights of the Child

In November 2014 Turner Primary School was the focus as the ACT Children & Young People Commissioner, Mr Alasdair Roy and the Minister for Children and Young People, Mr Mick Gentleman MLA, launched an art project for ACT schools entitled ‘Right Here Right Now’. The project was developed by the Commissioner to highlight the importance of children and young people as active participants contributing to the Canberra community and to commemorate the 25th anniversary of the *UN Convention on the Rights of the Child*. Students were invited to create a self-portrait in one of the rainbow spectrum of colours, and to write a message on the portrait about why it is important for adults to listen to children and young people. The self-portraits and messages were then assembled by school students into a large scale, interactive public artwork, and placed outside the ACT Legislative Assembly during Youth Week, 10-19 April, 2015.



Turner Primary School students (left above) participating in the launch of the ‘Right Here Right Now’ project with keen observers, Mr Alasdair Roy, ACT Children and Young People Commissioner, Ms Sally Visser-Marchant teacher (Art) Turner School and Mr Mick Gentleman, MLA Minister for Children and Young People, and (right above) the students displaying their work.





PRIORITY 5:

BUSINESS INNOVATION
AND IMPROVEMENT



OUR MAJOR ACHIEVEMENTS

The Directorate ensures the provision of high quality learning environments for students through facility upgrades and expansions. Ongoing innovation in delivery of resources, increased accountability and transparency of school performance has occurred.

- The schoolsnet wireless expansion project expanded wireless infrastructure to meet the growing demand for use of personal devices in public high schools, colleges and preschool to year 10 schools. The completion of this project in June 2015 ensured that all secondary students in public schools were attending the best connected schools in the country with the highest speed internet of any education jurisdiction.
- The ACT Vocational Education and Training Administration Records System (AVETARS), was launched on 5 January 2015. The web-based system provides a streamlined approach for registered training organisations to self-manage their information, initiate changes to their training information and data, and interact with the Directorate.
- The construction of a primary school in Coombs commenced in November 2014. The school will open at the commencement of the 2016 school year.
- CCCares, the purpose-built facility for pregnant and parenting students on the Phillip campus of Canberra College, commenced operation at the new site on 16 February 2015.
- Expansion and upgrade of the Forrest Childcare Centre and the Appletree and Treehouse in the Park Centres, was completed. Designs for expansion of Bunyarra and Salem Centres



and the upgrade of Totom House were also completed. Building works on the extension of the Gungahlin Children's Centre commenced in 2015.

- The transfer of childcare centres to ACT Property Group was finalised in January 2015.
- Classroom upgrade works at Black Mountain School enhanced classroom accessibility and learning outcomes for students. Students with mobility needs at Ainslie School were assisted by the commissioning of a lift in May 2015.
- The installation and upgrade of LED light fixtures at schools including Ngunnawal and Wanniasa Hills Primary Schools continued under the *Carbon Neutral Government Loan Fund*. High efficiency LED fixtures reduce energy use by up to 50 percent.
- Procurement of a new School Administration System commenced through a Request for Expression of Interest (REOI).
- The *Employee Complaints and Dispute Resolution Toolkit*, first published in 2012, was revised to provide a greater emphasis on early intervention. Further information about strategies was developed to assist all employees in resolving a workplace concern.
- Significant progress was made on the development of the new needs based funding model for the ACT. The Student Resource Allocation model will be phased in over a number of years.

OUR CHALLENGES

- Continuing to improve wireless capacity to support the use of personal devices in schools, with funding allocated in the 2015-16 budget for the expansion of wireless in primary schools.
- The economical use of government funding to design, build and deliver quality and contemporary spaces for learning and teaching that will support the ongoing changing demographics, enrolment forecasts and pressures, and work, health and safety priorities of the ACT.

OUR PLANS FOR THE NEXT 12 MONTHS

- Improvements to records management are planned by utilising the records management system RM8 as a corporate repository for both digital and paper records.
- There will be a staged release of additional functionality for AVETARS, with ongoing development and enhancements including a program of maintenance and development beyond 2015.
- A new *School Accountability and Performance Framework* will be released.
- Design and development work for a primary school in north Gungahlin will be progressed, as will feasibility studies for a year 7 to 10 school in north Gungahlin and a preschool to year 10 school in Molonglo.
- Selection of a preferred supplier and development of the School Administration System solution will occur.
- Construction of the primary school in Coombs will be completed for the commencement of the 2016 school year.
- Design and development work for the *Centre for Innovation and Learning* at Caroline Chisholm School will be undertaken. The Centre will provide a focal point for the school, cluster, network and system curriculum specialists to lead coaching and mentoring in Science, Technology, Engineering and Mathematics.
- The construction of the *Belconnen Region Trade Skills* project will be completed. This involves works at all secondary schools and colleges in the Belconnen region.
- Modernisation works at Belconnen High School will be undertaken. The work will include construction of a new administration building and refurbishment of existing buildings and facilities.
- Development of a Strategic Asset Management Plan will be finalised.
- Implementation of the new teacher enterprise agreement will occur. The work will include implementation of performance and development processes for teachers and principals aligned with national standards.



FAST FACTS

	2013-14	2014-15	Change	% Change
Value of Directorate assets including school buildings	\$1,834.0m	\$1,793.0m	-\$41.0m	-2.2%
Value of capital works	\$64.3m	\$55.8m	-\$8.5m	-13.2%
Public School Space - Gross Floor Area M ²	594,215	599,620	5,405	0.9%
Kilowatt hours of electricity used in public schools	26,069,569	24,963,621	- 1,105,948	-4.2%
Kilolitres of water used in public schools	358,694	337,471	-21,223	-5.9%
Tonnes of greenhouse gas emissions in public schools	35,354	28,513	-6,841	-19.4%
Kilometres travelled in office based vehicles	202,160	208,440	6,280	3.1%
Reams of paper purchased for central office use	7,725	8,734	1,009	13.1%
Litres of paper recycled within central office	198,640	208,320	9,680	4.9%
Wireless access points in public schools	1,850	3,550	1,700	91.9%

AWARDS AND RECOGNITION

Recognition of Service Awards 2015

The Recognition of Service Awards were held during ACT Public Education Week (25-29 May 2015) to honour the long term commitment, dedication and loyalty of employees who have had long periods of uninterrupted service with the ACT Education and Training Directorate.

Employees with ten to thirty years of service are recognised at an individual school or branch level celebration and are presented with a *Recognition of Service Certificate*.

Employees with forty to fifty years of service were invited to attend a formal *Recognition of Service Award Ceremony* on 27 May 2015 at the Canberra Museum and Gallery, and to receive their certificates from the Minister for Education and Training, Ms Joy Burch MLA.



Recipients of forty years *Recognition of Service Certificates* following presentation from Ms Joanne Garrisson, Acting Deputy Director-General Education Strategy Back L-R: Ms Jacqueline Rohrs, Curtin Primary School; Mr Frank Keighley, Hawker College, Ms Joanne Garrisson, Acting Deputy Director-General, Education and Training Directorate; Ms Jane Hubbard, Mount Stromlo High School; Mr Stephen Kyburz, Former School Network Leader. Front L-R: Ms Joy Burch MLA; Ms Jan Day, Kingsford Smith School

2015 Australian of the Year Awards State Finalist, Australia's Local Hero – Robert Pastor



Mr Robert Pastor, Principal, Jervis Bay School.

Mr Robert Pastor has been the principal at Jervis Bay School since 2008. Robert has successfully fulfilled the leadership challenge of a school in a stunning natural environment with high levels of unemployment and socioeconomic disadvantage as well as a complex system of governance.

Under Robert's leadership, the Jervis Bay School has strengthened its role as the heart of the local community, and as reflecting the strong Indigenous culture and proud history of Wreck Bay.

Through Robert's powerful role in fostering social cohesion, Robert has developed a student-centred education model that partners with the greater community to build cultural identity and pride, bring local Indigenous language into the school and strengthen student engagement.

2014 ACT Public Education Excellence Awards

The Public Education Excellence Awards recognise school leaders, teachers, support staff and volunteers in ACT public schools. In 2014, 123 nominations were received.

The award recipients were:

- Primary Teacher of the Year – Robyn Hammond, Hughes Primary School
- Secondary Teacher of the Year – Nor Idis, Lyneham High School
- Outstanding School Leadership Award – Sue Norton, Fraser Primary School
- Teaching/Leadership in Aboriginal & Torres Strait Islander Education – Lynn Leon, Kaleen Primary School
- Early Childhood Teacher of the Year – Michele Foley, Turner School
- New Educator of the Year – Matthew Eyles, Calwell High School
- Education Support of the Year – Debbie Carne, Harrison School
- School Hero of the Year – Brian Johns, Hughes Primary School
- Family and Community Partnerships Award – Charnwood-Dunlop School Staff



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

Melrose High School teacher Geoff McNamara awarded 2014 Prime Minister's Prize for Excellence in Science Teaching in Secondary Schools.

Melrose High School teacher, Geoff McNamara, was inspired to improve on his own student experience and seek out working scientists many years later to engage students in his science classroom. Known as 'Mr Mac', he coordinates regular visits from practising scientists, science field trips and has created a hothouse of science learning - complete with a seismometer, GPS antenna, and weather station, each transmitting real-time data straight into the classroom. It is an environment where every student can experience the impact of science in daily life. "We all need science literacy to navigate the complexity of the modern world", he says.

For his contributions to science teaching and inspiring students in science, Geoff McNamara was awarded the 2014 Prime Minister's Prize for Excellence in Science Teaching in Secondary Schools.



Geoff McNamara (right) receiving his award from Prime Minister, the Hon Tony Abbott MP, for Excellence in Science Teaching in Secondary Schools with Simon Vaughan, Principal, Melrose High School (left).

ACT Training Excellence Awards 2014

The 77th ACT Training Excellence Awards were held on 4 September 2014. The Awards recognised the achievements of apprentices, trainees, vocational students, trainers, employers, schools and registered training organisations.



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

- Paula Moeller, St Edmund's College, 2014 ACT VET in Schools Excellence Award Winner
- Brendan Farnhill, Australian Business Academy, 2014 ACT Small Registered Training Organisation of the Year
- James Kumar, 2014 ACT Vocational School Student of the Year
- Rebecca Lyons Wright, 2014 ACT Vocational Student of the Year
- Dennis Ogden, National Mailing and Marketing, 2014 ACT Large Employer of the Year
- Jessica Baczynski, 2014 ACT Apprentice of the Year
- Mark den Hartog, 2014 ACT Apprentice (Trainee) of the Year
- Judith McDonald, 2014 ACT VET Teacher/Trainer of the Year
- Adrian Marron, Canberra Institute of Technology, 2014 ACT Large Registered Training Organisation of the Year
- Eylish Perry, 2014 ACT School-based Apprentice of the Year Certificate III
- Veronica Plunkett, 2014 ACT School-based Apprentice of the Year Certificate II

- Karen Nicholas, 2014 John Scott Memorial Award Winner
- Sally Moylan, 2014 ACT Aboriginal and Torres Strait Islander Student of the Year.

Three ACT award recipients went on to receive a 2014 Australian Training Award. The Australian Training Awards are the peak national awards for the vocational education and training sector recognising organisations, training providers and individuals for their contribution to skilling Australia.

National awardees from the ACT were:

- Sally Moylan, Aboriginal and Torres Strait Islander Student, Trainee or Apprentice of the Year Award
- Eylish Perry, Australian School Based Apprentice of the Year Award
- Just Better Care Canberra, Australian Apprenticeships Employer Award.

International Women's Day Awards

On 12 March 2015, the Directorate celebrated International Women's Day with a breakfast attended by 125 Directorate staff and students at The Deck at Regatta Point. Captain Sally Dorsett provided a keynote address reflecting on her role in the Royal Air Force and Royal Australian Air Force. Through her role in the Royal Australian Air Force Sally has been pursuing change for work flexibility for women and men in the Australian Defence Force.

The Minister for Education and Training, Ms Joy Burch MLA, presented the Women of Achievement Awards to outstanding role models, inspiring others to achieve.

Recipients included:

- Karin Nagorcka – Wanniassa School Principal
- Sheila Brice – Deputy Principal of Namadgi School
- Sonja Marmon – Deputy Principal of Campbell High School
- Emma Robertson – Director Youth Coalition of the ACT



L-R Ms Beth Dingwall, Gungahlin College; Ms Diane Joseph, Director-General Education and Training Directorate; Ms Sonja Marmont, Campbell High School; Ms Sheila Brice, Namadgi School; Ms Karin Nagorcka, Wanniassa School; Ms Emma Robertson, Youth Coalition of the ACT; Group Captain Sally Dorsett, RAAF; Ms Joy Burch MLA, Minister for Education and Training.

B.2 PERFORMANCE ANALYSIS

The Directorate launched the *Strategic Plan 2014-2017: Education Capital: Leading the Nation* in October 2013. The Strategic Plan guides the organisation and informs its clients and stakeholders about key priorities of the Directorate. The Plan identifies five priority areas for the four-year period:

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

Performance against these priorities in the reporting period is discussed in this section.

QUALITY LEARNING

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

Quality learning is the core element of the Directorate's service provision. It can be measured through the performance of students in national and international assessments.

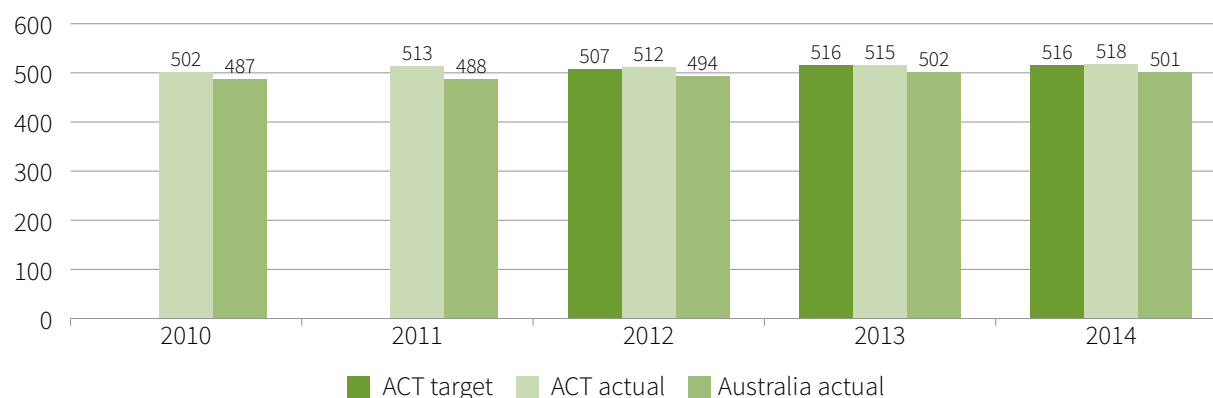
Literacy

NAPLAN is conducted in all states and territories in May each year. Students in year 3, 5, 7 and 9 are tested in reading, language conventions, numeracy and writing.

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

The performance of year 5 public school students in reading is shown by the mean achievement score in the National Assessment Program – Literacy and Numeracy (NAPLAN). Figure B2.1 shows that the 2014 mean achievement score for year 5 students in reading met the ACT target and was higher than the national mean.

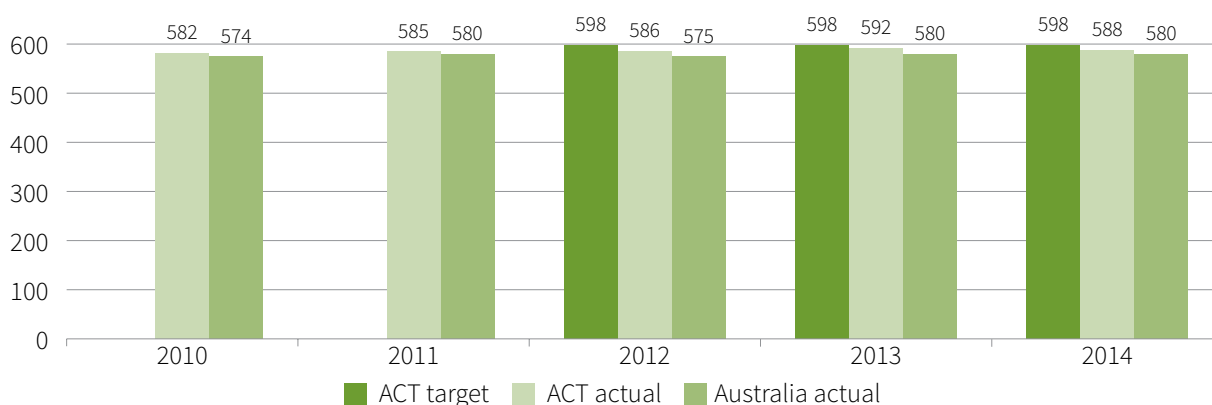
Figure B2.1: Mean achievement score of all year 5 public school students in reading in NAPLAN, 2010 to 2014



Source: Australian Curriculum, Assessment and Reporting Authority, National Assessment Program – Literacy and Numeracy 2010 to 2014

The performance of year 9 public school students in reading was consistently higher than the national mean. The Education and Training Directorate continues to work to further increase the performance of year 9 students, in order to achieve the aspirational target. Performance was higher in the latest two years than in the three years prior. (Figure B2.2).

