

1. 2021-22 BUDGET INITIATIVES

Investing in Public Education		
1.1.	Digital Access and Equity	→ 8.5. Kate McMahon
1.2.	Disability Education Review	Deb Efthymiades
1.3.	Equitable Enrolment Adjustment	Deb Efthymiades
1.4.	Essential ICT Systems Upgrades and Modifications	Thao Le
1.5.	Future of Education Equity Fund	incl. b'fasts. Kate McMahon
1.6.	Gender Equality in our Schools	Kate McMahon
1.7.	Headstart Pilot Program	Kate McMahon
1.8.	More Social and Youth Workers in Schools	Kate McMahon
1.9.	More Teacher Librarians	→ 8-6. Kate McMahon
1.10.	Muliyil Off-Campus Flexible Learning Program	→ 7.1 Kate McMahon
1.11.	Reducing Violence in Schools	→ 7.5. Kate McMahon
1.12.	Schools Legal Liaison	Kate McMahon
1.13.	Set Up for Success - Early Childhood Program	Deb Efthymiades
New and Expanded Schools		
1.14.	Expansion of Margaret Hendry Primary School and a New Taylor High School	Andrew Parkinson
1.15.	Future Planning	→ 5.7 & 5.5. Deb Efthymiades
1.16.	Garran Primary School Redevelopment	Andrew Parkinson
1.17.	Increasing School Capacity	Deb Efthymiades
1.18.	Narrabundah College Modernisation	Andrew Parkinson
1.19.	New and Expanded Schools - School Maintenance and Infrastructure Upgrades	Andrew Parkinson
1.20.	Strathnairn Primary School	Andrew Parkinson
1.21.	Removing Hazardous Materials from Schools	→ 6.3 Andrew Parkinson
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1.23.	COVID Safe Cleaning	Meghan Oldfield
1.24.	Extension of Temporary Contract Positions	Meghan Oldfield
1.25.	Maintaining Accountability and Transparency of Government	Meghan Oldfield
Expenses on Behalf of the Territory		
1.26.	Infrastructure Upgrades for Non-Government Schools and Parent Engagement Grants	Thao Le

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2.2.	Future of Education	Deb Efthymiades
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2.4.	System Performance	Robert Gotts
2.5.	NAPLAN	Robert Gotts
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3.8.	Health advice and safety measures in schools	Jane Simmons
3.9.	Ventilation in Schools in response to COVID-19	Andrew Parkinson
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MEDIA RELEASES/PRE BUDGET ANNOUNCEMENTS



Media release

Andrew Barr MLA
Chief Minister

Treasurer
Minister for Climate Action
Minister for Economic Development
Minister for Tourism

Member for Kurrajong

Yvette Berry MLA
Deputy Chief Minister

Minister for Early Childhood Development
Minister for Education and Youth Affairs
Minister for Housing and Suburban Development
Minister for Women
Minister for the Prevention of Domestic and
Family Violence
Minister for Sport and Recreation

Member for Ginninderra

2 October 2021

ACT Budget: \$51 million to support equity in ACT schools

The ACT Government will make major investments to support ensure equal opportunity for children and young people in our local schools, committing an additional \$51 million to school equity programs over the next four years.

We believe that every child should be given the opportunity to thrive and succeed in ACT public schools. This package will support a range of new and renewed policy initiatives to improve access, equity and inclusion for all students.

The Budget continues delivering the government's ten-year *Future of Education* strategy, recognises the many additional challenges facing our school communities during the COVID-19 pandemic.

The initiatives include:

More than \$21 million over the next four years to ensure all year 7 to 12 students have access to a Chromebook, including an additional \$2.8 million over four years will provide internet access to any secondary school student who needs it and fund a new e-safety program.

Removing Hazardous Materials from Schools

Removing Hazardous Materials from Schools	Education and life-long learning				
	2021-22 \$'000	2022-23 \$'000	2023-24 \$'000	2024-25 \$'000	Total \$'000
Capital	3,750	3,750	3,750	3,750	15,000

Initiative Description

The Government will accelerate the removal of hazardous materials including lead paint and asbestos containing materials from ACT public schools.

The Government manages the presence of hazardous materials with ACT public schools through a taskforce within the Education Directorate and a Hazardous Materials Register. The Government also addresses and remediates Hazardous materials when undertaking upgrades at schools. This is highlighted by the Narrabundah College and Campbell Primary School modernisation works and through the delivery of energy efficiency upgrades across ACT public schools

This initiative contributes to the wellbeing domain of Education and life-long learning.

Election Commitment / Parliamentary Agreement

Yes – this initiative fulfils EC LAB 020 (Public Schools – Removal of Hazardous Material).

Key deliverables and timetable

- Work on this project has already commenced.
- Work will continue in priority areas for the next four financial years or until the funding has been exhausted.
- Final closure report is expected to be delivered in July 2025.

Previous Funding Provided / Initiative Development Detail

The Government has dedicated a significant amount of resources to the removal of hazardous materials in schools. Major projects have included the Narrabundah College and Campbell Primary School Modernisations as well as works undertaken through the Public School Infrastructure Upgrades program.

\$12.5 million over four years to continue the ACT's nation-leading, ten-year plan for early childhood education called *Set Up For Success*. The funds will support providers and services that cater for three year old children experiencing vulnerability or disadvantage. The funding will also increase the number of scholarships for an early childhood teacher degree to 12.

A new \$11.5 million Future of Education Equity Fund to replace the high school bursary scheme, reaching an estimated five times as many students.

An additional 22 youth and social workers will be employed at a cost of \$7.4 million over the next four years to provide early intervention and support for students and their families.

\$1.5 million for a two-year trial to provide 1,500 vulnerable students with access to free breakfast and lunch three days a week throughout the school year.

\$450,000 over the next two years to work with young people with disability, their families, and the broader community to review how public schools deliver inclusive education.

\$445,000 to provide ongoing free and confidential legal advice to public college students – particularly important as we see cases of domestic and family violence increase during the pandemic.

The ACT Government is determined to ensure that regardless of a student's circumstances or unique needs they will receive an inclusive education that not only delivers better academic, social and wellbeing outcomes, but helps create a more equitable society.

Quotes attributable to Chief Minister, Andrew Barr:

As we continue to meet the challenges of this pandemic, the ACT Government has prioritised spending on the future of our children and young people to ensure they develop the knowledge and skills to operate in our rapidly changing world.

A number of these measures were commitments ACT Labor took to the 2020 election as part of our plan to ensure every ACT public school is a great school.

Quotes attributable to Education Minister, Yvette Berry

We have a responsibility to ensure that every young person has access to a great education, taking into account and responding to their circumstances and unique needs.

As we move into the next phase of our ten-year *Future of Education* strategy, the government has significantly increased funding to make education more inclusive, give students more of a say in their learning, support a workforce of the future and give young people the best possible start in life.

Statement ends

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BUDGET STATEMENTS

2021-22

for

Education Directorate

Table 19: Accountability Indicators

Output Class 1 - Public School Education		2020-21	2020-21	2021-22	Reason for variance between 2020-21 Target and 2020-21 Interim Outcome	Reason for variance between 2020-21 Target and 2021-22 Target
		Targets	Interim Outcome	Targets		
Early Childhood Education						
a.	Number of enrolments in preschool in public schools ¹	4,700	4,679	4,700	Falling birth rates in 2016/2017, and increased capacity in non-government schools	Nil variance
b.	Number of enrolments of Aboriginal and Torres Strait Islander students in preschool in public schools ¹	275	278	275	Three more Aboriginal and Torres Strait Islander children born in 2016/2017	Nil variance
School Participation						
a.	Attendance rate of public school students in year 1 to year 10 ²	92%	90%	92%	Change in the way that daily attendance was recorded – to minute by minute	Nil variance
Education and Care Services						
a.	Assessment and ratings completed within legislated timeframes	100%	96%	100%	<p>Between 1 July 2020 and 30 June 2021, a total of 73 full assessment ratings completed - 70 were completed within legislative time frames. 3 assessment ratings not completed within the legislated timeframes outlined below:</p> <ul style="list-style-type: none"> The due date for feedback had to be extended for one of the assessments because the assessment and rating cycle had to be suspended for to compliance actions being imposed on the service. When the suspension was lifted, the service was closed for the Christmas holiday break and CECA had to wait for the service to re-open and provide feedback before the cycle could be completed. Feedback time was also extended for one service following the service's request and the Authorised Officer responsible for that assessment and rating was on leave in January. 	Nil variance

					<ul style="list-style-type: none"> The third assessment and rating not completed during legislated time frames was due to the end of year shut down during which the report to the service was due. The report was sent in early January instead. 	
6	b. Annual compliance audit is delivered in full	100%	100%	100%	Nil variance	Nil variance

Disability Education

	a. Individual Learning Plans completed for students in special and mainstream schools who access special education services	100%	97%	100%	Students can transition into inclusive education programs in ACT Public Schools throughout the school year. The variance may show where Individual Learning Plans (ILPs) for recently enrolled or recently departed students had not yet been finalised at the time of this reporting. ILPs are complex documents requiring significant consultation between schools and families to ensure they are well targeted for the needs of each student and therefore take some time to complete	Nil variance
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Senior Secondary Education

	a. Percentage of all year 10 students in public schools who proceed to public secondary college education ³	92%	92%	92%	Nil variance	Nil variance
	b. Percentage of year 10 Aboriginal and Torres Strait Islander students in public schools who proceed to public secondary college education ³	85%	83%	92%	Due to the small cohort size, a difference of 2% can reflect the decisions by one or two students	Change in this target is due to the decision that this target for Aboriginal and Torres Strait Islander students proceeding to public secondary college education will be the same as for all other students.
	c. Apparent retention of all public school students from year 7 to year 12 ⁴	100%	100%	N/A	Nil variance	Discontinued.
	d. Percentage of all year 10 students in public schools who proceed to year 12 at a public senior secondary college ⁵	85%	85%	85%	Nil variance – useful real retention indicator	Nil variance
	e. Percentage of year 10 Aboriginal and Torres Strait Islander students in public schools who proceed to year 12 at a public senior secondary college ⁵	70%	66%	85%	Due to small cohort size, a difference of 4% can reflect decisions by one or two students	Change in this target is due to the decision that this target for Aboriginal and Torres Strait Islander students proceeding to public secondary college education will be the same as for all other students.

f.	Percentage of all year 12 students in public schools who received an ACT Senior Secondary Certificate ⁶	90%	87%	90%	Fewer year 12 students in ACT public schools received an ACT Senior Secondary Certificate.	Nil variance
g.	Percentage of year 12 Aboriginal and Torres Strait Islander students in public schools who received an ACT Senior Secondary Certificate ⁶	69%	69%	90%	Nil variance	Change in this target is due to the decision that the target for Aboriginal and Torres Strait Islander students proceeding to public secondary college education will be the same as for all other students.

Average Cost (\$) Per Student Per Annum in Public Schools

a.	Preschool	8,292	8,038	8,275	Not applicable – minor variance	The decrease is mainly due to increased student numbers. Increased student numbers generally reduce the average cost per student as a number of costs in schools are fixed and not impacted by student number increases. This is partially offset by indexation and wages and salaries
b.	Primary School	17,011	17,046	17,771	Not applicable – minor variance	The increase is mainly due to indexation and wages and salaries increases.
c.	High School	21,016	20,528	21,090	Not applicable – minor variance	The increase is mainly due to indexation and wages and salaries increases partially offset by increased student numbers. Increased student numbers generally reduce the average cost per student as a number of costs in schools are fixed and not impacted by student number increases.
d.	Secondary College	22,382	22,454	23,461	Not applicable – minor variance	The increase is mainly due to indexation and wages and salaries increases.
e.	Special School ⁷	71,642	77,398	78,045	The increase is mainly related to additional resources provided for students with a disability resulting for higher complexity of needs of students with a disability	The increase is mainly related to indexation and wages and salaries increase as well as additional resources provided for students with a disability through the Equitable Enrolment Initiative.
f.	Mainstream School student with a disability ⁸	29,670	28,473	31,486	the minor variation is mainly due to increased student numbers. Increased student numbers generally reduces the average cost per student as a number of costs in schools are fixed and not impacted by student number increases	The increase is mainly related to indexation and wages and salaries increase as well as additional resources provided for students with a disability through the Equitable Enrolment Initiative.

Additional Notes on Budget Papers

1. **Table 21: Kenny High School = Finalisation of Repairs and maintenance funding**

- This adjustment relates to updating the final amount of repairs and maintenance funding to align with the standard treasury allowance :
 - 0% in the first year of operation
 - 1% in the second year of operation
 - 2% in the 3rd year of operation.
- The final profiles in the 2020-21 budget did not exactly match the required profile and hence this is in essence essentially a technical adjustment to correct the amount / difference.
- Three year old preschool is a rollover of unspent funding. The program was not fully spent in 2020-21 and thus a rollover to enable continued implementation of the program.

2. **Table 22 – Negative amounts**

- Future of Education equity fund negative amount.
 - Prior to the 2021-22 Budget there was funding held in the EBT appropriation, to provide financial support to students in years 7-10 from low income families – called the Bursary Scheme.
 - As part of this budget process there was an initiative approved to expand the Bursary Scheme to cover all schooling year levels from Preschool to Year 12.
 - The existing funding held in EBT was transferred into CRP to form part of the larger program with the additional cost of providing for the expanded program funded from new money.
 - A footnote included in the budget statement at the bottom of Table 22 attempts to provide an explanation on this as well.
- Set up for success
 - This program is the 3 year old preschool program which the government made a decision to implement.
 - As part of that decision it was decided that any savings in the EBT appropriation identified from Non Government School payments would be redirected to 3 year old preschool.
 - This adjustment reflects the transfer of savings into CRP for 3 year old preschool. The adjustment reduces the total cost of the budget initiative in CRP called Set up for Success so you don't specifically see the exact offsetting adjustment.
- Commonwealth grant students first funding
 - This adjustment reflects revised advice from the Commonwealth on expected grants to non-government schools and is a standard adjustment in every budget. Each year the overall grants amount is impacted by student numbers, student profile, indexation rates etc and therefore there is always adjustments across each year for this one.

- Noting : The Commonwealth builds in expected enrolment increases etc therefore if they are adjusted downwards in a given year the adjustment to the funding can be negative. Important to remember this is small negative of for example \$2.681m against budgeted funding of well over \$200m so it is only a small change.

3. Table 23

- 21-22 Budget adjustments – are all of these capital reprofiles?
 - Almost all of the technical adjustments are re-profiles with the Policy Decisions are new initiatives.

4. Table 25-Gains

- Reflects the land transferred free of charge to the Directorate for the new East Gungahlin School at Throsby.

Legal Aid in ACT Public Colleges – Executive Summary

Background:

- The Future of Education Implementation Plan (The Plan) was agreed by Cabinet on 28 May 2019 (CAB19/331). Priority Three of the Plan, 'Supporting a Workforce for the Future' committed the Education Directorate to the "provision of legal support for students experiencing vulnerability in partnership with Legal Aid (2020)".
- The provision of legal support is an important offering for vulnerable youth. Young people face difficulties in accessing legal services because of distance, service availability, the disinclination of parents and a lack of knowledge about the law. Schools provide an important opportunity to engage and educate young people about the law, and an avenue to provide direct legal support to vulnerable young people.
- The Education Directorate engaged Legal Aid ACT to offer free and confidential services to ACT College students and their families.
- The total grant amount is \$166,834 (exclusive of GST) which has been paid in full to Legal Aid ACT by the ACT Education Directorate.
- The program commenced onsite on 1 September 2020 (study week 7 of Term 3) and finished for 2020 on 30 November 2020 (week 8). As the colleges are attended on a fortnightly basis, the solicitor, referred to within the colleges as the Legal Liaison Officer ('LLO'), has been 'on duty' at each college, on 5-6 occasions in 2020.
- When present at the college, the LLO is 'on duty' and available to speak with students by appointment, referral or on a 'walk-in' basis. This service is also offered to the families of students by appointment.
- The students are given a unique opportunity to obtain free and confidential legal advice, within the familiar and safe setting of their college environment, either independently, or with the support and encouragement of college staff, parents and carers or peers.
- The services provided by Legal Aid ACT are duty services, this means the Legal Liaison Officers in College's provide information, advice and some limited follow up legal assistance but they do not represent people in court. If the matter is one that requires ongoing assistance or representation in court the Liaison Officer would refer a client to a lawyer within Legal Aid ACT and would support the client to complete the legal aid application as required.
- The Legal Liaison Officers can assist with a broad range of matters including:
 - Help with family violence matters,
 - Information about Care and Protection Orders and Family Law Parenting Orders,
 - Information about family law matters and referral to Legal Aid ACT lawyers for ongoing advice and assistance,
 - Explaining the court process in criminal matters and assisting with completion of applications for legal aid,
 - General criminal matters, for example, assault, theft and driving traffic matters such as drink or drug driving, speeding offences or parking tickets,
 - Information about employment matters,

- Residential tenancy disputes, and
- disputes around unpaid debts.

Pilot Progress:

- Students have actively sought legal information and advice from LLOs since the program commenced. Students have presented with a wide range of legal issues including family violence, tenancy, employment, migration, care and protection, personal protection, parenting disputes and criminal matters. Students have also presented seeking information regarding laws around issues of sexting, drugs and alcohol, Centrelink benefits and consent.
- While the Legal Liaison Initiative is still in its first months of operation, the results achieved so far are very encouraging of the collaborations that can take place in the justice/education space. There is a wide array of legal issues among young people which, until this point, has not been addressed by conventional legal service models. Legal Aid ACT believe this project offers an invaluable pathway to early intervention and assistance that can improve justice outcomes for young people, their families, and the community.

College	Service Count
Canberra College	
Dickson College	14
Erindale College	
Gungahlin College	
Hawker College	
Lake Ginninderra	
Lake Tuggeranong	
Melba Copland College	
Narrabundah College	12
Total	71



BUDGET ESTIMATES BRIEF

Portfolio: Education and Youth Affairs

REMOVING HAZARDOUS MATERIALS FROM SCHOOLS

Note: refer to Budget Estimates ~~Brief 05.7 New and Expanded Schools~~ → 6.3

Talking points:

Removing Hazardous Materials from Schools	Education and life-long learning				
	2021-22	2022-23	2023-24	2024-25	Total
	\$'000	\$'000	\$'000	\$'000	\$'000
Capital	3,750	3,750	3,750	3,750	15,000

- The Government will accelerate the **removal of hazardous materials including lead paint and asbestos containing materials** from ACT public schools.
- The Government manages the presence of hazardous materials with ACT public schools through a **taskforce within the Education Directorate and a Hazardous Materials Register**.
- The Government also **addresses and remediates Hazardous materials when undertaking upgrades at schools**.
- The Government has dedicated a significant amount of resources to the removal of hazardous materials in schools.
- Major projects have included the Narrabundah College and Campbell Primary School Modernisations as well as works undertaken through the Public School Infrastructure Upgrades program.
- This initiative contributes to the wellbeing domain of Education and life-long learning.

Key Information

- Work on this project has already commenced.
- Work will **continue in priority areas for the next four financial years or until the funding has been exhausted**.
- Final closure report is expected to be delivered in July 2025.

Cleared as complete and accurate: 13/10/2021
 Cleared for public release by: Choose an item. Ext:
 Contact Officer name: Meghan Oldfield Ext:
 Lead Directorate: Education
 TRIM Ref:

Mark Taylor Quotes

**Appearance before the Standing Committee on Education and Community Inclusion inquiry
into Management of ACT School Infrastructure
21 September 2021**

The first thing I will say is that I am not aware of any program that has systematically assessed and cleaned up lead and asbestos materials in schools in any other jurisdiction and made that information very publicly available, as the one that I came across. I do not know of any other jurisdiction—our nearest neighbour being New South Wales, in particular—that has taken it upon itself to investigate what standards it should use in order to mitigate any potential risk of harm.

The Education Directorate engaged with the panel and determined to take on board what I described at the time as my best advice—the best regulatory standard for dust deposition, which they were then to use as part of their clean-up process. Those are the standards promulgated by the US EPA, and they formally accepted them. They were using them before, but they formally accepted them, I think, in December 2020. They were the standards that they have used. As it stands, I would have said they have a very clear program. The documentation is clearly available. They have a clean-up regime, and a standard to which they are cleaning up which I have not seen anywhere else. I would say the program is world's best practice, or at least it is the best practice that I have come across in Australia, comfortably, because it is systematic and organised, and it was structured and ordered according to the age of the building. They were the ones that were most at risk. They then used, from probably the world's leading regulator, the US EPA, their most recently promulgated standard for clean-up. That is how I would benchmark it. It was excellent.

With respect to lead dust in schools, and lead paint and asbestos, many old homes and buildings in the ACT, New South Wales and everywhere else in Australia contain both asbestos and lead. Those materials are well-known hazardous materials. They could present a risk of harm to you or me if you scrape the lead-based paint and ingest that paint in your food or you inhale it. If that paint is stable and covered, it is not peeling or flaking, and you do not sand it, it is a hazard but not a risk. The same thing pertains to asbestos. Even though these materials are hazardous materials, they are not a risk to health unless there is the thing called an exposure pathway, which transforms that hazard.

With respect to pulling down those buildings, closing those classrooms and causing all of that disruption, and having regard to the cost involved in that, there is not a beneficial outcome from spending all of that money on that versus the process that they are doing, which is iteratively mitigating any hazard that presents itself over time, as part of their building maintenance work. Their ongoing building maintenance work, in my view, is more than adequate to deal with the potential risk that may arise from those materials.

With the management of the identification of hazardous materials in these schools, the preschools were the first buildings that were assessed and addressed, followed by the older schools et cetera, and that is how they did it. It seemed to me to be extremely logical. Again, it was a risk-based process. With the children who were most at risk in that environment, where there was a hazard and there may potentially be a risk, those places were dealt with first, followed by the older schools.

When you pull a building down, it has a wall cavity. I do not know whether you have an older house and you have ever been up in the ceiling—it will be full of dust. You will then release all of that dust unnecessarily. You then have to clean absolutely everywhere; it will get into the

ambient environment, in the playgrounds as well. If that cavity is sealed and there is no access to that cavity, and there is no air going through that cavity to reinvigorate and re-transport that dust, that dust remains a hazard but not a risk. I can see the logic of somebody saying, "We should just remove all of this stuff." Of course, it is not my money; it is public money. But it would take millions of dollars out of the public purse that could be spent on other programs that would give greater benefit to children. The reason I say that is not because I have worked for the Education Directorate; it is about balancing the risk against that benefit. I do not see there is sufficient risk being paid out by spending millions of dollars in removing those walls or materials, as long as there is an ongoing, regular building maintenance program, which is what I understand exists in the ACT.

I was taken to a couple of examples where there were window frames that were deteriorating, and they could have fixed the window frame. But they looked at it and said, "We'll just replace the lot. It's easier to replace the lot." Where that is possible, and it is not ridiculously disruptive by removing whole walls for a small patch, that is what happens. To me, it is a very sensible, pragmatic approach, and not really wasting public money but using it in a sensible way. If the building has a bit of peeling paint, for example, or it has some architrave which formerly had used lead-based paint, I do not see how that would warrant removing the whole wall and replacing it, when the whole wall is stable and you can seal the existing paint and paint over it. I do not think at this point that it is a good use of taxpayers' money, particularly when there is no risk.

With frequency of painting, it may be on a three-year cycle or it may be when it needs doing. But the cost of painting is far less than ripping down walls or half of buildings to replace materials which are a hazard but do not present a risk of harm. With the money that you would spend on that, I would rather see that spent on improving the access to resources for children to learn. I do not see that replacing the walls will improve their learning, because there is no apparent risk.

Do not forget that if you were to run this program out, you would have to go through every government-owned building in Canberra, and there are a lot of buildings which are aged. It would be incredibly expensive to pull them down. The risk for those people working in those offices would not be that different from the risk for the children who go to those schools.

To the best of my knowledge, all of that information was available, and it is still available, at the front desk of schools. You can go in and ask for it. But I have looked at some of those folders, and there would be more than one folder, five centimetres thick. Do we expect mums and dads to trawl through all of that? It is available, but having it online just makes it easy. It does not change the risk. It does not change the fact that there are some hazardous materials in schools, and in many buildings across the ACT, as well as everywhere else in the country. The list provided a bit of extra transparency, but it did not change, improve or make the problem worse.

EDU management of hazardous materials in NGS.....

not in their jurisdiction to deal with it, to the best of my knowledge. They were aware that there would be the same sort of issues for those schools as there are for government schools. There was discussion about sharing the hazardous materials strategy and management approach with those other schools and school bodies, so that we could have a harmonised process across the ACT.....It is not actually in their bucket of things to sort out.....when I discussed it with them, a willingness to share what they had done, why they had done it, how they had done it and what the outcomes were, so that, for those schools, it would save them reinventing the wheel, so to speak. To be honest, some of the work does cost a lot of money to

do all of the environmental assessments. That would be an extremely generous gift to all of those private schools.

non-government school which had soil in its playing fields contaminated by PFAS from a former adjacent emergency services site.

I was aware of it, but my understanding is that PFAS issues in the ACT are dealt with outside the Education Directorate. The PFAS problem itself is dealt with by a different committee.....but the stuff had migrated off-site, and PFAS was found in the soils of the school. I do not know to what concentration they were found, so I am not able to comment on the risk.

When it became a live issue, the directorate or whoever was involved, as with the PFAS, got onto it early. It sounds to me like they took appropriate action. Again, it is the same situation whether it is PFAS or whatever else it is; there has to be an exposure pathway for those contaminants to get inside people.

should a school site contaminated with PFAS be included in the scope of this review?

It is not a hazardous material, as such—it is a hazardous chemical. Yes, it could have been, and it was discussed, but the PFAS thing is dealt with elsewhere.

It was an isolated case and the management team were largely dealing with internal issues, they could have included it, but as long as it was fixed, it does not really matter. If there was only one example of it inside the ACT—down at Jervis Bay, that is another whole complicated ball game, as I understand it, and let us steer clear of that because of the complicated politics—it is a single isolated case, from memory. If it has been dealt with elsewhere, and if there are no other locations, it keeps it clean and tidy—as long as it was being fixed, and it sounds like it was being fixed. There would be no benefit from merging it and bringing it in, if another part of the government machinery is dealing with that. It is being dealt with.

With Jervis Bay, you must know there is a Navy base down there. What do you think they do at Navy bases? There you go. It is a well-known fact that there is a PFAS problem down in Jervis Bay. But it is a problem that pertains to the federal government. It is federal government land. it is a shemuzzle: who owns the problem? It is a very complicated matter. My understanding is that Defence have been doing some work down there, probably with AECOM or GHD, on that issue. The problem around that base is no different from the one down at Nowra, in New South Wales, Oakey, Williamstown or any of the military bases where they used AFFF, which is firefighting foam, for training and fighting actual fires.

MR CAIN: Are there any public schools in Jervis Bay that were in the scope of the lead and asbestos inquiry?

Prof Taylor: No.



