

(2) Members of the Reference Group were consulted throughout the design phase of the Initiative. Consultation also included:

- Discussions with school principals from public and independent schools.
- Ongoing liaison with the Association for Independent Schools of the ACT and the Catholic Education Office throughout the design phase of the initiative to ensure alignment with relevant wellbeing frameworks utilised by these sectors.
- Consultations and feedback regarding the experiences of school and educational programs within the ACT in responding to issues of sexual orientation, gender identity and intersex status.

(3) A summary of input provided by stakeholders included a range of recommendations:

- The approach that schools should not have to “sign up” or become members of the Initiative was strongly supported;
- Schools should determine engagement with the program and choose to request support if and when needed;
- A capacity building approach was considered effective to support schools to develop knowledge, skills and confidence;
- The Initiative should reflect the reality that school communities are diverse places and that the welfare and mental health of vulnerable students is a priority for parents; and
- Expert support for supporting individual student needs would be highly valued.

(4) The Safe and Inclusive Schools Initiative was developed in the broader context of the legislative and ethical responsibilities schools have to ensure they are safe and inclusive environments for all students. The Initiative works with schools to create learning environments where young people feel comfortable and safe to be who they are without fear of negative consequences.

The Initiative and its resources complement and reference anti-discrimination and anti-bullying programs, policies and frameworks such as the Education Directorate’s *Safe and Supportive Schools Policy 2016* and the *National Safe Schools Framework*. These frameworks clearly define bullying, harassment and discrimination and articulate schools’ obligations to actively build cultures where prejudice, discrimination, harassment or violence is unacceptable.

The Safe and Inclusive Schools Initiative is one resource available to schools to support them to build positive and respectful learning environments and support student wellbeing. When a school nurtures a culture where young people feel connected, respected and safe, bullying and violence is less likely to occur.

(5) The bullying of ethnic groups and religious minorities is not specifically addressed within the SAIS Initiative. The initiative and its resources complement and reference anti-discrimination and anti-bullying programs, policies and frameworks such as the Education Directorate's *Safe and Supportive Schools Policy 2016* and the *National Safe Schools Framework*. Schools utilise a number of anti-racism education programs and resources that support students to appreciate cultural and religious diversity and develop the knowledge and skills needed to safely counter racism, prejudice and discrimination.

Approved for circulation to the Member and incorporation into Hansard.



**Yvette Berry MLA
Minister for Education and Early Childhood Development**

Date: 05/06/18

This response required 5hrs & 15mins to complete, at an approximate cost of \$423.25.

Member for Ginninderra

Minister for Education and Early Childhood Development

Minister for Housing and Suburban Development

Minister for the Prevention of Domestic and Family Violence

Minister for Women

Minister for Sport and Recreation

RESPONSE TO QUESTION ON NOTICE

Questions on Notice Paper 19

11 May 2018

Question No. 1485

MISS C BURCH: To ask the Minister for Education and Early Childhood Development -

- (1) How many (a) allegations, (b) investigations and (c) adverse findings related to corruption have there been for each directorate and agency for which you are responsible, for the financial years (i) 2016-17 and (ii) 2017-18 to date.
- (2) How many (a) allegations, (b) investigations and (c) adverse findings related to bribery have there been for each directorate and agency for which you are responsible, for the financial years (i) 2016-17 and (ii) 2017-18 to date
- (3) How many (a) allegations, (b) investigations and (c) adverse findings related to unauthorised disclosures of confidential information have there been for each directorate and agency for which you are responsible, for the financial years (i) 2016-17 and (ii) 2017-18 to date.
- (4) How many (a) allegations, (b) investigations and (c) adverse findings related to fraud have there been for each directorate and agency for which you are responsible, for the financial years (i) 2016-17 and (ii) 2017-18 to date.
- (5) How many (a) allegations, (b) investigations and (c) adverse findings related to misuse of timesheets have there been for each directorate and agency for which you are responsible, for the financial years (i) 2016-17 and (ii) 2017-18 to date.
- (6) For the incidents described in part (4), what was the total cost to the Territory of those incidents.
- (7) For the incidents described in part (6), how much of those costs have been recovered by the Territory.
- (8) For the incidents described in part (5), what was the total cost to the Territory of those incidents.
- (9) For the incidents described in part (8), how much of those costs has been recovered by the Territory.