Figure B2.2: Mean achievement score of all year 9 public school students in reading in NAPLAN, 2010 to 2014

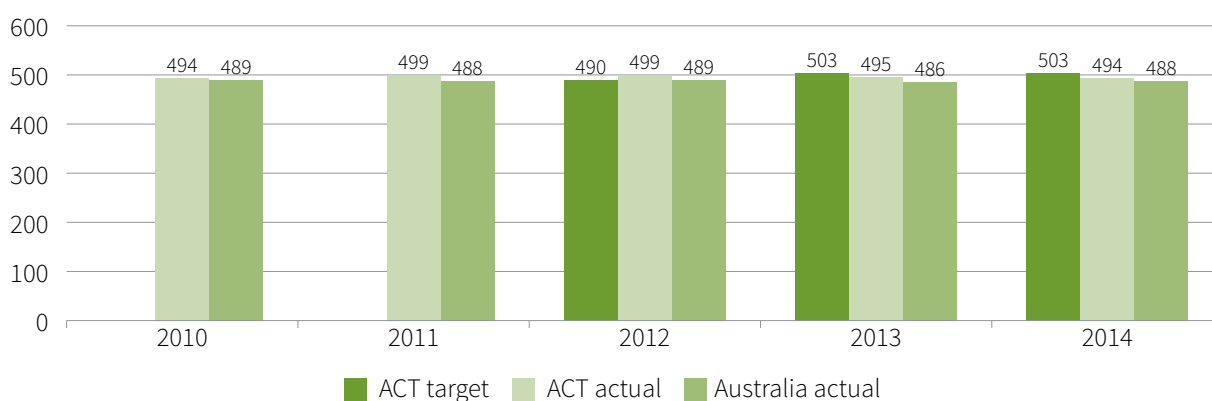


Source: Australian Curriculum, Assessment and Reporting Authority, National Assessment Program – Literacy and Numeracy 2010 to 2014

Numeracy

The performance of year 5 public school students in numeracy was above the national mean. While the ACT mean achievement score has not met the target for the last two years, the results have remained stable and above the mean for Australia (Figure B2.3).

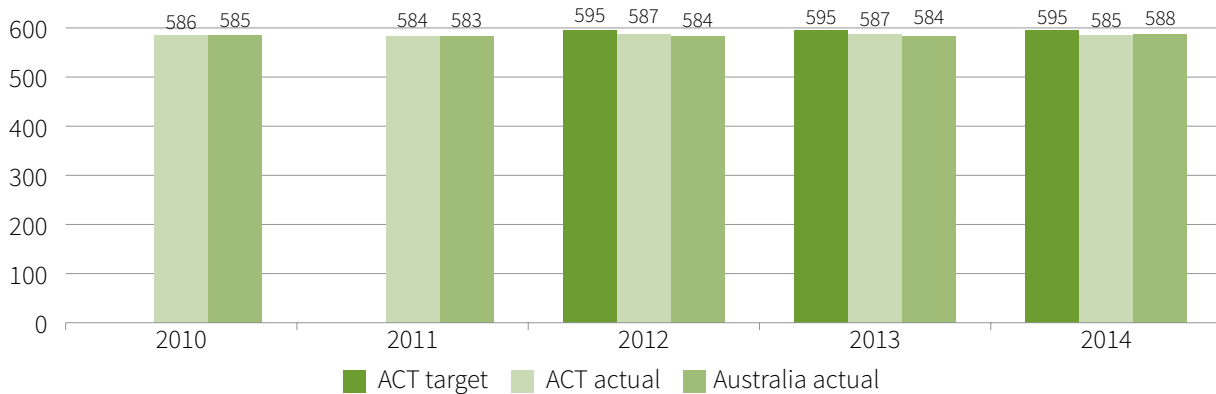
Figure B2.3: Mean achievement score of all year 5 public school students in numeracy in NAPLAN, 2010 to 2014



Source: Australian Curriculum, Assessment and Reporting Authority, National Assessment Program – Literacy and Numeracy 2010 to 2014

The mean achievement score of all year 9 public school students in numeracy shows consistency in results since 2010. While the ACT results show similarity to the national mean, they are yet to reach the target. (Figure B2.4).

Figure B2.4: Mean achievement score of all year 9 public school students in numeracy in NAPLAN, 2010 to 2014



Source: Australian Curriculum, Assessment and Reporting Authority, National Assessment Program – Literacy and Numeracy 2010 to 2014

International Computer and Information Literacy Study (ICILS)

The Programme for the International Computer and Information Literacy Study (ICILS) was first conducted in 2013, assessing students in year 8 on their ability to use computers to investigate, create and communicate. It will be conducted worldwide every 5 years by the International Association for the Evaluation of Educational Achievement.

Further information regarding ICILS can be found at: www.iea.nl/icils_2013.html.

The performance of ACT students in the 2013 International Computer and Information Literacy Study (ICILS) was consistent with Victoria, NSW, SA, WA while above other states and the ICILS average score. (Figure B2.5).

Figure B2.5: Mean achievement score of ACT students in ICILS in 2013



Source: International Association for the Evaluation of Educational Achievement, International Computer and Information Literacy Study 2013
International Computer and Information Literacy Study (ICILS)

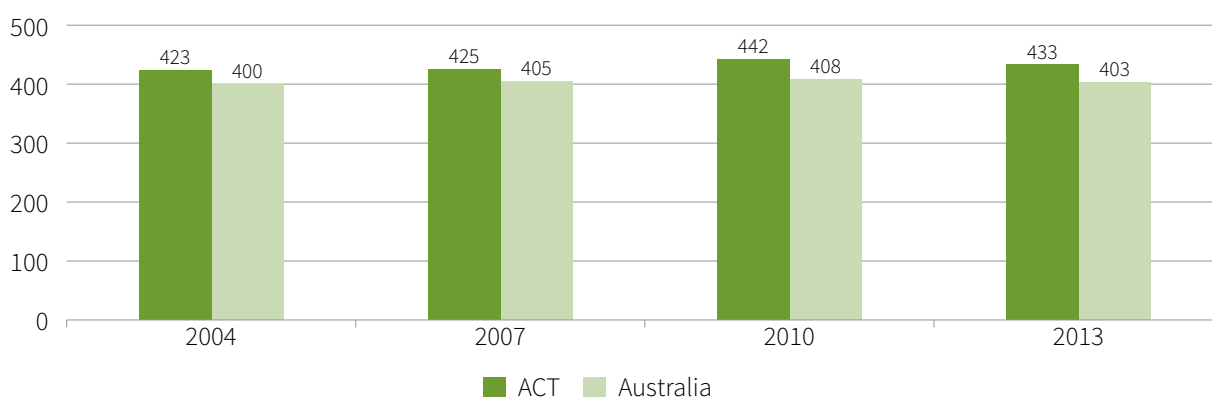
National Assessment Program - Civics and Citizenship

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

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

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

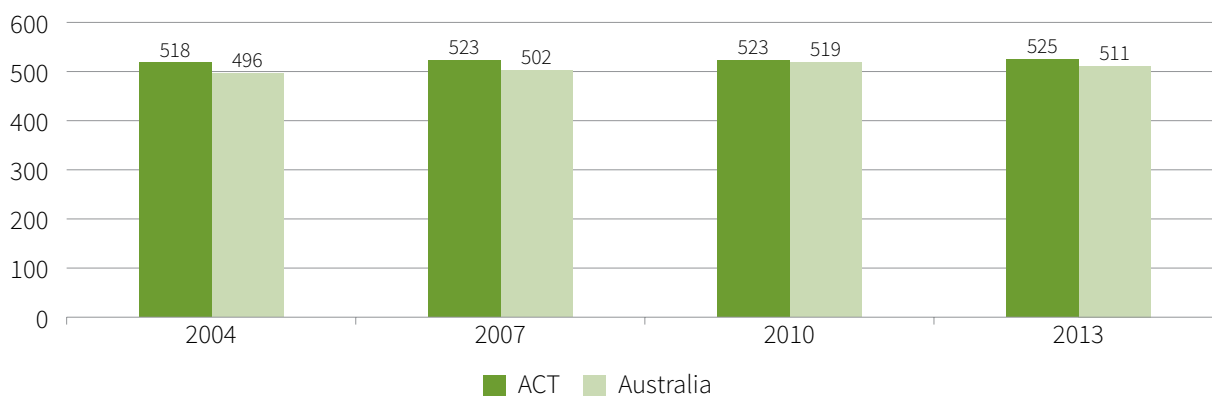
Figure B2.6: Mean achievement score of year 6 ACT students in civics and citizenship, 2004 to 2013



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

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

Figure B2.7: Mean achievement score of year 10 ACT students in civics and citizenship, 2004 to 2013



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

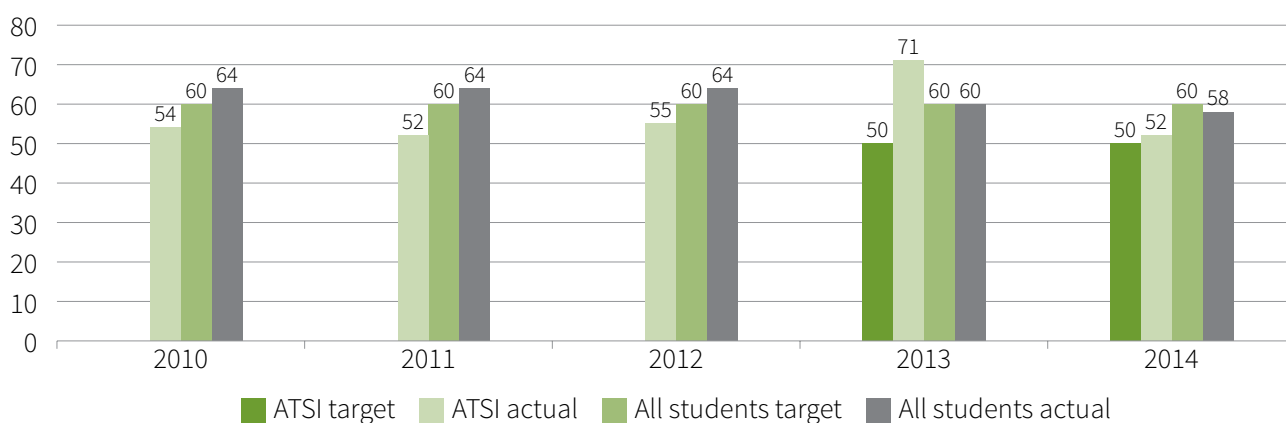
Vocational education and training

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

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

The performance of ACT students in vocational education and training is shown by the percentage of year 12 students who received a nationally recognised qualification (Figure B2.8). During the period from 2010 to 2013 the percentage exceeded or was equal to the target, and in 2014 was at 58 percent, slightly beneath the target of 60 percent. The target of 50 percent of all Aboriginal and Torres Strait Islander students was exceeded.

Figure B2.8: Percentage of year 12 students who received a nationally recognised vocational qualification, 2010 to 2014



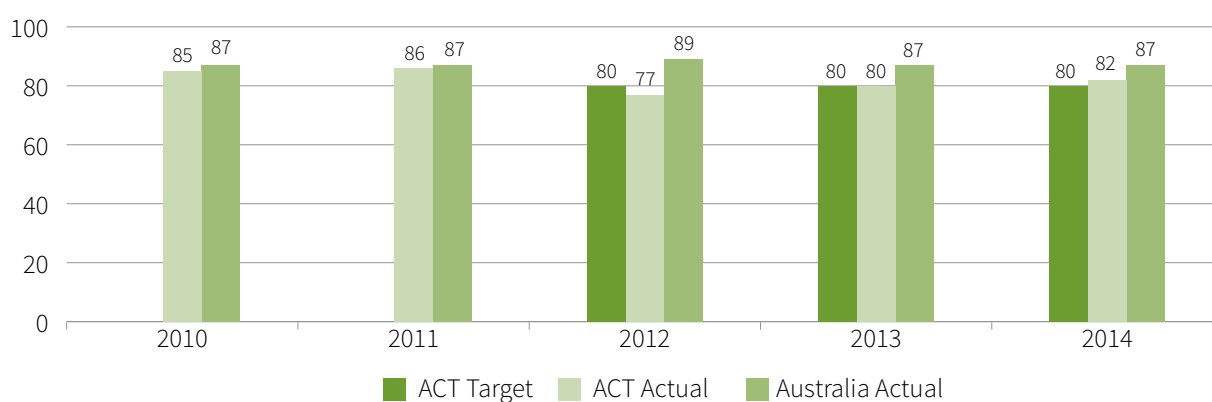
Source: Education and Training Directorate

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

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

Over the five year period from 2010 to 2014, apprentices reported around 80 percent satisfaction with their training (Figure B2.9). Satisfaction levels for ACT apprentices were slightly below satisfaction levels for all apprentices in Australia, but showed a slight increase and exceeded the target in 2014.

Figure B2.9: Percentage of apprentices satisfied with their training under Australian Apprenticeships, 2010 to 2014



Source: National Centre for Vocational Education Research, Student Outcomes Survey 2010 to 2014

INSPIRATIONAL TEACHING AND LEADERSHIP

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

Average number of years of employment

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

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

Quality learning flows from inspirational teaching and school leadership. In 2015 the Directorate employed 4,285 teachers and school leaders.

The average number of years of employment in the Directorate steadily increased from 8.8 years in 2013-14 to 9.0 years in 2014-15 (Figure B2.10). The average length of employment was a sign of a staff-friendly organisational environment and flexible work-life balance employment arrangements.

Figure B2.10: Average number of years of employment with the Directorate, 2010-11 to 2014-15



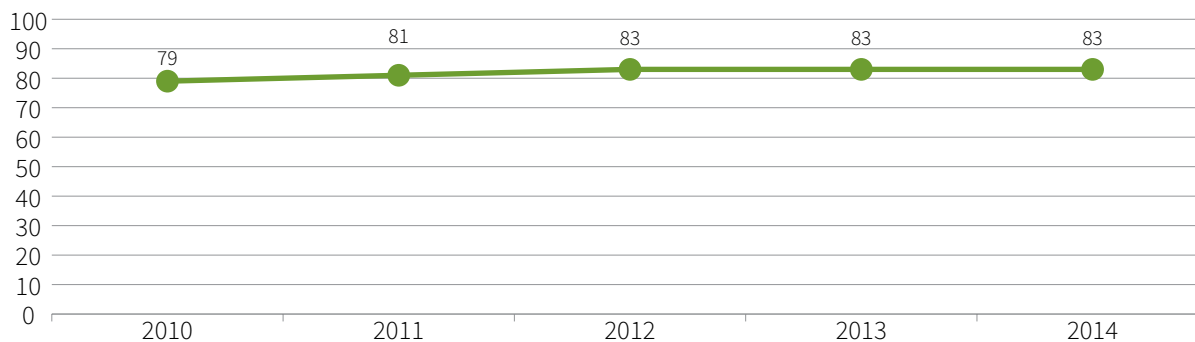
Source: Education and Training Directorate

Use of learning technologies

The proportion of teachers using learning technologies is based on a survey of teachers in ACT public schools conducted in August each year. In determining the proportion, the question 'The use of learning technologies is an integral part of learning and teaching in my classroom' is used. Responses are collected on a five point scale with only statements of 'agree' or 'strongly agree' used to calculate the result.

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

In the three years 2012 to 2014, the proportion of teachers in public schools employing the use of learning technologies as an integral part of their teaching practice has remained steady at 83 percent (Figure B2.11).

Figure B2.11: Proportion of teachers using learning technologies, 2010 to 2014

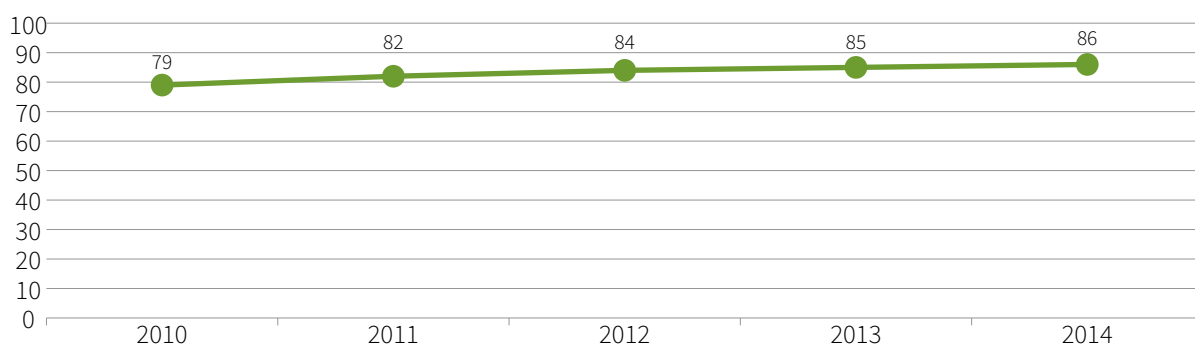
Source: Education and Training Directorate, Satisfaction Surveys 2010 to 2014

Innovative practice

The proportion of teachers and school leaders who felt innovative practice was encouraged is based on a survey of teachers in ACT public schools conducted in August each year. In determining the proportion, the question 'Innovative practice is encouraged' is used. Responses are collected on a five point scale with only statements of 'agree' or 'strongly agree' used to calculate the result.