BUDGET ESTIMATES BRIEF

Portfolio/s: Education and Youth Affairs

STRATEGIC OBJECTIVE 1: TO PROMOTE GREATER EQUITY IN LEARNING OUTCOMES IN AND ACROSS ACT PUBLIC SCHOOLS

Talking points:

- The strategic indicator is based on the difference in NAPLAN scores in reading and numeracy between educationally less advantaged groups of students (those where highest level of parental education is less than a university degree) and the most educationally advantaged group of students (those with parents with a university qualification or above). The difference in outcomes over time for these two groups represents the equity gap for students in ACT public schools.
- Reducing the gap is the goal, so lower numbers in the indicator show improvement. The measure is a long-term indicator of changes that are anticipated. The measure will be subject to fluctuations on a year-to-year basis. For example, the gap might close in any single year due either to the more advantaged group achieving a slightly lower score, or because the less advantaged group achieves a higher score. Equally, the less advantaged group might achieve an increase in their score, but the more advantaged group may achieve a larger increase, thus widening the gap in that year.
- A goal of the ACT Government is to reduce the equity gap in educational outcomes over time. In 2019, the equity gap got smaller. The detailed data for 2021 NAPLAN required for this strategic indicator become available late this year and will be reported on accordingly.
- The ACT Government is not only focused on providing equality of opportunity to all our students but also focusses on considering the individual circumstances of every student in order to facilitate more equitable educational outcomes.
- A socio-educational needs-based loading is provided to schools as a component of the Student Resource Allocation (SRA) which, has been developed to reflect the ACT Government's commitment to implement a student needs-based school funding model for ACT public schools.

Key Information

Strategic Indicator 1(a) Reduction in the equity gap between the most advantaged and less advantaged students in **reading**.

	2016	2017	2018	2019	2020	2021 Target
Equity Gap	48	45	57	52	N/A	51

Strategic Indicator 1(b) Reduction in the equity gap between the most advantaged and less advantaged students in **numeracy**

	2016	2017	2018	2019	2020	2021 Target
Equity Gap	45	37	45	44	N/A	42

Cleared as complete and accurate: 06/10/2021
 Cleared for public release by: Director-General Ext: 59158
 Contact Officer name: Robert Gotts Ext: 76197
 Lead Directorate: Education
 TRIM Ref:



BUDGET ESTIMATES BRIEF

Background Information

- The ACT public education system is underpinned by the right of all children to access high quality education. Individual personal circumstances create socio-educational differences among students, and these explain more than a quarter of variation in student education outcomes.
- Not all children are able to access the same educational advantages when starting their education. Some children receive more at-home and early childhood education, than others, while some first access their education at the start of preschool or kindergarten. The difference in accessing opportunities may be the result of socio-economic factors, physical or mental health issues, or a disability, and cultural backgrounds or familial circumstances.
- 2018 was the baseline year for this new measure. This aligns with the ACT's move to more precise assessment through NAPLAN online. Historical data from 2016 have been retrospectively calculated for reference and have limited comparative value.
- The Student Family Education and Occupation Index (SFI) aggregated at school level, uses parental education and occupation levels of both parents of a student to determine school-level need and allocates proportionate funds to schools in need based on SFI score.
- Parental educational level has been used for determining the equity gap for reporting at jurisdictional level because parental education is more stable over time.

1.5 Equity fund = ^{\$\$} b'fasts (SRA)

1.1 Digital access + equity

Abol + T&E programs.



COVID 19
Daily Attendance Report

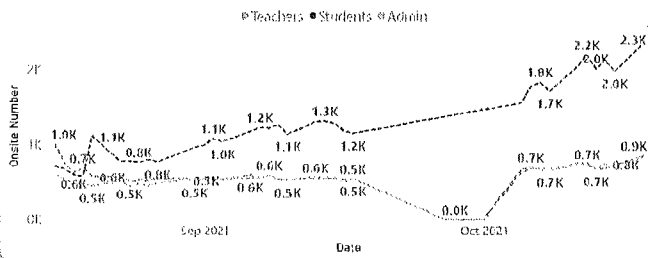
Date
18 October 2021

School Form Submissions Today **82/90**

Unsubmitted schools

- Throsby School
- Miles Franklin Primary School
- Malkara School
- Lake Tuggeranong College
- Kaleen Primary School

Teaching Staff 856	Students Onsite 2349
Students Present % (P) 4.92	



Primary Schools

School	Teaching Staff	Students Onsite	Present % (P)	Students per teacher	Admin
Goodson Primary School	6	59	10.0%	9.83	6
Ngunnawal Primary School	6	56	7.2%	9.33	8
Garran Primary School	9	83	12.9%	9.22	7
Curtin Primary School	5	45	8.3%	9.00	8
Latham Primary School	6	48	12.3%	8.00	17
Gowrie Primary School	5	39	11.6%	7.80	5
Franklin School	5	38	7.9%	7.60	7
Palmerston District Primary School	9	60	7.1%	6.67	12
North Ainslie Primary School	9	57	8.1%	6.33	12
Fraser Primary School	9	54	9.0%	6.00	7
Farrer Primary School	5	29	7.9%	5.80	2
Forrest Primary School	10	58	10.1%	5.80	6
Campbell Primary School	4	23	5.3%	5.75	5
Chapman Primary School	4	23	3.7%	5.75	5
Wanniassa Hills Primary School	6	34	8.1%	5.67	11
Duffy Primary School	6	33	7.6%	5.50	9
Isabella Plains Early Childhood School	4	22	12.2%	5.50	6
Charles Weston School	7	38	5.6%	5.43	8
Torrens Primary School	6	32	6.1%	5.33	8
Monash Primary School	14	73	14.6%	5.21	15
Hughes Primary School	10	52	11.0%	5.20	10
Richardson Primary School	5	26	14.1%	5.20	8
Lyneham Primary School	6	30	5.6%	5.00	7
Majura Primary School	5	25	3.1%	5.00	4
Taylor Primary School	4	20	5.4%	5.00	7
Macgregor Primary School	8	39	6.4%	4.88	10
Yarralumla Primary School	8	38	8.3%	4.75	8
Neville Bonner Primary School	9	42	4.7%	4.67	6
Macquarie Primary School	5	22	6.3%	4.40	7
Calwell Primary School	3	13	4.0%	4.33	8
Turner School	6	26	5.1%	4.33	7
Lyons Early Childhood School	4	17	12.2%	4.25	8
Arawang Primary School	8	32	5.5%	4.00	7
Bcnynthon Primary School	6	24	5.8%	4.00	6
O'Connor Cooperative School	2	8	11.8%	4.00	2
Red Hill Primary School	13	50	6.0%	3.85	11
Theodore Primary School	7	25	8.0%	3.57	11
Evatt Primary School	9	30	9.1%	3.33	13
Maribyrnong Primary School	13	43	7.6%	3.31	10
Charwood Dunlop School	10	33	7.6%	3.30	11
Giralang Primary School	5	16	4.8%	3.20	7
Southern Cross Early Childhood School	5	16	7.3%	3.20	9
Ainslie School	8	25	6.1%	3.13	9
Hawker Primary School	7	21	5.5%	3.00	7
Mawson Primary School	17	51	9.6%	3.00	8
Fadden Primary School	6	15	5.0%	2.50	6
Mount Rogers Primary School	24	58	9.4%	2.42	16
Weetangera Primary School	10	22	4.1%	2.20	6
Florey Primary School	10	21	4.2%	2.10	9
Gimore Primary School	5	8	5.6%	1.60	3
Margaret Hendry School	33	42	7.1%	1.27	18
Evelyn Scott School	9	11	5.3%	1.22	9
Aranda Primary School	8	7	1.1%	0.88	2
Narrabundah Early Childhood School	0	0	0.0%	NaN	0
Total	423	1812			434

Colleges

School	Teaching Staff	Students Onsite	Present % (P)	Students per teacher	Admin
Canberra College	69	0	0.0%	0.00	27
Erindale College	8	0	0.0%	0.00	12
Gungahlin College	6	0	0.0%	0.00	13
Hawker College	11	0	0.0%	0.00	14
Narrabundah College	48	0	0.0%	0.00	12
UC Senior Secondary College, Lake Ginninderra	21	0	0.0%	0.00	14
Total	163	0			92

7-12 Schools

School	Teaching Staff	Students Onsite	Present % (P)	Students per teacher	Admin
Melba Copland Secondary School	9	14	1.8%	1.56	5
Total	9	14			5

Special Schools

School	Teaching Staff	Students Onsite	Present % (P)	Students per teacher	Admin
Black Mountain School	15	21	16.7%	1.40	27
Cranleigh School	9	12	13.3%	1.33	19
The Woden School	21	23	25.3%	1.10	29
Total	45	56			75

P-10 Schools

School	Teaching Staff	Students Onsite	Present % (P)	Students per teacher	Admin
Wanniassa School	4	25	4.7%	6.25	6
Harrison School	16	90	4.7%	5.63	29
Gold Creek School	11	57	4.5%	5.18	13
Namadgi School	10	41	5.7%	4.10	14
Amaroo School	20	72	3.6%	3.60	38
Caroline Chisholm School	8	23	3.3%	2.88	13
Kingsford Smith School	33	53	5.7%	1.61	25
Telopea Park School	15	17	1.1%	1.13	13
Total	117	378			151

High Schools

School	Teaching Staff	Students Onsite	Present % (P)	Students per teacher	Admin
Melrose High School	12	40	4.7%	3.33	7
Campbell High School	5	14	2.0%	2.80	5
Calwell High School	6	9	2.2%	1.50	10
Alfred Deakin High School	16	13	1.5%	0.81	6
Lanyon High School	4	3	0.7%	0.75	3
Mount Stromlo High School	12	5	0.6%	0.42	4
University of Canberra High School Kaleen	11	3	0.6%	0.27	12
Belconnen High School	10	1	0.2%	0.10	5
Canberra High School	17	1	0.1%	0.06	16
Lyneham High School	6	0	0.0%	0.00	13
Total	99	89			81

Chronology of Events
Email Incident 14 August 2020

Day/Time	Action	Description
Friday 14 August 2020		
10.02 hrs	First email sent – Google Slide share	Original email sent from student to group distribution list
10.10 hrs	First 'reply all' email sent	First event of 'reply all' email from student to group distribution list
10.59 hrs	Notification to DSST	School ITO notified DSST of issues. DSST engaged SSICT
12.09 hrs	First Explicit message sent	
12.32 hrs	SSICT Changed email groups	All group starting with internet. Permission to send to those groups changed
12.40 hrs	Notification to EGMSDD and CIO	Direction provided: Access to Google Platform to be removed, whilst investigation and remediation was completed
12.56 hrs	Google access blocked	Education Directorate removed access to the GSFE
13.30 – 14.30 hrs	Interested parties notified	ACT Chief Digital Officer, eSafety Commissioner, AFP Online Child Safety Team and P&C Association notified
14:39 hrs	All managed devices – disabled access	Geeks on Tap (Google partner) disabled access to for all managed devices
19.36 hrs	Communication to parents and carers issued	Letters to parents and carers advised of the incident and of the temporary platform shutdown for the investigation
20.43 hrs	Remaining Google users suspended	Users who remained logged into their accounts has their access suspended.
	Foresight Consulting engaged	The Directorate engaged Foresight Consulting to provide an additional layer of risk assurance across the incident
Saturday 15 August 2020		
08.00 – 10.00hrs	Trace of origin	Reviewed logs and determined first share of details to a Distribution Group
11.30 – 12.35	ACT Policing contact and attendance	ACT Policing contacting EGMSDD to discuss the incident. They attended HBCTL to commence review/investigation.
12.00 – 16.00hrs	EGM/DG/DDG briefing Minister briefing	Briefing of the ICT event and support for schools and families' approach
Sunday 16 August 2020		
12.00 – 14.00 hrs	Briefings with the DG and Minister	Briefing regarding test results and assurances. Decision to reactivate the Google services, excluding Gmail.
09.00-12.00 hrs	Principals contacted students for suspension	█ students were suspended with support provided to Principals, and additional support provided to the schools to deal with social and wellbeing support.
Monday 17 August 2020		
15.00 hrs	Second communication from the DG to parents and carers	
17.00 hrs	Decision received regarding the enabling of Google Platform	Minister Berry agreed to the restoration of the Google Platform for all students, except for Gmail

Day/Time	Action	Description
17 August 22.00 hrs	Google Platform enabled	Google Platform enabled for all students except for Gmail
Tuesday 18 August 2020	Active Monitoring	DSST staff monitored the Google Platform for a period of three days
Wednesday 19 August 2020	Further analytics and review of process undertaken and continuing to be completed	Review and analysis involving several external consultants
17.00 hrs	Email process to purge and email process to restore	Reviewed the email process to purge and restore services
	Stakeholder discussions and Minister check-in	EGMSDD discussions with P&C; advice provided to Minister's Office
Thursday 20 August 2020	Google services encountered a service degradation issue	This impacted the Directorate's ability to continue the purge – initially was expected to take approximately two hours, however, took four full days.
	Continued testing of settings, internal email filters, running through scripting and assurances with Foresight	
Sunday 23 August 2020	Gmail testing of full cycle	Test of the purge and restore cycle in order to check restoration of Gmail for the end of the week.
Monday 24 August 2020	Briefings with the DG and Minister	Briefing regarding test results and assurances. Requesting to reactivate Gmail services.
19.22 hrs	Emailed confirmation from Minister endorsing the restoration of Gmail	
	Gmail Services reactivated	Services were activated and advised to take up to 24 hours to activate
Tuesday 25 August 2020		DSST staff continued the real time monitoring of the security enhancements and controls
	Further communication to stakeholders	Principal email following Gmail restoration, parent/carer letter advising of the restoration, web story and information on EDU social media
September 2020	Directorate engaged PriceWaterhouse Cooper (PWC)	Independent review and audit of the circumstances around the incident. The audit is in its final stages.

The Interface between the NDIS and Education (including in-kind supports) – Executive Summary

Implementation of the NDIS and Early Intervention

Key Information:

- The ACT Government has raised concerns with the National Disability Insurance Agency (NDIA) about ongoing issues with Early Childhood Early Intervention (ECEI) services provided by National Disability Insurance Scheme (NDIS) EACH (formerly known as Eastern Area Community Health).
- Key issues with NDIS EACH service provision include substantial delays for families to access support and the differences between NDIA and NDIS EACH high level, national messaging regarding their service offer versus the lived experience of clients seeking to access NDIS EACH services.
- Frequently, families' interactions with NDIS EACH are characterised by shifting or unclear information regarding the eligibility, capacity and scope of provision of short to medium term early intervention supports. These issues also emerged through the recent Assembly Inquiry into the implementation, performance and governance of the NDIS in the ACT.
- The NDIA reports that recent data shows positive signs of improvement in waiting times and services delivery for EACH ECEI services.

Background Information

- EACH is the organisation contracted by the NDIS in the ACT as the partner in the community to provide early intervention (EI) supports for children aged up to seven and to assist families of children under the age of seven who are eligible for the NDIS to obtain plans and funding.
- NDIS EACH and Feros Care, the community partner that supports participants over the age of seven, continue to be contracted by the NDIS.
- As the NDIS matures, the Education Directorate (the Directorate) continues to work closely with the NDIA, early intervention service providers, the non-government school sectors and the Child Development Service to support access and planning processes for children and young people in ACT schools.
- The Directorate is represented on the national NDIS Education Working Group which is working to identify a model of service provision either within or alongside the NDIS for Specialist School Transport and Personal Care in Schools.
- The Directorate is supporting the Community Services Directorate's work with the NDIA and EACH to address issues in relation to the provision of ECEI services in the ACT.
- The Directorate is a member of the Australian Early Development Census (AEDC) Strategic Coordinating Committee which is examining the 2018 AEDC results and opportunities to strengthen supports for children in the ACT. *Annual Report Brief 13 contains more information about the AEDC findings.*

Specialist School Transport and Personal Care In Schools

Key Information:

- Specialist School Transport (SST) is provided to some children and young people with disability so that they can travel to and from school. In the ACT the service is called Special Needs Transport (SNT) and provides transport assistance for eligible students with disability, who are NDIS participants, who are residents of the ACT and who attend ACT public schools. Transport Canberra and City Services (TCCS) delivers SST while working closely with the Education Directorate to manage it.

- Personal Care in Schools (PCIS) is one to one personal support provided by school staff to students with disabilities ranging from low level supports provided to all students (e.g. tying shoelaces) to more intensive specialised interventions (e.g. PEG feeding). It can include assistance for students with toileting, mobility, eating and healthcare support, including but not limited to healthcare support provided through the Healthcare Access at School (HAAS) program.
- PCIS is not provided as a discrete program or by a discrete workforce but is one of a range of intrinsically linked teaching and personal supports provided by school staff. In ACT public schools, this care is provided primarily by Learning Support Assistants.

Background Information

- SST and PCIS are the ACT's only in-kind contributions in full Scheme NDIS, due to the progress the ACT has made in cashing out its other in-kind supports.
- The Commonwealth's position is that in-kind offsets in full Scheme must be based on actual usage. This has been agreed as part of the full Scheme agreement with New South Wales, South Australia and Tasmania.
- The ACT has advised that it collects individualised data for both the specialist school transport and PCIS programs.
- This will enable the in-kind offset the ACT receives to reflect the actual cost the ACT incurs for providing these supports to NDIS participants.
- As agreed by the Disability Reform Council (DRC) in 2018, work was undertaken at a national level to develop models for the delivery of SST and PCIS in the NDIS that provide certainty for families and clarity for providers, while maintaining choice and control for NDIS participants. All State and Territory Governments agreed to deliver these services in-kind (funded by the NDIS) until 31 December 2023 while this development work is undertaken. This development work continues, and states and territories are considering national approaches that either see the services continue within the Scheme or alongside it.
- Parents/carers are responsible for transportation of their children to and from school each day. SNT assists parents, rather than removing their responsibility for school transport. When applying for SNT, parents must demonstrate reasons for their inability to transport their child. For some students, however, their disability means they cannot be transported to school by family or friends or travel independently on public transport.

**DG
DOT POINTS**

Division/Branch:

Clearance:

Description:

Half yearly reporting on accountability indicators in the 2020-21 Budget Statement

Results for a majority of accountability indicators reported in the 2020-21 Budget Statement (the Statement) show that the Directorate's performance as at 31 December 2020 was in line with expectations: within $\pm 10\%$ from the target.

Not reported at half year

Data to calculate results for some indicators are not available during the first six months of the financial year. This is normal practice and include the following indicators:

Disability education

- a. Individual Learning Plans completed for students in special and mainstream schools who access special education services

Senior secondary education

- a. Percentage of all year 10 students who proceed to public secondary college education
- b. Percentage of year 10 Aboriginal and Torres Strait Islander students who proceed to public secondary college education
- c. Apparent retention of all public school students from year 7 to year 12
- d. Percentage of all year 10 students who proceed to year 12 at an ACT public secondary college
- e. Percentage of year 10 Aboriginal and Torres Strait Islander students who proceed to year 12 at an ACT public secondary college.

These indicators need data from sources such as: the February student census; the audit of individual learning plans undertaken in May; and the Schools Australia publication of the Australian Bureau of Statistics. Data from the Census and publication are available in February/March each year.

Results for these indicators are measured in the second half of the financial year and reported in the Directorate's end of year Statement of Performance which is included in the Annual Report.

ariance levels

The ACT Government's Performance Measurement Framework guidelines define a variance of 5 percent or lower as immaterial and that of 10 percent or higher as material and requiring an explanation of the variance. A variance of between 5 and 10 percent is material where considered significant and as such a matter of judgement.

The Directorate has historically applied a consistent approach of providing explanations for variances of ± 10 percent from the target. Variances from targets for accountability indicators in the half-yearly report were between -3.3 percent and 5.7 percent.

The variance for the indicator 'Average cost per student per annum in public primary school was +5.7 percent. An explanation of the variance was provided as follows: *the higher half year cost is mainly due to the seasonal nature of employee expenses as well as timing of COVID-19 pandemic related expenses.*

Results, targets and variances for four other indicators on Total Costs and Controlled Recurrent Payments for Output Classes 1 and 2 were included. These are not accountability indicators but provide essential financial performance information.

The variance for Controlled Recurrent Payments for Output Class 1 Public School Education was +12.7 percent and the following explanation was included: *the increase is primarily associated with additional funding required to*

date due to the Directorate's response to the COVID-19 pandemic, including funding required to provide additional support to schools and the community for increased cleaning hours and cleaning supplies and continuation of temporary and casual staff.

Variances for Total Cost and Controlled Recurrent Payments for Output Class 2 Non-Government Education were -46 percent and -16.1 percent respectively. Both large negative variances resulted from the non-receipt of federal funding. The following explanation was provided: *the variance is primarily due to 2020-21 Commonwealth funding associated with the MoneySmart and National Chaplaincy National Partnership yet to be received.*

The Statement included notes to the indicators where necessary.

The following table shows the accountability indicators with variances from the target.

Output Class	2020-21 Targets	2020-21 YTD Targets	2020-21 YTD Result	Variance (%)
Output Class 1 - Public School Education				
Early Childhood Education				
a. Number of enrolments in preschool in public schools	4,700	4,700	4,679	(0.4%)
b. Number of enrolments of Aboriginal and Torres Strait Islander students in preschool in public schools	275	275	278	1.1%
School Participation				
a. Attendance rate of public school students in year 1 to year 10	92%	92%	90%	(2.2%)
Senior Secondary Education				
f. Percentage of all year 12 students who received an ACT Senior Secondary Certificate	90%	90%	87%	(3.3%)
Average Cost (\$) Per Student Per Annum in Public Schools				
a. Preschool	8,292	4,146	4,214	1.6%
b. Primary School	17,107	8,554	9,039	5.7%
c. High School	21,316	10,658	10,634	(0.2%)
d. Secondary College	22,535	11,268	11,045	(2.0%)
e. Special School	71,642	35,821	37,177	3.8%
f. Mainstream School student with a disability	25,764	12,882	13,370	3.8%
Financial indicators				
Total Cost (\$'000)	954,861	477,431	485,584	1.7%
Controlled Recurrent Payments (\$'000)	818,869	409,435	461,481	12.7%
Output Class 2 - Non-Government Education				
Output 2.1: Non-Government Education				
Financial indicators				
Total Cost (\$'000)	4,699	2,349	1,268	(46.0%)
Controlled Recurrent Payments (\$'000)	4,019	2,009	1,685	(16.1%)

DG DOT POINTS Annual Report FY 2019-20 Workforce Data	
Division/Branch:	People and Performance Branch
Clearance:	Executive Group Manager, Business Services
Talking Points:	
Full Time Equivalent (FTE) and headcount	
<ul style="list-style-type: none"> • FTE at 24 June 2020 was 6,396.9, an increase of 699 (12.3 per cent) from 12 months earlier. • Paid headcount was 7,681, an increase of 550 (7.7 per cent). <ul style="list-style-type: none"> ○ The main driver of the increase to FTE and headcount was the direct employment of school cleaners as ACT Public Servants, and the employment of additional temporary workers under the Jobs for Canberrans program to provide enhanced in-school hygiene services in response to the COVID-19 pandemic. ○ There was modest growth to the teacher and school leader workforce, reflecting an increase in student enrolments. 	
<p><i>Note for EGM: The published figure in Table 35 of the FY 2019-20 annual report is incorrect. The figure provided by People and Performance was total FTE of 6,396.9 and the figure in the report was total FTE of 6,369.9.</i></p>	
Employment Category	
<ul style="list-style-type: none"> • The permanency of the Directorate's workforce increased in FY 2019-20. <ul style="list-style-type: none"> ○ Casual headcount decreased from 13.2 per cent of the total in June 2019, to 8.6 per cent in June 2020. ○ Permanent employee headcount increased from 69.7 per cent to 72.7 per cent. ○ Temporary employment increased from 17.2 per cent to 18.7 per cent. • There were two drivers of the change in employment category mix. <ul style="list-style-type: none"> ○ Consistent with the ACT Government agreed preferences towards permanency, the Directorate successfully progressed conversion of temporary classroom teachers through the Directorate's internal teacher ratings system from July 2019, with 455 temporary classroom teachers made permanent. It also achieved the direct employment of school cleaners in January 2020. ○ The Jobs for Canberrans program employed a surge workforce of temporary workers to provide enhanced in-school hygiene services as part of the COVID-19 pandemic. 	
Gender	
<ul style="list-style-type: none"> • The female proportion of the total workforce (both FTE and headcount) decreased slightly in FY 2019-20 (from 76.5 per cent of headcount to 74.6 per cent). <ul style="list-style-type: none"> ○ The main driver of the reduction was a higher male representation amongst the cleaners who became ACT Public Servants in FY 2019-20. 	
Diversity	
<ul style="list-style-type: none"> • Representation increased in FY 2019-20 (paid headcount and per cent of total workforce) in all three diversity groups: <ul style="list-style-type: none"> ○ Employees identifying as Aboriginal and/or Torres Strait Islander increased from 119 (1.7 per cent of the total workforce) in FY 2018-19 to 135 (1.8 per cent of the total workforce) in FY 2019-20. 	

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- Employees with a disability increased from 156 (2.2 per cent) to 181 (2.4 per cent) in FY 2019-20.
- Employees from culturally and linguistically (CALD) diverse backgrounds increased from 764 (10.7 per cent) to 1,121 (14.6 per cent) in June 2020. There is strong CALD representation amongst the cohort of cleaners and temporary COVID Building Support Officers which has driven the significant increase in representation in this diversity group.
- Data is indicative as it is based on voluntary self-disclosure.

Recruitment and Separation Rates

- The Education Directorate Separation rate decreased slightly from 5.3 per cent in FY 2018-19, to 5.2 per cent in FY 2019-20.
- The recruitment rate increased significantly from 8.1 per cent in FY 2018-19, to 15.1 per cent in FY 2019-20.
 - The increased recruitment rate in FY 2019-20 reflects the focus on direct employment of school cleaners as ACT Public Servants, and the employment of additional temporary workers under the Jobs for Canberrans program who are providing enhanced in-school hygiene services in response to the COVID-19 pandemic.

CURRENT WORKFORCE MATTERS

Work from home arrangements

- The Directorate observes ACTPS policy on workplace health and safety in respect of COVID-19.
 - During school term, the Directorate estimates that employees in schools are working onsite (89 per cent), which means that approximately 11 per cent (800 staff members) of the Directorate's paid staff (mostly based in the Education Support Office) are most likely working from home.
 - Further and based on the data collected from an Education Support Office (ESO) survey in July and August of 2020, 85 per cent of respondents advised that they could perform all or most of their work remotely. On this basis, it is estimated that 75 per cent of ESO (or 600 ESO staff members) are working remotely.

Temporary employees

- At 17 February 2021, the Education Directorate had a paid headcount of 7,268 employees, made up of:
 - 5,789 (79.7 per cent) permanent,
 - 1,286 (17.7 per cent) temporary, and
 - 193 (2.7 per cent) casual.

Educational Directorate Annual Report 2019-20 Workforce Profile

= cleaners

Full Time Equivalent (FTE) and paid headcount

	24 June 2020	26 June 2019	12 month change	% Change	12 month trend
FTE	6,396.9	5,698.3	699	12.3%	▲
Headcount	7,681	7,131	550	7.7%	▲

Note 1: Table 35 in the published FY 2019-20 Annual Report incorrectly states total FTE as 6,369.9

FTE and paid headcount by Branch/Division

Branch/Division	24 June 2020 FTE	24 June 2020 Headcount	26 June 2019 FTE	26 June 2019 Headcount	12 month FTE trend
Business Services	480.6	645	185.6	197	▲
Deputy-Director General's Office	4.0	4	3.0	3	▲
Director-General's Office	3.0	3	3.0	3	—
School Performance and Improvement	5,213.2	5,914	5,257.3	5,927	▼
Service Design and Delivery	345.9	385			n/a
System Policy and Reform	93.8	96	79.9	82	▲
Casual Staff	257.3	634	439.5	919	▼
Total	6,396.9	7,681	5,968.3	7,131	

Paid headcount by employment category

Employment Category	24 June 2020	26 June 2019	12 month trend
Casual	660	939	13.2 ▼
Permanent	5,586	4,968	69.7 ▲
Temporary	1,435	1,224	17.2 ▲
TOTAL	7,681	7,131	100.0

Note: 12 month trend is based on change in per cent of total workforce

Paid headcount by diversity group

Diversity Group	24 June 2020	26 June 2019	12 month trend
Aboriginal and/or Torres Strait Islander	135	119	1.7 ▲
Culturally and Linguistically Diverse	1,121	764	10.7 ▲
People with a disability	181	156	2.2 ▲

Note: 12 month trend is based on change in per cent of total workforce

Note: Data is summarised from the published 2018-19 and 2019-20 Annual Reports. Where the source table contains gender breakdown, subtotals may not add to the total due to the suppression of non male/female genders.