MS BERRY MLA - The answer to the Member's question for the Education Directorate follows:

1) Corruption:

	FY 2016-17	FY 2017-18
Allegations Received	1	4
Investigations Commenced	1	4
Investigations Completed	0	3
Investigations Pending (year-end)	0	1
Adverse Findings	0	2

2) Bribery:

	FY 2016-17	FY 2017-18
Allegations Received	0	0
Investigations Commenced	0	0
Investigations Completed	0	0
Investigations Pending (year-end)	0	0
Adverse Findings	0	0

3) Unauthorised disclosures of confidential information:

	FY 2016-17	FY 2017-18
Allegations Received	0	0
Investigations Commenced	0	0
Investigations Completed	0	0
Investigations Pending (year-end)	0	0
Adverse Findings	0	0

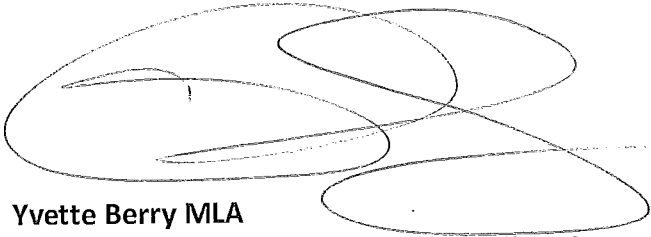
4) Fraud:

	FY 2016-17	FY 2017-18
Allegations Received	0	0
Investigations Commenced	1	0
Investigations Completed	0	1
Investigations Pending (year-end)	1	0
Adverse Findings	0	0

5) Misuse of timesheets:

	FY 2016-17	FY 2017-18
Allegations Received	0	0
Investigations Commenced	0	0
Investigations Completed	0	0
Investigations Pending (year-end)	0	0
Adverse Findings	0	0

- 6) Cost to Territory of fraud related matters: Nil
- 7) Costs recovered by Territory (fraud related): Nil
- 8) Cost to Territory from misuse of timesheets: Nil
- 9) Costs recovered by Territory (misuse to timesheets): Nil

Approved for circulation to the Member and incorporation into Hansard.	
	
Yvette Berry MLA Minister for Education and Early Childhood Development	Date <u>08/06/18</u>
This response required 7hrs 20mins to complete, at an approximate cost of \$650.	

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

RESPONSE TO QUESTION ON NOTICE
Questions on Notice Paper 19
11 May 2018
Question No. 1358

MR COE: To ask the Minister for Education and Early Childhood Development - Can the Minister provide a breakdown of the total number of executive, senior officer or equivalent level staff employed by the ACT Education Directorate and former equivalent directorates by (a) full-time equivalent, (b) headcount, (c) ACT public service classification type and (d) general administrative division, during (i) 2007-08, (ii) 2008-09, (iii) 2009-10, (iv) 2010-11, (v) 2011-12, (vi) 2012-13, (vii) 2013-14, (viii) 2014-15, (ix) 2016-17 and (x) 2017-18 to date.

MS BERRY MLA - The answer to the Member's question is as follows:

a) Full time equivalent (FTE):

Classification Group	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Executive Officers	17.0	17.0	15.0	14.0	13.0	14.0	15.0	16.0	17.0	15.1	19.0
Senior Officers	71.7	105.2	101.4	111.6	116.2	126.6	137.3	137.9	129.5	141.9	157.5

b) Headcount:

Classification Group	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Executive Officers	18	17	15	14	13	14	15	17	17	16	19
Senior Officers	76	108	104	115	122	132	144	146	138	149	165

c) ACT public service classification type (FTE):