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

The Directorate is committed to continuous innovation and improvement. The proportion of teachers and school leaders who felt innovative practice was encouraged increased from 79 percent in 2010 to 86 percent in 2014 (Figure B2.12).

Figure B2.12: Proportion of teachers and school leaders who felt innovative practice was encouraged, 2010 to 2014

Source: Education and Training Directorate, Satisfaction Surveys 2010 to 2014

Development of leadership opportunities

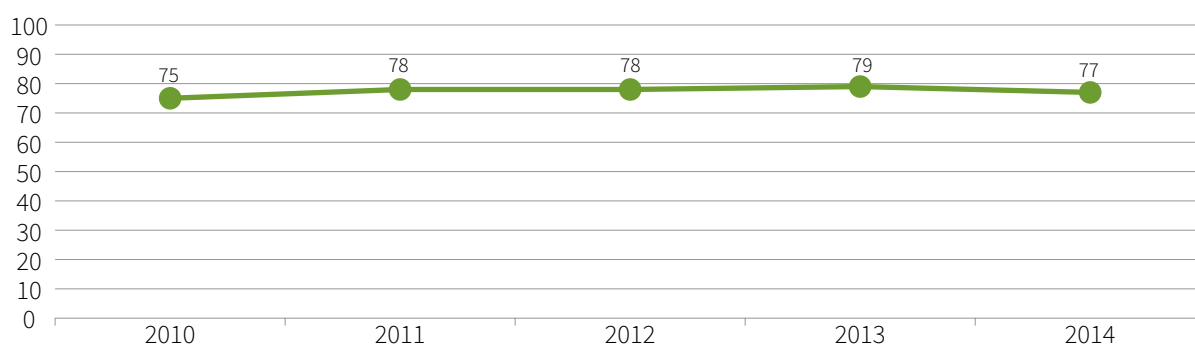
The proportion of teachers and school leaders participating in decision-making is based on a survey of teachers in ACT public schools conducted in August each year. In determining the proportion, the question 'I have opportunities to participate in decision-making' is used. Responses are collected on a five point scale with only statements of 'agree' or 'strongly agree' used to calculate the result.

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

A high performing school system encourages the development of leadership capacities of teachers and school leaders for the continuation of quality learning and teaching.

There has been a similar proportion of teachers and leaders in ACT public schools from 2010 to 2014 who reported having opportunities to participate in decision-making (Figure B2.13).

Figure B2.13: Proportion of teachers and school leaders who felt they had opportunities to participate in decision-making, 2010 to 2014



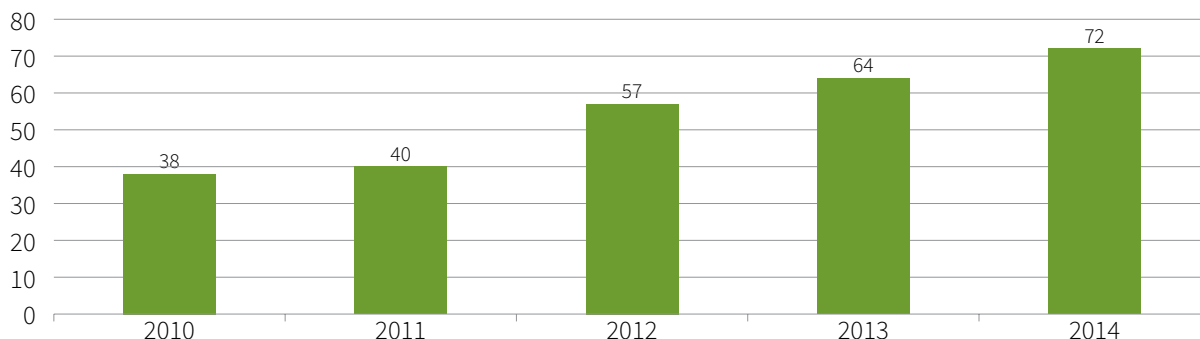
Source: Education and Training Directorate, Satisfaction Surveys 2010 to 2014

Aboriginal and Torres Strait Islander employees

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

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

The ACT Public Service committed to more than doubling the number of Aboriginal and Torres Strait Islander employees by 2015. The number of Aboriginal and Torres Strait Islander employees within the Education and Training Directorate was around 40 during 2010-11 to 2011-12, before rising to 57 in 2012-13. This number increased to 64 in 2013-14 and was 72 in 2014-15 (Figure B2.14).

Figure B2.14: Number of Directorate Aboriginal and Torres Strait Islander employees, 2010-11 to 2014-15

Source: Education and Training Directorate

HIGH EXPECTATIONS, HIGH PERFORMANCE

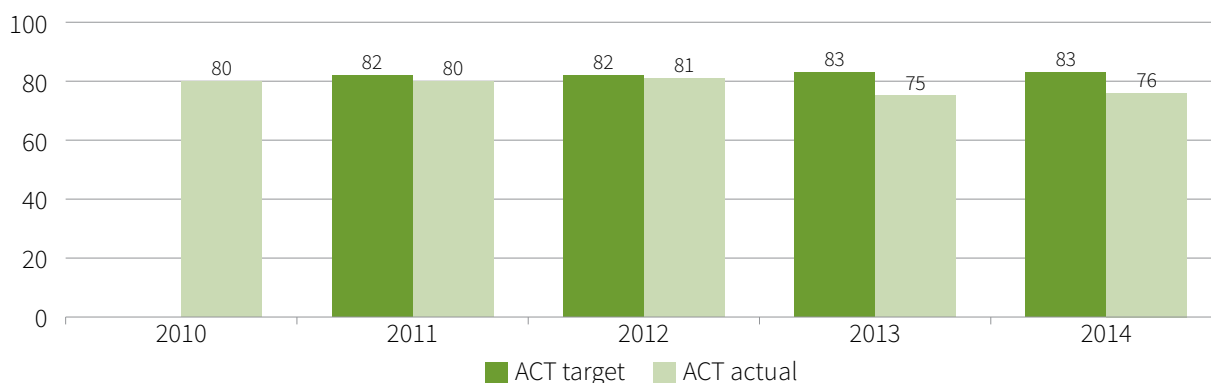
We have high expectations for all and will meet the learning needs of every student.

Student satisfaction

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

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

From 2010 to 2012, overall student satisfaction (across primary, high and college sectors) with the quality of education received at public schools remained stable around 80 percent, with a slight drop from 2012 to 2013. There were changes in the administration and content of the survey in 2013, in order to ensure consistency with the national approach, which may have impacted on that year's slightly lower result. The result increased to 76 percent in 2014 (Figure B2.15).

B2.15: Percentage of overall student satisfaction with education at public schools, 2010 to 2014

Source: Education and Training Directorate, Satisfaction Surveys 2010 to 2014

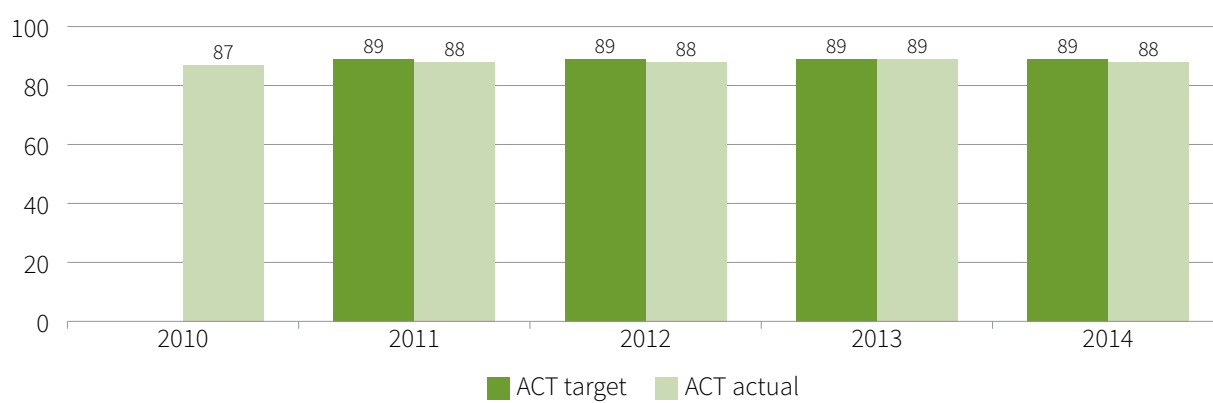
Year 12 certification

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

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

The ACT public school certification rate for year 12 was 88.4 percent in 2014, an improvement from 87 percent in 2010 (Figure B2.16).

Figure B2.16: Percentage of year 12 public school students who received a Year 12 Certificate, 2010 to 2014

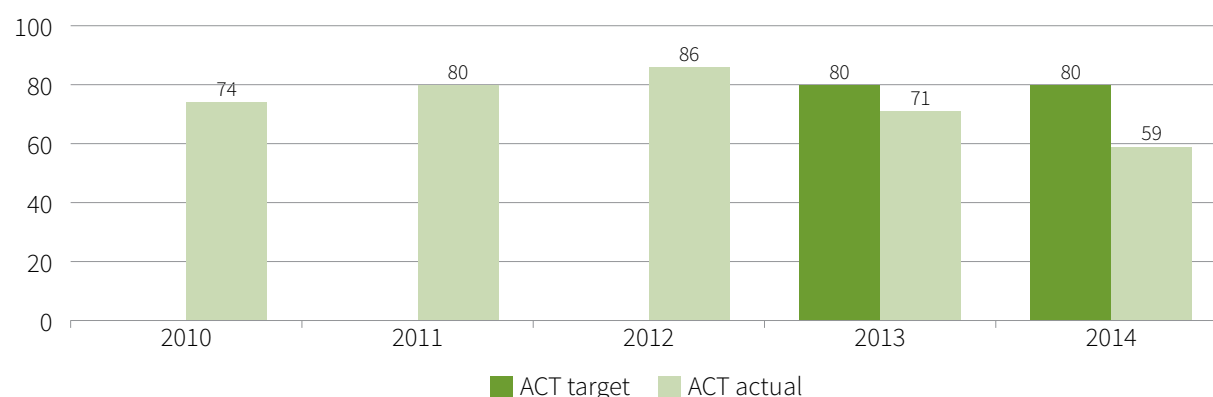


Source: Education and Training Directorate, Satisfaction Surveys 2010 to 2014

Aboriginal and Torres Strait Islander year 12 certification rate

The certification rate for year 12 Aboriginal and Torres Strait Islander students in public schools increased from 80.0 percent in 2011 to 86.2 percent in 2012. The rate dropped in 2013 and in 2014 against the target of 80 percent. In February 2014 there were 83 Aboriginal and Torres Strait Islander students enrolled in year 12 at public colleges. Of these, 49 students or 59 percent graduated with a year 12 certificate, less than the target of 66 students or 80% (Figure B2.17).

Figure B2.17: Percentage of year 12 Aboriginal and Torres Strait Islander public school students who received a year 12 Certificate, 2010 to 2014



Source: Education and Training Directorate

Year 12 graduates studying or employed six months after completing year 12

ACT destination data are based on a survey of graduates who successfully complete an ACT year 12 certificate. Graduates from the previous year are surveyed in May of the reference year. The survey frame is drawn from the ACT Board of Senior Secondary Studies administrative records.

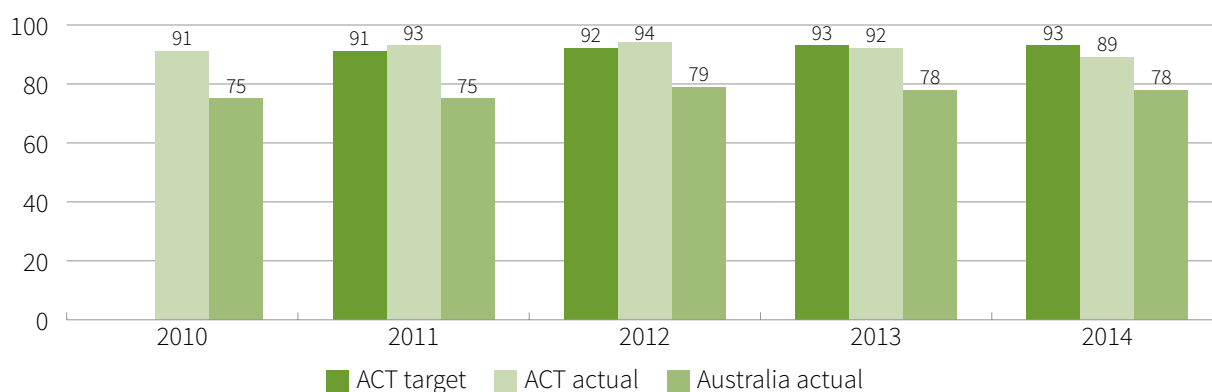
The Australian rate is for 15-24 year-olds engaged in full-time study or employment in May of the reference year after finishing year 12 the previous year.

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

The percentage of public school year 12 graduates engaged in study or employment has been stable at around 90 percent from 2010 to 2014. This is a higher percentage than the Australian percentage for those years (Figure B2.18).

The Directorate continues to develop programs and employ high quality teaching and learning to ensure that student are employed and/or studying after leaving school.

Figure B2.18: Percentage of public school year 12 graduates studying or employed six months after completing year 12, 2010 to 2014



Source: Education and Training Directorate

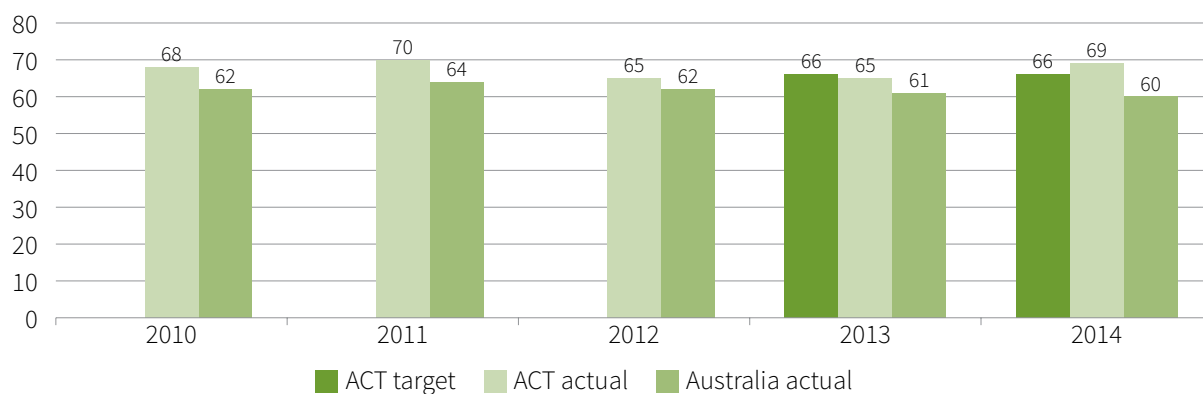
Vocational education and training graduates with improved employment status after training

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

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

Over the five year period from 2010 to 2014, the proportion of vocational education and training graduates with improved employment status after training remained above the national results. In 2014, the proportion of graduates with improved employment status after training increased from 65 percent to 69 percent and exceeded the ACT target for the first time (Figure B2.19)

Figure B2.19: Proportion of graduates with improved employment status after training, 2010 to 2014



Source: National Centre for Vocational Education Research, Student Outcomes Survey 2013

Apparent retention rate year 7 to year 12

The apparent retention rate is an indicative measure of the number of students who have stayed in school, as at a designated year level. It is the percentage of the respective cohort group that those students would be expected to have come from assuming an expected progression of one grade per year.

Further information on this measure can be obtained from www.abs.gov.au

The apparent retention rate of ACT public school students increased over the five year period from 2010 to 2014 from 107 per cent to 113 per cent (Figure B2.20).

Figure B2.20: Apparent retention rate from year 7 to year 12, public school students, ACT and Australia, 2010 to 2014

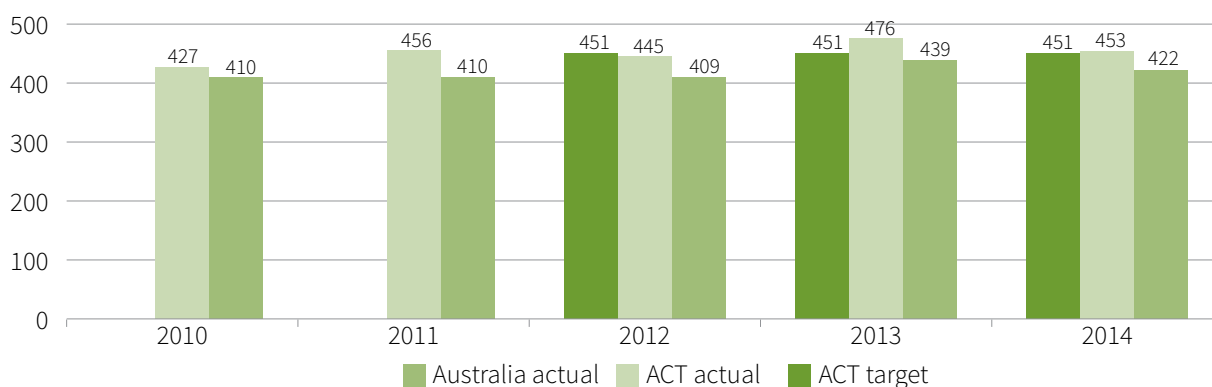


Source: Australian Bureau of Statistics *Schools, Australia 2014*

Aboriginal and Torres Strait Islander literacy

The performance of year 5 Aboriginal and Torres Strait Islander public school students in reading is shown by the mean achievement score in NAPLAN. Figure B2.21 shows that mean achievement scores for year 5 Aboriginal and Torres Strait Islander public school students in reading declined in 2014 when compared with 2013 results, but were higher than previous results. The ACT mean achievement score of 453 was substantially above the national mean of 422, and was higher than the target.