Paid headcount by classification group

Classification Group	24 June 2020	26 June 2019	12 month trend
Administrative Officers	2,022	2,015	28.3 ▼
Executive Officers	20	17	0.2 ▲
General Service Officers & Equivalent	596	132	1.9 ▲
Health Assistants	4	3	0.0 ▲
Health Professional Officers	49	32	0.4 ▲
Information Technology Officers	28	28	0.4 —
Professional Officers	116	111	1.6 ▼
School Leaders	806	780	10.9 ▼
Senior Officers	245	232	3.3 ▼
Teacher	3,794	3,780	53.0 ▼
Trainees and Apprentices	—	1	0.0 —
Total	7,681	7,131	100.0

Note: 12 month trend is based on change in per cent of total workforce

FTE and paid headcount per cent of total workforce by gender

	24 June 2020	26 June 2019	12 month trend
FTE	74.1	75.5	▼
Female	25.9	24.5	▲
Headcount	74.6	76.5	▼
Female	25.4	23.5	▲

Paid headcount by age group

Age Group	24 June 2020	26 June 2019	12 month trend
Under 25	548	539	7.6 ▼
25-34	1,849	1,609	22.6 ▲
35-44	2,067	1,865	26.2 ▲
45-54	1,828	1,744	24.5 ▼
55 and over	1,388	1,373	19.3 ▼
Total	7,681	7,131	100.0

Note: 12 month trend is based on change in per cent of total workforce

Recruitment and separation rates

	24 June 2020	26 June 2019	12 month trend
Recruitment Rate	15.1	8.1	▲
Separation Rate	5.2	5.3	▼

Education Directorate 2021 School Leader and Classroom Teacher Transfer Rounds

Table 1 Position vacancy counts by classification and status, 2020-21

	CT	SLB	SLC	Total
Advertised	392	10	39	441
Withdrawn	48	2	4	54
Consequential	30	0	5	35
Totals	470	12	48	530

Table 3 'Matched': Applicant progress counts by classification and reason, 2020-21

	CT	SLB	SLC	Returned	Total
Compassionate	15	0	1	1	16
Early Access (have not completed 5 year placement)	92	3	10	30	105
Final Year of Placement 2020	99	3	13	11	115
Returning from Extended Leave Final Year of Placement 2019 (unplaced)	7	0	1	1	8
System Placement - did not apply	0	0	1	0	1
R1/R2	90	0	0	0	90
R3/R4	10	0	0	0	10
Totals	324	6	26	44	356

Table 4 'Awaiting match': Applicant progress counts by classification and reason, 2020-21

	CT	SLB	SLC	Total
Compassionate	2	0	0	2
Early Access (have not completed 5 year placement)	0	0	0	0
Final Year of Placement 2020	2	1	0	3
Returning from Extended Leave Final Year of Placement 2019 (unplaced)	1	0	0	1
System Placement - did not apply	0	0	0	0
R1/R2	0	0	0	0
R3/R4	0	0	0	0
Subtotal	5	1	0	6
Withdrawn	14	2	5	21
Totals	24	4	5	33

Table 5 Applicant progress counts by classification and reason, total, 2020-21

	CT	SLB	SLC	Total
Compassionate	17	0	1	18
Early Access (have not completed 5 year placement)	92	3	10	105
Final Year of Placement 2020	101	4	13	118
Returning from Extended Leave Final Year of Placement 2019 (unplaced)	7	0	1	8
System Placement - did not apply	0	0	1	1
R1/R2	90	0	0	90
R3/R4	10	0	0	10
Withdrawn	14	2	5	21
Total	343	9	31	383

Table 2 Position progress counts by classification and status, 2020-21

	CT	SLB	SLC	Total
Occupied (Matched)	292	3	17	312
Occupied (Awaiting Match)	0	0	0	0
Vacant	19	0	2	21
Vacant (New Position)	45	2	8	55
Returned	33	3	8	44
Multiple Occupancy	0	0	0	0
Withdrawn	48	0	4	52
Totals	437	8	39	484
Consequential				55
Final position count				432

Table 6 Centrally managed bulk recruitment rounds, by specialisation, 2019-2021

YEAR	MONTH	SPECIALISATION
2019	August	Languages
	November	Disability and Specialist Education
	November	Arts
		English
		Primary
		Graduate teachers
		Secondary
	December	Disability and Specialist Education
		French
		Science and Maths
2020	January	General teaching
	July	General teaching
	September	Graduate teachers
		Languages
		Disability and Specialist Education
	October	Graduate teachers
		Science and Maths
		Early Childhood Educators
	November	Disability and Specialist Education
		Primary
		Secondary - general
		Evelyn Scott School and Margaret Hendry School
		Languages
	December	Disability and Specialist Education
		Secondary - Technology
2021	January	Science and Maths
	February	Disability and Specialist Education

**DG
DOT POINTS**

Division/Branch:	Communications, Engagement and Government Support
Clearance:	EGM Business Services
Description:	

ADVERTISING

Radio advertising

- In 2019/20, the Directorate spent:
 - **\$25,558** on radio advertising to support the return to on-campus learning in May 2020 (following the home learning period due to COVID-19).

Social media advertising

- The directorate uses Facebook to engage with the Canberra community, focused on organic growth and reach through this channel. Minimal funds are used on boosting posts or paid advertising.
- Some schools also use Facebook to engage with their school communities.
 - In **2019/20**, the Directorate spent
 - **\$100** on boosted EDU Facebook posts (teacher recruitment)
 - **\$0** through Tilt
 - In **2020/21 (YTD)**, the Directorate has so far spent
 - **\$0** on boosted EDU Facebook posts (teacher recruitment)
 - **\$0** through Tilt
 - **\$10,000** contribution to an ACT Health Directorate-led social media strategy to promote youth mental health supports.

Note: The Tilt Agency Pty Ltd is the ACTPS central advertising booking agency.

Social media reach – Directorate accounts

- As at 19 February 2021

Platform	Followers
Facebook	10,604
Twitter	4,732
Instagram	2,360

BACKGROUND

- CMTEDD was asked at its estimates hearings on Monday 22 February to provide for WHOG:
 - Total spend on Facebook advertising between 1 July 2019 - 30 June 2020 (boosted and through Tilt)
 - Total spend on Facebook advertising between 1 July 2020 - 21 Feb 2021 (boosted and through Tilt)
- These questions were taken on notice.

**DG
DOT POINTS**

Division/Branch: Communications, Engagement and Government Support

Clearance: EGM Business Services

Description:

CORPORATE SPONSORSHIPS

- The directorate's *Corporate Sponsorship Policy* (the Policy) governs all sponsorship arrangements entered into by the Education Directorate and ACT public schools.
- The Policy sets the parameters for schools to enter sponsorship arrangements where there may be mutual benefits to schools and businesses, with a view to improving outcomes for students.
- Sponsorship arrangements can involve the provision of funds or services to schools in return for acknowledgement or recognition.
- The Directorate does not keep a central record of school-based sponsorship arrangements.
- Schools are required to:
 - maintain copies of all sponsorship agreements
 - advise their Director of School Improvement of all sponsorships at the outset of formal negotiations
 - provide the Director of School Improvement with details of sponsorship income and expenditure and how the sponsorship benefited students.
- School Boards are required to include details of all sponsorship income and expenditure in the school's annual report.

Corporate sponsorships

- In 2019-20 the Education Support Office held corporate sponsorship arrangements with:

Teachers Mutual Bank

- **Purpose:** ACT Public Education Awards (sponsor since 2012). Sponsorship used to offset event costs.
- **In-kind support:** promotion of business during awards event and related event material. Representative invited to attend event.
- **Value:** \$3000 p/a

Paperchain Bookstore

- **Purpose:** Year 10 Excellence Awards (sponsor since 2009). Sponsorship includes student prizes and offset of event costs.
- **In-kind support:** promotion of business during awards event and related event material. Representatives invited to attend event.
- **Value:** \$5000 for event, plus \$3500 for student prizes (\$50 book vouchers x 70).

- Note: 'Grants and Sponsorship' information in the Directorate's 2019-20 Annual Report (page 82) relates to grants and sponsorships *provided* by the Directorate (not *received* by the Directorate).

Corporate Sponsorship Policy

https://www.education.act.gov.au/publications_and_policies/corporate-policies/school-administration-and-management/sponsorship/corporate-sponsorship-policy

1. What is this policy about?

1. This policy supports the development of beneficial links between the Directorate and business.

2. Policy Statement

1. Schools or central office may seek additional resources or services through sponsorship to support events or activities.
2. The sponsorship activity will be consistent with the values, corporate purpose and goals of individual schools, the Directorate and the ACT Government.
3. Sponsorship agreements will not:
 - limit or direct academic debate in the classroom
 - influence the curriculum or other school programs
 - compromise the professional standards and ethics of staff.
4. All sponsorship monies become monies of the Directorate and will be treated in accordance with the procedures laid down in the *Director-General's Financial Instructions*.
5. The benefits of sponsorship must go to a school/central office unit, a group of schools/central office units or the system as a whole.
6. Staff must not individually benefit as a result of sponsorship.
7. Staff will not actively recommend or endorse a product or service and no statement in the sponsor's advertising should imply that the Directorate recommends or endorses a product or service. Similarly, neither staff nor students may be involved in marketing commercial products of sponsors.
8. Acceptance of a sponsor's product or service must not be made a condition for student or staff participation in the sponsored activity or program.
9. Schools will not insist on students wearing clothing carrying the sponsor's name or symbol or constrain those students from participating in the sponsored activity where students or their parents conscientiously object.

10. School Boards retain the right to decide whether to participate or not in system wide sponsorship.

3. **Who does this policy apply to?**

1. This policy applies to all ACT public schools and Directorate staff.

4. **Context**

1. There may be mutual benefits in schools and businesses entering into arrangements with a view to improving outcomes for students. These arrangements can involve the provision of funds or services to schools in return for acknowledgement or recognition.
2. The ACT Government provides funds on a system-wide basis for ACT public schools and Directorate activities and sponsorship is viewed as a supplement, rather than as a permanent or major source of funds.
3. The *Public Sector Management Standards, Standard 4 Ethics* state that staff must not take or seek to take improper advantage of their position in order to obtain benefits for themselves, their family or any other person or organisation.

5. **Responsibilities**

1. **Staff:** are responsible for ensuring any sponsorship activities are consistent with this policy and procedures.
2. **School Boards:** are required to include details of all current sponsorship income and expenditure in the school's annual report, including details of how each sponsorship benefited students.
3. Final authority over any sponsorship agreement, sponsorship contract or full legal contract rests with the Director-General.
4. **Policy Owner:** The Director, Governance and Assurance is responsible for this policy.

6. **Monitoring and Review**

1. The Policy Owner monitors the policy. This includes an annual scan of operation and review. A full review of the policy will be conducted within a three year period.

7. **Contact**

1. For support contact the Media and Communications Unit on [\(02\) 6205 9423](tel:(02)62059423) or email DETmedia@act.gov.au.

8. **Complaints**

1. Any concerns about the application of this policy or the policy itself, should be raised with:
 - the school principal in the first instance;
 - contact the Directorate's Liaison Unit on (02) 6205 5429.
 - online at [https://www.education.act.gov.au/about-us/contact us](https://www.education.act.gov.au/about-us/contact-us).
 - see also the *Complaints Policy* on the Directorate's website.

9. References

1. Definitions

- **Donations:** are unconditional gifts or money or materials. This policy does not apply to donations.
- **School Boards:** are established under the *Education Act 2004* and are responsible for:
 - setting and monitoring the school's strategic direction, and
 - reporting on the achievements of the school to the school and wider community as well as to the Directorate.
- **Sponsorship:** is the negotiated provision of funds, in kind support through the provision of goods or services to schools and central office units in exchange for advertising, publicity or other benefits.
- **Sponsorship Agreement:** is a written document outlining the negotiated terms for a sponsorship.

2. Legislation

- *Financial Management Act 1996 (ACT)*

3. Implementation Documents

- Corporate Sponsorship Procedures

4. Related Policies and Information

- Public Sector Management Standards, Standard 4 Ethics
- Director-General's Financial Instructions.



CORPORATE SPONSORSHIP PROCEDURE

These procedures must be read in conjunction with the *Corporate Sponsorship Policy*.

1. Overview

- 1.1. These procedures describe the requirements for entering into a sponsorship arrangement.

2. Rationale

- 2.1. The procedures aim to ensure sponsorship arrangements are consistent with the values, corporate purpose and goals of individual schools, the Directorate and ACT Government.

3. Procedures

- 3.1. The educational rationale for the activity to be sponsored must be established and specified in the sponsorship agreement.
- 3.2. Direct sponsorship agreements will only be negotiated with organisations whose public image, products and services are consistent with the values, corporate purpose and specific policies of schools, the Directorate and the ACT Government. Any company or organisation whose name is associated with the manufacture, distribution or sale of tobacco products, alcoholic beverages, pornography or armaments is not regarded as an appropriate sponsor.
- 3.3. The provisions of 3.2 would not necessarily preclude involvement with local clubs, supermarkets and other businesses, provided their name is not linked to inappropriate products.
- 3.4. When considering an organisation as a potential sponsor, schools or central office units should evaluate the appropriateness of the type of products or services the organisation markets, the marketing methods used, its public image as an employer and the impact its products and processing have on the environment.
- 3.5. Where there is doubt as to the suitability of an organisation, the sponsorship negotiations should not proceed until advice has been sought from the relevant School Network Leader or Director.

Legal advice, contracts and written agreements

- 3.6. Sponsorship documents must be retained for at least seven years after expiration of the sponsorship.
- 3.7. Sponsorship agreements shall be for a specific period and purpose and may be re-negotiated by either party. This ensures neither the school nor central office unit will be financially disadvantaged in the event a sponsor withdraws.
- 3.8. Every sponsorship agreement will contain a clause that allows for the cancellation of an agreement without penalty where information questioning the appropriateness of an organisation as a sponsor comes to light after the agreement has been signed.
- 3.9. The agreement must include the acknowledgement arrangements to avoid any future dispute over the nature of the obligations.
- 3.10. Although sponsorship agreements may provide exposure of the sponsor's corporate logo or name, the written agreement must not endorse or recommend any product or service.
- 3.11. The Governance and Legal Liaison Section will provide advice and assistance with sample letters or formal agreements.

Acknowledgement

- 3.12. The extent of acknowledgement should reflect the level of sponsorship and be consistent with the standards and values of schools, the Directorate and the ACT Government.
- 3.13. The Directorate's name, school's name, official letterhead, general uniform and buildings should not incorporate the names or logos of sponsors and should not be used to advertise sponsor's products.
- 3.14. Suggested forms of acknowledgement are:
- placement of a plaque, signs or banners at events or in an associated public school's foyer or notice in the school acknowledging the support
 - joint media or promotional opportunities
 - inclusion of the sponsor's name, logo in presentation slides or other information in leaflets, brochures, web pages, advertisements, Directorate's bulletin or school newsletters
 - use of facilities, which may include hospitality, preferential seats, opportunity to speak or otherwise participate at a program, event or activity
 - verbal acknowledgement by the master of ceremonies or other speakers at events
 - temporary reciprocal website links between sponsor and Directorate or public school web pages
 - sponsor's logo or name on the associated public school's sporting outfits
 - defined limited use of the Directorate's or public schools names or logo by the sponsor.
- 3.15. The school's badge or the Directorate's logo must be prominently displayed in conjunction with any sponsor's name, logo, trademark or symbol used at an activity on any printed matter or on clothing. The school's badge or Directorate's logo shall be at least the same size as the sponsor's logo.

Financial accountability

- 3.16. In the case of schools, sponsorship monies are to be placed in the school's management account and are to be identified in ledger code 7001-000-00 and 7299-000-00 in accordance with the School Management Manual.
- 3.17. Where a commercial agent is involved in arranging sponsorship, the principal or manager must ensure:
- any commission arrangements are between the agent and prospective sponsor
 - ensure the Directorate, including schools, incurs no liability from any commission arrangements.

Monitoring and reporting

- 3.18. **Schools** are required to:
- maintain copies of all sponsorship agreements
 - advise the School Network Leader of all sponsorships at the outset of formal negotiations
 - provide the School Network Leader with details of sponsorship income and expenditure and how the sponsorship benefited students.
 - include details of all current sponsorship agreements entered into during that year for amounts of \$5000 and over in the school's annual report, including details of how each sponsorship benefited students.
- 3.19. **School Boards** are required to include details of all current sponsorship income and expenditure in the school's annual report including details of how each sponsorship benefited students.
- 3.20. **School Network Leaders** are required to:
- keep a record of sponsorship agreements in their networks
 - provide advice to schools on the implementation of this policy and monitor adherence to the principles and procedures

- ensure details of sponsorship income and expenditure are provided to the Deputy Director-General, Education and Training

3.21. **Central office** units are required to:

- advise and seek Director's approval for sponsorship negotiation and agreement
- provide details to the relevant Deputy Director-General of income and expenditure for each sponsorship agreement and indicate how each sponsorship benefited students

3.22. **Directors** are required to:

- provide advice on and, at times, assist with negotiation for sponsorship of system-wide activities
- maintain a record of all sponsorships in their branch
- monitor adherence to the principles and mandatory procedures of this policy

4. **Contact**

4.1. The Director, Governance and Assurance is responsible for this procedure.

4.2. For support contact Media and Communications unit on (02) 6205 9423.

5. **Complaints**

5.1. Any concerns about the application of this procedure or the procedure itself, should be raised with:

- the school principal or Director in the first instance;
- contact the Directorate's Liaison Unit on (02) 6205 5429;
- online at http://www.det.act.gov.au/contact_us;
- see also the *Complaints Policy* on the Directorate's website.

6. **References**

6.1. **Definitions**

Central office units: include all office areas within the Directorate.

Schools: include all ACT public preschools, primary schools, high schools and colleges.

School Boards: are established under the *Education Act 2004* and are responsible for:

- setting and monitoring the school's strategic direction, and
- reporting on the achievements of the school to the school and wider community as well as to the Directorate.

Sponsorship: is the negotiated provision of funds, in kind support through the provision of goods or services to schools and central office units in exchange for advertising, publicity or other benefits. Sponsorship:

- may take the form of cash support and/or provision of material goods or other resources, such as labour or facilities, in exchange for agreed acknowledgment;
- may be between one or more schools and/or central office units and one or more organisations; and
- does not include direct commercial dealings between organisations and schools/central office units, simple donations of goods and services, or materials developed independently by organisations for use in schools/central office units.

A **Sponsorship Agreement:** is a written document outlining the negotiated terms for a sponsorship. Agreements may be:

- with a business or organisation;
- the first step to, or the outcome of, links formed with business and other community organisations; or
- part of, or an outcome of, a much wider relationship with the community.

Agreements: may take the form of:

- an exchange of letters;

- the sample Sponsorship Agreement (Attachment C);
- the Sponsorship Contract and Schedule (Attachment D); or
- a full Legal Agreement (available from Governance and Legal Liaison)

6.2. **Related Policies and Documents**

- School Management Manual - Module 6: Financial Management
- **Attachment A** – Sponsorship, Negotiation, Approval and Agreements – for schools
- **Attachment B** – Sponsorship, Negotiation, Approval and Agreements – for office
- **Attachment C** – Sample agreement for sponsorships
- Director-General's Financial Instructions.

NAPLAN Review 2020

- undertaken by Barry McGaw, Bill Louden & Claire Wyatt-Smith
- obo NSW, Vic, Qld & ACT
- ~~consider~~ provided to Education Min at the end of 2020
 - seeking further advice from ACARA.

DG DOT POINTS

Domestic and Family Violence Frontline Worker Training (DFV Training)

Division/Branch:	People and Performance Branch
Clearance:	Executive Group Manager, Business Services

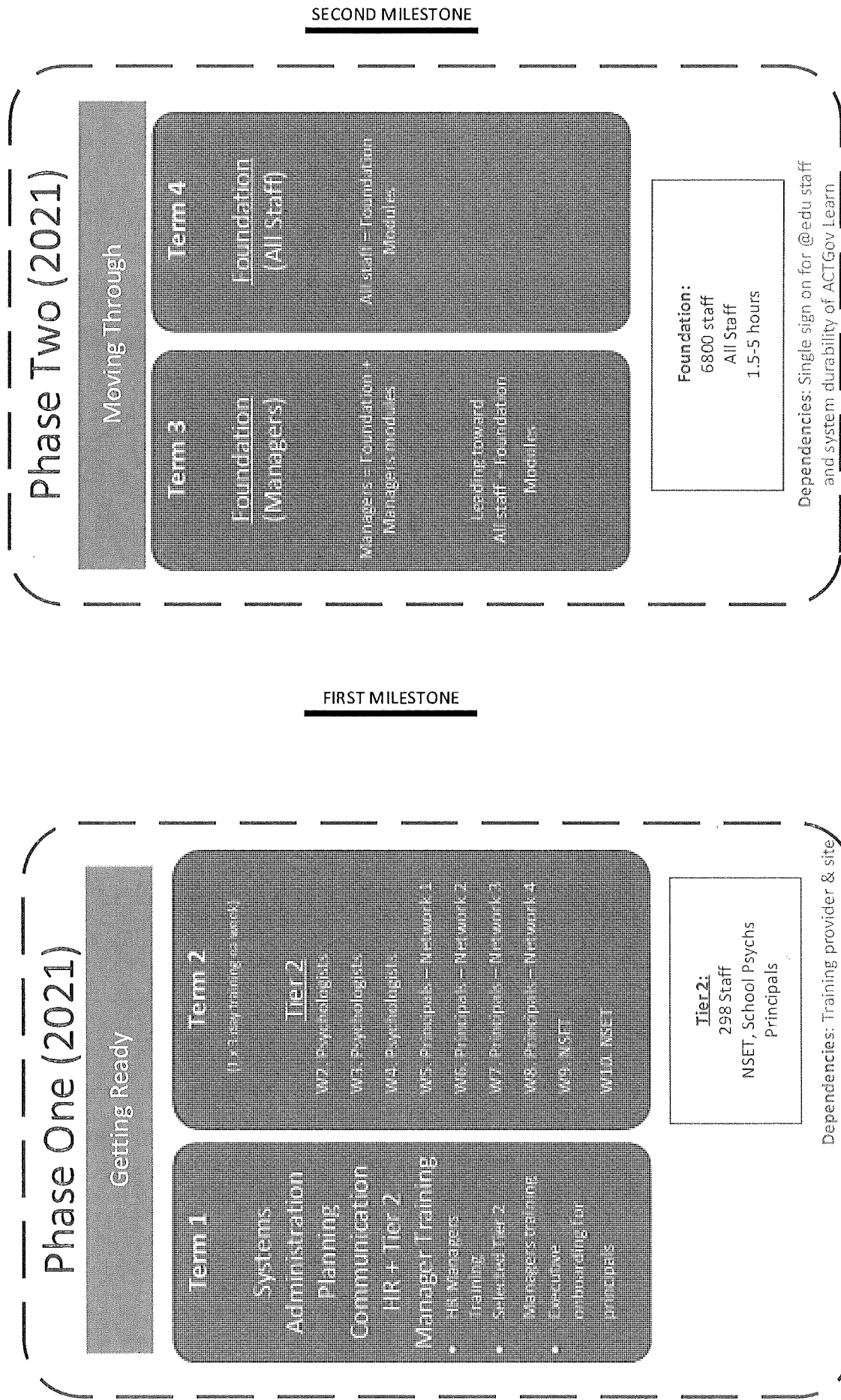
Talking Points:

- The delivery of the Domestic and Family Violence Frontline Worker Training (DFV Training) was delayed due to the COVID-19 pandemic and in compliance with safety requirements. On this basis, the Education Directorate's DFV Training Implementation Plan, provided in Attachment A, has been revised and was endorsed by the Director-General in November 2020.
- It is noted that the Education Directorate worked closely with the Community Services Directorate (CSD) to revise and finalise the training products and delivery options to ensure that adjustments are made to the resources to adapt to the COVID-19 requirements.
- People and Performance Branch and Media and Communications are working together to develop the DFV Training Communications Plan and ensure that relevant logistical requirements and other administrative processes are in place prior to commencement of the training with communications to staff and executives in place before the end of Term 1, 2021.
- The DFV Training is expected to be rolled out by Term 2, 2021 noting that the training delivery will take a tiered approach and staff members identified in each tier:

Tier	Duration	Definition	Cohort
Foundation level training	1.5 hours online	Foundation staff training	For all staff and managers (6,800 staff)
Managers Training	3 hours online	For selected managers	For selected Tier 2 managers and HR practitioners (100 staff)
Tier 1 training	1 day face to face (duration subject to change)	For staff who provide mainstream services	Deputy Principal, Executive Teachers and Business Managers (4,000 staff)
Tier 2 training	3 days face to face (duration subject to change)	For staff who work with clients with complex needs	Principals, Schools Psychologists and NSET staff (298 staff)

- People and Performance Branch continues to work closely with CSD to ensure the right training product is developed and the order of implementation recognises the school operations throughout the year.