Classification	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Executive 1.2	7.0	6.0	3.0	3.0	4.0	4.0	4.0	4.0	3.0	2.0	1.0
Executive 1.3	6.0	8.0	7.0	6.0	5.0	5.0	7.0	7.0	9.0	9.0	11.0
Executive 2.4	1.0		2.0	2.0	2.0	1.0		0.0			2.0
Executive 2.5	1.0	1.0	1.0	1.0	1.0	2.0					1.0
Executive 2.6	1.0	1.0	1.0	1.0		1.0	2.0	2.0	2.0	2.0	2.0
Executive 3.7							1.0	2.0	2.0	1.0	1.0
Executive 3.10	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.1	1.0
Infrastructure Mgr/Specialist1										1.0	1.0
Infrastructure Officer 3								8.0	6.6	7.0	6.0
Infrastructure Officer 4								1.0	2.0		1.0
Infrastructure Officer 5								1.8	2.8	3.0	3.0
Manager 1	2.0										
Manager 2	1.0										
Senior Info Tech Off B	1.0	1.0	1.0	1.0							
Senior Info Tech Off C	2.0	2.0	2.0	2.0							
Senior Officer A	3.0	10.6	9.0	10.2	14.3	14.4	16.1	12.4	14.8	19.0	15.1
Senior Officer B	19.7	24.6	24.0	32.3	25.6	28.9	31.1	35.6	33.8	36.5	46.2
Senior Officer C	40.2	62.2	60.6	60.2	71.4	78.2	86.1	75.0	65.5	71.5	81.1
Senior Prof Officer A	1.0	3.0	3.0	4.0	3.0	3.0	1.0	2.0	2.0	2.0	2.0
Senior Prof Officer B	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Senior Prof Officer C	0.8	0.8	0.8	0.8	0.8	1.0	2.0	1.0	1.0	1.0	1.0

c) ACT Public Service classification type (Headcount):

Classification	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Contract Chief Executive	1	1	1	1	1	1	1	1	1	2	1
Contract Executive	17	16	14	13	12	13	14	16	16	14	18
Executive 1.2	7	6	3	3	4	4	4	4	3	2	1
Executive 1.3	7	8	7	6	5	5	7	7	9	9	11
Executive 2.4	1		2	2	2	1		1			2
Executive 2.5	1	1	1	1	1	2					1
Executive 2.6	1	1	1	1		1	2	2	2	2	2
Executive 3.7							1	2	2	1	1
Executive 3.10	1	1	1	1	1	1	1	1	1	2	1
Infrastructure Mngr/Specialist 1										1	1
Infrastructure Officer 3								8	7	7	6
Infrastructure Officer 4								1	2		1
Infrastructure Officer 5								2	3	3	3
Manager 1	2										
Manager 2	1										
Senior Info Tech Off B	1	1	1	1							
Senior Info Tech Off C	2	2	2	2							
Senior Officer A	3	11	9	11	15	15	19	14	16	19	16
Senior Officer B	21	26	26	34	29	31	33	38	36	38	48
Senior Officer C	43	63	61	61	73	81	88	79	70	77	86
Senior Prof Officer A	1	3	3	4	3	3	1	2	2	2	2
Senior Prof Officer B	1	1	1	1	1	1	1	1	1	1	1
Senior Prof Officer C	1	1	1	1	1	1	2	1	1	1	1

d) General administrative division:

In tables (c) full-time equivalent and (c) headcount, senior officers have been shaded to identify the classifications in the *ACT Public Service Administrative and Related Classifications Enterprise Agreement 2013-2017*.

Note: Information about Housing and Prevention of Domestic and Family Violence staff is provided in the response to Question on Notice 1438 from the Minister for Community Services and Social Inclusion.

Note: Information about Suburban Development staff is provided in the response to Question on Notice 1413 from the Minister for Environment and Heritage.

Note: Information about Sport and Recreation staff is provided in the response to Question on Notice 1422 from the Chief Minister.

Approved for circulation to the Member and incorporation into Hansard.


Yvette Berry MLA
Minister for Education and Early Childhood Development

Date: 13/06/18

This response required 6hrs to complete, at an approximate cost of \$503.



Yvette Berry MLA
Deputy Chief Minister

Member for Ginninderra

Minister for Education and Early Childhood Development

Minister for Housing and Suburban Development

Minister for the Prevention of Domestic and Family Violence

Minister for Women

Minister for Sport and Recreation

RESPONSE TO QUESTION ON NOTICE

Questions on Notice Paper 19

11 May 2018

Question No. 1407

MR COE: To ask the Minister for Education and Early Childhood Development -

- (1) For each FOI request identified as pending in the Justice and Community Safety Directorate Annual Report 2016-17, by each directorate and government agency for which you are responsible, what (a) was the month and year the request was received, (b) was the month and year the request was finalised, or whether the request is still pending.
- (2) If any requests have been identified as pending in part (1), (a) what were the reasons for delay in finalising the request and (b) when are they expected to be finalised.