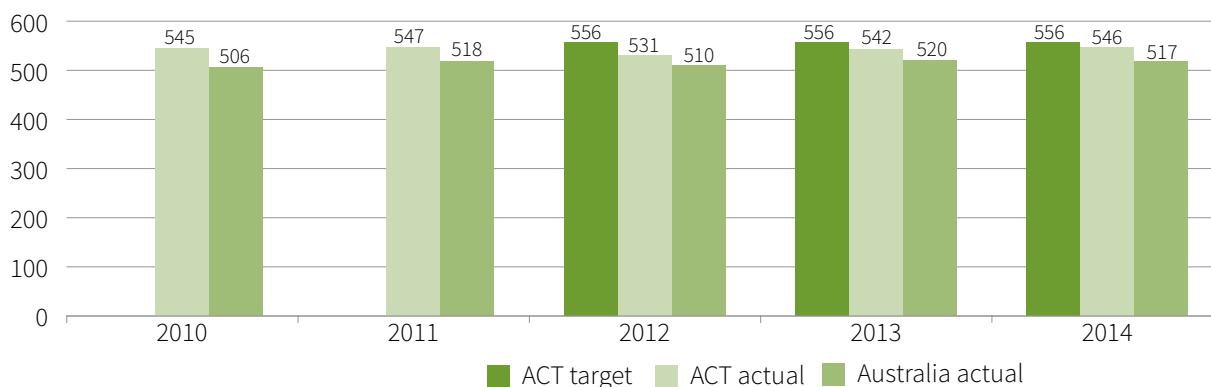
Figure B2.21: Mean achievement score of Aboriginal and Torres Strait Islander year 5 public school students, in reading, 2010 to 2014



Source: Australian Curriculum, Assessment and Reporting Authority, National Assessment Program – Literacy and Numeracy 2010 to 2014, Education and Training Directorate

The performance of year 9 Aboriginal and Torres Strait Islander public school students in reading is shown by the NAPLAN mean achievement score. Figure B2.22 shows similar mean achievement scores for the ACT in reading from 2010 to 2014, increasing over the period 2012 to 2014 and consistently higher than the national mean. The Directorate continues to work towards achievement of the target, particularly through targetted programs to assist Aboriginal and Torres Strait Islander students.

Figure B2.22: Mean achievement score of Aboriginal and Torres Strait Islander year 9 public school students, in reading, 2010 to 2014



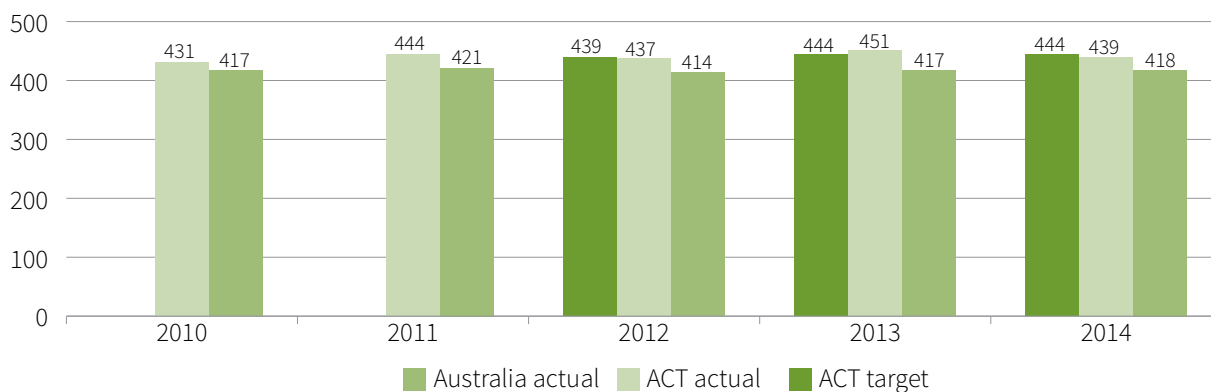
Source: Australian Curriculum, Assessment and Reporting Authority, National Assessment Program – Literacy and Numeracy 2010 to 2014, Education and Training Directorate

Numeracy

Aboriginal and Torres Strait Islander numeracy

The performance of year 5 Aboriginal and Torres Strait Islander public school students in numeracy is shown by the NAPLAN mean achievement score. Figure B2.23 shows that the numeracy mean achievement scores for year 5 Aboriginal and Torres Strait Islander students declined in 2014 from 2013, but were similar to results from 2010 to 2012. ACT mean scores for year 5 numeracy Aboriginal and Torres Strait Islander students from 2010 to 2014 were consistently above the national mean scores for year 5 Aboriginal and Torres Strait Islander students.

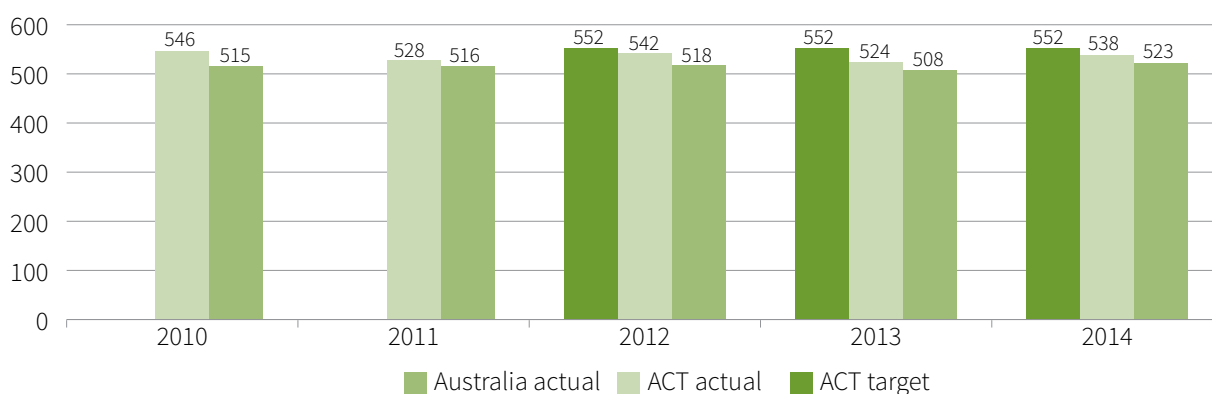
Figure B2.23: Mean achievement score of Aboriginal and Torres Strait Islander year 5 public school students, in numeracy, 2010 to 2014



Source: Education and Training Directorate, August Census 2010 to 2014

The performance of year 9 Aboriginal and Torres Strait Islander public school students in numeracy is shown by the NAPLAN mean achievement score. Figure B2.24 shows that the numeracy mean achievement scores for year 9 Aboriginal and Torres Strait Islander students in the ACT were consistently above the numeracy mean achievement scores for Aboriginal and Torres Strait Islander students across Australia.

Figure B2.24: Mean achievement score of Aboriginal and Torres Strait Islander year 9 public school students, in numeracy, 2010 to 2014



Source: Australian Curriculum, Assessment and Reporting Authority, National Assessment Program – Literacy and Numeracy, 2010 to 2014

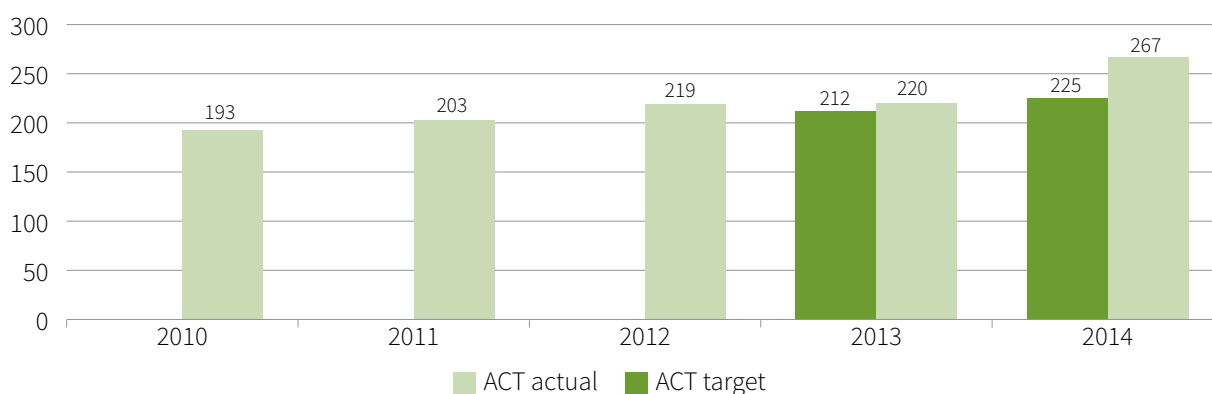
Aboriginal and Torres Strait Islander enrolments in preschool in public schools

The number of preschool enrolments of Aboriginal and Torres Strait Islander students in public schools includes students who were attending a preschool program at a specialist school and as an early entry student, as at August 2014.

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

The number of Aboriginal and Torres Strait Islander student enrolments in preschool in public schools consistently increased over the last five years. In 2014 the result of 267 students substantially exceeded the target of 225 enrolments (Figure B2.25).

Figure B2.25: Number of enrolments of Aboriginal and Torres Strait Islander students in preschool in public schools, 2010 to 2014



Source: Education and Training Directorate, August Census 2010 to 2014

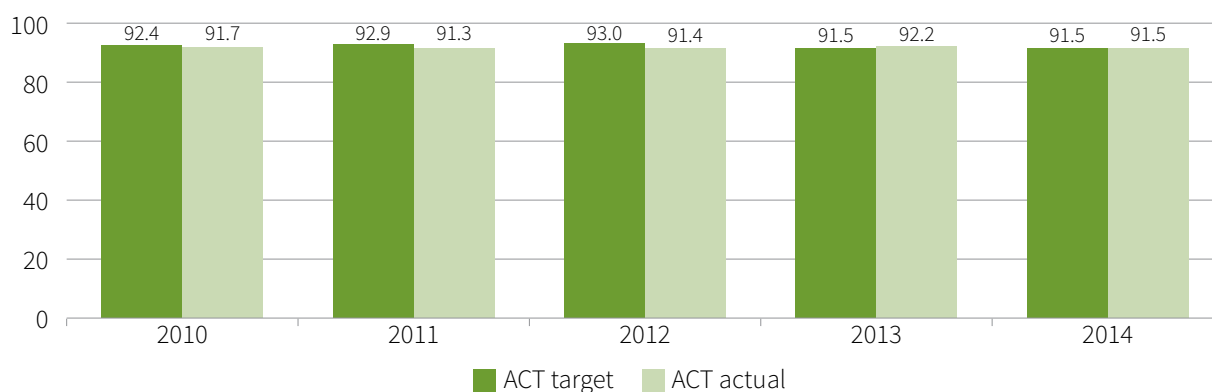
Attendance

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

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

The attendance rate of students in ACT public schools was above 91 percent during 2010 to 2012. The attendance rate exceeded 92 percent for 2013. The rate declined slightly in 2014 to 91.5 percent; however the 2014 target of 91.5 was achieved. (Figure B2.26).

Figure B2.26: Attendance rate of public school students in year 1 to 10, 2010 to 2014



Source: Education and Training Directorate

CONNECTING WITH FAMILIES AND THE COMMUNITY

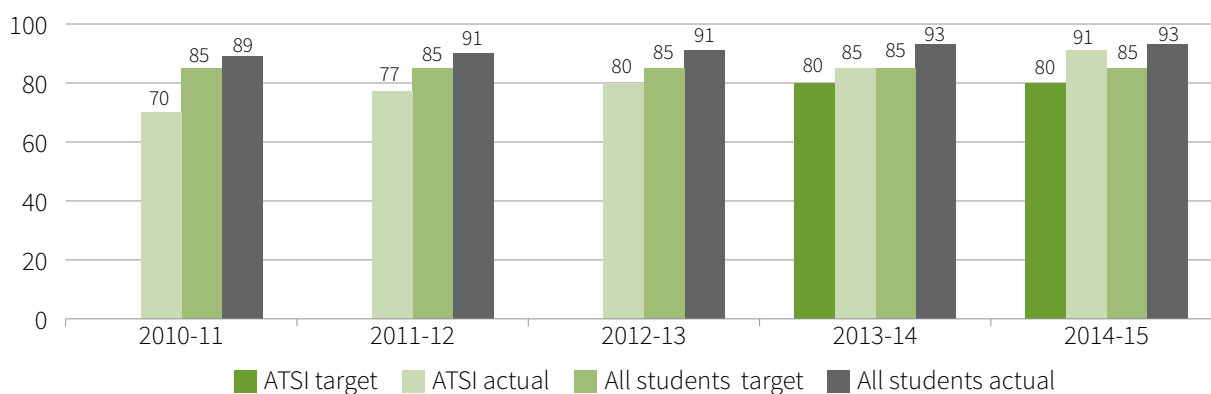
We will partner with families and engage with the community to build meaningful relationships.

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

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

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

Figure B2.27: Percentage of year 10 students who proceed to public secondary college education



Source: Education and Training Directorate

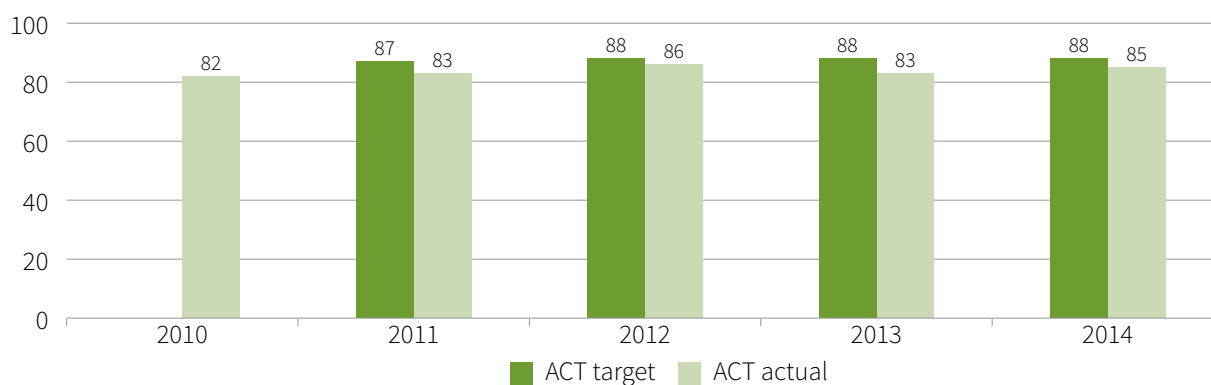
Parent and carer satisfaction with education provided at public schools

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

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

Figure B2.28 indicates that there was a high level of parent and carer satisfaction with the education provided at public schools over the last five years. The level of overall satisfaction increased from 83 percent in 2011 to 85 percent in 2014, but was just below the target of 88 percent.

Figure B2.28: Percentage of overall satisfaction of parents and carer with the education provided at public schools, 2010 to 2014



Source: Education and Training Directorate

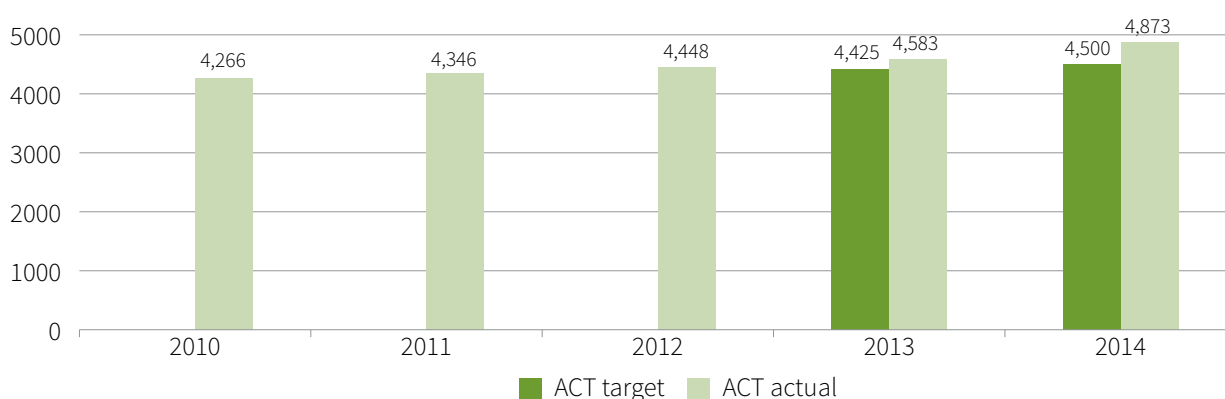
Preschool enrolment

The number of preschool enrolments in public schools in August included students who were attending a preschool program at a specialist school and as early entry students.