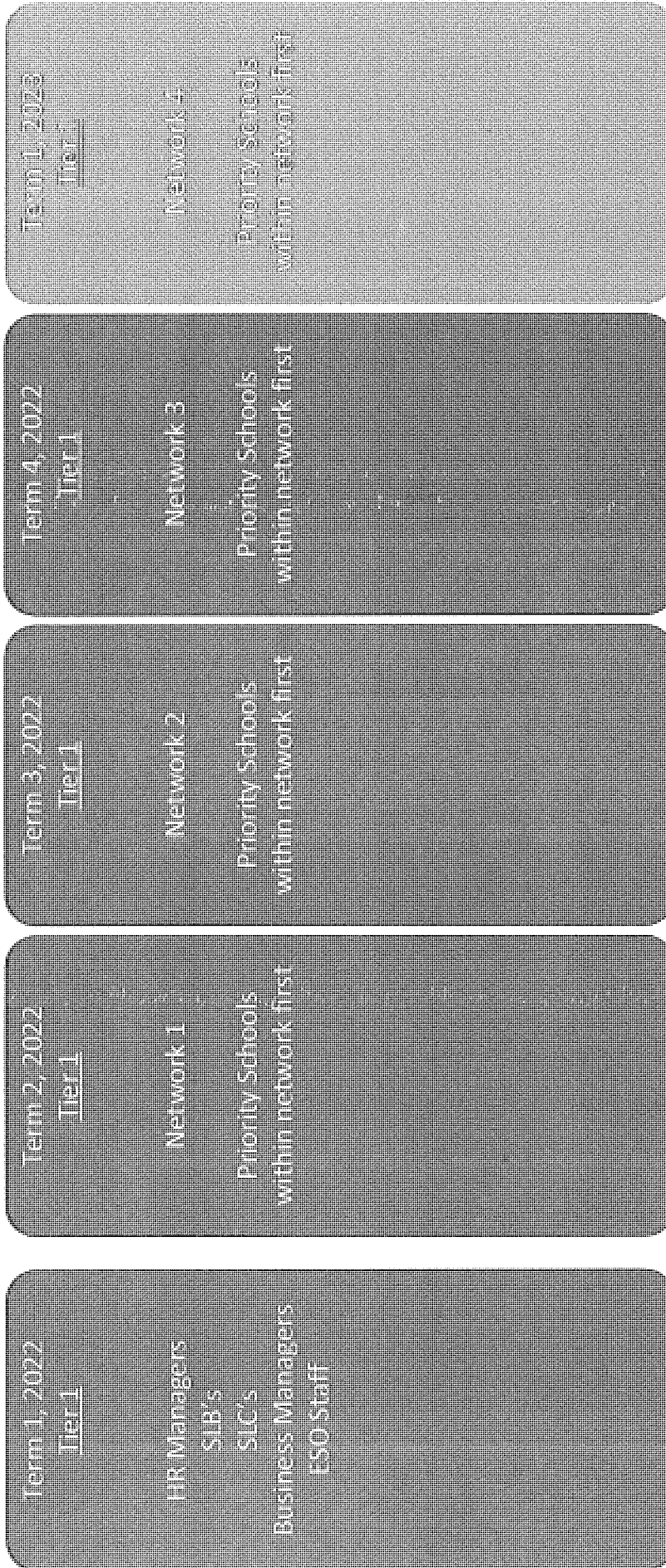
Education Directorate – Domestic and Family Violence
Implementation Plan 2021-2023



THIRD MILESTONE

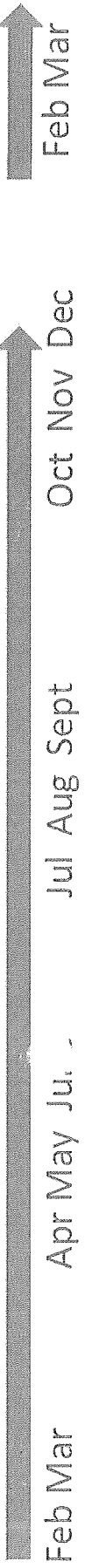
Phase Three (2022 and into 2023)

Deepening understanding



Tier 1:
4000 staff
Teachers and Managers
Tailored product for schools

Dependencies: Tailored product for delivery to schools, training provider, site & system



FORTH MILESTONE

Phase Four (2023)

Finalising & Embedding

Term 2, 2023

Plan for safety embedding into mandatory online learning.

Capture new educators through existing education practices.

Term 3, 2023

DG DOT POINTS
EDUCATION DIRECTORATE STAFFING PROFILE
February 2021

Division/Branch:	Business Services Division (BSD) / People & Performance Branch
Clearance:	Executive Group Manager, BSD
Description:	
<ul style="list-style-type: none"> • As at 17 February 2021, there were a total of 10,509 employees engaged by the ACT Education Directorate, comprising: <ul style="list-style-type: none"> ○ 6,128 (58%) permanent employees, ○ 1,345 (13%) temporary employees, and ○ 3,036 (29%) casual employees. • It is noted that the Directorate workforce data provided above relates to ACT Public Service (ACTPS) employees only and does not include labour hire/contractor staff arrangements. These arrangements are managed by each individual business unit across the Directorate and this data is not collected nor held centrally. • The Directorate continues to implement the ACTPS policies and procedures in relation to managing and maintaining COVID-safe workplaces. The Directorate, along with all other directorates across the ACTPS, reports monthly estimates of number and percentage of employees working from home, and the percentage of operational/field workers who cannot work from home. • During school term, the Directorate estimates that employees in schools are working onsite (89%), which means that approximately 11% (800 staff members) of the Directorate's paid staff (mostly based in the Education Support Office) are most likely working from home. • Based on the data collected from an Education Support Office (ESO) survey in July and August 2020, 85% of respondents advised that they could perform all or most of their work remotely. • On this basis, it estimated that 75% of ESO (or 600 ESO staff members) are working remotely for all or part of the week. • Nature Conservation House has: 37 workstations for full-time staff; executive offices and executive drop-in desks and 32 workstations who attend on a planned but more informal basis and always observing the COVID-19 safe work practices. Total number = 69 work stations. NB. We will have 90 active workstations at 220LC under the COVID-19 Safe Transition Plan. • ESO staff are predominantly work out of two office sites, Hedley Beare Centre for Teaching and Learning in Stirling and Nature Conservation House in Belconnen. Both these locations are utilised in line with COVID safe guidelines with both sites close to maximum occupancy each day. • ESO staff are choosing to combine work-from-home and office-based work on a basis that meets both the Directorate's operational requirements and the individual circumstances of staff. 	

Sustainability

- Capital Works + Infrastructure
- E-waste
- Curriculum .

ANNUAL REPORT HEARING BRIEF

Add reference number

Portfolio/s: Education and Youth Affairs

Sustainability in EDU Capital Works

Talking points:

- EDU has achieved all annual emission reduction targets from 2016-17 to 2019-20.
- Emission reductions have been achieved through: investment in building elements including roofing, heating systems and glazing; the tuning of existing mechanical systems; and behavioural change.
- In 2020 EDU committed to a 33 percent emission reduction by 2025 and developed a five-year Emission Reduction Pathway and draft capital investment plan to achieve the target.
- Air quality monitoring and modulation is enabled at 65 school sites via CO₂ sensors to maximise learning conditions.
- New public schools are designed to be zero emissions in their operations and provide best practice air quality monitoring and modulation.
- Water consumption across the school portfolio increased by 10 percent over 2019-20. A portion of the increase is attributed to estimated bill readings (1.5 percent) and the remainder is attributed to the cessation of water consumption monitoring (and therefore leak detection) due to changed staff priorities during the Covid 19 response.
- Paper consumption increased by 18 percent across the ESO in 2019-20. In context this is a 35 percent decrease on the previous annual reporting period where staff transitioned to 'Follow me' printing. The relative increase is attributed to the supply of paper for remote working arrangements, Covid 19 information and awareness signage requirements, and an increase in staff operating out of the Hedley Beare Centre for Teaching and Learning.

Key Information

- Emission reduction initiatives target provision of comfortable learning environments while achieving emission reductions in line with the ACT Climate Change Strategy.
 - Gas use constitutes 99 percent of EDU emissions at 2020 with the remaining one percent of emissions derived from fleet vehicles.
 - Calwell High School and North Ainslie Primary School received roof upgrades including insulation. Previous roof upgrades have seen a 20 percent reduction in gas use and associated emissions.
 - Telopea Park School and Alfred Deakin High School roof upgrades are scheduled for completion in 2021.

Cleared as complete and accurate: 24/02/2021
Cleared for public release by: Executive Branch Manager Ext: 54593
Contact Officer name: Beth Mitchell Ext: 78364
Lead Directorate: Education
TRIM Ref:

ANNUAL REPORT HEARING BRIEF

- Melba Copland Secondary School College received a heating and cooling system upgrade. The system has seen a 60 percent reduction in gas use and associated emissions.
- Energy Efficient Heating System Renewal program commenced in 2019-20 with the design of a modern heating and cooling system at Hawker College. The system was commissioned in 2020-21.
- Energy efficiency upgrades were completed at Melba Copland Secondary School High School and Gordon Primary School and included ceiling insulation, double glazing windows and LED lighting upgrades.
- Sustainable Transport initiatives promote active, low to zero emission transport alternatives for students and EDU staff.
 - Since 2016 EDU has budget to install up to two bicycle parking facilities per year. Schools are prioritised in the order they signed up to the Ride or Walk to School Program. Each facility holds approximately 80 bicycles or scooters.
 - Design of bicycle parking facilities was completed for three schools in 2019-20. Two facilities are programmed to be built in 2020-21 at Southern Cross Early Childhood School and Kingsford Smith School.
 - A draft five-year program for the rollout of additional bicycle parking facilities has been developed as part of the EDU Emission Reduction Pathway.
- Solar expansion and battery energy storage systems reduce operational and capital upgrade costs associated with the transition to zero emission (electric) schools. They also provide a visual commitment to a zero emission future.
 - Solar carpark lighting was installed at Mount Rogers Primary School.
 - In 2020-21, two solar battery energy storage systems were installed with co-funding from Environment, Planning and Sustainable Development Directorate (EPSDD). The system installed at Margaret Hendry School has seen a reduction in electricity costs of 54 percent (\$7k) in the first three months of operation. The system at Caroline Chisolm Senior School is operational in February 2021 and includes a solar expansion (79kW).
 - In 2020-21 solar expansions were completed at Mount Stromlo High School (179kw) and Monash Primary School (89kW). Cost savings in the first year of operation equate to \$22k and \$25k respectively, representing a 35 percent and 52 percent reduction in annual electricity costs for the school.

Background Information

- The ACT Climate Change Strategy 2019-25 targets a 33 percent emission reduction across ACT Government operations. This is an interim target towards achieving net zero emissions by 2045. Emission reduction targets are legislated under the ACT Climate Change and Greenhouse Reduction Act 2010.
- From January 2020 electricity supplied to the ACT produces net zero emissions as it is sourced through renewable electricity contracts.

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eWaste minimisation & IT sustainability - Executive Summary

Dot Points:

- The Education Directorate aligns its approach to IT sustainability to the ACT Government's *Sustainable Energy Policy* by introducing processes to ensure local school ICT planning and decisions are consistent with maintaining a sustainable ICT environment.
- One of the sustainability measures relates to setting a sustainable base of devices in schools for student use, including measures for end of life, repairs and device replacement.
 - The Directorate introduced a Bring Your Own Device (BYOD) policy which allows students and staff to bring their own Personal Electronic Devices for use, allowing reuse of existing equipment.
 - ACT Government invests in Primary schools by providing a ratio of one computer per three students, with each device having a useful life of four years (ACT Treasurer's statement regarding equipment effective life)
 - ACT Government invests in ACT public secondary schools through the Technology Enabled Learning (TEL) program, which was implemented in 2018. The program provides secondary students in ACT public schools with a device under a three-year loan arrangement. Students are expected to return these devices upon exiting the school system, or once the device has been in use for three years.
- The Directorate utilises these returned devices as a pool of spares and parts for repairs.

eWaste, Disposals and ACT Government requirements

- Digital, Data and Technology Solutions (DDTS) administer the Treasurer's directive on the effective life of IT equipment (e.g. laptops have an effective life of four years, desktops five years, and computer monitors ten).
- When a device reaches end of life, Digital, Data and Technology Solutions collect the device and replace it with a more modern device. This process is initiated by the Directorate, and DDTS carry it out on the Directorate's behalf.
- DDTS manage the disposal of any devices for the Directorate. Their process of disposal or recycling, including wiping of data of devices, complies with the Education Directorate's *Asset Management* policy, as well as the ACT Whole of Government *Procurement Policy Circular PC06: Disposal of Assets*
- DDTS have made arrangements with an external company (in line with ACT Government requirements) who assess the value of the retired device and then either:
 - Unenroll the device and wipe any data in order to be sold second hand; or
 - Arrange for the device to be recycled according to ICT green recycling principles.
- The *Computers for Teachers* and *Computers for Administration Staff* program provides school-based staff with a standard device funded by the Directorate.
 - An ongoing schedule for refreshment ensures that staff are using modern, secure devices.
 - The refreshment program is conducted annually, and DDTS dispose of any end-of-life CFT and CFA devices in accordance with the principles above.

- Since February 2018, 1,046 Chromebook devices have been deprovisioned due to being damaged and not being able to be repaired, lost, stolen or not returned to schools.
 - Due to COVID-19 pandemic remote learning period there was an increase in deprovisioned devices, with 910 devices deprovisioned in 2020.
 - Devices are reported damaged, lost or stolen are reported through the ACT Education device deprovision process, which includes all stolen devices requiring a police report.

Environmental Sustainability in Schools – Executive Summary

Sustainability in the Curriculum

- In the ACT the Australian Curriculum is required to be implemented by all ACT schools. The Australian Curriculum Cross-Curriculum Priority of Sustainability supports students to develop the knowledge, skills, values and world views necessary to contribute to more sustainable patterns of living.
- All Australian Curriculum learning areas have a potential to contribute to the sustainability cross-curriculum priority. Across the learning areas content descriptions and elaborations tagged with the sustainability symbol illustrate how content might be taught in relation to the sustainability cross-curriculum priority.
- Some learning areas have content that enables students to work with ecological and human systems and to appreciate their interdependence. Other learning areas contribute to the development of world views necessary for students to act to create a more socially and ecologically just world. There are other learning areas that provide content that challenge students to consider sustainable futures and to design and take action that recognises projected future economic, social and environmental impacts.
- The Education Directorate has a team of curriculum experts who are able to support schools in the delivery of the Australian Curriculum.

Examples of sustainability in ACT public schools

Academy of Future Skills

With professional support and resources from the Academy of Future Skills:

- Year 3 teachers at Majura Primary School delivered a STEM unit on sustainable housing. Students tested the insulation properties of various materials and investigated the most efficient placement of solar panels. They applied their results to build and test a model house using recycled materials.
- Year 3/4 teachers at Harrison School delivered a STEM unit on wind as a renewable energy source. Students built and tested turbine blades to determine the most efficient size and number of blades.
- Year 5/6 teachers at Harrison School delivered a STEM unit on solar ovens as a sustainable cooking method. Students tested different materials for their heat absorption and insulation properties, then applied their results to build functioning solar ovens.

SEE-Change: Parliament of Youth on Sustainability

The Directorate provides financial support to SEE-Change to contribute to the Parliament of Youth on Sustainability. The Parliament of Youth on Sustainability is an annual program for students from kindergarten to Year 12 to research and develop proposals on how we can make Canberra and the region more sustainable. It culminates in a one-day mock-parliament event. The Directorate provided a grant to of \$8,000 per year for two years in 2018/19 and 2019/20. The 2020 program was held over until this year due to COVID-19. The Parliament of Youth on Sustainability theme for 2021 is “What is one action we can take to thrive on Ngunnawal Country?” The Parliament of Youth on Sustainability enables students to:

- develop knowledge, critical thinking, responsibility and values to determine and contribute more sustainable patterns of living work
- work collaboratively to determine one original idea about how to make Canberra more sustainable.

Actsmart Schools Program

The Directorate provides in-kind support through venues for Actsmart teacher workshops. The workshops are accessible by all ACT teachers with information about ACT Government's Actsmart Schools program and assist schools to embed whole school climate change and sustainability action.

INTERNATIONAL STUDENTS – Executive Summary

Key Information:

- Attracting international students to study in Canberra is beneficial to the ACT economy, contributing approximately \$11 million to the Education Directorate (the Directorate) in 2018-19.
- There are two categories of fee-paying international students – those on visa 500 (school sector) and dependants of temporary residents, noting that fees for the latter are determined by the parent's specific visa classification.
- As at June 2020, there were 489 full fee-paying international students in the ACT government school system. This compared with 556 as at June 2019.
- The major source markets for the Directorate's international students are China, Vietnam and Korea, with lesser numbers drawn from various other South East Asian countries.

Fee Waiver

- Temporary residents can request a fee waiver through the International Education Unit (IEU). The IEU undertakes a preliminary assessment of the request, providing a recommendation to the delegate for determination.
- In cases of demonstrated financial hardship, or a significant change in circumstances after a visa is granted, the Directorate can assist temporary residents to access schooling for their dependants. This includes approved payment plans and/or tuition fees being waived for a specified period.
- When fees are waived, revenue to the ACT Government is foregone, with no replacement source.

Fee Exemption

- Families holding, or bridging to, a humanitarian, asylum, protection, safe haven or refugee visa subclass are not liable for tuition fees when enrolling their dependants in an ACT government school.
- No tuition fees are charged for holders of employment related visas based on the Department of Home Affairs *Medium and Long Term Strategic Skills List* or the *Regional Occupation List*. Those on partner, carer, adoption or higher education (research only) visas are also fee exempt.

Background Information:

- Section 26 of the *Education Act 2004* provides for fees to be charged to residents who hold a temporary visa under Section 30(2) of the *Migration Act 1958 (Commonwealth)* unless in an identified fee exempt category.

- The Department of Home Affairs requires all temporary visa holders maintain adequate education arrangements for school-aged dependants. Visa applicants make a formal declaration confirming their agreement to this at the time of their visa application.
- Under the *Education Amendment Bill 2020*, now in effect, the Minister must waive the tuition fee if satisfied a temporary resident has demonstrated financial hardship or has other justifiable circumstances. Further, there should be no fee charged whilst a waiver request is under consideration.
- The International Education Unit within the Directorate is responsible for the marketing, administrative management and welfare arrangements of the Directorate's international education service offerings (including school programs, homestays, delegations and study tours).
- The Directorate is registered with the **Commonwealth Register of Institutions and Courses for Overseas Students** and acts in accordance with the *Education Services for Overseas Students Act* and the *National Code of Practice* which sets nationally consistent standards and procedures for registered providers. Registration is current to June 2024.

Statistics:

- International student tuition fees are reviewed on a two year basis and approved by the Minister. As at February 2021, the annual fees are:
 - \$4,200 PreSchool
 - \$11,100 Primary (K – Year 6)
 - \$14,500 High (Year 7 – Year 10)
 - \$16,200 College (Year 11 – Year 12)
- Waivers and Exemptions (by school year)

Waivers (applicable to that school year; if hardship continues, a new application to be lodged)						Exemptions (applicable for duration of eligible visa)			
2019			2020			2019		2020	
20 students			[redacted] students			357 students		246 students	
<i>Prim</i>	<i>High</i>	<i>Coll</i>	<i>Prim</i>	<i>High</i>	<i>Coll</i>				
12	[redacted]	[redacted]	24	15	[redacted]				
Value: \$172,500			Value: \$377,787					Value: \$5,085,062	

Note: Financial value of exemption is calculated to end date of relevant visa.

- Enrolments

Fee-Paying Student Enrolments	June 2019	June 2020	Feb 2021
Visa 500 (school sector)	363	294	153 **
Dependants of Temporary Residents	193	195	237
<i>Total</i>	556	489	390

International Students by Sector			
PreSchool / Primary	142	173	188
High School	122	100	77
College	292	216	125
Care, Accommodation, Welfare			
Directorate	219	117	45
Department of Home Affairs approved guardian (eg parent)	300	338	335
Independent Living (18 yrs plus)	37	34	10

** This figure includes offshore students studying remotely and students for whom a Commonwealth travel exemption is underway.

Note: COVID-19 has adversely impacted enrolment of international students, resulting in confirmation of 20 deferrals and 29 withdrawals in the period 2020/21.

Supporting Parent Engagement Grants – Executive Summary

Background

- The Supporting Parent Engagement Grants Program (the Program) forms part of the 2016 ACT Governments election commitment under the Supporting Parent Engagement Plan
- \$0.8m was committed through the 2019-20 Budget Review to fund the election commitment aimed at building parent and citizen (P&C) associations capacity to strengthen parent engagement in ACT Public Schools.
- The Program aligns with the commitments articulated in the ACT Government's Future of Education Strategy: *Strong communities for learning* and it recognises parents and families as children's first educators and that family-school partnerships have significant and long-lasting impacts across communities.
- The Program aims to:
 - increase the business acumen and enterprise skills of ACT public school P&C associations to run effective businesses such as Outside School Hours Care (OSHC) programs;
 - build efficacy of ACT public school P&C associations to strengthen family-school partnerships and embed effective parent engagement strategies as 'business as usual';
 - develop and promote practical tools and resources to strengthen parent engagement to maximise the impact on children's learning and wellbeing outcomes;
 - support sustainable and innovative initiatives to foster greater parent engagement and improve learning and wellbeing outcomes for children and young people; and
 - better promote P&C associations to increase involvement of all parts of the school community including Aboriginal and Torres Strait Islander families.
- The following groups are eligible to apply:
 - P&C associations linked with an ACT public school (including sub-committees such as school canteen, OSHC, uniform shop)
 - ACT public schools (that do not have an active P&C association)
 - the Council (on behalf of a parent group wishing to form a P&C association).
- The program commenced by opening Round 1 on 26 June 2020.
- The Program is seeing strong interest with 41 applications received for Rounds 1, 2 and 3 and a total of \$0.467m paid or committed.
- Key themes of supported projects to date include engagement / community hubs, raising awareness of cultural integrity and parent engagement, support for

inclusion of EAL/D communities, virtual communications support and P&C governance support.

- Round 4 closed on 5 February 2021 with 7 applications received. This Round is currently under assessment.
- In 2016, the ACT Government committed to a Supporting Parents Plan; one component is to fund a grants program to parent groups for activities and programs to enhance parent engagement at schools and support strong parent communities (EC LAB 030-80).
- On 18 May 2020, the Minister agreed to the guidelines for the Program (Guidelines are attached).

Budget

- A total of \$0.467m in grants has been paid or committed to date:
 - Round 1 closed 7 August 2020. \$0.118m was awarded to seven recipients as part of this round. The details of Round 1 are published on the [EDU webpage](#).
 - Round 2 closed on 18 September 2020. \$0.171m has been offered to eleven applicants as part of this round. Details of successful projects will be made publicly available once offers have been accepted.
 - Round 3 on 30 October 2020. \$0.178m has been offered to eleven applicants as part of this round. Details of successful projects will be made publicly available once offers have been accepted.
 - Round 4 closed on 5 February 2021 and is currently under assessment.
 - Round 5 was announced on 9 February 2021 and is due to close on 2 April 2021.
 - Further rounds will be announced pending available funding.

Applications Summary for Rounds 1 2 and 3

	Round 1	Round 2	Round 3	TOTAL
Successful Applications	7	11	5	23
Partial Successful Applications ¹	-	1	1	2
Unsuccessful Applications ²	4	2	6	12
TOTAL Applications	11	12	20	43
Funding Awarded / Offered	\$118,487	\$170,631	\$178,403	\$467,521

Note 1 – Round 2: 1) Torrens Primary (coffee machine purchase component of \$7,150 not supported), 2) Franklin School (rebranding expenses as a result of school renaming component of \$3,716 considered BAU expense), 3) Narrabundah College (purchase of furniture component of \$15,000 not supported).

Round 3: 1) Lyneham Primary School (gift vouchers to volunteers component of \$1,200 not supported (to be funded by the P&C)), 2) Macgregor Primary School (cultural awareness training component \$1,500 not funded through the grants however this

request will be funded internally through the A&TSI section), 3) Canberra High School (\$3,320 in annual audit professional fees and banking supplies considered BAU).

Note 2 – Round 1: Yarralumla Primary School submitted 2 separate applications (one requesting to fund a shade sail and one to fund HVAC in the hall, both not supported through this grants program),

Round 2: Monash Primary School (project requested funds to hold a series of events at Inflatable World which was not supported)

Round 3:

6 applications from Dickson College, Giralang Primary School, Kaleen Primary School, Mawson Primary School, Isabella Plains Early Childhood School and Gilmore Primary School all either lacked sufficient detail or projects did not draw a strong link to parent engagement. These applicants have been offered support and feedback to re-apply for future rounds.

2 applications from Fadden Primary School and Gowrie Primary School requested funding to purchase teacher devices and student devices. Support for their projects will be offered internally as part of core service offering by the Education Support Office.

The application from the ACT Council of Parents and Citizens Association did not meet the eligibility criteria however the proposed project to fund Cultural Awareness training for P&C members, P&C staff and parents has been offered to be provided internally by the Education Support Office.

RELIGIOUS EDUCATION IN ACT PUBLIC SCHOOLS – Executive Summary

- As per the *Education Act 2004 (ACT)*, parents of children at an ACT Public School may request that their child receive religious education in a particular religion. If such a request is received, there is a requirement that reasonable time is allowed for the child to receive religious education in the requested religion.
- It is the responsibility of the principal to coordinate the teaching of religious education to ensure compliance with the Religious Education (RE) in ACT Public School procedures.
- The Education Directorate (the Directorate) has policy and procedures as guidance for schools, but the coordination and provision of RE is conducted at the school level.
- The Directorate does not collect system-wide data on the provision of RE in ACT Public Schools.
- The major provider of RE in schools is Christian Education in Schools (CEIS), which appears to be a cross-denominational initiative of ACT churches in the Christian faith.
- The CEIS website states that it operates in 39 ACT public schools however this data cannot be verified as it is not recorded centrally by the Directorate.

Background

- People providing religious instruction in schools must:
 - Be approved to provide the religious education program by the authorised religious body
 - Hold a current registration under the *Working with Vulnerable People (Background Checking) Act 2011 (ACT)*
 - Carry their Working with Vulnerable People registration card with them on school premises
 - Comply with the Education Directorate's Working with Children and Young People (Volunteers and Visitors) Interim Policy
 - Comply with and abide by the Working with Children and Young People and Code of Conduct for Volunteers and Visitors.
- Explicit parental consent must be obtained for children to participate in religious education classes. Classes should be organised for a reasonable time, which is defined as no more than 40 minutes for one lesson; or 7 hours per school term as negotiated with the principal. The principal has some discretion which can be exercised in negotiating with the provider/s as to what is reasonable for students at their school.

Students undertaking a religious education class must be separated from other students at the school, and a suitable location should be found on school grounds. The selected site must provide appropriate outside visibility to enable periodic observation by the school principal and/or teaching or administration staff.

For students who are not attending the religious education program, schools must provide classes from the regular, approved school curriculum during the duration of this religious instruction.

Gender Equality Education (Respectful Relationships Education) – Executive Summary

Key Information:

- A focus on respectful relationships is important because gender inequality and gender-based violence continue to have a profound effect on outcomes for Australians.
- Gender Equality Education (also known as Respectful Relationships Education) is a school-based approach to primary prevention of domestic and family violence. It aims to develop skills and attitudes early that will prevent gender-based violence from happening in the future.
- At the universal level (all students), schools teach Gender Equality Education through the Australian Curriculum supported by social and emotional approaches and specific Gender Equality Education resources.
- The Health and Physical Education curriculum includes an emphasis on both respectful relationships and the health and wellbeing aspects of sexuality education, such as learning about changes to the human body as people grow and mature and safe and healthy emotional and sexual relationships.
- From the time children enter the school system (preschool) onwards, children learn content about protective behaviours and also personal and social capabilities that form the basis of understanding concepts such as respect and consent.
- ACT Education is careful not to promote one specific program as the solution to cultural change, acknowledging each school community has particular needs. Teaching skills and shaping attitudes to combat gender-based violence requires an intentional whole school approach. For this reason, the Education Directorate is committed to ongoing work to continue to strengthen schools' approaches in this area.
- In addition to the primary prevention approach of respectful relationships the Directorate provides a range of supports for individual students and families who have/are experiencing family violence. This includes school-based wellbeing support, support from the Network Student Engagement Teams and links to external service providers.
- The Directorate has Senior Psychologist trained in the National Association for Prevention of Child Abuse and Neglect (NAPCAN)'s Love Bites program that is available to school on request.
- The Directorate is working closely with the Family Safety team within Community Services Directorate to ensure messaging relating to respectful relationships is reflected in the frontline worker training for education staff.
- The Directorate funds Sexual Health and Family Planning ACT to deliver the Safe and Inclusive Schools Initiative (SAIS). SAIS supports schools to create safe and inclusive environments for same sex attracted, gender diverse and intersex students.
- A key focus of support to schools through professional learning and advice is promoting gender inclusive practice and challenging rigid gender roles and harmful stereotypes of masculinity and femininity.