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

The community's confidence in public education was reflected through an increasing number of preschool enrolments in public schools. Preschool enrolments in public schools increased from 4,583 in 2013 to 4,873 in 2014, an increase of 290 students. In 2014 the target was exceeded by 373 enrolments (Figure B2.29).

Figure B2:29: Number of enrolments in preschool in public schools, 2010 to 2014



Source: Education and Training Directorate, August Census, 2010 to 2014

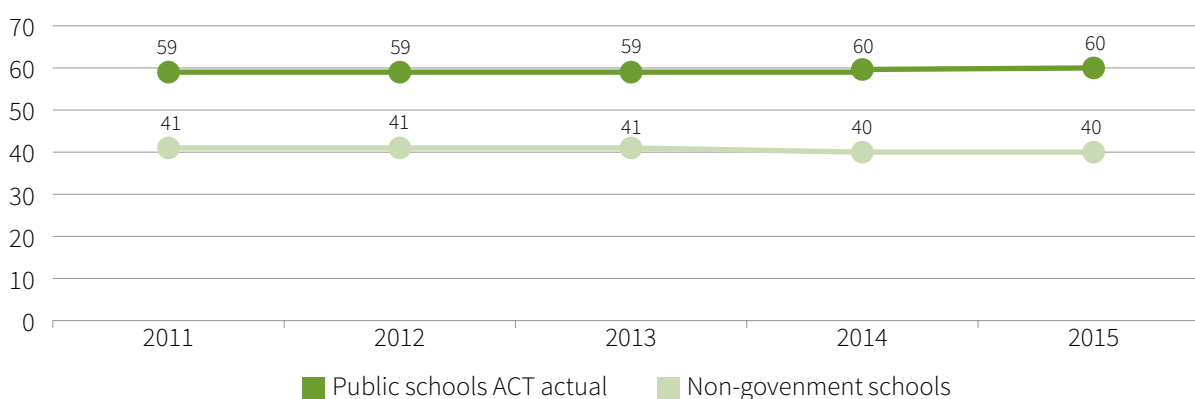
ACT school enrolments

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

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

Public schools continued to enrol the majority of students. Public school enrolments as proportion of overall ACT enrolments was stable from 2011 to 2014 (Figure B2.30).

Figure B2:30: Proportion of school enrolments, 2011 to 2015 (%)



Source: Education and Training Directorate, February Census, 2011 to 2015.

BUSINESS INNOVATION AND IMPROVEMENT

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

Staff retention rate

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

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

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

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

The staff retention rate in the Directorate was stable over the last five years, with a retention rate of at least 93 percent each year, exceeding the target staff retention rate of 92 percent between 2011 and 2014 (Figure B2.31).

Figure B2:31: Staff retention rate, 2010 to 2014



Source: Education and Training Directorate

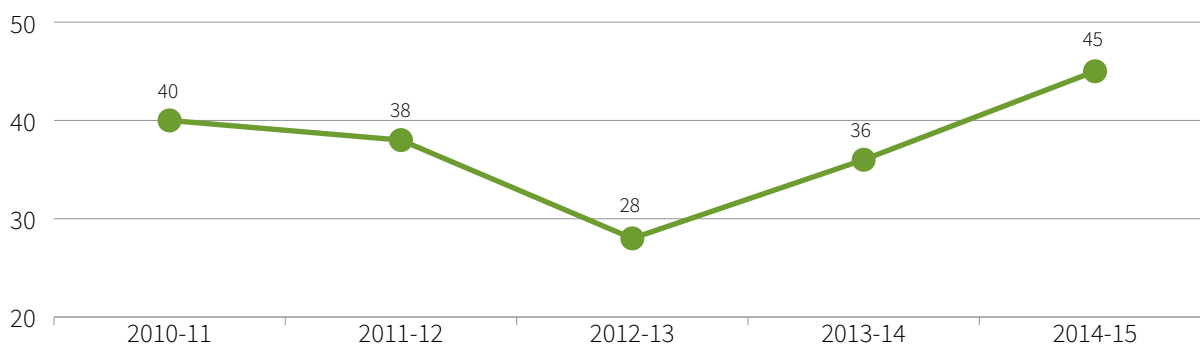
Freedom of Information (FOI)

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

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

The Directorate, in line with ACT Government policy, is committed to making government decisions transparent through Open Government initiatives. The Freedom of Information (FOI) process is a mechanism allowing the community to access information held by the Directorate. The number of new FOI requests in a financial year increased from 40 in 2010-11 to 45 in 2014-15 (Figure B2.32).

Figure B2:32: Number of new FOI requests, 2010-11 to 2014-15



Source: Education and Training Directorate

For further information contact:

Director

Planning and Performance

(02) 6205 5511

B.3 SCRUTINY

Auditor-General Report No. 7/2014 – 2013-14 Financial Audit

Recommendations	Action	Status
<p>The Audit Office issued an unqualified audit report on the Directorate's 2013-14 Financial Report and an unqualified Report of Factual Findings on its 2013-14 Statement of Performance.</p> <p>The Audit Office reported unresolved findings and recommended:</p> <p>The Directorate partially resolved one audit finding by approving policies and procedures for establishing, removing and reviewing user access to Maze and performance of reviews of user access at the school level. However, these policies and procedures do not provide guidance on reviewing user access to Maze at the Directorate level and there was no evidence of such reviews being performed. This weakness presents a risk of unauthorised access to student and financial data, including sensitive student information.</p> <ul style="list-style-type: none"> The Directorate has been unable to implement audit logs for the Maze application and data and there is no policy for monitoring the activity of users by the review of audit logs. This increases the risk that erroneous or fraudulent changes to the Maze application and data will not be promptly detected and rectified. 	<p>The Directorate has responded as follows:</p> <ul style="list-style-type: none"> The Directorate has advised that it will include guidance on review of user access at Directorate level in its procedures and ensure that these reviews are regularly performed. The Directorate has investigated options for audit logs and determined that Maze does not have the capability to produce system or data audit logs. The specifications for an upgrade to the Maze school administration system (the project is currently in a discovery phase) will include a requirement for audit trails and transactional log capability, it is not anticipated that this recommendation can be activated until full implementation of a new system in 2016. In addition, to minimise potential risks identified by the audit it should be noted that all financial transactions in Maze are locked and cannot be edited or deleted by the user. Each financial record is tagged with the Maze user account and the date and time the transaction occurred. 	<ul style="list-style-type: none"> In progress In progress
<p>Two new audit findings were identified in 2013-14. There was:</p> <ul style="list-style-type: none"> Often no evidence that reviews of salary reports were being performed or performed in a timely manner. This increases the risk that incorrect or fraudulent employee payments will not be promptly detected and addressed. Sometimes no evidence of the satisfactory receipt of goods and services at schools prior to payments being made. While these payments were found to be properly related to the operations of the Directorate, there is a risk of payment errors, irregularities and fraud when payments can be made without clear evidence of the satisfactory receipt of goods and services marked on the payment documentation. 	<ul style="list-style-type: none"> The Directorate has amended its procedures to address these audit findings. The Directorate has amended its procedures to address these audit findings. 	<ul style="list-style-type: none"> Complete Complete

Auditor-General Report on Capital Works Reporting

Recommendations	Action	Status
<p>The audit made eight recommendations to address the audit findings in this report.</p> <p>Directorates included in the audit were:</p> <p>Chief Minister and Treasury, Commerce and Works; Economic Development; Health; Territory and Municipal Services and Education and Training.</p> <p>The following recommendations were applicable to the Education and Training Directorate:</p> <ul style="list-style-type: none"> • The Commerce and Works Directorate's Shared Services Procurement and directorates should develop capital works service level agreements, or the equivalent, by 31 December 2014. These should specify reporting responsibilities. • All Directorates should quality control information to be included in capital works reports to the Chief Minister and Treasury Directorate and the Budget Committee of Cabinet, and have documented quality control procedures. • The Commerce and Works Directorate's Shared Services Procurement and directorates should develop capital works service level agreements, or the equivalent, by 31 December 2014. These should specify reporting responsibilities. • All Directorates should quality control information to be included in capital works reports to the Chief Minister and Treasury Directorate and the Budget Committee of Cabinet, and have documented quality control procedures. 	<ul style="list-style-type: none"> • <i>Whole of Government response to this audit has not been tabled at the time of publication.</i> 	

Source: Governance and Assurance Branch

For more information contact:
Director
Governance and Assurance
(02) 6205 9328

B.3 LEGISLATIVE ASSEMBLY INQUIRIES AND REPORTS

The Directorate participated in two Legislative Assembly Committee inquiries that were completed during the reporting year.

Committee	Report Title	Date Tabled
Standing Committee on Education, Training and Youth Affairs	Report 3: Report on Annual and Financial Reports 2013-14	26 March 2015
Select Committee on Estimates 2014-15	Report on the Inquiry into the Appropriation Bill 2014-15	5 August 2014

Report 3: Report on Annual and Financial Reports 2013-14

- The Annual and Financial Reports of all ACT Government agencies are referred to the Standing Committees of the ACT Legislative Assembly for examination and report.
- The Standing Committee on Education, Training and Youth Affairs Report made 20 recommendations. The Directorate had responsibility for five.
- The ACT Government response was tabled on 4 August 2015.
- Details of the Education and Training Directorate related recommendations, the ACT Government response and implementation are provided in the table below.

Table: Implementation status of Standing Committee on Education and Youth Affairs Report 3: Report on Annual and Financial Reports 2013-14

Recommendation	Response	Implementation status/outcome
1. The Committee recommends that, in addition to providing detailed updates and profile of the expected demands and performance requirements of the ACT Building and Construction Industry Training Fund Authority, that the Authority continue to give an updated account of the challenges facing its client industries, particularly in a time of changing building, construction and engineering activities.	Noted	<p>The ACT Building and Construction Industry Training Fund Authority (the Authority) determines the training priorities required by industry in relation to each of the five program areas funded by the Authority, through its annual Training Plan, developed through extensive consultation with industry stakeholders.</p> <p>The scope of the Authority's activities may also change in conjunction with the demands from the various sectors. Any key challenges related to training faced by the various stakeholder groups are accommodated within the annual Training Plan and captured within the consultation and reporting process used by the ACT Construction Industry Training Council and the ACT Electrotechnology and Energy Advisory Board, both of whom are engaged by the Authority.</p>
6. The Committee recommends that current School Satisfaction Surveys be used to continually assess current issues and inform future delivery of ACT education programs. The Committee recommends that reports of the survey results continue to be collated and published with ETD annual reports.	Agreed	<p>The School Satisfaction Survey is one element of data used for school improvement purposes. The instrument provides quantitative data indicating the perceptions of staff, students and parents about their experiences at the school. The survey results are used by schools to enable the Principal to guide school improvement in relation to their school plans. They are also used by School Network Leaders to inform their work with Principals.</p> <p>It is the intention of ETD to continue publishing results in its Annual Report and on its website</p>

Recommendation	Response	Implementation status/outcome
7. The Committee recommends that in cases where student and parent survey results relating to safety in schools diverge, or differ; that these results be subject of close scrutiny by the ETD, and that the Directorate work with those schools where survey responses of students and parents significantly diverge, to ensure that steps are taken to understand and positively address the issues raised. The Committee considers improved parental engagement may help to address and resolve these issues.	Agreed	The instrument provides quantitative data indicating the perceptions of students and parents. As part of the core work of School Network Leaders, the survey will continue to be used as a key element to interrogate school improvement with school Principals.
8. The Committee recommends that the program for parental engagement continue and that ETD report progress on its implementation. The Committee also recommends that the experience and strategies developed in the course of the program for assisting and providing support to parents from vulnerable backgrounds be part of the Directorate's reporting process.	Noted	<p>The Directorate is continuing to work in partnership with the Australian Research Alliance for Children and Youth (ARACY) on the Progressing Parental Engagement Project. The project commenced in 2014 and will be completed in December 2015, with three key deliverables.</p> <p>In February 2015 the Minister for Education and Training, Joy Burch MLA launched a suite of resources designed to help parents and carers as well as schools and teachers to understand what parental engagement is, why it matters, how it works and how best to foster it. The resources include two publications - <i>Education Capital: Progressing Parental Engagement</i> and <i>Education Capital: Defining Parental Engagement Report</i> and Parent and Teacher fact sheets.</p> <p>The recommended strategies developed in the program will be focused on ensuring inclusion of all parents including those from vulnerable backgrounds. The second half of 2015 will see the development and testing of a parental engagement survey for teachers and parents to measure parental engagement. This tool will be piloted across four ACT schools including two public schools, one Catholic and one independent school and will be completed by December 2015.</p> <p>The ACT has also committed to participate in the Australian Government Parental Engagement project.</p>

Recommendation	Response	Implementation status/outcome
12. That the ACT Government consider appropriate research on child physical health and wellbeing to examine possible initiatives which could be adopted in the ACT and which could also draw on experience and strategies developed in other States and Territories.	Noted	<p>The Directorate uses current evidence based research to support the health and wellbeing of students. The Directorate also has a wide range of initiatives and programs including partnerships in this area.</p> <p>Working relationships have been developed with ACT universities that support ongoing access to current research and development of best practice. A current collaboration is supporting teachers to embed evidence based teaching strategies into the classroom, to mitigate the impact of trauma and adversity.</p> <p>The Directorate is an active member of the National Safe and Supportive Schools committee. This committee works together to coordinate and promote the 'National Day of Action against Bullying and Violence'.</p> <p>The ACT Government has a range of mechanisms through which it collects health data of ACT school students. ACT school students' health and fitness status is reported biennially in the Chief Health Officer's report. Annual statistics are available.</p> <p>The Epidemiology Section of ACT Health collects and reports on the health and fitness status of primary and secondary school aged students in the ACT through several surveys including the ACT General Health Survey (GHS), the ACT Physical Activity and Nutrition Survey (ACTPANS), and the Australian Secondary Students' Alcohol and Drug Survey (ASSAD). The GHS is conducted annually, while the ASSAD and ACTPANS are conducted every three years.</p> <p>The Education and Training Directorate is working in partnership across ACT Government agencies to develop and implement programs that enhance children's health and fitness.</p> <p>The ACT Public School Food and Drink Policy was released in 2015. The policy applies the National Healthy School Canteen Guidelines to the broader school environment. The National Healthy School Canteen Guidelines are based on the Australian Dietary Guidelines. Food and nutrition education in Canberra's schools is taught as part of the curriculum.</p> <p>Schools are also engaged with programs to improve the physical health and wellbeing of children such as the Walk and Ride to School Program, It's Your Move, Kids at Play and Fresh Tastes.</p>

Report on Inquiry into the Appropriation Bill 2014-15

- The Select Committee on Estimates 2014-2015 examined the expenditure proposals contained in the *Appropriation Bill 2014-2015* and the *Appropriation (Office of the Legislative Assembly) Bill 2014-15* as well as any revenue estimates proposed by the ACT Government in the 2014-15 Budget.
- The Select Committee's Report made 138 recommendations. The Directorate had responsibility for seven.
- The ACT Government response was tabled on 12 August 2014, and agreed to 42 recommendations, agreed in principle to 13 recommendations, agreed in part to 11 recommendations, noted 60 recommendations and did not agree to 12 recommendations.
- Details of the Education and Training Directorate related recommendations, the ACT Government response and implementation are provided in the table below.

Table: Implementation status of Select Committee on Estimates 2014-2015 Report on Inquiry into the Appropriation Bill 2014-15

Recommendation	Response	Implementation status/outcome
19. The Committee recommends that the ACT Government establish a full time arts office embedded in the Education Directorate	Not Agreed	The Education and Training Directorate continues to work in partnership with a range of arts organisations and stakeholders including artsACT to enhance the provision of arts programs in Canberra public schools.
22. The Committee recommends that the ACT Government review the availability and need for adult ESL education for women, with a particular focus on places and funding, child-care and any other support required with a view to increasing participation and report to the Assembly by November 2014.	Noted	The Education and Training Directorate along with the Canberra Institute of Technology will consider the availability and need for adult ESL education for adult women. This information will be considered in developing ETD and CIT funded initiatives

Recommendation	Response	Implementation status/outcome
27. The Committee recommends that the ACT Government detail to the Legislative Assembly by the last sitting day of October 2014 how it will address and fund the issue of youth and young people's mental health in our education system particularly detailing the cross-sectoral approach that will be undertaken.	Noted	<p>The Directorate utilised a three tiered response strategy to the support and improvement of mental health and wellbeing of the children and young people enrolled in ACT public schools.</p> <p>At the Universal level, social and emotional learning is used to foster positive interpersonal skills and positive regard for others. Social and emotional learning supports the cross curricular priorities of the Australian Curriculum, particularly in the areas of self-awareness, self-management and social awareness. Each public high school has a full time Pastoral Care Coordinator (executive teacher) and youth support worker (ASO4) who are responsible for monitoring the wellbeing of students in the school and designing programs that meet the mental health and wellbeing needs of the school community.</p> <p>The ACT Government provides grants of \$10,000 to all ACT schools (public, independent or systemic) to implement the Mindmatters or Kidsmatter frameworks. An additional \$5,000 grant is provided to schools who achieve MindMatters or KidsMatter accreditation to support the ongoing development of mental health initiatives in the school. MindMatters and KidsMatter are national mental health promotion, prevention and early intervention initiatives. They are universal approaches and aim to build the capacity of schools to enhance the social and emotional wellbeing of students and staff. The initiative involves a resource kit (provided free to every school with a secondary enrolment), a professional development program and a dedicated website. MindMatters is managed by Principals Australia and employs project officers in each state and territory across Australia.</p> <p>At the selected level, the additional and complex needs of students are met on a needs basis. Every ACT public school has access to a qualified and registered psychologist who is able to make assessments of the mental health status of students and provide support or refer students to external support agencies, such as General Practitioners, Canberra Adolescent Mental Health Service and Headspace. Each public school network has access to a Network Student Engagement Team(NSET) comprising of a Senior Psychologist, Behaviour Support Partner (executive teacher), Disability Education Partner (executive teacher) and manager (deputy principal). The NSETs provide expert advice, coaching, mentoring and professional learning to school based staff who are experiencing difficulties in meeting the behavioural and mental health needs of their students.</p> <p>At the targeted level, public school executive teams and school psychologists are able to access extensive support from the Student Engagement section. There is a Targeted Support Team (TST) attached to each public school network comprising of a Senior Psychologist, Behaviour Support Partner (executive teacher), social worker and manager (deputy principal) who is able to provide case management and support to students, families and schools to best meet student need on a case by case basis.</p>

Recommendation	Response	Implementation status/outcome
89. The Committee recommends that the ACT Government set out a timeline for the completion of the Belconnen High School Master Plan.	Agreed	<p>Professional Learning:</p> <p>The Trauma Understanding and Sensitive Teaching (TRUST) pilot project will raise awareness of the impact of domestic and family violence and support the understanding of how to respond to students who have experienced trauma and adversity. This is an innovative and evidence based project designed to improve the long term outcomes for students, and is a proactive program that will respond to the requests from the community for education to take an active role in the prevention and early intervention in the lives of children and young people who may have been exposed to domestic and family violence. The pilot program is based on the existing Trauma package developed by the Directorate's School Counselling Service that has been used successfully in ACT public schools to support school staff. The original training package topics included:</p> <ul style="list-style-type: none"> • Understanding the Impact of Trauma on the Developing Brain • Responding to Students who have Experienced Trauma • Professional Self Care • Problem Solving with Students who have Emotional Difficulties • Problematic Sexualised Behaviours in Primary School Students <p>STORM Training:</p> <p>STORM training provides evidence based, skills based strategies for school psychologists and school wellbeing staff to identify and respond to the needs of students who are at risk of suicide or self harm. School psychology and wellbeing staff are also trained in postvention to address the needs of the school community following incidents of suicide or self harm in a school community.</p> <p>Social and Emotional Learning (SEL)</p> <p>Network Student Engagement Teams staff provide a variety of professional learning to school based staff on the development and implementation of SEL programs and strategies that respond to the needs of school communities.</p>
		The Master Plan was completed and received in September 2014, presenting three options.

Recommendation	Response	Implementation status/outcome
90. The Committee recommends that the ACT Government undertake analysis of the projected need for schools infrastructure to meet increasing demand in West Belconnen and set out a timeline for the delivery of government infrastructure by March 2015.	Agreed in Principle	<p>The Education and Training Directorate undertakes analysis of projected need for public schooling as part of its ongoing planning processes. This planning will continue to analyse the need for schooling in West Belconnen.</p> <p>The timing of advice to Government, however, is dependent on input from estate developers, including private developers (in the case of Riverview) and the Land Development Agency.</p> <p>Decisions on the delivery of new Government infrastructure in West Belconnen will be part of future budget considerations.</p>
91. The Committee recommends that the ACT Government collect, maintain and report annually on ACT school students' health and fitness.	Noted	<p>The ACT Government continues to have a range of mechanisms through which it collects health data of ACT school students.</p> <p>ACT school student's health and fitness status is reported biennially in the Chief Health Officer's report. Annual statistics are available.</p> <p>The Education and Training Directorate is working in partnership across ACT Government agencies to develop and implement programs that enhance children's health and fitness. A range of programs are being delivered by schools under the ACT Government Healthy Weight Initiative that promote and support healthy lifestyles, these programs include Kids at Play, Ride or Walk to School, Fresh Tastes and It's Your Move.</p>
93. The Committee recommends that the ACT Government increase annually the variable funding component of educating students with a disability at a rate equivalent to, or greater than, the Consumer Price Index.	Noted	The ACT Government is committed to needs based funding consistent with the National Education Reform Agreement.

For further information contact:

Director

Governance and Assurance

(02) 6205 9328.

B.4 RISK MANAGEMENT

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

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

- Risk Management Framework;
- Strategic Risk Profile;
- School Compliance Reporting;
- Fraud & Corruption, Prevention & Response Plan 2013-2015;
- Internal Audit Program;
- Detailed financial policies and controls, such as the Director-General's Financial Instructions and the School Management Manual;
- Detailed financial operating procedures and practices; and
- Risk identification and analysis by executive directors, directors and managers.

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

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

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

Monitoring and reporting on risk management occurs through:

- Regular monitoring of outcomes by the executive;
- Reporting to the Audit Committee;
- Reporting to the Senior Executive Team; and
- Implementation of internal and external audit recommendations.

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

- Clearly established ownership of internal budgets;
- Monthly variance reporting by senior management;
- Quarterly strategic review of financial performance and corrective actions as required by the executive;
- Regularly updated financial procedures and practices documents; and
- Provision of training to office and school-based staff.

For further information contact:

Director

Governance and Assurance

(02) 6205 9328

Cultural Competency Strategic Learning Day

In February 2015 renowned educator, author and speaker, Grant Sarra hosted a seminar *To Understand Our Present We Must Understand Our Past* as part of the Cultural Competency Strategic Learning Day. All Corporate Executive members and Senior Managers from across the Education and Training Directorate attended the day.

The seminar provided context to the issue of engaging with the ACT and Regional Aboriginal and Torres Strait Islander communities, and later included a panel discussion with Aboriginal and Torres Strait Islander staff and community leaders.

Following the Cultural Competency Strategic Learning Day, a framework of change was developed based on the feedback of Corporate Executive and the themes that emerged throughout the day. The Framework for Change comprised structures to include personal leadership commitments, Branch responses and Directorate responses.

In particular, the Framework for Change included a commitment to develop and acknowledge authentic cultural practices, maintain authentic relationships with Aboriginal and Torres Strait Islander peoples and to consult with Aboriginal and Torres Strait Islander peoples for review and input into Directorate policies and publications.



Grant Sarra hosting the leadership seminar "*To Understand Our Future We Must Understand Our Past*" in February 2015.



Corporate Executive members and Senior Managers from across the Education and Training Directorate attended the day.

B.5 INTERNAL AUDIT

The Directorate's internal audit functions are managed by the Chief Internal Auditor and Director, Governance and Assurance Branch and by the Audit and Assurance Section. The Branch engages external auditors to conduct some audits. Providers are sourced from a panel of external audit service providers.

Internal audits tabled in 2014-15 included:

- International students;
- Pre-implementation review of AVATARS; and
- Swimming carnival risk management review.

Internal audits in progress in 2014-15 include:

- Financial management framework for schools;
- Legislative obligations; and
- Erindale Active Leisure Centre.

Two financial acquittals were conducted in 2014-15.

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

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

The Audit Committee met six times during 2014-15. The Committee membership and attendance are displayed in Table B.5.1.

Table B.5.1: Audit Committee membership and meetings in 2014-15

Members	Title	Meetings attended
Ms Carol Lilley	Chairperson (external)	6
Ms Diane Fielding	External member	5
Ms Leanne Cover	Internal member ¹	3
Ms Joanne Garrisson	Internal member	5
Mr Stephen Gniel	Internal member ²	3

Source: Chief Internal Auditor, Audit and Assurance

¹ Ms Leanne Cover resigned from the Committee in February 2015

² Mr Stephen Gniel was appointed to the Committee in February 2015

For further information contact:

Director

Governance and Assurance

(02) 6205 9328

B.6 FRAUD PREVENTION

The *Fraud and Corruption, Prevention and Response Plan 2013-15* (the Plan), Director-General's Instruction (Integrity and Reporting) and the *School Management Manual* (Fraud Control and Auditing) describe the fraud and corruption control processes for undertaking risk assessments, delivering education and awareness programs, and recording and reporting fraud. The processes establish a robust approach to fraud and corruption minimisation and prevention and, ultimately, the promotion of voluntary compliance. Staff can access the Plan on the Directorate's intranet site.

A scheduled review of the Fraud and Corruption, Prevention and Response Plan and Integrity Risk Assessment and Action Plan are currently underway. As part of the review a Directorate wide fraud and corruption control survey was undertaken in November 2014 to raise awareness of policies and procedures for the prevention and response to fraud and corruption.

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

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

The Internal Audit Program for 2014-15 included the following audits of integrity risks designed to ensure that identified controls are working effectively and efficiently:

- Financial Management Framework; and
- Legislative Obligations.

The Directorate's fraud and corruption prevention strategy is presented to all probationary teachers. The ethics training raises awareness of fraud and is included in induction training sessions. Staff can access the Plan on the Directorate's internet and intranet sites. Principals are required to affirm that they have held training sessions with staff by the end of term two each year.

The Directorate, in conjunction with the Australian Education Union, has developed the Teachers' Code of Professional Practice, which incorporates guidelines and case studies of a wide range of issues related to teacher conduct and principles of ethical public service. A copy is provided to all new teachers, including casual teachers, upon commencement and new teachers are also required to undertake an online learning program on the Teachers' Code of Professional Practice as part of their induction program. Copies are provided to schools on request and are available on the Directorate's website.

There was one reported incident of fraud in the 2014-15 financial year. Following an investigation it was found that fraud had not occurred.

For further information contact:

**Director
Governance and Assurance
(02) 6205 9328**

Calwell High School featured at launch of Australian Dance Week

Calwell High School was invited by Ausdance ACT to attend *Canberra's Biggest Dance Jam* for the launch of Australian Dance Week. The event's media launch included an opening speech by the Minister for Education and Training Joy Burch MLA, with two senior Calwell High School dance students giving the International Dance Day official message.

The invitation to Calwell High School arose out the school's reputation for excellence in dance from their many years' successful competition in the ACT Rock Eisteddfod.

Calwell High School has the largest dance program in the ACT with seven classes offered from years 7 to 10 including separate boys and girls junior classes, senior ensemble classes and a specialist choreography class. These classes cater for approximately 120 to 150 dance students.



Photo: Lorna Sim, courtesy of Ausdance ACT

B.7 WORK HEALTH AND SAFETY

The Directorate is dedicated to improving workplace health and safety across schools and central office. Key actions for the reporting period included:

- completion of all recommendations from the PricewaterhouseCoopers Work Health and Safety (WHS) Audit:
 - development and implementation of the WHS Risk Register for all schools and central office. The WHS Risk Register is a tool for executive, principals, managers and supervisors to manage key hazards/risks and implement appropriate controls;
 - development and publication of the WHS Manual, a suite of policy, procedure and Standard Operating Procedures (SOPs);
 - completion of the Mandatory WHS Training Program for key cohorts (Business Managers, Building Services Officers, Health and Safety Representatives, First Aid Officers) and development and maintenance of a database to keep complete records of WHS induction and ongoing training completion/attendance;
 - documentation of the Directorate WHS governance and reporting structure for relevant stakeholders;
 - documentation of key details in relation to 'notifiable incidents' in a register of accidents and incidents to track the timely reporting of 'notifiable incidents' to WorkSafe ACT; and
 - reconciling of 'notifiable incidents' recorded in the Directorate's register against records held by the Chief Minister Treasury and Economic Development Directorate (CMTEDD) as an additional control measure.

Additional actions included:

- implementation of Work Injury Reporting (Riskman) online accident and incident reporting system for staff and third parties;
- maintenance of records for completion of WHS online training modules for induction;
- Principal information sessions to build capacity of principals in managing their obligations under the *Work Health and Safety Act 2011* (WHS Act 2011);
- ongoing injury prevention programs for the three highest mechanisms of injury: Slips, Trips and Falls; Being Hit By Moving Objects and Body Stressing. The Directorate continues to support the holistic, 'one service' approach to improving the health and return to work outcomes of ACTPS injured workers outlined in the *ACTPS Workers' Compensation and Work Safety Improvement Plan* (ACTPS Plan); and
- continued implementation of the Directorate Injury Management Toolkit to assist Principals and Managers to understand roles and responsibilities of the return to work process and the principles of reasonable adjustment.

INVESTIGATIONS

The ACT Education and Training Directorate (the Directorate) was issued with three Improvement Notices on 11 June 2015 from the ACT Workplace Health and Safety Regulator, Worksafe ACT. This was in relation to a single incident at a school involving static/electric shock.

Health Safety and Wellbeing (HSW), People and Performance reviewed policy and procedures in reporting static/electric shock in response to the notices.

In the reporting period 31 notifiable incidents were reported to Worksafe ACT and followed up by the HSW section. These related to staff and students incidents with asbestos, electricity and/or events requiring administration to hospital.

A total of 680 staff accident/incident reports were received during the 2014-2015 reporting period. This figure is a 31 percent decrease from the previous year's figure of 991.

The HSW section investigated 75 incidents reported via accident and incident reporting and/or requests to visit schools to assess WHS issues and provide advice.

CMTEDD provided support to the Directorate with the follow up of two WHS environmental issues and with the Work Injury Reporting System (Riskman) rollout.

The Directorate received 1,491 student accident and incident reports and 21 third party accident and incident reports for the 2014-2015 reporting period.

Worker consultation arrangements and Health and Safety Representatives

As required under the *Work Health and Safety Act 2011* the Directorate consulted with employees regarding Worker's Consultation Units (WCU). A WCU is the group of workers with whom the consultation arrangements will be agreed and to whom they will be applied. The WCU may include all workers, or the workers may be arranged into multiple units. WCUs include all ACT Government primary schools, preschools, early childhood schools, high schools, colleges, and central office locations. A total of 92 WCUs were formed during the 2014-2015 reporting period.

The Directorate had 94 Health and Safety Representatives (HSRs) and 45 Deputy HSRs undertaking responsibilities during the 2014-2015 reporting period. The primary role and function of the HSR is to represent workers within their work group in relation to health and safety matters.

To support the HSRs, quarterly network meetings were conducted to ensure up-to-date health and safety information is disseminated throughout the Directorate.

INJURY PREVENTION AND MANAGEMENT

Injury Prevention and Management Policy Committee

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

- review of the online WHS Manual;
- participation in the CMTEDD Health and Safety Manual Handling project;
- implementation of Riskman, a new Accident/ Incident reporting system for whole of Government; and
- Injury Prevention and Management Policy Committee.

Injury prevention and management programs

In 2014-15, a range of programs were implemented to ensure the safety and welfare of staff including:

- ongoing implementation of the Directorate's Health, Safety and Wellbeing Strategic Plan 2013-2015 in line with the WHS Act 2011 and the targets outlined in the Australian Work Health and Safety Strategy 2012-22;
- continuing to address the timeliness associated with reporting and appropriate referrals to Chief Minister, Treasury and Economic Development Directorate (CMTEDD) Injury Management;
- delivery of the Influenza vaccination program to 2355 permanent and contract employees. Hepatitis A/B vaccinations to targeted employee groups including Building Services Officers, First Aid Officers, Early Childhood Educators and Learning Support Assistants;
- delivery of workstations assessments to assist with ergonomic set-up to 42 employees during 2014-15. This includes development of workstation safety mouse mat with ergonomic

set up delivered to office based staff within the Directorate;

- development of WHS Risk Register for all schools and central office. The WHS Risk Register is a tool for executive, principals, managers and supervisors to manage key hazards/risks and implement appropriate controls for site specific Directorate workplaces. Information sessions for principals supported the roll out of school based risk registers;
- mandatory training conducted during 2014 - 2015 included Respectful Workplaces, Asbestos Awareness, Confined Space, Work Safely at Heights, Safe Handling of Sharps and Infectious Waste, General Manual Handling and Chemical Awareness. Training groups targeted were BSOs, Business Managers (BMs), HSRs and First Aid Officers as a control measure to assist in the reduction of Directorate risks. A Mandatory Training Plan was developed in collaboration with School Leadership and Health Safety and Wellbeing and implemented during the reporting period;
- CMTEDD conducted two seminars in Managing Psychological Illness in the Workplace for Principals and Deputy Principals; and
- continuation of the Employee Assistance Program which is an independent, confidential, short term, solutions-focused counseling service for staff and their immediate families. The service offers counseling for both work and non-work related matters. The average utilization rate during 2014-2015 was 5.77 percent (based on 6,117 headcount) compared to 6.21 percent in 2013-2014 reporting period.