Background

- Gender Equality Education is an essential part of preventing violence against women by giving children and young people the skills to reject aggressive behaviour, discrimination and challenge gender stereotypes.
- YWCA again raised RRE in their submission to the "Select Committee on Estimates 2019-2020 Community and Industry Groups". YWCA requested \$100 000 to deliver their professional learning program to schools and has again expressed criticism of the in adequacy of the Directorate's approach to RRE. They had previously requested \$200 000 to deliver their professional learning program.
- The Select Committee on Estimates report recommended that ACT Government investigate implementing the Victorian Model of Respectful Relationships in all ACT Government schools and provide funding to train teachers to deliver respectful relationships training in schools.
- In the ACT some non-government organisations, such as the YWCA, Police Citizens and Youth Club, Life Education, Canberra Rape Crisis Centre and Menslink offer training to schools in this area. Programs delivered by Sexual Health and Family Planning ACT and Canberra Rape Crisis Centre address consent.

Resources from *The Line*, an Our Watch campaign, have been promoted to schools and include support for teachers to address topics such as respect in relationships and consent. RECORD 7

Gifted and Talented education – Executive Summary

- In August 2019 the ACT Education Directorate commenced a formal review of the *Gifted and Talented Students Policy* (the Policy), first published in 2014.
- The Policy provides schools with further support and direction on identification of gifted and talented students, early entry to preschool/kindergarten, accelerated learning and meeting the needs of gifted students.
- The Directorate has updated the Policy following extensive consultation with the P&C, the ACT Gifted Families Support Group, the ACT Principals Association and the Australian Education Union, as well as senior psychologists, teachers and school leaders.
- Key changes to the policy include:
 - separation of policy and procedures
 - use of language and practice based on contemporary research and knowledge
 - clarity of roles and responsibilities of the Education Support Office, Directors of School Improvement, principals, Gifted and Talented Liaison Officers, teachers, school psychologists and parents/carers
 - clarity of assessment tools to identify potentially gifted and talented students, using data from multiple subjective and objective measures (parent nomination checklists, teacher nomination checklists, psychometric testing, school based ability testing, standardised achievement tests, parent observations, teacher observation and school work/reports)
 - clarity of early entry processes for preschool and kindergarten
 - support for early entry testing for families who cannot afford it.
- The Directorate will provide schools with the updated policy and procedures early 2021, via Schools Bulletin, School Operations and on the recently launched Service Portal.
- The Directorate will also host a virtual information session for school Principals that outlines changes to the Policy and the implementation support available from the Education Support Office.
- School principals are required to nominate a Gifted and Talented Liaison Officer (GaTLO) who provides a point of contact between the school, the Directorate and parents regarding the needs of gifted and talented students. The Directorate is developing professional learning and networking opportunities for GaTLOs and will host an information session early 2021 to support them in their role.
- Parent factsheets will also be reviewed and updated to reflect contemporary research and the changes to the Policy. This will include consultation with the ACT Gifted Families Support Group.

Sex Education in the Australian Curriculum – Executive Summary

- The Australian Curriculum: Health and Physical Education has a strong focus on providing students with ongoing, developmentally appropriate and explicit learning experiences through the focus area: Relationships and Sexuality.
- The content in the Relationships and Sexuality area in the Foundation to Year 10 curriculum supports students to develop knowledge, understanding and skills that will help them to establish and manage respectful relationships. It also supports them to develop positive practices in relation to their reproductive and sexual health and the development of their identities. In doing so, students will gain an understanding of the factors that influence gender and sexual identities.
- Content is age-appropriate, inclusive and designed to meet the needs of all students. Schools communicate regularly with students' parents/carers to inform them and ensure learning programs are sensitive to families' cultural and religious beliefs and preferences.
- As with other areas of student diversity, it is crucial to acknowledge and affirm diversity in relation to sexuality and gender in Health and Physical Education. Inclusive Health and Physical Education programs which affirm sexuality and gender diversity acknowledge the impact of diversity on students' social worlds, acknowledge and respond to the needs of all students, and provide more meaningful and relevant learning opportunities for all students.
- All school communities have a responsibility when implementing the Health and Physical Education curriculum to ensure that teaching is inclusive and relevant to the lived experiences of all students. This is particularly important when teaching about reproduction and sexual health, to ensure that the needs of all students are met, including students who may be same-sex attracted, gender diverse or intersex. Schools work in a range of ways to assist students build the skills, values and attitudes required to develop and maintain positive, healthy and respectful relationships, including:
 - reinforce concepts and messaging about respect, equality and kindness (and similar) through their school mottos and related activities
 - have behavioural approaches that explicitly teach positive behaviour and respect for others, for example Positive Behaviour for Learning (PBL)
 - deliver Social and Emotional Learning (SEL) programs in line with the Directorate's *Safe and Supportive Schools Policy* (2016)
 - use programs such as KidsMatter or Mindmatters that embed values such as respect into school routines, assisting to develop a whole school approach
 - use restorative approaches and strategies that facilitate students to develop skills such as problem solving and empathy, for example, Circle Time
 - use Pastoral Care programs to focus on social and emotional learning
 - use eSafety programs to reference respectful relationships online including specifics around online communication and image sharing
 - engage with external agencies for additional resources and programs including Sexual Health and Planning ACT (SHFPACT), YWCA, Our Watch

- Using these practices as a foundation, Respectful Relationships Education (RRE) further develops content that explores gender equality, respectful, equal and non-violent relationships. The ACT Education Directorate recognises that RRE is most effective when used as part of a whole school approach.

Background

- Over time, sex and sexuality education has become an important part of the Health and Physical Education curriculum, and embedded in respectful relationships practices.
- Sex and sexuality education has become more important with children exposed at younger ages to technology, films, dance videos advertising and social media which include highly sexualised messages and content. It is therefore important that discussions about respectful and healthy relationships start early.

- Respectful Relationships and the Australian Curriculum

Curriculum Links to Health and Physical Education

- The Australian Curriculum outlines explicit links to Respectful Relationships learning and teaching through Health and Physical Education.
- Addresses physical, social and emotional changes that occur over time and the significant role relationships and sexuality play in these changes. The content supports students to develop knowledge, understanding and skills that will help them to establish and manage respectful relationships. It also supports them to develop positive practices in relation to their reproductive and sexual health and the development of their identities.

Curriculum Links by General Capabilities

- General Capabilities in the Australian Curriculum provide students opportunities for social and emotional learning (SEL) in:
 - Personal and Social capability
 - Ethical Understanding
 - Critical and Creative Thinking
 - Literacy
 - Intercultural Understanding
 - Learning Continuum of Information and Communication Technology (ICT) Capability

The Australian Curriculum: Health and Physical Education

Relationships and sexuality content:

Band of Development	Content:
F-2	<ul style="list-style-type: none"> • parts of the body and how their body is growing and changing • people who are important to them • strategies for relating to and to interacting with others • assertive behaviour and standing up for themselves
Year 3-4	<ul style="list-style-type: none"> • developing respectful relationships • managing physical, social and emotional change • strategies that can be used in situations that make them feel uncomfortable or unsafe • valuing and respecting diversity
Year 5-6	<ul style="list-style-type: none"> • changes and transitions associated with puberty • establishing and managing respectful relationships • influences of emotional responses on behaviour and relationships
Year 7-8	<ul style="list-style-type: none"> • impact of transition and change on identities • managing personal, physical and social changes that occur as they grow older • relationships and their impact on their own and others' wellbeing • strategies to demonstrate empathy and sensitivity • accessing health information
Year 9-10	<ul style="list-style-type: none"> • shaping of identities and how individuals may impact on identities of others • impact of changes and transitions on relationships • responses in situations where external influences may impact on their ability to make healthy and safe choices • contribution of empathy and ethical decision making in respectful relationships • accessing health information from a range of sources

Year 11-12

- The Senior Secondary Australian Curriculum includes Mathematics, History, Geography, Humanities and Social Sciences, English and Science. Sexual health and respectful relationships are addressed through some of these courses.
- All ACT Senior Secondary schools incorporate opportunities for students to develop skills, knowledge and understandings about healthy relationships and sex education through school based pastoral care programs.
- Schools engage with external providers including Sexual Health, Lifestyle and Relationships Program (SHLiRP) who work in collaboration with Sexual Health and Family Planning ACT and the Canberra Sexual Health Centre. SHLiRP bring sexual health screening clinics and sexual health/sexuality education to secondary colleges in the ACT.

Drug Education in the Australian Curriculum – Executive Summary

- ACT schools implement the Australian Curriculum. Learning opportunities about alcohol and drug use is in the *Australian Curriculum: Health and Physical Education* from Foundation (Kindergarten) to Year 10.
 - ‘Alcohol and other drugs’ is one of 12 focus areas in the *Australian Curriculum: Health and Physical Education* that provides the breadth of learning across Foundation to Year 10 that must be taught for students to acquire and demonstrate the knowledge, understanding and skills described in the achievement standard for each band of learning.
 - The ‘Alcohol and other drugs’ focus area addresses a range of drugs, including prescription drugs, bush and alternative medicines, energy drinks, caffeine, tobacco, alcohol, illegal drugs and performance-enhancing drugs. The content supports students to explore the impact drugs can have on individuals, families, and communities. In F-2 medicines only are covered.
 - It is expected that all students at appropriate intervals across the continuum of learning from Foundation to Year 10 will learn about:
 - *safe use of medicines*
 - *alternatives to taking medicines*
 - *the effect of drugs on the body (including energy drinks and caffeine)*
 - *factors that influence the use of different types of drugs*
 - *impact of drug use on individuals and communities*
 - *making informed decisions about drugs (assertive behaviour, peer influence, harm minimisation, awareness of blood-borne viruses)*
 - *performance-enhancing drugs in sport.*
 - Teachers can access a range of resources on alcohol and drug education to support the delivery of the curriculum in ACT schools. Decisions to adopt specific educational materials and resources are school based.
 - The Australian Curriculum provides students with opportunities to learn how to access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others’ health, wellbeing, and safety.
- The Directorate holds the position that the consumption of drugs, other than prescription medication, is not permitted in schools. This is also the case for students who are legally able to drink alcohol and smoke. Drinking alcohol and smoking on school premises is not permitted.
- The Directorate’s *Alcohol Policy* states that ‘Students, regardless of age, are not permitted to consume or possess alcohol at any school activity including excursions, outdoor adventure activities and camps’.

Examples of 'Alcohol and other drug' content in *Australian Curriculum: Health and Physical Education*:

Foundation	<ul style="list-style-type: none"> • Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy • Identifying knowledge, skills and understandings that can help keep them safe and healthy • Identify actions that promote health, safety, and wellbeing • identifying household substances that can be dangerous and suggesting examples of how they can be stored safely in the home
Year 1 -2	<ul style="list-style-type: none"> • Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem, or situation • Describing warning signs (physical, emotional, and external) that can help them to know if they are safe or unsafe • Recognise situations and opportunities to promote health, safety, and wellbeing • Identifying poison labels and medicine packaging and understanding to ask an adult before taking medicines • Identify and practise emotional responses that account for own and others' feelings • Identifying the body's reaction to a range of situations, including safe and unsafe situations, and comparing the different emotional responses • Identify and practise emotional responses that account for own and others' feel • Recognising own emotions and demonstrating positive ways to react in different situations • Rehearsing assertive behaviours and strong non-verbal communication skills • Identifying and practising appropriate responses to unsafe situations in relation to drugs and drug use
Year 3-4	<ul style="list-style-type: none"> • Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe • Recognising physical responses that indicate they are feeling uncomfortable or unsafe • Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe • Identifying and practising appropriate responses to unsafe situations in relation to drugs and drug us • Describe how respect, empathy and valuing diversity can positively influence relationships

	<ul style="list-style-type: none"> • Predicting and reflecting on how other students might feel in a range of challenging situations, and discussing what they can do to support them
Year 5-6	<ul style="list-style-type: none"> • Examine the influence of emotional responses on behaviour and relationships • Analysing situations in which emotions can influence decision-making, including in peer-group, family, and movement situations • Exploring the emotions associated with feeling unsafe or uncomfortable and how emotions can vary according to different contexts and situations • Plan and practise strategies to promote health, safety, and wellbeing • Scripting and rehearsing how to refuse drugs they may be offered, such as medication, tobacco product or alcohol
Year 7-8	<ul style="list-style-type: none"> • Practise and apply strategies to seek help for themselves or others • Examining scenarios to highlight how emotions, dispositions and decision-making can affect outcomes • Investigate and select strategies to promote health, safety, and wellbeing • Investigating reasons why young people choose to use or not use drugs, and proposing strategies to make informed choices • Proposing and practising strategies for celebrating safely, including assertiveness, refusal skills, planning travel arrangements and contingency plans • Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing • Examining how individuals, family and peer groups influence people's behaviours, decisions, and action • Analysing how behaviours, actions, and responses to situations can change depending on whether they are by themselves, with friends or with family
Year 9-10	<ul style="list-style-type: none"> • Evaluate factors that shape identities and critically analyse how individuals impact the identities of others • Analysing how societal norms, stereotypes and expectations influence the way young people think about their bodies, abilities, gender, sexuality, food, physical activity, sexual health, drugs and/or risk-taking behaviours • Examine the impact of changes and transitions on relationships • Practising skills to deal with challenging or unsafe situations, such as refusal skills, communicating choices, expressing opinions, and initiating contingency plans • Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at short- or long-term risk • Proposing and practising a range of realistic responses to scenarios where peers are encouraging them to take unnecessary risks

PLANT BASED DIETS IN SCHOOLS – Executive Summary

Key Information:

- All ACT public schools are required to adhere to the ACT Public School *Food and Drink Policy* which states that 'green' (healthy) foods should always be on the canteen menu, this includes fruit and vegetables.
- This policy promotes a consistent, whole school approach to the provision and sale of healthy food and drinks in ACT public schools and uses a traffic light system to identify healthy and unhealthy foods, in line with national dietary guidelines. All schools are encouraged to increase green foods on their menu, decrease amber foods; and remove red food items.
- Provisions for cultural, religious, medical and dietary requirements (e.g. vegetarian and vegan diets) are considered in every ACT Public school canteen and signed off by the Principal, working closely with their school communities to meet the needs of their students.
- Since 2012, significant work has occurred to improve the nutritional value of items on canteen menus with the delivery of education programs through Nutrition Australia. These programs assist school canteens in the development of menus that increase the prevalence of green healthy options (which includes plant-based menu items) and reduce the proportion of amber and red items on school canteen menus in the ACT.
- The Education Directorate (the Directorate) has established strong networking and partnerships between ACT Health, Nutrition Australia ACT and external canteen providers to improve nutrition in ACT public school canteens.
- It is through these connections that school canteens have undergone annual Canteen Menu Assessments and are working towards and achieving the removal of all red foods from school canteens and ensuring over 50% of menu items being offered to students are classified as green.
- As of October 2020, all 71 ACT Public Schools canteens are now compliant with the ACT Public School Food and Drink Policy and they also comply with the National Canteen Guidelines.
- A significant number of schools have kitchen gardens where produce is integrated into the delivery of the Australian Curriculum and provides students the opportunities to learn skills within the kitchen. Food and nutrition education in ACT public schools is taught as part of the delivery of the Australian Curriculum. This provides students with opportunities to learn about food production, the benefits of healthy eating, making nutritionally sound choices, and preparation of healthy foods.
- Specialist resources have been developed by the *Australian Curriculum, Assessment and Reporting Authority* to support teachers and allow educators to draw connections across the dimensions of the Australian Curriculum on various conceptual themes. "The Australian Curriculum Connection: Food and Wellbeing resource provides a framework for all young Australians to understand and value the importance of good nutrition for health and wellbeing both across learning areas and specifically within the Technologies learning area as a technologies context in core learning across Foundation to Year 8 and as additional learning opportunities offered by states and territories in Years 9–10".

Background Information

Detail of curriculum content and programs about healthy food choices.

- Fresh Tastes is a free and optional service available to any school in the ACT to help embed a culture of healthy food and drinks. Schools can access resources, training, advice and assistance to implement the ACT Public School Food and Drink Policy and the National Healthy School Canteens Guidelines (NHSCG) in their school canteen. It also provides support for schools to establish and build on school kitchen gardens and provides hands on opportunities to grow and harvest school grown fruit and vegetables.
- One of the components of Fresh Tastes is Food&ME®, a suite of nutrition resources linked to the Australian Curriculum providing materials for teachers to teach students about the Australian Guide to Healthy Eating, including the importance of a balanced diet. Studies have shown that kids who eat well are more likely to concentrate and achieve positive learning outcomes at school. Food&ME® teaches preschool, primary school and high school students about nutrition for good health, how to make healthier food and drink choices and learn how to establish healthy eating habits early in life which contribute to healthy eating habits into adulthood.
- The Fresh Tastes service funded and provided by ACT Health with support from the Directorate, assists 95 ACT primary schools to have healthy food and drink environments (67 ACT Public schools). This includes support for schools to implement the Policy and for canteens to follow the NHSCG.
- Another ACT program focussed on health is It's Your Move. This student led innovation initiative has several streams of engagement. One such stream was Its Your Move: Food Environment. This project within the Its Your Move initiative, had plans to work with a high school to shape student ideas and implement a trial to provide intensive supports to further embed healthier food and drinks options in a student centred and designed dining setting, however as of February 2021, this has yet to be actioned.
- The ACT Nutrition Support Service (ACTNSS) has been contracted by the ACT Government to provide free, professional advice and recommendations to schools to support them in the provision of healthy food and drinks consistent with the NHSCG. Working with ACT Health, ACTNSS in collaboration with the Directorate is assisting school canteens to align menu options with the NHSCG. Nutrition Australia ACT continues to work with ACT public school canteens to improve the nutritional balance of their menus and actively seek to engage new schools in this process.
- The following resources and services work together to provide training and support for ACT school canteens to implement the NHSCG:

National Healthy School Canteen Guidelines 2013

- A range of resources to support canteens to implement the NHSCG, including a Quick Reference Guide, posters and calculators, are available at:
www.health.gov.au/internet/main/publishing.nsf/Content/phd-nutrition-canteens

Go for Green – A User Guide to the National Healthy School Canteen Guidelines.

- Go for Green is specifically for the ACT and is a step by step guide to understand and apply the NHSCG. This resource has been developed by ACT Health in consultation with school users. For information go to www.health.act.gov.au/freshtastes.

ACT Nutrition Advisory Service

- Schools are able to access support, advice, education, training and workshops to assist them to implement the NHSCG. The service will also undertake nutritional analysis of food and drinks,

menu reviews and audits of food and drinks supplied in food outlets, canteens and vending machines. This service will be available from 2015 for four years.

Canteen Fresh ACT (Nutrition Australia ACT)

- Canteen Fresh ACT is a Fresh Tastes service provided by Nutrition Australia ACT for all ACT school canteens to help practically implement the NHSCG. Canteen Fresh ACT supports include small group training for canteen managers, telephone and email advice and newsletters.

ACT Council of Parent and Citizens Associations

- The ACT Council of Parents and Citizens Associations have received funding from the ACT Government to deliver activities that support the sustainability of ACT Public School Canteens, improve business practices and increase healthy options in the school community

Healthy Kids Association

- All school canteens can access recipes and a range of resources on running a canteen from the Healthy Kids Association website. School canteens can also access excellent resources to help canteens and schools with marketing healthy foods. Healthy Kids Association members can access menu reviews, telephone advice, business advice and a Healthy Kids magazine.

Healthcare Access At School (HAAS) Program and School Youth Health Nurse (SYHN) Program – Executive Summary

Healthcare Access At School Key Information:

- The Healthcare Access At School (HAAS) model supports students with complex or invasive healthcare needs to have equitable access to education through the provision of healthcare tasks in school hours across all ACT public schools.
- The Education Directorate (the Directorate) works in partnership with Canberra Health Services (CHS) to deliver the HAAS program and support schools in meeting the needs of their students.
- 2019-2020 Financial year - Throughout 2019-20, a total of 71 students across a total of 36 schools had received support through the HAAS program. As at 30 June 2020, there were 55 students in the HAAS program across 29 schools. This included 25 students across the four specialist schools and 31 students in mainstream schools (with one dual enrolment). Each student is supported by up to three School Assistants (often Learning Support Assistants) who are trained and deemed competent to deliver this care by a Level 2 Registered Nurse.
- 2021 As at 23 February 2021, there were 64 students in the HAAS program across 34 schools. This included 26 students across the four specialist schools and 41 students in mainstream schools (with dual enrolments, and students attending two preschools). Each student is supported by up to three School Assistants (often Learning Support Assistants) who are trained and deemed competent to deliver this care by a Level 2 Registered Nurse.
- The Education Directorate (the Directorate) and CHS engaged the consultant firm Nous to conduct an evaluation of the HAAS program during Term 3, 2018. ~~This report has been finalised and a brief to the minister to enable the publication of the *Evaluation of the Healthcare Access at School (HAAS) Program Report* is being provided to the Minister (MIN19/1477).~~
- The Nous evaluation found that the HAAS program is well established within ACT public schools and is meeting its core role of supporting students with complex health needs. The Report includes 12 recommendations to further strengthen the HAAS program and the Education Directorate supports all recommendations.
- In 2019-20, HAAS expenditure was \$1.074 million against a budget of \$1.1 million.
- For the 2020 Calendar year, approximately \$0.9 million has been expended on HAAS.

Background Information

- The HAAS model is based on a three-tiered approach to healthcare in ACT public schools and involves a combination of Registered Nurses, First Aid Officers and School Assistants. Examples of HAAS tasks include:
 - Care of a tracheostomy,
 - Fluid, nutrition or medication via gastronomy or nasogastric tube,
 - Blood glucose testing and insulin administration,
 - Oxygen therapy.
- Historically, the HAAS program has provided nurse-led care to students with complex or invasive healthcare needs in specialist schools.
- ACT Health (now Canberra Health Services) led a review of HAAS, tabled in the Assembly in August 2015, which led to the collaborative development between ACT Health and Education of a revised HAAS model that meets the ongoing healthcare needs of all ACT public school students.
- There was a phased expansion of the model beginning in January 2016 and being fully implemented in February 2017.

School Youth Health Nurse Program Key Information:

- The School Youth Health Nurse (SYHN) Program is a health prevention and promotion program delivered in ACT High Schools in partnership with Canberra Health Services (CHS).

- The focus of the SYHN program is illness prevention and health promotion. SYHN is delivered by Registered Nurses employed by CHS. SYHN delivers primary healthcare within the schools, concentrating on information, support, and referral rather than treatment.
- Currently there are 5 high schools who do not have a School Youth Health Nurse due to a lack of suitable applicants during the recruitment processes. These schools are:
 - Telopea Park High School
 - Melrose High School
 - Namadgi School
 - Lyneham High School
 - Stromlo High School
- CHS are currently undertaking another recruitment round to employ nurses for the SYHN Program.
- There is no SYHN in the two senior specialist schools. CHS have stated that these students have access to health prevention and promotion through their existing health supports.

Background Information

- An MOU articulates the parameters of the partnership between the two Education and CHS. Program Guidelines provide the framework for delivery of the program in schools. An updated MOU and Program Guidelines is currently in development. Following consultation the MOU will be updated in the following areas: referral pathways for students with mental health concerns, information sharing, improving the SYHN Induction program, and better integration into school wellbeing teams.
- The Directorate and CHS oversee this program and HAAS through the Health Education Cross Directorate Governance Committee.

Year 7 Health Checks Key Information

- The Year 7 Health Check (Y7HC) is a health and wellbeing survey.
- It is delivered alongside the annual School Satisfaction Survey with an opt-out consent to minimise the burden to schools and their students.
- Findings of the survey will be reported at a population level and will be made available to the public annually through the ACT Health website.
- The Y7HC will be used to inform, develop and expand population-based health and wellbeing programs for this age group.

Background information

- The Y7HC is part of the ACT Government’s commitment to improving the health of young people.
- The Y7HC survey will be made available to all schools from 2020 onwards.

National School Chaplaincy Program (NSCP) & Wellbeing Support Workers – Executive Summary

- The National School Chaplaincy Program (NSCP) (The Program) is an Australian Government funded program. The ACT Education Directorate administers the delivery and allocation of funding to the participating ACT schools.
- Under the Project Agreement, the Commonwealth funds the ACT **\$3.91 million over the four years of the agreement (2019-2022)**. It allows for 10 hours per week of chaplaincy provision per school.
- All ACT Government schools ceased participation in the Program at the end of 2019.
- The transition out of the ACT Government Schools from the Program in 2020 was in recognition of the incompatible nature of the Program with the requirement that public education must be non-sectarian and secular. This is consistent with the *Education Act 2004* (ACT).
- In recent years, the ACT Government has made significant investment in student wellbeing for example, through increasing the number of school psychologists and expanding the availability of wellbeing workers in disciplines such as social and youth work. As a result, ACT government schools are well equipped to offer a range of supports for student and school community wellbeing.

Current NSCP in the ACT

- The NSCP funding remains available to Catholic and Independent schools for the duration of the current NSCP agreement (2019-2022) to support the emotional wellbeing of students by providing pastoral care services and strategies that support the emotional wellbeing of the broader school community.
- Currently, **27 ACT schools** participate in the National School Chaplaincy Program (NSCP). This represents **14 Catholic and 13 Independent** schools. No ACT schools participate in the NSCP.
- Under the Program, the school chaplain must have qualifications equivalent to or higher than the Certificate IV in Youth Work or Pastoral Care.
- Chaplains may be from any faith and do not proselytise or evangelise. They must respect, accept and are sensitive to other people's views, value and beliefs.
- All chaplains also must comply with the ACT laws and policies in relation to child protection matters.
- Participation in the chaplaincy program is voluntary. Students are not obliged to participate in the Program and as per the NSCP guidelines, parents and students are to be regularly informed by the school about the availability and voluntary nature of the services.

Wellbeing Support Worker

- In the transition of ACT public schools out of the Program in 2019, the Wellbeing Support Worker role was created to provide direct employment to NSCP ACT Government Schools chaplains for the 2020 academic year.
- The development of the Wellbeing Support Worker (WSW) role was informed by consultation with stakeholders, including school principals, chaplaincy providers and the NSCP chaplains. Wellbeing Support workers role is similar to the NSCP chaplain role, and they must have the same mandatory qualifications as NSCP chaplains, without the need to be religiously affiliated.
- Wellbeing Support Workers are funded by ACT Public Schools. This financial cost is relatively small noting the number of hours of support offered under the NSCP Program was 10 hours and schools matched this commitment for their wellbeing support workers.
- Despite the low cost to schools, in 2020 EDU underwrote the costs to ACT public schools transitioning out of the Program. This offer of support was provided in recognition of the ~~financial hardship~~ ^{cost} that some schools may face when employing Wellbeing Support Workers.
- Wellbeing Support Workers were employed via the School Administrative and Support Staff temporary employment register (Temporary Employment Register). The utilisation of the Employment Register allowed schools to offer their chaplains a temporary fixed-term employment contract under s.110 of the *Public Sector Management Act 1994* for a period of one (1) school year.
- The wellbeing support worker's key responsibilities may include the development and delivery of a range of programs that support student wellbeing and engagement and build partnerships between the school and community agencies.
- The exact parameters of the role are defined at school level so as to meet the needs of the school community.

- In late 2019 NSCP chaplains in 16 ACT public schools offered their chaplain a temporary fixed-term contract for the 2020 school year (note one chaplain worked across 2 schools hence there were 15 chaplains for 16 schools).
- During late 2019 and early 2020, [redacted] of the 15 chaplains accepted this offer to work as a wellbeing support worker during the 2020 school year.
- As of February 2021, [redacted] of the seven chaplains continued their employment as wellbeing support workers. [redacted] did not continue their employment.

NSCP Key Dates

Blue – NSCP program management

Black – ACT Government schools transitioning out of NSCP

Pre 2019

- **Pre 2014** – Secular workers allowed under a former Federal Labour Government
- **2015-2018** – Secular workers not allowed under new formation of the NSCP
- **October 2018** – Min Berry wrote to Federal Education Minister requesting that there be a change to the NSCP to enable the engagement of secular workers.
- **December 2018** – Minister Berry wrote to Federal Education Minister expressing disappointment that the Federal minister refused the request for the NSCP to include secular workers.