Performance against the *Australian Work Health and Safety Strategy 2012-2022 targets*

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

Throughout the reporting period there has been a 54 percent reduction in the number of claims requiring one or more weeks off work. The Directorate target in 2014-15 of 15.15 claims per 1,000 employees has been exceeded as demonstrated by the lower claim rate of 6.29 claims per 1,000 employees (Table B7.1).

This has been achieved through early intervention and ongoing risk assessment of all accident or incident reporting and the provision of specialist advice to prevent reoccurrence and further injury. Examples include:

- modifications to the work environment to facilitate a safe and robust return to work process;
- workplace assessment and advice;
- workstation assessments and increased awareness of self set up;
- ergonomic assessments; and
- regular contact from Executives (principals), managers and supervisors to keep the absent worker engaged.

Table B7.1: A reduction of at least 30 per cent in the incidence rate of claims resulting in one or more weeks off work

Financial year	# new 5 day claims	Rate per 1000 employees	Agency Target	ACTPS # new 5 day claims	Rate per 1000 employees	ACTPS Target
2012 - 13	77	16.08	16.15	369	18.07	16.64
2013 - 14	68	14.35	15.65	322	15.29	16.13
2014 - 15	31	6.29	15.15	226	10.65	15.61
2015 - 16			14.65			15.10
2016 - 17			14.15			14.59
2017 - 18			13.65			14.07
2018 - 19			13.15			13.56
2019 - 20			12.65			13.04
2020 - 21			12.15			12.53
2021 - 22			11.65			12.01

Source: Chief Minister, Treasury and Economic Development Directorate

Note:

- Dates are based on those claims received by Comcare in each financial year
- Past years' claim numbers may differ from results published in previous annual reports due to maturation of claims data
- The report includes accepted claims which result in one or more weeks off work
- Data includes claims up to 30 June 2015.

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

The early intervention focus adopted by the Directorate has resulted in a significant reduction in musculoskeletal disorders of 68 percent since the previous reporting period. The Directorate target in 2014-2015 of 8.70 claims per 1,000 employees has been exceeded as demonstrated by the lower claim rate of 2.44 claims per 1,000 employees (Table B7.2).

The ACTPS Manual Handling Program provides support for teachers and workers responsible for special needs students through:

- provision of support and advice to Directorate Health, Safety and Wellbeing Team regarding Manual Handling;
- delivery of training to specialist schools and improvement in safe work practices. The emphasis of this training has been on body stressing reduction, using lifting equipment and performing student transfers; and
- review and advice on equipment/procedures/training and an increased assessment of the work environment.

Table B7.2: A reduction of at least 30 per cent in the incidence rate of claims for musculoskeletal disorders resulting in one or more weeks off work

Financial year	# new 5 day MSD claims	Rate per 1000 employees	Agency Target	ACTPS # new 5 day MSD claims	Rate per 1000 employees	ACTPS Target
2012 - 13	42	8.77	9.28	238	11.66	11.12
2013 - 14	38	8.02	8.99	210	9.97	10.77
2014 - 15	12	2.44	8.70	142	6.69	10.43
2015 - 16			8.42			10.09
2016 - 17			8.13			9.74
2017 - 18			7.84			9.40
2018 - 19			7.56			9.06
2019 - 20			7.27			8.71
2020 - 21			6.98			8.37

Source: Chief Minister, Treasury and Economic Development Directorate

Note:

- Dates are based on those claims received by Comcare in each financial year
- Past years' claim numbers may differ from results published in previous annual reports due to maturation of claims data
- The report includes accepted claims which result in one or more weeks off work
- Data includes claims up to 30 June 2015.

For further information contact:
Director
People and Performance
(02) 6205 9203

B.8 HUMAN RESOURCES MANAGEMENT

LEARNING AND DEVELOPMENT

Students in ACT public schools are taught by great teachers so they can learn, thrive and are equipped with the skills to lead fulfilling productive and responsible lives.

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

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

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

- are of significant intellectual or professional content and must deal primarily with matters related to the practice and content of teaching;
- address a teacher's identified professional development and career stage requirements;
- specifically address individual, team, school, system or other priorities; and
- assist teachers to respond to student learning needs.

INDUCTION

Induction is the first phase in a continuum of ongoing professional learning, and is premised on the belief that well designed and targeted induction activities have a significant impact on building the capacity of teachers and education support and administrative staff. School based induction should occur in a timely manner and anchor new staff in the Directorate's strategic vision and individual school practices.

The first phase of induction is the Director-General New Staff Welcome, designed to anchor new staff in the strategic direction of the Directorate and provide an opportunity to set expectations for the forthcoming school year. The key note address from the Director-General and supporting presentation from a beginning teacher emphasises powerful messages associated with being welcomed, being supported and being challenged to excel.

The second phase of induction is about supporting schools to lay solid foundations. The Directorate has built on the quality resources developed by the Australian Institute of Teaching and School Leadership (AITSL) and has published supporting materials such as the *New Educator Support Guidelines* which are available on line to support schools. This phase also incorporates the Introduction to the Profession forum, which includes formal presentations from the Teacher Quality Institute (TQI), the Australian Education Union (AEU), Community and Public Sector Union (CPSU) and United Voice Union. A panel of educators share a high expectations, high performance message with the audience. Staff also have the opportunity to hear directly from key service providers about the role they perform in supporting the teaching profession and build their professional networks.

Phase three acknowledges the ongoing and sustained nature of understanding the work and the school. It is guided by identified individual professional learning needs. New Educator support programs are developed and enacted within this stage, as are professional pathways plans and performance development plans that target support and learning needs. The school-based professional learning is expected to be of the highest quality, in accordance with the *ACT Teacher Quality Institute Act 2010* and associated Regulations, Directions and procedures, which can be accessed at www.tqi.act.edu.au.

Two hundred and twenty three teaching staff and one hundred and fifty seven support staff were inducted into the Directorate at the beginning of the 2015 school year. As part of their induction process, new staff also completed four online mandatory training modules:

- Health and Safety;
- RED Framework;
- Teachers' Code of Professional Practice; and
- Mandatory Reporting.

To ensure compliance with mandatory training, the Directorate takes the following actions:

- quarterly workforce profile reports are provided to School Network Leaders outlining compliance by individual schools; and
- reports are provided to principals at the end of each school term providing details on module completion rates.

CULTURAL INTEGRITY

In July 2014 Education and Training Directorate Corporate Executive members were involved in a strategic discussion relating to reconciliation and cultural awareness. Corporate Executive members reflected on their level of cultural awareness and their professional contribution to Aboriginal and Torres Strait Islander people's inclusion in employment, educational outcomes and community engagement at the local level across the ACT region.

All Corporate Executive and at least one Senior

Manager from their area attended a Cultural Competency Strategic Day in February 2015. The key themes that arose from this were:

- the need to develop and acknowledge authentic cultural practices;
- Directorate processes in relation to developing documents underpinned by genuine Aboriginal and Torres Strait Islander consultation, review and input;
- the need to develop, sustain and maintain authentic relationships with Aboriginal and Torres Strait Islander peoples both internally and externally; and
- the need to document where artefacts and artworks throughout the Directorate are displayed and maintained and supporting schools to acknowledge connection to local sites of significance in their school or local area, in collaboration with the Ngunnawal community.

A framework for change has been structured to include personal leadership commitments, Branch responses and Directorate responses.

PROFESSIONAL LEARNING

Teachers continue their professional learning and accreditation through their careers by accessing a range of professional learning opportunities.

In the 2014-15 financial year the Professional Learning and Events Calendar had 224 events for professional learning and training with a total enrolment of 7,225. These events do not constitute all the professional learning available to staff as there are many instances of school based professional development.

KEY PROFESSIONAL LEARNING OPPORTUNITIES

- Funding for professional learning is available through school based funding, centrally held funding and the Teacher Professional Learning Fund (TPLF) and the Principal Professional Learning Fund (PPLF). In 2014, \$924,000 was allocated to teachers through the TPLF and \$89,200 to principals through the PPLF.
- The ACT Teacher Scholarship Program continued to support learning as well as supporting the Directorate's strategic priority related to *Inspirational Teaching and Leadership: through building the capacities of our teachers and leaders-by design, not by chance*. In the 2014-15 financial year, 51 scholarships were awarded, amounting to \$244,350.
- The Aspiring Leaders Program aims to enhance the knowledge, skills, and attributes of aspiring leaders to support school and system improvement and enhance student learning outcomes. The program utilises three underpinning principles: research in schools, qualification/accreditation and personalised learning. The program aligns with the Australian Professional Standards for Principals and supports the actions within the Directorate's Action Plan for building leadership capacity. In 2014, 41 permanent staff commenced the program. The total expenditure of the Aspiring Leaders Program for 2014-15 was \$214,878.
- School Leadership Forums are held once a term and provide an opportunity for school leaders to contribute to the strategic agenda of the Directorate. Guest presenters for forums in 2014-15 have included: Professor Stephen Lamb who discussed the implications of a new school funding model; Maxine McKew highlighted success stories of schools detailed in her book *Class Act* and Trevor Fletcher, current principal of Eastern Fleurieu School, South Australia and member of the Teacher Education Ministerial Advisory Group (TEMAG) who shared his experiences and school improvement journey.

A number of other professional learning events have been conducted by the Directorate and are reported within other areas of the annual report.

SCHOOL SUPPORT STAFF PROFESSIONAL LEARNING

The Building Services Officer Network meetings, the Learning Support Assistant Network and professional learning group meetings provided a number of opportunities for professional learning for School Support Staff. Training was provided for Business Managers related to school budgeting.

In 2014 and 2015, 18 Business Managers from Canberra Public Schools were sponsored to complete the Education, Business Leadership, Finance and Resource Management Program at Deakin University.

The Directorate supported the annual Non-Teaching Staff Conference. The Conference was a professional learning opportunity for Business Managers and Aspiring Business Managers, School Support Staff and Building Service Officers. Training was provided in Human Resource Management, Facilities Management and Workplace Health and Safety.

In 2014 all Business Managers and Building Support Officers were trained in Asbestos Awareness and completed other training related to Workplace Health and Safety as required.

ATTRACTION AND RETENTION

The Directorate has a deliberate, multifaceted strategy to attract and retain excellent teachers. These strategies include:

- supporting early career teachers to build their skills and practices by reducing face to face teaching in the first year for coaching and mentoring;
- salary progression is based on teachers meeting expectations of performance and professional responsibilities at three career stages;

- accelerated incremental progression for outstanding classroom teachers;
- school based recruitment of teachers at the local level by identifying outstanding teachers and offering permanency or recruiting through school based selection procedures;
- recognising and rewarding staff who achieve high standards of excellence, and
- early offers to graduates.

ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION ACTION PLAN 2014-2017

The Directorate's *Aboriginal and Torres Strait Islander Education Action Plan 2014-2017* outlines the Directorate's plan for achieving the goals in the *ACTPS Aboriginal and Torres Strait Islander Employment Strategy 2011-2015*. The Action Plan articulates 35 initiatives relating to attraction; retention; capacity building and cultural competency.

The Action Plan aims to empower:

- non-Indigenous employees through creating opportunities to build cultural integrity and providing cultural supervision to managers and principals;
- Aboriginal and Torres Strait Islander employees through the ongoing support for the Directorate's Aboriginal and Torres Strait Islander Staff Network, including the provision of consultation and mentoring and career development opportunities; and
- future employees through building pathways for potential employment and career development.

ATTRACTION RETENTION INCENTIVES

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

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

Table B8.1: Attraction Retention Incentives

DESCRIPTION	TOTAL
Number of ARIns at 30 June 2015	3
Number of ARIns transferred from Special Employment Arrangements (SEAs) in the period	0
Number of ARIns entered into during period	1
Number of ARIns terminated during period	2
The number of ARIns providing for privately plated vehicles as at 30 June 2014	0

Table B8.2: Classifications and Remuneration of officers on Attraction Retention Incentives

Classification Range		Remuneration as at 30 June 2015
Individual and Group SEAs	Senior Officer C - Senior Officer A	\$121815-\$144112

WORKFORCE PROFILE

The number of staff employed in the Directorate increased from 6,170 at 18 June 2014 to 6,189 at 17 June 2015. The majority of these staff are employed in schools to meet the increase in student enrolment.

The ratio of female to male staff (3.4:1) remained consistent for the last four financial years. The average length of service increased slightly from 8.8 years during 2013-14 to 9.0 years during 2014-15. The average age of the workforce is 44 years old.

The Directorate currently employs 72 Aboriginal and Torres Strait Islander staff members, representing 1.2 percent of the Directorate's total headcount. In the 2013-14 financial year the

Directorate employed 64 Aboriginal and Torres Strait Islander staff members, representing 1.0 percent of the Directorate workforce. This is still under the ACTPS and Directorate's target of 2 percent. The Aboriginal and Torres Strait Islander employment strategy will assist the Directorate meet its target of 2 percent.

The information presented in this section is for paid headcount and Full-Time Equivalent (FTE) staff as at 17 June 2015, and as provided by Shared Services.

The statistics exclude staff not paid by the ACT Public Service and people on leave without pay. Staff members who separated from the ACT Public Service prior to 17 June 2015 but received a payment have been included.

Table B8.3: FTE and headcount by gender

	Female	Male	Total
Full Time Equivalent	3,911	1,249	5,160.1
Headcount	4,787	1,402	6,189
Percentage of workforce (based on headcount)	77.3	22.7	100.0

Table B8.4: Headcount by classification and gender

Classification groups	Female	Male	Total
Administrative Officers	1,347	182	1,529
Executive Officers	11	7	18
General Service Officers & Equivalent	4	119	123
Health Professional Officers	4	0	4
Information Technology Officers	4	25	29
Professional Officers	44	7	51
School Leaders	556	215	771
Senior Officers	105	45	150
Teacher	2,712	802	3,514
Total	4,787	1,402	6,189

Table B8.5: Headcount by employment category and gender

Employment category	Female	Male	Total
Casual	621	205	826
Permanent Full-time	2,218	904	3,122
Permanent Part-time	1,397	121	1,518
Temporary Full-time	304	115	419
Temporary Part-time	247	57	304
Total	4,787	1,402	6,189

Table B8.6: FTE and headcount by Division/Branch

Division/Branch	FTE	Headcount
Director-General	2.0	2
Deputy Director-General	87.9	92
Office for Schools	4,302.6	4,848
Casual Relief Staff	362.9	798
Education Strategy	251.5	285
Organisational Integrity	139.4	150
Teacher Quality Institute	13.8	14
Total	5,160.1	6,189

Source: Education and Training Directorate.

Table B8.7 Headcount by division/branch and employment type

Division/branch	Permanent	Temporary	Casual	Total
Director-General	1	1	0	2
Deputy Director-General	67	25	0	92
Office for Schools	4,187	646	15	4,848
Casual Relief Staff	0	0	798	798
Education Strategy	253	26	6	285
Organisational Integrity	122	23	5	150
Teacher Quality Institute	10	2	2	14
Total	4,640	723	826	6,189

Table B8.8: Headcount by age group and gender

Age Group	Female	Male	Total
Under 25	214	73	287
25-34	1,124	363	1,487
35-44	1,217	369	1,586
45-54	1,183	271	1,454
55 and over	1,049	326	1,375
Total	4,787	1,402	6,189

Table B8.9: Headcount by length of service, generation and gender

Length of service (years)	Pre-Baby Boomers ¹		Baby Boomers ²		Generation X ³		Generation Y ⁴		Total	
	F	M	F	M	F	M	F	M	F	M
0-1.99	0	0	113	60	282	61	414	146	809	267
2-3.99	2	2	98	42	241	56	338	108	679	208
4-5.99	3	1	96	40	208	57	232	78	539	176
6-7.99	4	2	136	44	228	56	182	65	550	167
8-9.99	3	2	115	34	171	36	104	34	393	106
10-11.99	10	4	245	48	234	47	93	23	582	122
12-13.99	5	2	147	31	157	50	37	7	346	90
14 plus	16	6	539	150	334	110	0	0	889	266

Notes:

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

Table B8.10: Average years of services by gender

	Female	Male	Total
Average years of service	9.0	8.9	9.0

Table B8.11: Headcount by diversity group

	Headcount	Percentage of agency workforce
Aboriginal and Torres Strait Islander	72	1.2
Culturally and Linguistically Diverse	617	10.0
People with Disability	95	1.5

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

Table B8.12: Recruitment and separation rates by division/branch

Division/branch	Recruitment rate (percent)	Separation rate (percent)
Director-General	0.0	0.0
Deputy Director-General	15.2	11.7
Office for Schools	7.9	5.3
Casual Staff	52.0	0.0
Education Strategy	7.3	8.1
Organisational Integrity	7.3	4.0
Teacher Quality Institute	10.7	0.0
Total	8.0	5.5

Table B8.13: Recruitment and separation rates by classification group

Classification group	Recruitment rate (percent)	Separation rate (percent)
Administrative Officers	11.8	4.6
Disability Officers	0.0	0.0
Executive Officers	0.0	0.0
General Service Officers & Equivalent	10.6	10.6
Health Professional Officers	0.0	0.0
Information Technology Officers	11.8	11.8
Professional Officers	18.6	3.1
School Leaders	0.7	4.1
Senior Officers	5.3	5.3
Teacher	8.5	6.0
Total	8.0	5.5

For further information contact:

**Director
People and Performance
(02) 6205 9202**

Melba Copland partnership schools commemorate ANZAC

The Melba Copland partnership schools invited all students, parents and carers, friends and community members of the local school network to an ANZAC Commemorative Service on Friday April 10, 2015. Schools in the partnership included Melba Copland Secondary School, Fraser Primary School, Latham Primary School, Evatt Primary School, Mount Rogers Primary School, Charnwood-Dunlop School and Miles Franklin School. The service was a culmination of learning journey units, field trips and community service involving the seven schools, two campuses and the active participation of Belconnen RSL. The Commonwealth Department of Veterans' Affairs, and the Humanities Faculty of Melba Copland Secondary School provided interactive activities after the service, together with morning tea for all present.



Educational learning outcomes around increased understanding of ANZAC Day were clearly met, as students responded to the project with critical thinking and research across a range of primary and secondary sources.

The commemorative service was the third Network Community ANZAC Service coordinated by Melba Copland Secondary School and follows their recognition as national winner and ACT winner in the 2014 Anzac Day Schools' Awards.

Melba Copland Secondary School students and staff photographed on their field trip to Parliament House, with Veterans (seated, front row), and Senator the Hon. Michael Ronaldson (back row, third from right), Minister for Veterans' Affairs and Minister Assisting the Prime Minister for the Centenary of ANZAC.



B.9 ECOLOGICALLY SUSTAINABLE DEVELOPMENT

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

SCHOOL-BASED SUSTAINABILITY

Information on operational consumption of resources for 2013-14 and 2014-15 for all public schools is summarised in Table B 9.1.

Table B 9.1: School-based sustainable development performance 2013-14 and 2014-15

Indicator as at 30 June	Unit	2013-14 ^a	2014-15	Percentage change
Agency staff and area				
Occupancy – students and staff ^b	FTE	44,517	45,798	2.88
Area school space ^c	Area (m ²)	594,215	599,620	0.91
Stationary energy usage				
Electricity use	Kilowatt hours	26,069,569	24,963,621	-4.24
Renewable electricity use ^d	Kilowatt hours	n/a	n/a	n/a
Natural gas use	Megajoules	120,393,320	132,423,468	9.99
Water usage				
Water use	Kilolitres	358,694	337,471 ^e	-5.92
Greenhouse gas emissions				
Emissions from stationary energy use	Tonnes CO _{2-e}	35,354	28,513 ^f	-19.35
Emissions from transport	Tonnes CO _{2-e}	n/a	n/a	n/a
Total emissions	Tonnes CO _{2-e}	35,354	28,513	-19.35

Source: Enterprise Sustainability Platform (as at 25 August 2015)/ Strategic Finance Branch

- a. The Enterprise Sustainability Platform was used to provide historical data for the previous FY column (2013-14) in this Annual Report. This will account for data different to that originally published in the 2013-14 report, as more complete data is now available.
- b. Student figures from February census of students. Preschool students taken as 0.5 FTE. Staff in schools figures based on 2015-16 Budget Paper No. 3. The 2013-14 FTE figure has been restated for comparative purposes to reflect improved FTE data collection.
- c. 2014-15 area school space figure is based on a different database to that used in 2013-14. The 2013-14 figure has been restated for comparative purposes.
- d. ACT Property Group purchased 7,700 MWh (Mega Watt hours) of GreenPower on behalf of the ACT Government, representing an indicative 5% of the ACT Government's energy consumption for 2014-15.
- e. As water billing is provided quarterly, the water data reported in the current FY column (2014-15) is for the 12 months from 1 May 2014 to 30 April 2015 and represents the best available data at the time of publishing.
- f. Greenhouse gas emissions for electricity consumption have been calculated using an emissions factor of 0.802 kilogram (kg) CO₂-e / kilowatt hour (kWh) or 0.802 tonne (t) CO₂-e / megawatt hour (MWh). This lower emissions factor (Scope 2 plus Scope 3) is specific to the ACT and reflects the contribution of renewable electricity generated under the ACT's 90% Renewable Energy Target (RET).

Energy consumption and GHG Emissions

Electricity consumption totalled 24.9 million kilowatt hours. This is a decrease of 4.24 percent. Gas consumption totalled 132 million megajoules (MJ) and is an increase of 9.99 percent from 2013-14.

Greenhouse gas (GHG) emissions for the reporting year were 28,513 tonnes of CO₂-e. This is a decrease of 19.35 percent from 2013-14.

Factors influencing the increased gas consumption in 2014-15 include:

- completion of the new Canberra College Cares building during the 2014-15 year;
- inclusion of Taylor Primary School winter usage in 2014-15; and
- a milder winter season in 2013-14 compared to 2014-15, based on advice published by the Bureau of Meteorology.

A new Whole of Government contract for natural gas to small-scale sites was implemented in the 2014-15 year. As part of this contract, energy audits were conducted at ten priority sites (Lyons and Southern Cross Early Childhood Schools, Duffy and Turner Primary Schools, Malkara School, Mount Stromlo High School, Amaroo School – junior and preschool facilities, Canberra, Erindale and Gungahlin Colleges and the Hedley Beare Centre for Teaching and Learning). The audits provided recommendations for energy conservation measures for the heating, ventilation, and air-conditioning (HVAC) systems.

Water consumption

Water consumption across all public schools in 2014-15 totalled 337,471 kilolitres which was a decrease of 5.92 percent.

In addition, during the reporting period, the Directorate entered Memorandums of Understanding with the Territory and Municipal Services Directorate for the supply of non-potable water from the inner north waterway system to supply grounds irrigation at Lyneham Primary School, Lyneham High School and Dickson College. There was no consumption of non-potable water across these schools during 2014-15 as the reticulation system is still to be activated.

Waste Management

To support waste removal and recycling programs at public schools, bin enclosures were completed at three schools during the reporting year (Duffy, Majura and Wanniasa Hills Primary Schools). Bin lifters were also purchased for two schools (Majura and Macgregor Primary Schools) to mitigate workplace health and safety risks relating to the emptying of bins.

Transport

The *Ride or Walk to School* program is an initiative managed by the Health Directorate which aims to encourage active travel to ACT schools and reduce transport related GHG emissions. Twenty three public schools signed up to the program in the reporting year bringing the total number of

participating public schools to 42. To support the uptake of active travel to school, a learn to ride facility was constructed at Franklin Early Childhood School and a bicycle skills track at Charnwood-Dunlop Primary School.

Photovoltaic (solar panel) systems

The installation of 70kW roof mounted photovoltaic [(PV), (solar)] systems was completed in 2014-15 at Franklin Early Childhood School and Neville Bonner Primary School with a 30kW system also installed at Canberra College as part of the Canberra College Cares facility project.

The installation of a 100kW system at the new primary school in Coombs was also commenced during the reporting period. Feasibility studies to expand systems were completed at 13 school sites.

Feed-in-Tariff

Public schools receive the maximum tariff rate (45.7 cents/kWh) under the ACT Feed-in-Tariff (FiT) scheme for small-scale systems. The collective size of solar panel installations at public schools approved under this scheme was 1,200kW¹. All ACT public schools generated FiT income for the entire reporting year.

In 2014-15, schools re-invested their FiT income into further environmentally sustainable initiatives such as insulating window film, window coverings, solar powered roof ventilation fans, air locks and external door replacements and shade sails. These further contributed to improving the thermal comfort of schools and reducing their energy use.

A total of 1,813 MWh of solar energy was generated in 2014-15 resulting in approximately \$829,000 of income for all ACT public schools. Schools' annual solar production results in 1,454.6 tCO_{2-e} of avoided emissions in the national electricity grid.

1. Audit conducted in the reporting year found that Evatt Primary School has a 10kW system, not 2kW as previously reported

Pulse (smart) meters

All ACT public schools are now equipped with the technology to monitor resource usage through the installation of smart meters. These meters track electricity, gas and water usage and solar energy generation and the results are published on a public website allowing both the schools and the local community to track performance.

The web-based interface is publicly accessible at www.watergroup.com.au/actschools.

The installation and commissioning of pulse meters capturing gas usage was completed at 61 schools in the 2014-15 reporting year, bringing the total number of completed schools to 86.

Four workshops on the smart meter technology were delivered for school-based staff (business managers, teachers and building services officers). Additional workshop sessions are planned for the 2015-16 reporting year.

Carbon Neutral Schools

Stage 1 of the Carbon Neutral Schools project continued to be rolled out by the Directorate in 2014-15. Installation of LED lights were completed at Canberra High School and Arawang and Theodore Primary Schools during the reporting period.

Detailed architectural investigations completed in 2013-14 identified four schools for potential ceiling insulation upgrades. A trial was completed at North Ainslie Primary School in the 2014-15 reporting year.

Carbon Neutral Government Loan Fund

To date, 22 ACT public schools have received a total of \$2,423,168 from the [Carbon Neutral Government Fund](#) for LED lamp upgrades. During the 2014-15 reporting year, works were completed at 21 schools (Aranda, Gordon, Maribyrnong, Miles Franklin, Ngunnawal, Red Hill, Turner and Wanniasa Hills Primary Schools, Calwell, Campbell, Lanyon, Lyneham and

Melrose High Schools, University of Canberra High School Kaleen, Gold Creek School, Melba Copland Secondary School (Copland campus), and Canberra, Dickson, Erindale, Hawker and Narrabundah Colleges). These works completed this phase of the program

Design, documentation and installation of solar hot water systems funded through the Fund were completed during the reporting period at Black Mountain and Cranleigh Schools.

Water refill stations

This initiative is linked to the ACT Government's *Towards Zero Growth: Healthy Weight Action Plan*. Water refill stations were installed at all remaining ACT public schools in the 2014-15 year, promoting water as the drink of choice following the phasing out of the sale of sugary drinks from all ACT public schools at the end of the 2014 school year. Each student was provided with a re-usable water bottle to encourage tap water as the drink of choice and to reduce plastic waste.

Power Factor Correction

The Directorate installed power factor correction equipment at five ACT public schools (Maribyrnong Primary School, Belconnen High School, Lake Tuggeranong and Narrabundah Colleges and University of Canberra Secondary College Lake Ginninderra) during the 2014-15 year. Repairs were made to existing equipment at three ACT public schools (Erindale College, Wanniasa School senior campus and Melba Copland Secondary School Copland campus). This equipment improves how efficiently a facility uses the electricity it draws from the electricity grid and reduces electricity operating costs.

Environmentally sustainable landscapes

In 2014-15, environmentally sustainable landscapes were completed at Lyneham High School, Telopea Park School, Narrabundah College and

Charnwood-Dunlop Primary School (dirt bike skills track planting). These environmentally sustainable landscapes are designed to increase stormwater infiltration, reduce soil erosion, improve water quality, reduce trip hazards, minimise irrigation demands, use drought tolerant plant species and increase biodiversity. This approach to school landscape design is incorporated into all new school designs as well as general landscapes, outdoor learning areas and high school frontage improvement works, as reported in Section C3.

Green Star

The application for 5 Star Green Star – Education Design v1 certification for Namadgi School was progressed during the 2014-15 reporting period. A final outcome on the application is with the Green Building Council of Australia and is expected to be received in the 2015-16 reporting period.

Canberra High School was registered for the *Green Star Performance Tool (pilot)* in the 2013-14 reporting year. This tool focuses on identifying and implementing best practices in the daily operation and maintenance of a facility to reduce the environmental impact of the asset. The application process was progressed during the reporting period and is expected to be completed in the 2015-16 reporting period.

ACTSmart Schools

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

As at 30 June 2015, a total of 40 public schools had been awarded ActSmart Schools accreditation for the sustainable management of energy, 46 for sustainable management of water, 37 for

sustainable waste management, 18 for biodiversity and schools grounds management, and three for sustainability in curriculum.

Professional development and training was provided to school-based staff, including business managers, building services officers and teachers. Workshops on improving energy efficiency, waste and recycling practices, sustainable school grounds and establishing and maintaining food gardens were delivered in 2014-15. The network for teachers working in school environmental learning centres was also maintained during the reporting year, with quarterly meetings planned.

Other initiatives

As capital works are undertaken at ACT public schools, including new facilities, building upgrades and refurbishments, opportunities are taken to improve the energy efficiency and water conservation of these spaces. This includes solar passive design, natural ventilation and thermal comfort, lighting upgrades, solar tubes and roof insulation. Details of capital works completed in 2014-15 are found in Section C3.

Office-based sustainability

Information on operational consumption of resources for the two main central office sites (Braddon and Stirling) is provided in Table B 9.2. Costs for the smaller Lyons and Maribyrnong sites are met by the schools, therefore these sites are not reported in Table B 9.2.

Energy consumption and GHG Emissions

During the reporting year, electricity consumption at the two central office sites decreased by 8.81 percent and gas consumption decreased by 12.13 percent. Greenhouse gas (GHG) emissions from stationary energy were 984 tonnes of CO_{2-e}. This is a decrease of 28.22 percent from 2013-14.

Installation of a 176kW solar panel system at the

Hedley Beare Centre for Teaching and Learning in Stirling commenced in 2013-14 and was completed in the 2014-15 reporting year. Technical feasibility studies indicate that this system will provide 27 percent of the site's annual energy requirement.

Water consumption

Water consumption totalled 1,379 kilolitres which is a decrease of 32.2 percent from the 2013-14 reporting period.

Waste Management

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

Transport

A Nissan Leaf electric vehicle was added to the Directorate's fleet. This initiative contributes to the ACT Government's commitment in 2013 to introduce ten electric vehicles across the ACT Government fleet. Investigations into MyWay cards and bikes have taken place and will meet the ACT Government's commitment to reducing vehicle usage.

Resource Management Plan

Work to update the Directorate's Resource Management Plan was progressed during the reporting period and will be completed early in the 2015-16 period.

Table B 9.2: Office-based sustainable development performance 2013-14 and 2014-15

Indicator as at 30 June	Unit	2013-14 ^a	2014-15	Percentage change
Agency staff and area				
Agency staff ^b	FTE	490	469	-4.29
Workplace floor area	Area (m ²)	7,226	7,226	nil
Stationary energy usage				
Electricity use	Kilowatt hours	1,101,809	1,004,731	-8.81
Renewable electricity use ^c	Kilowatt hours	n/a	n/a	n/a
Natural gas use	Megajoules	3,161,454	2,778,046	-12.13
Transport fuel usage				
Total number of vehicles	Number	18	18	nil
Total kilometres travelled	Kilometres	202,160	178,853	-11.53
Fuel use – Petrol	Kilolitres	2.17	1.4	-35.48
Fuel use – Diesel	Kilolitres	12.6	10.41	-17.38
Fuel use – Liquid Petroleum Gas (LPG)	Kilolitres	0	n/a	n/a
Fuel use – Compressed Natural Gas (CNG)	Kilolitres	0	n/a	n/a
Water usage				
Water use	Kilolitres	2,034	1,379 ^d	-32.2
Resource efficiency and waste				
Reams of paper purchased	Reams	7,725	8,534	10.47
Recycled content of paper purchased	Percentage	100	100	nil
Waste to landfill	Litres	216,000	156,000	-27.78
Co-mingled material recycled	Litres	56,520	59,580	5.41
Paper & Cardboard recycled (incl. secure paper)	Litres	198,640	208,320	4.87
Organic material recycled	Litres	1,548	1,653	6.78

Indicator as at 30 June	Unit	2013-14 ^a	2014-15	Percentage change
Greenhouse gas emissions				
Emissions from stationary energy use	Tonnes CO _{2-e}	1,371	984 ^e	-28.22
Emissions from transport	Tonnes CO _{2-e}	42.00	33.88	-19.33
Total emissions	Tonnes CO _{2-e}	1,413	1,018	-27.95

Source: Enterprise Sustainability Platform (as of 24 August 2015)/Strategic Finance Branch, Education and Training Directorate.

- a. The Enterprise Sustainability Platform was used to provide historical data for the previous FY column (2013-14) in this Annual Report. This will account for data different to that originally published in the 2013-14 report, as more complete data is now available.
- b. Staff figure based on 2015-16 Budget Paper No. 3. The 2013-14 FTE figure has been restated for comparative purposes to reflect improved FTE data collection.
- c. ACT Property Group purchased 7,700 MWh (Mega Watt hours) of GreenPower on behalf of the ACT Government, representing an indicative 5% of the ACT Government's energy consumption for 2014-15.
- d. As water billing is provided quarterly, the water data reported in the current FY column (2014-15) is for the 12 months from 1 May 2014 to 30 April 2015 and represents the best available data at the time of publishing.
- e. Greenhouse gas emissions for electricity consumption have been calculated using an emissions factor of 0.802 kilogram (kg) CO_{2-e} / kilowatt hour (kWh) or 0.802 tonne (t) CO_{2-e} / megawatt hour (MWh). This lower emissions factor (Scope 2 plus Scope 3) is specific to the ACT and reflects the contribution of renewable electricity generated under the ACT's 90% Renewable Energy Target (RET).

For further information contact

Director

Infrastructure and Capital Works

(02) 6205 3173