2019

- **February 2019** – Minister announced decision to end ACT public school participation in the NSCP.
- **February 2019** – Minister wrote to Chaplaincy ACT informing them of her decision to withdraw ACT public Education from the program.
- **February 2019** - ACT Education Officials met with Chaplaincy ACT to discuss decision and next steps.
- **April 2019** – EDU officials met with Chaplaincy ACT and chaplains to discuss status of transition arrangements including thinking on employment offer for 2020.
- **May 2019** - Discussions progressed with principals and providers of the ongoing work on planning and preparation for transition to direct employment from 2020.
- **May 2019** – Education official wrote to Chaplains ACT to confirm that all Chaplains could remain in schools until the end of 2019.
- **July 2019 September 2019** – Draft position description consultation with key stakeholders (ACTPA, Chaplaincy providers and principals).
- **November 2019** - EDU officials spoke with all principals around the arrangements and job descriptions.
- **December 2019** – ACT Government schools start making offers of direct employment as Wellbeing Support Workers to their schools' chaplains.
- **December 2019** – ACT Education runs a NSCP Cross-Sectoral Panel to select schools to participate in the Program from 2020-2022.
- **December 2019** – Cross- Sectoral Panel selects 27 schools (CEO and AIS) to join the program. All applications received were approved.

2020

- **January 2020** – Deed of Grants for the 27 participating CEO and AIS schools are signed.
- **February 2020** – Wellbeing Support Workers start in their respective schools.
- **February 2020** – NSCP chaplain start (or continue) delivery of services in CEO and AIS schools.
- **late 2020** - ACT public schools with a Wellbeing Support Worker start discussing the Wellbeing Support Worker employment in the following year.

2021

- **January 2021** – New Cross-Sectoral round of applications open. Applications are still being processed and a Cross-Sectoral Panel is expected to decide on the application by early March.
- **February 2021** - [redacted] out of seven Wellbeing Support Workers continued their employment for the 2021 year.

ASO 6	2
ASO 4	4
YSW	3 (through PCYC)

2020-21 Budget technical adjustment -Chaplaincy – Executive Summary

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- Under the Project Agreement, the Commonwealth funds the ACT **\$3.91 million over the four years of the agreement (2019-2022)**. It allows for 10 hours per week of chaplaincy provision per school.
- All ACT Government schools ceased participation in the Program at the end of 2019.
- The transition out of the ACT Government Schools from the Program in 2020 was in recognition of the incompatible nature of the Program with the requirement that public education must be non-sectarian and secular. This is consistent with the *Education Act 2004* (ACT).
- In recent years, the ACT Government has made significant investment in student wellbeing for example, through increasing the number of school psychologists and expanding the availability of wellbeing workers in disciplines such as social and youth work. As a result, ACT government schools are well equipped to offer a range of supports for student and school community wellbeing.
- There were 27 CEO and AIS participating schools in 2020. Total funding expended for 2020 was \$576,864.48 including State administrative funding, with an underspend of \$399,951.52 against the 2020 Budget in the Project Agreement.

Current NSCP in the ACT

- The NSCP funding remains available to Catholic and Independent schools for the duration of the current NSCP agreement (2019-2022) to support the emotional wellbeing of students by providing pastoral care services and strategies that support the emotional wellbeing of the broader school community.
- Currently, **28** CEO and AIS schools participate in the National School Chaplaincy Program (NSCP). This represents **14 Catholic and 13 Independent** schools. No ACT public schools participate in the NSCP.
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- All chaplains also must comply with the ACT laws and policies in relation to child protection matters.
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- Wellbeing Support Workers are funded by ACT Public Schools. This financial cost is relatively small noting the number of hours of support offered under the NSCP Program was 10 hours and schools matched this commitment for their wellbeing support workers.
- Despite the low cost to schools, in 2020 EDU underwrote the costs to ACT public schools transitioning out of the Program. This offer of support was provided in recognition of the financial hardship that some schools may face when employing Wellbeing Support Workers.
- Wellbeing Support Workers were employed via the School Administrative and Support Staff temporary employment register (Temporary Employment Register). The utilisation of the Employment Register allowed schools to offer their chaplains a temporary fixed-term employment contract under s.110 of the *Public Sector Management Act 1994* for a period of one (1) school year.

- The wellbeing support worker's key responsibilities may include the development and delivery of a range of programs that support student wellbeing and engagement and build partnerships between the school and community agencies.
- The exact parameters of the role are defined at school level so as to meet the needs of the school community.
- In **late 2019** NSCP chaplains in 16 ACT public schools offered their chaplain a temporary fixed-term contract for the 2020 school year (note one chaplain worked across 2 schools hence there were **15 chaplains** for 16 schools).
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- **February 2019** – Minister wrote to Chaplaincy ACT informing them of her decision to withdraw ACT public Education from the program.
- **February 2019** - ACT Education Officials met with Chaplaincy ACT to discuss decision and next steps.
- **April 2019** – EDU officials met with Chaplaincy ACT and chaplains to discuss status of transition arrangements including thinking on employment offer for 2020.
- **May 2019** - Discussions progressed with principals and providers of the ongoing work on planning and preparation for transition to direct employment from 2020.
- **May 2019** – Education official wrote to Chaplains ACT to confirm that all Chaplains could remain in schools until the end of 2019.
- **July 2019** **September 2019** – Draft position description consultation with key stakeholders (ACTPA, Chaplaincy providers and principals).
- **November 2019** - EDU officials spoke with all principals around the arrangements and job descriptions.
- **December 2019** – ACT Government schools start making offers of direct employment as Wellbeing Support Workers to their schools' chaplains.
- **December 2019** – ACT Education runs a NSCP Cross-Sectoral Panel to select schools to participate in the Program from 2020-2022.
- **December 2019** – Cross- Sectoral Panel selects 27 schools (CEO and AIS) to join the program. All applications received were approved.

2020

- **January 2020** – Deed of Grants for the 27 participating CEO and AIS schools are signed.
- **February 2020** – Wellbeing Support Workers start in their respective schools.
- **February 2020** – NSCP chaplain start (or continue) delivery of services in CEO and AIS schools.
- **late 2020** - ACT public schools with a Wellbeing Support Worker start discussing the Wellbeing Support Worker employment in the following year.

2021

- January 2021 – New Cross-Sectoral round of applications open. One additional application was received for 2021 (from the Islamic School of Canberra), which was approved bringing the total number of participating CEO and AIS schools to 28 for 2021.
- **February 2021** - [REDACTED] out of seven Wellbeing Support Workers continued their employment for the 2021 year.

**DG
DOT POINTS**

Division/Branch:	Business Services Division / School Cleaning Service
Clearance:	Executive Group Manager, Business Services Division

Description:**School Cleaning Operations**

- The School Cleaning Service commenced delivering cleaning services to 88 ACT Government schools on 1 February 2020. When factoring in Pre-Schools, Libraries etc. the School Cleaning Service delivers services to 132 sites all over Canberra.
- **272 staff (132 FTE)** were initially engaged in night cleaning operations. These cleaners transitioned into the Service from the cleaning contractors who held the school cleaning contracts in the lead up to 1 February 2020.
- The cost of service delivery to 30 June 2020 was **\$5,181M**.
- The cost of cleaning services under the outsourced model for the same period in 2019 was **\$5,707M**, representing a saving of **\$541,753** to the Directorate.

At 30 June 2020 there were **83 staff (43 FTE)** engaged under the Jobs for Canberrans initiative to perform high frequency touch point cleaning to support Covid cleaning efforts.

- This increased to **221 (116 FTE)** staff in September 2020.

- The new model not only benefits our schools, but improves individual employees' financial, health and psychological wellbeing through secure employment. As government employees, all cleaners are entitled to fair, safe working conditions and permanency or long-term contract work.
- Staff are provided career pathways through ongoing public sector employment. This will be supported by tailored Personal Development Plans to ensure staff are provided every opportunity to obtain recognised skills or to transition into other roles within the ACT Public Service.

Introductory Statement

- The ACT Government and the Education Directorate (the Directorate) values the work of cleaners in our schools and additional sites. Cleaning is important and provides students, teachers, and other staff with safe places to learn and work.

The School Cleaning Taskforce was established to facilitate the insourcing of school cleaning within the Directorate. From 1 February 2020 the Taskforce transitioned to the School Cleaning Service with cleaning being provided by a workforce directly employed by the ACT Public Service.

- This insourced model aligns with the ACT Government's commitment to ensure ACT Public Schools receive consistent, high-quality cleaning services, school cleaners are employed in a fair and equitable manner, and staff and students have access to safe learning environments.
- The insourcing of school cleaning will provide cleaning staff with an opportunity to develop and grow skills as valued members of the ACT Public service.

Cleaning Services

- The School Cleaning Service commenced delivering cleaning services to 88 ACT Government schools on 1 February 2020. When factoring in Pre-Schools, Libraries and other Education facilities. the School Cleaning Service delivers services at 132 sites all over Canberra.
- A detailed Cleaning Plan, identifying daily, weekly, quarterly and annual cleaning services, was negotiated with each school. Cleaning Plans provide clarity to all parties on the services being provided and ensure an efficient, accountable cleaning service is delivered.

- COVID-19 required a significant increase in cleaning support with additional staff providing sanitising of high frequency touchpoints throughout the school day.
- The insourced model proved to be ideally placed to respond the emerging pandemic, avoiding the need to renegotiate service contracts and allowing cleaning staff to be immediately redeployed, retrained and tasked to provide COVID-safe cleaning.

Cleaning Workforce

Commencement	Number of Staff	Cost vs Budget (1/2/2020 to 30/06/2020)	Cost under Outsourced Model (1/2/2019 to 30/06/2019)	Notes
February 2020 (Night Cleaning)	272 (132 FTE) 112 Permanent 160 Temporary Visa Holders	\$5,181m cost (incl super) against a budget of \$5,603m Represents \$541,753 savings over 5 months, \$1.3m annual savings	\$5,707m (2020 equivalent \$(+3%)	93% identify as English as a second language. Cleaners are first language speakers of 31 languages – including 50% Dzongkha, 9% English, 6% Spanish, 5% Karen 44% of staff are female.
April 2020 (Day Cleaning)	83 (43 FTE) as at June 30, peaked at 221 (116 FTE) in September 2020	\$112,654 to June 30		All Temporary via the Jobs for Canberrans initiative.

Benefits to Schools

- The School Cleaning Service provides schools with an integrated cleaning program addressing cleaning needs.
- Cleaning Plans, developed in consultation with schools, provide clear scope to manage expectations and to ensure the cleaning needs of each site are addressed.
- Staff management, including managing unplanned leave arrangements, is coordinated centrally to relieve school staff of this burden.
- The insourced model has allowed for the acquisition of productive machinery, reducing the risk of injury, increasing productivity and expanding the scope of services provided to schools.

Benefits to Cleaning Staff

- The new model not only benefit our schools, but improves individual employees' financial, health and psychological wellbeing through secure employment. As government employees, all cleaners are entitled to fair, safe working conditions and permanency or long-term contract work.
- This approach has ensured high-quality cleaning is being delivered by a valued and professional workforce.
- Staff are provided career pathways through ongoing public sector employment. This will be supported by tailored Personal Development Plans to ensure staff are provided every opportunity to obtain recognised skills or to transition into other roles within the ACT Public Service.
- Cleaning staff are valued for the contributions they make to providing high quality learning institutions, embedding themselves in the school community and adding value to the school environment.
- Secure employment contributes to allowing visa holders and refugees integrating and being accepted within the broader community and, for individuals, contributes to self-worth and associated mental health issues.

**DG
DOT POINTS**

Division/Branch: System Policy and Reform, Strategic Policy

Clearance:

Description:

Implementing Royal Commission into Institutional Responses to Child Sexual Abuse – including a list of recommendations (Attachment A)

Background

- The *Royal Commission into Institutional Responses to Child Sexual Abuse* released its Final Report in December 2017 with 105 recommendations for State and Territory governments. 29 recommendations are the primary responsibility of the Education Directorate and ACT Teacher Quality Institute to implement.
- A project charter was agreed in 2019 splitting the recommendations into 3 large projects – ¹Child Safe Principles (8 recommendations, also known as Child Safe Standards), ²Information Sharing and Record Keeping (9 recommendations), Teacher Registration (5 recommendations, led by ACT TQI) with the remaining 7 recommendations allocated to business units to complete in 2020. A readability guide of recommendations grouped by project, business unit and completed is provided at (Attachment A)
- In early 2020 the Royal Commission Response Team was formed within Strategic Policy with responsibility for leading implementation of the *Royal Commission into Institutional Responses to Child Sexual Abuse* recommendations and monitoring and doing preparatory work for the *Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability*. The team is supported by a working party of directorate staff and executive governance through the Royal Commissions Sub-Committee chaired by the Deputy Director General of System Policy and Reform.

Progress to Date

- As of February 2021 5 recommendations are assessed as complete including:
 - 6.19 Nationally consistent curriculum for online safety
 - 9.8 Trauma informed policy frameworks and practice
 - 13.2 School registration authorities monitor implementation of Child Safe Principles in non-government schools
 - 13.4 Needs based funding for Aboriginal and Torres Strait Islander boarding students
 - 13.7 National guidance for principals on responding to child sexual abuse in all schools
- A further 2 recommendations have significant progress relating to online safety with expected completion in 2021 (6.21 & 6.23).
- Nearing completion are 3 recommendations relating to complaints management policy, code of conduct and record keeping principles (7.7, 7.8 & 8.4 respectively).

Child Safe Principles Progress to Date

- The *National Principles for Child Safe Organisations* were endorsed by COAG for national implementation and relate to 8 recommendations for the Education Directorate to implement the Child Safe Principles in all ACT schools and early childhood services. The Child Safe Principles Full Project Plan was endorsed in 2020 and a number of deliverables are underway to support implementation of the Child Safe Principles in schools including:
 - A protocol for responses to Children with Harmful Sexual Behaviour
 - A protocol for responses to Staff Misconduct and Sexual Abuse
 - Replication of the PROTECT online resources and information relating to Child Safe Principles from Victoria
- In 2021 there will be a focus on implementation in government schools including:
 - Child Safe Principles Communications Strategy
 - Baseline Data, Risk Analysis and Evaluation Framework
 - Training Package for Staff (Directorate and School)
 - Champions or Child Safe Officers
 - Resource Development and Integration with Safe and Supportive Schools Framework (policy gap analysis was completed in 2020)
- The Child Safe Principles are expected to be supported by the changes to the *Education Act 2004* non-government school chapter and whole of government legislation led by CMTEDD in 2021 to make the ACT Human Rights Commission the regulator of Child Safe Principles in the Territory for all child service organisations.
- Of the 8 total recommendations for Child Safe Principles 3 are expected to be completed in 2021 with the remaining 5 to be completed over a 2-4 year timespan largely dependent on the legislation, adoption in schools both government and non-government and proposed regulatory model.

Information Sharing and Record Keeping progress to date

- The Information Sharing and Record Keeping Full Project Plan was endorsed by the Sub-Committee in December 2020 with work underway on all recommendations.
- Completion of the full project is expected in 2021 except for the national recommendations related to the Interstate Student Data Transfer Note information sharing with a pilot program progressing in South Australia in 2021.

Teacher Registration progress to date

- The 5 recommendations related to teacher registration all require implementation at the national level and are delayed for consideration by Education Ministers' through the Teacher Registration Review.
- The ACT Teacher Quality Institute has progressed the recommendations within their scope of responsibility including preparatory work in advance of Education Ministers' decisions.

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PROJECT CHILD SAFE PRINCIPLES¹	
Rec #	SUMMARY WORDING
6.4	All institutions should uphold the rights of the child ... all institutions should act with the best interests of the child as a primary consideration ... institutions should implement the Child Safe Standards identified by the Royal Commission.
6.5	<p>The Child Safe Standards are:</p> <ul style="list-style-type: none"> • Child safety is embedded in institutional leadership, governance and culture • Children participate in decisions affecting them and are taken seriously • Families and communities are informed and involved • Equity is upheld and diverse needs are taken into account • People working with children are suitable and supported • Processes to respond to complaints of child sexual abuse are child focused • Staff are equipped with the knowledge, skills and awareness to keep children safe through continual education and training • Physical and online environments minimise the opportunity for abuse to occur • Implementation of the Child Safe Standards is continuously reviewed and improved • Policies and procedures document how the institution is child safe.
6.6	<p>Standard 1: Child safety is embedded in institutional leadership, governance and culture</p> <ul style="list-style-type: none"> • The institution publicly commits to child safety and leaders champion a child safe culture. • Child safety is a shared responsibility at all levels of the institution. • Risk management strategies focus on preventing, identifying and mitigating risks to children.

¹ Amended from Child Safe Standards

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	<ul style="list-style-type: none"> • Staff and volunteers comply with a code of conduct that sets clear behavioural standards towards children. • Staff and volunteers understand their obligations on information sharing and recordkeeping. <p>Standard 2: Children participate in decisions affecting them and are taken seriously</p> <ul style="list-style-type: none"> • Children are able to express their views and are provided opportunities to participate in decisions that affect their lives. • The importance of friendships is recognised and support from peers is encouraged, helping children feel safe and be less isolated. • Children can access sexual abuse prevention programs and information. • Staff and volunteers are attuned to signs of harm and facilitate child-friendly ways for children to communicate and raise their concerns. <p>Standard 3: Families and communities are informed and involved</p> <ul style="list-style-type: none"> • Families have the primary responsibility for the upbringing and development of their child and participate in decisions affecting their child. • The institution engages in open, two-way communication with families and communities about its child safety approach and relevant information is accessible. • Families and communities have a say in the institution’s policies and practices. • Families and communities are informed about the institution’s operations and governance. <p>Standard 4: Equity is upheld and diverse needs are taken into account</p> <ul style="list-style-type: none"> • The institution actively anticipates children’s diverse circumstances and responds effectively to those with additional vulnerabilities. • All children have access to information, support and complaints processes. The institution pays particular attention to the needs of Aboriginal and Torres Strait Islander children, children with disability, and children from culturally and linguistically diverse backgrounds. <p>Standard 5: People working with children are suitable and supported</p> <ul style="list-style-type: none"> • Recruitment, including advertising and screening, emphasises child safety. • Relevant staff and volunteers have Working With Children Checks. • All staff and volunteers receive an appropriate induction and are aware of their child safety responsibilities, including reporting obligations.
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	<ul style="list-style-type: none"> • Supervision and people management have a child safety focus. <p>Standard 6: Processes to respond to complaints of child sexual abuse are child focused</p> <ul style="list-style-type: none"> • The institution has a child-focused complaint handling system that is understood by children, staff, volunteers and families. • The institution has an effective complaint handling policy and procedure which clearly outline roles and responsibilities; approaches to dealing with different types of complaints and obligations to act and report. • Complaints are taken seriously, responded to promptly and thoroughly, and reporting, privacy and employment law obligations are met. <p>Standard 7: Staff are equipped with the knowledge, skills and awareness to keep children safe through continual education and training</p> <ul style="list-style-type: none"> • Relevant staff and volunteers receive training on the nature and indicators of child maltreatment, particularly institutional child sexual abuse. • Staff and volunteers receive training on the institution’s child safe practices and child protection. • Relevant staff and volunteers are supported to develop practical skills in protecting children and responding to disclosures. <p>Standard 8: Physical and online environments minimise the opportunity for abuse to occur</p> <ul style="list-style-type: none"> • Risks in the online and physical environments are identified and mitigated without compromising a child’s right to privacy and healthy development. • The online environment is used in accordance with the institution’s code of conduct and relevant policies. <p>Standard 9: Implementation of the Child Safe Standards is continuously reviewed and improved</p> <ul style="list-style-type: none"> • The institution regularly reviews and improves child safe practices. • The institution analyses complaints to identify causes and systemic failures to inform continuous improvement. <p>Standard 10: Policies and procedures document how the institution is child safe</p> <ul style="list-style-type: none"> • Policies and procedures address all Child Safe Standards. • Policies and procedures are accessible and easy to understand. • Best practice models and stakeholder consultation inform the development of policies and procedures. • Leaders champion and model compliance with policies and procedures.
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	<ul style="list-style-type: none"> Staff understand and implement the policies and procedures
7.7	<p>Institutions should have a clear, accessible and child-focused complaint handling policy and procedure that sets out how the institution should respond to complaints of child sexual abuse. The complaint handling policy and procedure should cover:</p> <ul style="list-style-type: none"> making a complaint responding to a complaint investigating a complaint providing support and assistance achieving systemic improvements following a complaint. <p><i>*Closure Report prepared for consideration in 2021</i></p>
7.8	<p>Institutions should have a clear code of conduct that:</p> <ul style="list-style-type: none"> outlines behaviours towards children that the institution considers unacceptable, including concerning conduct, misconduct or criminal conduct includes a specific requirement to report any concerns, breaches or suspected breaches of the code to a person responsible for handling complaints in the institution or to an external authority when required by law and/or the institution's complaint handling policy outlines the protections available to individuals who make complaints or reports in good faith to any institution engaging in child-related work (see Recommendation 7.6 on reporter protections). <p><i>*Closure Report prepared for consideration in 2021</i></p>
13.1	All schools should implement the Child Safe Standards identified by the Royal Commission.
13.3	Policy guidance and practical support should be provided to all boarding schools to meet the Child Safe Standards, including advice on complaint handling.
13.6	Consistent with the Child Safe Standards, complaint handling policies for schools (see Recommendation 7.7) should include effective policies and procedures for managing complaints about children with harmful sexual behaviours.

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PROJECT TEACHER REGISTRATION (led by TQI)	
Rec #	SUMMARY WORDING
8.9	<p>Education Council should consider the need for nationally consistent state and territory legislative requirements about the types of information recorded on teacher registers. Types of information that the council should consider, with respect to a person’s registration and employment as a teacher, include:</p> <ul style="list-style-type: none"> • the person’s former names and aliases • the details of former and current employers • where relating to allegations or incidents of child sexual abuse: <ul style="list-style-type: none"> ○ current and past disciplinary actions, such as conditions on, suspension of, and cancellation of registration ○ grounds for current and past disciplinary actions ○ pending investigations ○ findings or outcomes of investigations where allegations have been substantiated ○ resignation or dismissal from employment.
8.10	<p>Education Council should consider the need for nationally consistent provisions in state and territory teacher registration laws providing that teacher registration authorities may, and/or must on request, make information on teacher registers available to:</p> <ul style="list-style-type: none"> • teacher registration authorities in other states and territories • teachers’ employers.
8.11	<p>Education Council should consider the need for nationally consistent provisions</p> <ul style="list-style-type: none"> • in state and territory teacher registration laws or • in administrative arrangements, based on legislative authorisation for information sharing under our recommended information exchange scheme <p>providing that teacher registration authorities may or must notify teacher registration authorities in other states and territories and teachers’ employers of information they hold or receive about the following matters where they relate to allegations or incidents of child sexual abuse:</p>

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	<ul style="list-style-type: none"> • disciplinary actions, such as conditions or restrictions on, suspension of, and cancellation of registration, including with notification of grounds • investigations into conduct, or into allegations or complaints • findings or outcomes of investigations • • resignation or dismissal from employment.
8.12	Education Council should also consider what safeguards are necessary to protect teachers' personal information.
13.8	COAG should consider strengthening teacher registration requirements to better protect children from sexual abuse in schools. In particular, COAG should review minimum national requirements for assessing the suitability of teachers and conducting disciplinary investigations.

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PROJECT INFORMATION SHARING & RECORD KEEPING

Rec #	SUMMARY WORDING
8.4	<p>All institutions that engage in child-related work should implement the following principles for records and recordkeeping, to a level that responds to the risk of child sexual abuse occurring within the institution.²</p> <p>Principle 1: Creating and keeping full and accurate records relevant to child safety and wellbeing, including child sexual abuse, is in the best interests of children and should be an integral part of institutional leadership, governance and culture. Institutions that care for or provide services to children must keep the best interests of the child uppermost in all aspects of their conduct, including recordkeeping. It is in the best interest of children that institutions foster a culture in which the creation and management of accurate records are integral parts of the institution’s operations and governance.</p> <p>Principle 2: Full and accurate records should be created about all incidents, responses and decisions affecting child safety and wellbeing, including child sexual abuse. Institutions should ensure that records are created to document any identified incidents of grooming, inappropriate behaviour (including breaches of institutional codes of conduct) or child sexual abuse and all responses to such incidents. Records created by institutions should be clear, objective and thorough. They should be created at, or as close as possible to, the time the incidents occurred, and clearly show the author (whether individual or institutional) and the date created.</p> <p>Principle 3: Records relevant to child safety and wellbeing, including child sexual abuse, should be maintained appropriately. Records relevant to child safety and wellbeing, including child sexual abuse, should be maintained in an indexed, logical and secure manner. Associated records should be collocated or cross-referenced to ensure that people using those records are aware of all relevant information.</p> <p>Principle 4: Records relevant to child safety and wellbeing, including child sexual abuse, should only be disposed of in accordance with law or policy. Records relevant to child safety and wellbeing, including child sexual abuse, must only be destroyed in accordance with records disposal schedules or published institutional policies. Records relevant to child sexual abuse should be subject to minimum retention periods that allow for delayed disclosure of abuse by victims, and take account of limitation periods for civil actions for child sexual abuse.</p> <p>Principle 5: Individuals’ existing rights to access, amend or annotate records about themselves should be recognised to the fullest extent. Individuals whose childhoods are documented in institutional records should have a right to access records made about them. Full access should be given unless contrary to law. Specific, not generic, explanations should be provided in any case where a record, or part of a record,</p>

² Moved from Digital Strategy and Service Transformation as part of record keeping recommendations rolled into Information Sharing Full Project Plan

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	is withheld or redacted. Individuals should be made aware of, and assisted to assert, their existing rights to request that records containing their personal information be amended or annotated, and to seek review or appeal of decisions refusing access, amendment or annotation ³ .
8.5	State and territory governments should ensure that non-government schools operating in the state or territory are required to comply, at a minimum, with standards applicable to government schools in relation to the creation, maintenance and disposal of records relevant to child safety and wellbeing, including child sexual abuse. ⁴
8.6	The Australian Government and state and territory governments should make nationally consistent legislative and administrative arrangements, in each jurisdiction, for a specified range of bodies (prescribed bodies) to share information related to the safety and wellbeing of children, including information relevant to child sexual abuse in institutional contexts (relevant information). These arrangements should be made to establish an information exchange scheme to operate in and across Australian jurisdictions.
8.7	The Australian Government and state and territory governments should develop a minimum of nationally consistent provisions to: <ul style="list-style-type: none"> • enable direct exchange of relevant information between a range of prescribed bodies, including service providers, government and non-government agencies, law enforcement agencies, and regulatory and oversight bodies, which have responsibilities related to children’s safety and wellbeing • permit prescribed bodies to provide relevant information to other prescribed bodies without a request, for purposes related to preventing, identifying and responding to child sexual abuse in institutional contexts • require prescribed bodies to share relevant information on request from other prescribed bodies, for purposes related to preventing, identifying and responding to child sexual abuse in institutional contexts, subject to limited exceptions • explicitly prioritise children’s safety and wellbeing and override laws that might otherwise prohibit or restrict disclosure of information to prevent, identify and respond to child sexual abuse in institutional contexts • provide safeguards and other measures for oversight and accountability to prevent unauthorised sharing and improper use of information obtained under the information exchange scheme • require prescribed bodies to provide adversely affected persons with an opportunity to respond to untested or unsubstantiated allegations, where such information is received under the information exchange scheme, prior to taking adverse action against such persons, except where to do so could place another person at risk of harm.
8.8	The Australian Government, state and territory governments and prescribed bodies should work together to ensure that the implementation of our recommended information exchange scheme is supported with education, training and guidelines. Education, training and guidelines

³ This is a shared responsibility with the Territory Records Office, DSST and G&CL.

⁴ Moved from Governance and Community Liaison as part of record keeping recommendations rolled into Information Sharing Full Project Plan

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	<p>should promote understanding of, and confidence in, appropriate information sharing to better prevent, identify and respond to child sexual abuse in institutional contexts, including by addressing:</p> <ul style="list-style-type: none"> • impediments to information sharing due to limited understanding of applicable laws • unauthorised sharing and improper use of information.
8.13	<p>State and territory governments should ensure that policies provide for the exchange of a student’s information when they move to another school, where:</p> <ul style="list-style-type: none"> • the student may pose risks to other children due to their harmful sexual behaviours or may have education or support needs due to their experiences of child sexual abuse; and • the new school needs this information to address the safety and wellbeing of the student or of other students at the school. <p>State and territory governments should give consideration to basing these policies on our recommended information exchange scheme.</p>
8.14	<p>State and territory governments should ensure that policies for the exchange of a student’s information when they move to another school:</p> <ul style="list-style-type: none"> • provide that the principal (or other authorised information sharer) at the student’s previous school is required to share information with the new school in the circumstances described in Recommendation 8.13; and • apply to schools in government and non-government systems.
8.15	<p>State and territory governments should ensure that policies about the exchange of a student’s information provide the following safeguards, in addition to any safeguards attached to our recommended information exchange scheme:</p> <ul style="list-style-type: none"> • information provided to the new school should be proportionate to its need for that information to assist it in meeting the student’s safety and wellbeing needs, and those of other students at the school • information should be exchanged between principals, or other authorised information sharers, and disseminated to other staff members on a need-to-know basis.
8.16	<p>Education Council should review the Interstate Student Data Transfer Note and Protocol in the context of the implementation of our recommended information exchange scheme (Recommendations 8.6 to 8.8)⁵.</p>

⁵ This work was underway in 2019 with Data Strategy Group reporting back to Education Council by end of 2019. In 2020 a pilot scheme was introduced in South Australia and will be reviewed for broader implementation by Education Council by end of 2021.

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BUSINESS UNIT – LEARNING AND WELLBEING, POLICY AND DESIGN	
Rec #	SUMMARY WORDING
6.21	<p>Pre-service education and in-service staff training should be provided to support child-related institutions in creating safe online environments. The Office of the eSafety Commissioner should advise on and contribute to program design and content. These programs should be aimed at:</p> <ul style="list-style-type: none"> a. tertiary students studying university, technical and further education, and vocational education and training courses, before entering child-related occupations; and could be provided as a component of a broader program of child sexual abuse prevention education (see Recommendation 6.2) b. staff and volunteers in schools and other child-related organisations, and could build on the existing web-based learning programs of the Office of the eSafety Commissioner.⁶
6.23	<p>State and territory education departments should consider introducing centralised mechanisms to support government and non-government schools when online incidents occur. This should result in appropriate levels of escalation and effective engagement with all relevant entities, such as the Office of the eSafety Commissioner, technical service providers and law enforcement.</p> <p>Consideration should be given to:</p> <ul style="list-style-type: none"> • adopting the promising model of the Queensland Department of Education and Training’s Cyber Safety and Reputation Management Unit, which provides advice and a centralised coordination function for schools, working in partnership with relevant entities to remove offensive online content and address other issues • strengthening or re-establishing multi-stakeholder forums and case-management for effective joint responses involving all relevant agencies, such as police, education, health and child protection.

⁶ This is a shared recommendation with TQI and LWPD regarding pre-service education and in-service training

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COMPLETED RECOMMENDATIONS (as of Feb 2021)

Rec #	SUMMARY WORDING
6.19	<p>COAG should establish a nationally consistent curriculum for online safety education in schools. The Office of the eSafety Commissioner should be consulted on the design of the curriculum and contribute to the development of course content and approaches to delivery. The curriculum should:</p> <ul style="list-style-type: none"> • be appropriately staged from Foundation year to Year 12 and be linked with related content areas to build behavioural skills as well as technical knowledge to support a positive and safe online culture • involve children and young people in the design, delivery and piloting of new online safety education, and update content annually to reflect evolving technologies, online behaviours and evidence of international best practice approaches <p>be tailored and delivered in ways that allow all Australian children and young people to reach, access and engage with online safety education, including vulnerable groups that may not access or engage with the school system.</p>
9.8	<p>State and territory government agencies responsible for the delivery of human services should ensure relevant policy frameworks and strategies recognise the needs of victims and survivors and the benefits of implementing trauma-informed approaches.</p>
13.2	<p>State and territory independent oversight authorities responsible for implementing the Child Safe Standards should delegate to school registration authorities the responsibility for monitoring and enforcing the Child Safe Standards in government and non-government schools.</p>
13.4	<p>The Australian Government and state and territory governments should ensure that needs-based funding arrangements for Aboriginal and Torres Strait Islander boarding students are sufficient for schools and hostels to create child safe environments.</p>
13.7	<p>State and territory governments should provide nationally consistent and easily accessible guidance to teachers and principals on preventing and responding to child sexual abuse in all government and non-government schools.</p>

From: [EGMSDD](#)
To: [DDGEDUoffice](#)
Cc: [McMahon, Kate](#); [EGMSDD](#)
Subject: [RESPONSE] URGENT ACTION: 2020-21 Budget Estimates Hearing Briefs - 8.3. Languages in Schools
Date: Wednesday, 6 October 2021 6:53:34 PM
Attachments: [image001.png](#)
Importance: High

OFFICIAL

Hi Catherine

Please see below line area's response to the DDG's question: *who is doing it and when will it be completed. Its also news to me so can I have some details on that.*

Please let me know if there is anything further I can help you with.

Kind regards

Laura

From: Wesley, Anita <Anita.Wesney@act.gov.au>
Sent: Wednesday, 6 October 2021 5:52 PM
To: EGMSDD <EGMSDD@act.gov.au>; EDU, Universal School Support (USS) <EDU.UniversalSchoolSupportUSS@act.gov.au>
Cc: Owens, Meg <Meg.Owens@act.gov.au>; Borton, Jason <Jason.Borton@act.gov.au>
Subject: RE: URGENT ACTION: 2020-21 Budget Estimates Hearing Briefs - 8.3. Languages in Schools
Importance: High

OFFICIAL

Hi Molly

Information for Jane as requested.

The reference to a review in the last dot point of the talking points is in regard to The Languages Action Plan which is a piece of work that is being undertaken by Universal School Support. The proposed Action Plan and relevant briefings and reports are at **FILE2021/2996**, which are currently awaiting the clearance of the DG. Work is projected to commence in term 4, 2021, pending clearance.

The Languages Action Plan is in response to an ACT Legislative Assembly resolution passed on 28 November 2018, in relation to language education in ACT schools.

The resolution called on the ACT Government to amongst others:

- a. develop an action plan to encourage, improve and support language education in Canberra schools as part of implementing the *Future of Education Strategy*;
- b. consult with the Community Language Schools Association as part of developing this action plan; and
- c. include development of the action plan as part of the *Future of Education Implementation Plan* that will be presented to the Legislative Assembly during 2021.

Anita

Anita Wesley | Senior Director (she/her)

Phone: +61 2 6207 3593 | Mobile: (+61) 0419 449 651 | Email: anita.wesney@act.gov.au

Universal School Support | Service Design and Delivery | Education Directorate | ACT Government

Hedley Beare Centre for Teaching and Learning, 51 Fremantle Drive, Stirling ACT 2611 | GPO Box 158 Canberra ACT 2601

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The Education Directorate acknowledges the Ngunnawal Peoples as the Traditional Custodians of the ACT and region upon which we live and work.

From: Martinez, Catherine <Catherine.Martinez@act.gov.au> **On Behalf Of** DDGEDUoffice

Sent: Wednesday, 6 October 2021 4:16 PM

To: EGMSDD <EGMSDD@act.gov.au>

Cc: DDGEDUoffice <DDGEDUoffice@act.gov.au>

Subject: FW: FOR ACTION: 2020-21 Budget Estimates Hearing Briefs - 8.3. Languages in Schools

OFFICIAL

Good afternoon Laura

Please see comment below from Jane – can we provide the recent briefs that have gone up for clearance in relation to this as some background.

Regards

Catherine

From: Simmons, Jane <Jane.Simmons@act.gov.au>

Sent: Wednesday, 6 October 2021 3:58 PM

To: DDGEDUoffice <DDGEDUoffice@act.gov.au>

Subject: RE: FOR CLEARANCE: 2020-21 Budget Estimates Hearing Briefs - 8.3. Languages in Schools

OFFICIAL

There is reference to a review in the last dot point of the talking points. My question to that would be who is doing it and when will it be completed. Its also news to me so can I have some details on that.

J

From: Martinez, Catherine <Catherine.Martinez@act.gov.au> **On Behalf Of** DDGEDUoffice

Sent: Wednesday, 6 October 2021 3:55 PM

To: Simmons, Jane <Jane.Simmons@act.gov.au>

Cc: DDGEDUoffice <DDGEDUoffice@act.gov.au>

Subject: FW: FOR CLEARANCE: 2020-21 Budget Estimates Hearing Briefs - 8.3. Languages in Schools

Importance: High

OFFICIAL

Good afternoon Jane

Please find attached estimates brief for your clearance.

Regards

Catherine

From: Sturgiss, Molly <Molly.Sturgiss@act.gov.au>

Sent: Wednesday, 6 October 2021 1:12 PM

To: DDGEDUoffice <DDGEDUoffice@act.gov.au>

Cc: EGMSDD <EGMSDD@act.gov.au>

Subject: [URGENT DDG CLEARANCE] Budget Estimates Hearing Briefs

OFFICIAL

Good afternoon Catherine & Courtney,

Please see a table below ready for DDG clearance.

Please note there are more items coming your way.

RECORD NUMBER	TITLE
REC21/56879	7.1. Flexible Education
REC21/56876	7.3. School Psychologists
REC21/56869	7.5. Occupational Violence and Complex Case Management
REC21/56867	7.6. Suspension Policy
REC21/56863	7.9. Mental Health Programs
REC21/56858	8.2. Inquiry Based Learning
REC21/56852	8.3. Languages in Schools
REC21/56846	8.4. Positive Behaviour for Learning
REC21/56838	8.7. Accessibility and Inclusion

Thanks heaps & please let me know if you have any questions.

Molly Sturgiss | Executive Support Officer to
 Kate McMahon | Executive Group Manager, Service Design and Delivery
Education Directorate | ACT Government
 Phone: +61 2 6207 0632 | Email: Molly.sturgiss@act.gov.au
 Hedley Beare Centre for Teaching and Learning | GPO Box 158 Canberra ACT 2601
www.education.act.gov.au

From: Pilicic, Courtney <Courtney.Pilicic@act.gov.au> **On Behalf Of** DDGEDUoffice
Sent: Wednesday, 6 October 2021 10:10 AM
To: EGMSDD <EGMSDD@act.gov.au>
Cc: DDGEDUoffice <DDGEDUoffice@act.gov.au>
Subject: FOLLOW UP: FOR ACTION: 2020-21 Budget Estimates Hearing Briefs - due 1pm 7 October 2021
Importance: High

OFFICIAL

Good morning EGMSDD Office,
 Just a reminder on the below.
 Can we please have these no later than COB today noting they are due to MCR by 1:00pm cleared by DDG tomorrow?
 Kind regards,
 Courtney

Courtney Pilicic | A/g Executive Support Officer to Jane Simmons
 Phone: 6207 8330 | Email: courtney.pilicic@act.gov.au
 Office of the Deputy Director-General | Education | ACT Government
 220 London Circuit, Canberra City ACT 2612 | GPO Box 158 Canberra ACT 2601
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From: Taber, Emma <Emma.Taber@act.gov.au> **On Behalf Of** EDU Cabinet Liaison Officer
Sent: Thursday, 30 September 2021 12:27 PM
To: EBM, DSST <ebm.dsst@act.gov.au>
Cc: EGMSDD <EGMSDD@act.gov.au>; DDGEDUoffice <DDGEDUoffice@act.gov.au>; EDU Cabinet Liaison Officer <EDUCabinet@act.gov.au>
Subject: FOR ACTION: 2020-21 Budget Estimates Hearing Briefs - due 1pm 7 October 2021
Importance: High

OFFICIAL

My apologies left DSST off the below email.
 Thanks

Emma

From: Taber, Emma **On Behalf Of** EDU Cabinet Liaison Officer
Sent: Thursday, 30 September 2021 12:20 PM
To: EDU, Learning and Wellbeing Policy and Design
 <EDU.LearningandWellbeingPolicyandDesign@act.gov.au>; EDU, Universal School Support (USS)
 <EDU.UniversalSchoolSupportUSS@act.gov.au>; EDU Student Engagement Director's Office
 <EDUDSEOffice@act.gov.au>
Cc: EGMSDD <EGMSDD@act.gov.au>; DDGEDUoffice <DDGEDUoffice@act.gov.au>; EDU Cabinet Liaison Officer <EDUCabinet@act.gov.au>
Subject: FOR ACTION: 2020-21 Budget Estimates Hearing Briefs - due 1pm 7 October 2021
Importance: High

OFFICIAL

Good afternoon

Please refer to below request.

Title/Question	2020-21 Budget Estimates Hearing Briefs
Responsibility	Service Design and Delivery
TRIM	SUB21/6558
Clearance	EGM SDD → DDG
Date Due to MCR	1:00 pm Wednesday 7 October 2021
Comments	<ul style="list-style-type: none"> We have placed where possible previous briefs to the trim container to assist with drafting/updating. TRIM link attached to folder. Please refer to the Guide to writing Assembly/Hearing Briefs attached to this email to ensure your briefs are high-quality. Some rules to follow are provided below. MCR has allocated a lead branch to each brief, it is the responsibility of the lead to liaise with other branches as required. MCR and EGM BS will undertake quality check on all briefs on 8/10 and 13/10 to ensure quality and consistency. Please be prepared to undertake urgent amendments following these reviews. The final hearing pack will be distributed to the Minister and all witnesses on Friday 15 October 2021. Any additional briefing material required outside of the formal hearing briefing pack is the responsibility of each respective witness/branch. Please contact the Assembly team (Vicki or Emma) if you have any questions at EDUCabinet@act.gov.au.

Rules to follow

- Ensuring formatting is consistent with templates.
 - Use Calibri font size 14 for Key Points and point size 12 for Background. Consider limited other headings to help navigate the brief.
- Make sure the brief title is consistent with the index – they need to match, otherwise it is confusing, if the index is wrong let MCR know.
- Your brief should be a maximum of TWO PAGES of current information. If it can't fit on two pages, consider what can be deleted, and how you can use language more economically.
- Readability:
 - o Formatting – consider making certain points bold in the brief to highlight key

information

- o Use of figures wherever possible – be consistent
 - o If using percentage incorporate the actual number [beside] the percentage figure (E.g.: 71 percent of schools [64] have implemented PBL.)
 - o Referencing specific components on the Annual Report or Budget (if applicable) E.g. Occupational Violence (Annual Report p47)
5. Use facts, statistics, comparisons with other Australian states and territories and international comparisons at national or sub-national level, where appropriate. Reference where comparative data is sourced.
 6. Combining related briefs – like Teacher Librarian Scholarships (a budget measure) and Teacher Librarians (policy/current state) so it is all in one place. check data and dates are consistent between both.

Portfolio/s: Education and Youth Affairs

Principal Health and Wellbeing

Talking points:

- The Directorate has a strong focus on principal health and wellbeing which is evidenced in our partnership with ACT Principals Association (ACTPA) and in the implementation of a Principal Health and Wellbeing Plan (the Plan) for ACT School Leaders.
- The Plan delivers a range of immediate, short and long term initiatives to support the focus on principal health and wellbeing.
- The Directorate, through regular engagement with ACTPA, developed a workplan which recognises the inextricable linkages between principal health and wellbeing work, Education Support Office (ESO) business improvement, service standards, leadership capability and enterprise skill development.
- The nine recommendations of the Plan support health and wellbeing by investing in principal capability and efficacy which translates into increased job satisfaction and means principals are better equipped and skilled in executing their roles.
- The implementation of the Plan is continuously assessed by the Directorate and ACTPA through a series of workshops.
- The Directorate has received advice and input from national and international experts to ensure principal health and wellbeing is prioritised for our system.
- The impact of COVID-19 connected School Improvement Group with the expert advice of Carol Mutch, Professor of Critical Studies in Education in the Faculty of Education and Social Work from the University of Auckland and UNESCO Advisor on Education Post Disasters. Her advice impacted on how we support School Leaders as a system through these challenging times and ensured Directors of School Improvement tailored their approaches to support principal wellbeing.
- Principal Health and Wellbeing is an ongoing priority and focus, given the impact of world events on society and the critical role our schools play in supporting students and parents in these difficult times.

- The Directorate supports principal health and wellbeing through a number of programs that include:
 - Principal Coaching and Mentoring Program –developing a workforce of highly capable school leaders who are supported at all stages of their career.
 - Post Incident Support Model for Principals and Deputy Principals - provides differentiated and tailored physical and psychosocial wellbeing supports for school leaders when responding to critical incidents.
 - Early Career Principals Program – delivers a series of collaborate and connect engagement opportunities, enterprise skills and leadership development for principals in their first three years.
 - Complaints Management Reform – reforms includes working with school leaders as they respond to complaints.
 - Complex Case Support – coordination of ESO and inter-agency supports to ensure a joined up approach to managing complex situations.
 - Increased support from the Directorate for schools in incident management capability including post incident support – strategic and operational management of incidents.
 - Term calendar of Key Dates for Principals – ensures alignment of ESO contact with schools as part of the business cycle alignment and reform.
 - School and Principal focused design and delivery via ConnectED and Service Portal – delivers accessible information for school based staff that is easy to navigate
 - Business cycle alignment and reform – ESO, working with Principals to streamline processes, information and supports around the school business cycle. This work further aligns the delivery of financial information and enrolment projections to Principals to ensure they have the information they need at the right time to guide their Performance and Development conversations with staff.
 - Work Health and Safety and Occupational Violence support team

Key Information

- Principal Health and Wellbeing is acknowledged by the Directorate as an important contributor to retaining and developing high-quality school leaders and positive impact for school improvement.
- Principal Health and Wellbeing is a key improvement strategy as part of the *Empowered Learning Professionals Leadership Plan 2018-2021* designed to support job confidence and satisfaction.
- In 2021, a **Post Incident Support Model** has been delivered for school leaders with a specific Employee Assistance Program to provide leaders with the personal support required over a period following a critical incident. The Model delivers on Key Improvement Strategy Four of the *Empowered Learning Professionals Leadership Plan 2018-21* as well as Recommendation Eight of the *ACT Principals Association Principal Wellbeing* report.
 - The service offers differentiated and tailored physical and psychosocial wellbeing supports for School Leaders and Education Support Office senior leaders when responding to critical incidents in school environments or support for intervention strategies for schools experiencing cumulative incidents or issues.
- School Operations team **provides strategic and operational management of incidents** and proactive support to principals and school leaders. The team does this by using multiple sources of evidence to manage incidents and monitor the functional health of schools. This approach means the team has a comprehensive picture of schools and their climate.
- **Principal Coaching and Mentoring (PCM) Program** delivers on the third phase of the *Empowered Learning Professionals Leadership Plan 2018-2021* to support principals at all stages of their careers. The coach mentors work alongside the supervisory support and feedback from a Director of School Improvement, creating a strengths-based approach to principal development while ensuring high levels of principal agency.
 - A panel of 14 principal coach mentors was formed at the start of 2021. To date, the program has supported 12 acting principals, five principals in the first year of their appointment and a further five principals who have requested personalised support from a coach mentor.
 - The coach mentors ensure a focus on:
 - Strengthening a collaborative and reflective culture of improvement with a focus on coaching and differentiated support
 - Building the capacity of teachers and leaders to deepen learning; and
 - Support and strengthen leadership wellbeing.

Cleared as complete and accurate: 06/10/2021

Cleared for public release by: Director-General

Ext: 59158

Contact Officer name: Mark Huxley

Ext: 53988

Lead Directorate: Education

TRIM Ref:

BUDGET ESTIMATES BRIEF

- The PCM Program deepens work across the Directorate in developing a workforce of highly capable school leaders who are supported at each stage and for all aspects of their career.
- PCM is a 14-month trial with program funding directed to school staffing allocations for both the coach mentor and the principal being coached. This is calculated according to the type of coaching engagement. The funding provides backfill for the participating coach mentor and principal, allowing them to privilege their time together. To date, the program engagements have totalled \$6,499, representing 86 hours of funded program time.

Background Information

- The Principal Health and Wellbeing Plan was launched in October 2018 with nine recommendations and is aimed at increasing the focus on the mental and physical wellbeing of our principals and to instigate cultural change more broadly.
- The plan has been shaped by our own work with Principals in the ACT as well as the *Australian Principal Occupational Health, Safety and wellbeing Survey Report (2019)* by Philip Riley and Sioau-Mai See and addresses recommendations in the ACTPA report on *Principal Wellbeing in ACT Public Schools Report*.
- *The Empowered Learning Professionals Leadership Plan 2018-2021 (ELPLP)* ensures principal health and wellbeing is a key component of professional conversations with leaders at all levels.
- Phases one and two of the *Empowered Learning Professionals Leadership Plan* provided universal support with an investment in laying the foundations for a system approach to strengthening leadership at all levels bringing coherence and clarity to the capability development of school leadership teams.
- Phase three aims to deepen work across the Directorate to develop a workforce of highly capable school leaders who are supported at each stage and for all aspects of their career.

Portfolio/s: Education and Youth Affairs

Early Childhood Development

8.8 Financial Literacy

Question

- What is the current status of school banking in ACT Public Schools?

Answer

- As of the 20 June 2021, school banking programs **ceased in ACT** schools public schools. The Directorate supported schools to cease school banking programs by:
 - communicating to school communities (school newsletter and frequently asked questions fact sheet)
 - promoting ASIC's MoneySmart for Consumers and Investors and MoneySmart for Schools resources
 - canvassing schools to ascertain and action 'one to one' support as requested
 - partnering with ASIC to formalise and extend the work ACT schools already do in financial literacy education.

Question

- How is the ACT Education Directorate using the funds provided by ASIC for financial literacy education? (National Partnership Agreement on Specified Projects Schedule B Moneysmart Teaching)

Answer

- The \$395,000 provided to the Directorate through the Agreement funds the Financial Capability Education in ACT Public Schools Project (the Project). These funds are allocated to the 12-month appointment of a Financial Capability Education Officer (ESO/SLC) and implementation costs of a Moneysmart Accreditation Program.

Background Information

- On 10 February 2021, the ACT Government supported an Assembly motion put forward by ACT Greens MLA, Johnathan Davis to transition ACT Public Schools away from school banking programs. School banking programs in ACT public schools ceased on 30 June 2021.
- Under the finalised National Partnership Agreement (the Agreement) on Specified Projects Schedule B Moneysmart Teaching with ASIC, the ACT Education Directorate supported **the** roll-out of *Moneysmart* professional learning to teachers in the ACT. The Directorate met all milestones under the Agreement. Data available for July – December 2020 shows 218 teachers had participated in the professional learning.

BUDGET ESTIMATES BRIEF

- The Financial Capability Education in ACT Public Schools Project (the Project) builds school capacity to deliver authentic financial capability experiences aligned to the Australian Curriculum (P-10) and financial capability for ‘adulthood’ opportunities for senior students (11-12).
- The Project encompasses the Moneysmart Accreditation Program. A pilot of the Moneysmart Accreditation Program (P-12) was scheduled to run as an ‘opt-in’ pilot from 1 July 2021 until 30 June 2022. The program is open to all ACT public schools but has subsequently been placed on hold due to COVID-19. Timeframes for the pilot program will be adjusted in January 2022.
- The Directorate is supporting schools through a ‘one-off’ payment of \$3,000 per pilot school. To achieve accreditation, schools are required to provide evidence against the five components of the Financial Capability Program Framework. The five components are:
 - advocacy;
 - learning professionals;
 - curriculum;
 - community engagement; and
 - professional practice sharing.
- *Moneysmart* is a financial capability suite developed by ASIC to provide trustworthy and unbiased guidance to the Australian public. A component of the *Moneysmart* suite is *Moneysmart for Teachers*. This Kindergarten to Year 12 resource provides:
 - Australian Curriculum-aligned teaching resources including units of study. These address several key learning areas, cross-curriculum priorities and general capabilities with particular prominence for the Mathematics and Humanities and Social Sciences (HASS) key learning areas and Numeracy General Capability.
 - The ACT Teacher Quality Institute (TQI) has accredited the *Moneysmart for Teachers* professional development.

BUDGET ESTIMATES BRIEF

Cleared as complete and accurate: 12/10/2021
Cleared for public release by: Executive Group Manager Ext:
Contact Officer name: Dionne Byrant Ext:
Lead Directorate: Education
TRIM Ref:

Enabling Pedagogies – Executive Summary

- As part of the School Improvement Strategy, the Education Directorate conducts school reviews using the nine domains of the National School Improvement Tool (NSIT). Domain 8 of NSIT– Effective pedagogical practices – articulates the importance of the principal and school leadership teams accepting responsibility for driving improvements in teaching throughout the school. In addition, teachers and school leaders are committed to prioritising the work of identifying, understanding and implementing effective evidence-based teaching and strategies.
- The ACT Education Directorate encourages schools to have a pedagogical framework that outlines the expectations for teaching and learning within their school. Each ACT public school develops and implements a pedagogical framework, to ensure high quality, evidence-based teaching practices that focus on success for every student.
- A school pedagogical framework promotes consistency of practice and supports teachers to know what the teaching and learning looks like within that school. Teachers and school leaders are committed to prioritising the work of identifying, understanding and implementing effective evidence-based teaching strategies.
- The **Enabling Pedagogies** initiative includes ACT Pedagogical Framework and the web-based Enabling Pedagogies resource. The ACT Pedagogical Framework is a guide for ACT public schools to develop coherent statements of the pedagogical practices of their school. The Enabling Pedagogies resource is a structured collection of high impact teaching strategies to support schools to implement pedagogical change.
- The Pedagogy Coaches (1 SLB + 1 SLC) commenced in Term 4 2020, to support schools to implement pedagogical change through the ACT Pedagogical Framework and the Enabling Pedagogies resource.
- The coaches have consulted or presented individually to 42 leadership teams, with ongoing engagements with 17 schools.
- The coaches have provided bespoke Professional Learning to five schools, while developing two TQI accredited learning packages including both asynchronous and synchronous elements delivered to 177 ACT public school teachers, preschool to year 12.
- The Enabling Pedagogies resource has been enriched by the addition of three video case studies of teaching practice developed with ACT schools.
- Ongoing work of the Enabling Pedagogies team is:
 - Working with schools to develop bespoke Professional Learning.
 - Developing additional universal professional Learning Packages and workshops.
 - Collecting exemplar practice as case studies to be added to the web resource.
 - Continue publicising the resource with schools.

Literacy Instruction (Reading) - Executive Summary

Best practice literacy instruction

- The Education Directorate promotes evidence-based balanced literacy approaches within schools, including an emphasis on phonics and word knowledge as described in the *Australian Curriculum*. The strongest elements of each are incorporated into a literacy program that aims to guide students towards proficient, lifelong reading.
- The Directorate supports the use of phonics instruction as part of literacy instruction when utilised alongside a suite of systematic evidence-based, approaches. The Directorate does not endorse a one-size-fits-all phonics program.
- The Directorate's approach to balanced literacy instruction for all students recognises phonics as an essential component in building students' literacy skill. It allows schools to draw on a range of strategies to teach reading and writing. As part of the *Australian Curriculum; English* ACT public schools teach phonics, and word knowledge using explicit teaching of phonemic awareness, phonics, vocabulary and comprehension. The *Early Years Literacy Initiative* outlines ten essential literacy practices that support the delivery of the Australian Curriculum.

Dyslexia and learning difficulties

- For students identified 'at risk' of learning difficulties it is recognised that early identification, planning and differentiating the teaching and learning program is critical for facilitating positive literacy outcomes.
- Teachers are encouraged to use multiple sources of evidence to identify and analyse students' literacy and language capabilities to ensure they make the right judgement about a child's next learning. They implement rich, integrated learning programs that differentiate the learning and teaching to support each student's needs.
- Evidenced based strategies and interventions to support students with learning difficulties is an area of much debate amongst education professionals. Debate focuses on schools' approaches to literacy instruction more broadly and the degree of emphasis placed on phonics instruction within the teaching of reading and writing.
- Teachers use a range of information and professional learning opportunities to build their skills and capability to support students with learning difficulties. For example, *Understanding Dyslexia and Significant Difficulties in Reading* is an online program that provides teachers with online classroom resources accessible through the Directorate Intranet.

Enhancing literacy through increasing leader and teacher capability

- The Directorate has a long term, strategic commitment to supporting early years literacy, including through the Early Years Literacy Initiative.
- The Early Years Literacy Initiative (EYLI) began as a pilot project in 2017 and since 97% (65 of 67) ACT public school (P-6) have participated.
- The goal of the project has been to improve literacy learning outcomes for all early childhood and primary aged students through building teacher pedagogical knowledge and leadership capacity to implement effective literacy instruction.
- To improve student learning outcomes, it is necessary to build teacher capability and practice to embed quality literacy practices consistently across ACT public schools. The Directorate provides

ongoing professional learning for teachers, literacy coaches and school leaders to strengthen teachers' knowledge, understanding and capacity to implement evidence-based literacy practices and build teacher capability on literacy assessments. Those assessments include screening, diagnostic and formative assessments, rigorous tracking and monitoring systems.

Background

Year 1 Phonics check - literacy assessment of students

- On 15 October 2019, the Federal Minister for Education, Minister Tehan, announced the Australian Government will introduce a free, voluntary Phonics 'health check' for Year 1 students.
- The Directorate does not view the introduction of a mandatory Year 1 Phonics check as the best way to support early years literacy instruction for the following reasons:
 - In ACT public schools, there is not a current identified gap in either the assessment of early years literacy skills or in the current teaching of reading and writing.
 - ACT public schools currently have an evidence-based approach to literacy instruction that focuses on implementation of the ten essential literacy skills (of which phonics is one aspect).
 - In ACT public schools, children's literacy skills are assessed at the beginning and end of Kindergarten. The early years assessment program uses BASE to assess early reading, phonics and numeracy skills of students in their first year of school. The BASE data is used to identify, as early as possible, students who may need extra support or enrichment. The BASE data helps teachers plan appropriate learning experiences for every child in the class.
 - Children experiencing learning difficulties are captured through both this assessment, and other tools used by teachers.
 - ACT public schools already use a range of assessments (for example, BASE, reading assessments [running records] and oral language assessments) to identify children who require differentiated instruction to learn to read, spell and write, and tailor literacy instruction using a range of targeted strategies and adjustments.

Mathematics and Numeracy – Executive Summary

- ACT public schools implement the Australian Curriculum which includes the mathematics learning area, numeracy progressions and numeracy general capability. Schools implement a range of curriculum aligned programs to support student’s numeracy development.
- In October 2020 the Directorate began developing *Finding the Balance*, a mathematics and numeracy strategy for ACT Public Schools. The strategy was developed to:
 - support schools to embed the four mathematics proficiencies of fluency, understanding, reasoning and problem solving
 - help raise teacher self-efficacy to teach mathematics in primary settings
 - support teachers to focus on numeracy beyond the mathematics classroom in high school settings
 - provide coaching and professional learning opportunities for teachers in the 50% of ACT public schools that currently have mathematics or numeracy as a strategic goal
- In 2021 as part of the pilot of *Finding the Balance* the ACT Education Directorate has:
 - Delivered and facilitated targeted professional learning for 75 school teachers/leaders from 18 ACT public primary schools and high schools. This learning has been supported by Emeritus Professor Peter Sullivan, The Australian Academy of Science- reSolve, and the president of the Canberra Maths Association, Bruce Ferrington.
 - Curated high quality mathematics and numeracy resources on the Service Portal for ACT teachers and school leaders. It provides a centralised location to highlight exemplary and innovative mathematics and numeracy practice and Directorate-led professional learning.
 - Provided individualised supports for schools on a basis of contextual need.
 - Initiated the development of a measurement and evaluation framework and tools to measure the outcomes and impact of the mathematics and numeracy strategy.
- *Finding the Balance* has operated as a pilot program in 2021. Continued support will be offered for pilot schools throughout 2022.
- Schools not involved in the 2021 pilot will be encouraged to participate in an expanded program in 2022.

Opposition Education Plan – Executive Summary

In June 2021, the Canberra Liberals released an education strategy for the ACT titled 'Bringing out the Best in every child'.

The five-point strategy includes the following:

1. Improving Falling Academic Standards
2. Genuine Equity for Every student
3. Reducing Bullying and Violence
4. More support for Schools through Better Funding and Governance
5. Fixing Overcrowding Schools and Ageing Infrastructure

ACT Labor's *Future of Education (2018-2028)* is a comprehensive, long-term strategy that outlines a well-rounded approach to school education and a focus on equity, rather than measuring a student's achievement narrowly on performance in literacy and numeracy.

- This decade long plan partners with *Set Up for Success: An Early Childhood Strategy for the ACT*, to provide a 0-18 approach that recognises that genuine equity of outcomes are only delivered through consistent and sustained collaborative effort, working with key partners from the earliest years of a child's educational journey.
- The *Future of Education* reflects the vision of the ACT community; including the core themes heard from over 5000 individuals, half of which were students, along with significant evidence drawn from research and evidence-based practice into high performing education systems.

Background Information:

- ACT public schools use a modern and evidence-based education model known as student centred learning. The primary purpose of a student-centred approach is to encourage students to be active and engaged in learning. It's a model that responds to the individual needs of each of child and young person.
- Pedagogy in ACT public schools is responsive to child need. Strategies employed include explicit teaching done via whole class learning, small group learning and one on one teaching.
- All ACT public schools deliver on the Australian Curriculum with a strong focus on literacy and numeracy skills. ACT public schools use the Ten Essential Skills approach to teaching literacy.
- All educational infrastructure projects constructed for the ACT Government, including new schools, are done so in line with the Education Directorate's Infrastructure Specification (EDIS) brief.
- Current research indicates a close connect between individual wellbeing and achieving academic learning outcomes, and identifies important future skills, such as critical thinking, digital literacy, and global competence (OECD report).
- This *Future of Education* has already improved positive culture in schools through *Positive Behaviours for Learning*; the *Building Strong and Safe Communities for Learning* initiative and strengthened inclusivity overall with the majority of students in the ACT reporting that sense of belonging has improved or been sustained during the first phase (2018-2020).
- The quality of leadership, educational professionals, the learning environment and the quality of

the learning experience are central to achieving outcomes for children and young people (ACT Auditor General's Teaching Quality Report, Report No.6 2021).

- The *Future of Education* has built the capability of leaders and educational professionals from the earliest stages of their career onwards with enhanced supports during pre-service, induction, through the 25 *Affiliated Schools* partnerships with the UC, early career mentoring; investment in continual professional learning with Highly Accomplished and Lead Teachers programs; cross sector professional learning opportunities, a strengthened focus on Principal wellbeing, and empowering leadership capability.
- System supports have empowered educators to focus efforts on differentiating and personalising learning with flexible, local options to meet the needs of individual children and young people.
- The Future of Education has modernised systems that support learning; inclusive of passing two tranches of legislation, planning, design and refurbishment of school environments and infrastructure; providing digital devices and internet to students and families and strengthening evidence-based review and planning processes to support school improvement.

Personalised Learning – Executive Summary

- Personalised learning is a process of meeting the child or young person at their point of need and tailoring the learning from that point. It is a process that supports individual learning and the needs of each student.
- Personalised learning aligns with the Future of Education’s focus on ‘student centred learning’, and the Strategic plan’s focus on ‘School where students love to learn’.
- Personalised learning also relates to the Strategic plan goal ‘evidence informed decisions’. For example, *Lifting performance in Australian Schools – Observations from Research and Practice* states that, ‘society increasingly expects education to be tailored to the strengths, interests and learning needs of the learner’ (Geoff Masters).
- Personalised learning is not a one-size-fits-all approach and school contexts will shape the nature of what this looks like in classrooms. Personalised learning does not mean teachers provide individual programs for every student.
- The use of personalised learning has significant impacts on the student as a learner. Research indicates significant benefits when students are empowered to have ownership of their learning pathway and achievement. This increases intrinsic motivation as students understand where they are at and where they are heading with a heightened sense of purpose. Higher levels of engagement are visible, as students have a voice and interest into the relevant tasks that have been agreed upon.
- The ACT Public Schools Pedagogical Framework Guide highlights some key points teachers can incorporate into planning for personalised learning such as:
 - Basing decisions on deep understanding of the students, their prior knowledge, abilities, interests, culture and backgrounds.
 - Using agreed achievement data to tailor teaching and learning programs.
 - Increased student agency.
 - Demonstrating equity by ensuring individual student needs are met.
 - Frequently monitoring and using assessment for learning and as learning.
 - Providing opportunities for students to be challenged and experience success in their learning.
 - Providing targeted, explicit and scaffolded instruction as required.

Safe and Inclusive Schools Initiative – Executive Summary

- The Safe and Inclusive Schools (SAIS) Initiative has been developed by Sexual Health and Family Planning with input from parent groups, community agencies and key education stakeholders. It has been available to ACT schools since 13 March 2018.
- This initiative supports schools to create and sustain safe and inclusive environments for students by providing:
 - Teacher Quality Institute accredited, professional learning for staff
 - expert advice and assistance
 - sharing of high-quality teaching and learning resources
 - the development of networks to share good practice
- The Initiative currently operates as an opt-in model and is accessed when individual schools identify that they require support, and in many cases, this is at the point of need.
- The estimated total value of procurement with SHFPACT to deliver SAIS over the period from 1 January 2018 – 31 December 2021 is **\$495,000** (including GST) including funds already spent and those expected to be spent. This includes the six-month contract extension which is in place until 31 December 2021.
- There is strong evidence that same sex attracted, intersex and gender diverse young people face additional challenges, particularly with respect to mental health and wellbeing when compared with the rest of the population. These challenges persist into the school environment.
- The release of the *Writing Themselves In 4* Research Report in February 2021 has provided additional evidence of this in the Australian context.
- Same sex attracted, intersex and gender diverse people report school as a significant site where they experience or have experienced bullying, discrimination and isolation.
- The Education Directorate provides a range of supports to schools to assist with creating and sustaining welcoming environments, where prejudice, discrimination, harassment and violence are unacceptable.
- In May 2021, the Education Directorate hosted the first LGBTIQ+ inclusion forum for all ACT public schools. Students who identify as LGBTIQ+ students and allies attended the event and spoke about what they need to feel safe and included in their school communities. SHFPACT assisted with event facilitation.
- The First Action Plan (the Plan) for the Capital of Equality Strategy identifies key actions for the ACT Government to make to improve the lives of LGBTIQ+ Canberrans.
- The Education Directorate's commitment under the Capital of Equality Action plan is to: 'Invest in LGBTIQ+ support systems for Canberra's schools including the continuation of the Safe and Inclusive Schools Initiative and making sure schools get good advice about supporting students who are affirming their gender.'

Small Group Programs for SwD – Executive Summary

Key Information:

Adjustments to meet the needs of students

- All ACT public schools plan and utilise reasonable adjustments to make education accessible to students with disability. These adjustments aim to enable all students to access and participate in education on the same basis as their peers.
- Adjustments for students are based on their individual needs. The professional judgement of teachers, in consultation with the student and/or their parents or carers, informs these adjustments.

Small Group Programs

- The Education Directorate (the Directorate) currently offers a range of programs to support students with disability including the Inclusion Support Program (ISP), Small Group Programs (SGPs) or Specialist Schools.
- Eligibility is determined through the ACT Disability Criteria.
- A list of small group programs in ACT Public Schools can be found on the Directorates website.
- It is anticipated every ACT Public School will run a Small Group Program from the start of the 2023 school year. This will ensure all students have the option to attend a program at their PEA school, on the same basis as their peers.
- Schools have flexibility in the way they deliver their program to meet the individual needs of their school community.
- As such, school programs may vary year to year as they flexibly respond to the needs of their current student cohort.

Portfolio/s: Education and Youth Affairs

Early Childhood Development

Relationships, sexuality and consent education

Question

- Why haven't you done more to address relationships, sexuality and consent education in ACT schools?

Answer

- The ACT is actively working to strengthen relationships, sexuality and consent education in our schools.
- The ACT recently provided feedback to ACARA as part of the public consultation process to review the Australian Curriculum. The ACT recommended strengthening Consent/Respectful Relationships Education in the Learning Area of Health and Physical Education.
- On 21 July 2021, a Cross Sector Respectful Relationships, Sexuality and Consent Education (RRSCE) Roundtable was held in partnership with the University of Canberra.
- The event provided an opportunity to explore current research, understand what is happening in schools and identify gaps and opportunities to strengthen relationships, sexuality and consent education in all ACT schools.
- Key themes that emerged from the Roundtable event included; recognition of the benefits of a cross-sector approach; the need for a whole-of-community response and the voices and lived experiences of young people must be central to any community wide solution.
- The ACT is continuing to work with stakeholders, to build on the learning from the Roundtable and strengthen relationships, sexuality and consent education in the ACT.

Question

- What is currently being taught in ACT schools regarding relationships, sexuality and consent education?

Answer

- The Australian Curriculum supports students to develop knowledge, understanding and skills that will help them to establish and manage respectful relationships. This includes the teaching of consent, personal boundaries and the development of healthy and positive relationships.
- The Australian Curriculum learning area of Health and Physical Education has a strong focus on providing students with ongoing, developmentally appropriate, and explicit learning experiences through the focus area: 'Relationships and Sexuality'.

BUDGET ESTIMATES BRIEF

- All ACT public schools deliver content in line with the Early Years Learning Framework, Australian Curriculum and the Board of Senior Secondary Studies.

Question

- What does relationships, sexuality and consent education look like in primary, high school and college settings?

Answer

- From the time students enter the school system, children learn about protective behaviours as well as the personal and social capabilities that support the understanding of concepts such as respect and consent.
- Content is age-appropriate, inclusive and designed to meet the needs of all students. Schools communicate regularly with students' parents/carers to inform them and ensure learning programs are sensitive to families' cultural and religious beliefs and preferences.
- The content in the Relationships and Sexuality area in the Foundation to Year 10 curriculum supports students to develop knowledge, understanding and skills that will help them to establish and manage respectful relationships. It also supports them to develop positive practices in relation to their reproductive and sexual health and the development of their identities. In doing so, students will gain an understanding of the factors that influence gender and sexual identities.

Background Information

- Respectful Relationships Education (also known as Gender Equality Education) is a school-based approach to primary prevention of domestic and family violence. It aims to develop skills and attitudes early that will prevent gender-based violence from happening in the future.
- At the universal level (all students), schools teach Respectful Relationships and Sexuality Education through the Australian Curriculum supported by social and emotional approaches and specific Gender Equality Education resources.
- Most recently, in the 2021-22 ACT Government Budget, the ACT Government has announced a **\$2.1 million investment** over four years to provide a whole school approach to preventing domestic and family violence and reducing discrimination and harassment by creating a culture of gender equality and inclusion. This will fund 3 FTE positions which will perform gender equality coaching, professional learning and develop materials that support inclusion.

Portfolio/s: Education and Youth Affairs

Skills

Headstart – 3 year pilot announced in 2021/22 Budget

Question 1

- How is the Headstart program different to any other Australian School-based Apprenticeship (ASbA)?

Answer 1

- The Head Start program is an innovative pilot program that will enable ACT public school students to take an extra year to complete their ACT Senior Secondary Certificate and provide a dedicated team to support students to develop skills and experience that employers value and can provide job security.

Question 2

- When will the first Headstart apprentices start and how will they be selected?

Answer 2

- A project plan and evaluation plan is currently being developed which will include work to recruit the Headstart program team and development of program guidelines, which will include student eligibility information.
- This team will be working with schools and employers from January 2022 to support commencements in the program from Semester 1, 2022.
- It is anticipated that 50 students will commence their apprenticeships through the Headstart pilot during the 2022 school year.

Background Information

- The COVID-19 pandemic has presented challenges for young people interested in completing a trade-based apprenticeship.
- All students and employers participating in the pilot will have one-on-one support through a dedicated team that will work in collaboration with other key government partners; CIT, schools, Skills Canberra, and WorkSafe ACT.
- Students will be provided personalised career education and mentoring, and employers will also receive coaching and support to ensure students receive high quality on-job learning in the workplace.
- This program will demonstrate the ACT Government's commit to support young people at risk to secure meaningful employment, and address skills shortages faced by local employers.

Portfolio/s: Education and Youth Affairs

Early Childhood Development

7.4 Bullying and Violence

Question

- What progress has been made against the recommendations and observations from the 2019 Inquiries: Standing Committee - *Inquiry into the management and minimisation of bullying and violence in ACT schools?* and *School Education Advisory Committee (SEAC)?*

Answer

- Both the Standing Committee and Inquiry acknowledged that incidents of bullying, cyberbullying and violence in ACT schools are by and large well-managed and that schools experience similar challenges to other parts of society in relation to bullying and violence.
- Of the Standing Committee's 23 Recommendations, 12 were agreed, 9 Agreed in principle, and two noted.
- The Directorate has made substantial progress, having completed 17 of the 21 actionable recommendations. The remaining four actions are well underway.
- SEAC reviewed current policies, procedures and processes, with a focus on the Positive Behaviours for Learning (PBL) framework and other specific interventions that support the implementation of the Safe and Supportive Schools Policy in ACT public schools. SEAC's report included observations, many of which are directly related to PBL.
- There are now 75% of ACT Public Schools in the process of Positive Behaviour for Learning (PBL) implementation, with all schools ensuring that they are creating positive learning environments appropriate to school context and student need.

Question

- What can parents/carers do when they are not satisfied with a school's actions to a report of bullying or violence?

Answer

- Where an issue arises, the first place to address the issue is with the school.
- If families are not satisfied with their schools response to a bullying incident there are other pathways to resolve the issues that arise.
- The Education Directorate's Feedback and Complaints unit provides an additional reporting mechanism for complainants who are not satisfied with a school's

response, or who do not wish to contact the school to make a report of bullying or harassment.

- Resolution of instances of bullying or violence will depend on the facts of a particular case.

Question

- What do schools do when there is a bullying incident?

Answer

- Schools' response to bullying is guided by the Safe and Supportive Schools Policy and Procedures. Each school has procedures and processes in place to manage incidences of bullying.
- Schools work with students, families and staff, to support students who experience or are involved in bullying and violence.
- The Student Administration System (SAS) is used to record and manage incidences of bullying.
- In some instances, the school's Student Wellbeing Team and/or specialist staff may be involved in supporting students and managing incidences of bullying, e.g. Safe and Supportive Contact Officers (SASSCOs), school psychologist, year coordinators, and allied health professionals. Schools also work with external agencies as appropriate.

Question

- What data does the Education Directorate collect on incidents of bullying?

Answer

- Schools record and analyse data on incidents of bullying using the Student Administration System (SAS).
- A range of data sources are frequently reviewed to inform prevention and response strategies appropriate to the school's context.

Background Information

Standing Committee on Education, Employment and Youth Affairs (SCEEYA)

- The 2019 Standing Committee's Inquiry into the management and minimisation of bullying and violence in ACT schools, provided recommendations about how to address bullying and violence in schools. The Government response was tabled in the Legislative Assembly on 23 October 2019. The Directorate was already pursuing a number of initiatives aligned with the Committee's recommendations as part of the ACT Government's *Future of Education Strategy*.

School Education Advisory Committee (SEAC)

- SEAC was asked to advise on opportunities to strengthen practices in schools and the Education Directorate, with a focus on Positive Behaviours for Learning (PBL).
- Schools have strong foundations in place to manage and minimise bullying and violence and acknowledged the considerable investment, effort and progress that had already been made. It was acknowledged that PBL will take several years to implement
- Cultural and systemic reform of this kind takes time, with a focus on continuous improvement.

BUDGET ESTIMATES BRIEF

Portfolio/s: Education and Youth Affairs

Early Childhood Development

Suspension Data

Question

Why doesn't the Directorate publish suspension data on students with disability?

- The ACT is a small jurisdiction, as such granular data on individual schools, year levels or student characteristics including students with a disability, are not published due to privacy concerns and the risk of identification. There are also difficulties with defining students with disability for the purposes of reporting metrics. i.e. whether by NDIS status or other criteria.

Question

How is the Directorate working to reduce the rate of suspensions?

- The Directorate and schools promote school culture that promotes positive staff-student relationships and facilitates an early support and prevention approach to behaviour supports.
- The Directorate's commitment to rolling out Positive Behaviour for Learning (PBL) is an important part of reducing suspension rates for all students, with its focus on explicitly teaching and recognising positive behaviour.
- For students with disability and/or complex behaviours, schools work in partnership with students and their parents and carers to address and respond to these concerns. This can include the development of a Positive Behaviour Support Plan which supports the consistent implementation of strategies across the school setting and in the home.
- Social and emotional skills are an important part of promoting student wellbeing and are developed through social and emotional learning programs in our schools and through the general capabilities in the Australian Curriculum.

Background Information

- Suspension is the process of temporarily withdrawing a student from school activities and school grounds, placing them in the care of their parents and/or a person with parental responsibility, when the student displays behaviours described under section 36 of the Education Act 2004.
- The Directorate's updated *Suspension, Exclusion and Transfer of Students policy* was published in December 2019 and has a focus on a prevention and early intervention

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Contact Officer name: Kate McMahon Ext:59205
Lead Directorate: Education
TRIM Ref:

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approach to behaviour support to reduce the incidence of behaviours that potentially lead to suspension.

- The Suspension, Exclusion and Transfer of Students procedure states a key consideration for decision-making must be given to a student's needs and whether appropriate and reasonable adjustments have been made to reduce the need for the use of behaviours of concern as a means of communicating, particularly where this is a manifestation of disability.

BUDGET ESTIMATES BRIEF

Portfolio/s: Education and Youth Affairs

Early Childhood Development

eSafety Program

Question

- How has the Education Directorate continued to promote the online safety of students during remote learning?

Answer

- The Education Directorate has worked collaboratively with schools, students, teachers and families to develop the knowledge and skills that children and young people need to thrive in a safe, online learning environment.
- The eSafety Officer has continued to deliver bespoke online safety education to students during remote learning, as well as family eSafety workshops that address the latest trends in online safety. These sessions also support parents to have conversations with their children about setting safe personal boundaries online. To make these workshops accessible for school communities, eSafety workshops are planned with schools so that the content is relevant to that school community.
- The Directorate has taken steps to minimise online risks to students including device level content filtering.
- The Directorate works closely with the Office of the eSafety Commission and the Australian Federal police (Think U Know program) to support schools to manage online safety.
- Teacher professional learning prior to the shift to remote learning provided an additional opportunity to support schools and teachers with online safety messaging.

Question

- What is the Education Directorate doing to ensure students learn to manage screen time?

Answer

- The Education Directorate works closely with the Office of the eSafety Commissioner and the Australian Federal Police (Think U Know program) to deliver content that is contemporary and relevant and supports students of all ages. This content supports students to develop the knowledge and skills to become safe, digital citizens, including managing screen time and setting boundaries online.

Question

- How does the Education Directorate support families to manage technology?

Answer

- The Education Directorate works closely with families through their schools. The eSafety program delivers online safety workshops for families that are created collaboratively with schools, ensuring the content is relevant and accessible for their communities.
- During remote learning, the eSafety officer continued to deliver these sessions virtually with schools.

Background Information

- The Education Directorate (Directorate) is committed to building a positive culture of digital citizenship and eSafety in ACT Public Schools. In 2021, the Directorate strengthened its approach to eSafety to be more responsive to the needs of students, teachers, and the community. These actions support the 2020 ACT Labor election commitment to provide materials to address contemporary topics such as digital citizenship and intimate image sharing.
- The Directorate has an ongoing eSafety program that is reviewed and updated regularly to address and prevent bullying, harassment and violence, including cyberbullying. The program aims to build on existing school initiatives and continue to provide information sessions for parents and carers to ensure a broad reach.
- The Directorate's eSafety Officer continues to work closely with school communities to build safe, respectful online communities in the ACT. The eSafety Officer also works closely with key stakeholders to understand the latest online trends.
- In developing the eSafety program for 2021, the Directorate has strengthened its relationship with the Office of the eSafety Commissioner to ensure that its program is supported by emerging research and behavioural trends.
- A digital resource centre has been developed in 2021 to support students receiving ACT Government provided Chromebooks as part of the Technology Enabled Learning (TEL) Program. This resource provides students with a curated collection of materials and contacts to navigate if issues are faced online.
- In the budget it was announced that more than \$21 million has been allocated over the next four years to ensure all year 7 to 12 students have access to a Chromebook, including an additional \$2.8 million over four years to provide internet access to any secondary school student who needs it and **fund the e-safety program.**

Portfolio/s: Education and Youth Affairs

Early Childhood Development

8.3 Languages in Schools

Question

Do all ACT Public Schools provide a language program?

Answer

- All ACT Public Schools are required to provide a language, however there are some schools that are unable to provide a language program due to the shortage of language teachers.
- As at April there were 11 schools that did not offer a language. They are:
 - Caroline Chisholm School
 - Charles Conder Primary
 - Gilmore Primary School
 - Margaret Hendry School
 - Neville Bonner Primary
 - Richardson Primary School
 - Theodore Primary School
 - Torrens Primary
 - Charnwood-Dunlop school
 - Hawker College

Question (2-3)

What has happened to the Languages Action Plan?

Answer (2-3)

- A Draft ACT Languages Action Plan is being developed for consultation.
- The ACT Languages Action Plan will look to address a range of issues impacting on a school's capacity to deliver languages in schools including language policy, provision of pathways, optimising provision of languages and delivery modes of Languages.
- The development of an ACT Languages Action Plan will continue to support schools and the ACT to position language education as a valued and important part of the ACT's future economic, education and social fabric.
- A Positions Paper has been developed in order to aid the consultation process which contextualises languages in the ACT public school context.

Background Information

- Schools are required to deliver languages to students in years 3 to 6 for 60 minutes per week, and in years 7 and 8 for 150 minutes per week
- There is a national shortage of language teachers.
- The ESO is working to support schools to recruit language teachers, and to support the upskilling of classroom teachers who wish to become language teachers through scholarship programs.
- On 28 November 2018 a Motion was passed in the ACT Legislative Assembly. The resolution was to, 'develop an action plan to encourage, improve and support language education in Canberra Schools as a part of implementing the Future of Education Strategy'.