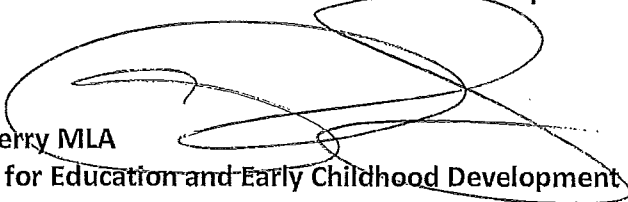
MS BERRY MLA - The answer to the Member's question is as follows:

1) There were 14 FOI requests pending with the Education Directorate at year end 2016-17, as reported in the Justice and Community Safety Directorate Annual Report 2016-17. With regard to those pending matters, the following was determined:

Request No.	(a) Date received	b) Date finalised	c) Pending as at 11 May 2018
1	Feb-17	Oct-17	No
2	Mar-17	Aug-17	No
3	Mar-17	Aug-17	No
4	Mar-17	Aug-17	No
5	Mar-17	Aug-17	No
6	Mar-17	Aug-17	No
7	Jun-17	Sep-17	No
8	Jun-17	Oct-17	No
9	Jun-17	Oct-17	No
10	Jun-17	Oct-17	No
11	Jun-17	Oct-17	No
12	Jun-17	Oct-17	No
13	Jun-17	Oct-17	No
14	Jun-17		Yes

2) One of the FOI requests remained pending with the Education Directorate as at 11 May 2018. The request required a large volume of documents to be collated and reviewed, as well as consultation with third parties. The majority of the documents did not require consultation with third parties and were released to the applicant in December 2017. A small number of documents are being considered for the stage 2 release, which is anticipated to be completed by 30 June 2018.

Approved for circulation to the Member and incorporation into Hansard.


Yvette Berry MLA
Minister for Education and Early Childhood Development

Date: 13/06/18

This response required 7hrs 45mins to complete, at an approximate cost of \$702.



LEGISLATIVE ASSEMBLY FOR THE AUSTRALIAN CAPITAL TERRITORY

SELECT COMMITTEE ON ESTIMATES 2018-2019

Mr Andrew Wall MLA (Chair), Ms Tara Cheyne MLA (Deputy Chair), Ms Caroline Le Couteur MLA,
Ms Elizabeth Lee MLA, Ms Suzanne Orr MLA

ANSWER TO QUESTION TAKEN ON NOTICE DURING PUBLIC HEARINGS

Asked by Elizabeth Lee MLA on 25 June 2018: Ms Natalie Howson took on notice the following question(s):

Ref: Hansard Transcript 25 June 2018 PAGE 645

In relation to:

- a) Details of the per student with disability amount of funding; and
- b) The number of students that relate to the new initiative *More Schools, Better Schools – Needs Based Funding for Students with Disability* (pg 104 Budget Paper 3 – Education Directorate)

Yvette Berry MLA: The answer to the Member's question is as follows:–

- a) The per student with a disability amount of funding is based on the total cost of educating students with a disability divided by the number of students. More specifically the average cost per student includes:
 - Direct in school costs associated with students with a disability. These costs are essentially the operating costs of the schools and include teaching and support staff wages and salaries and operational costs including teaching materials;
 - Direct costs that are managed centrally by Education Support Office including counselling and support services for students, repairs and maintenance and information and communication technology; and
 - Indirect overheads including human resource services and financial services.

The total cost calculated as above is then divided by the student numbers to derive the average cost per student.

- b) The *More Schools, Better Schools – Needs Based Funding for Students with Disability* initiative is based on maintenance of existing funding levels for 2,237 students with a disability.

Approved for circulation to the Select Committee on Estimates 2018-2019

Signature:

Date: 06/07/18

By the Minister for Education and Early Childhood Development, Yvette Berry MLA



LEGISLATIVE ASSEMBLY
FOR THE AUSTRALIAN CAPITAL TERRITORY

SELECT COMMITTEE ON ESTIMATES 2018-2019

Mr Andrew Wall MLA (Chair), Ms Tara Cheyne MLA (Deputy Chair), Ms Caroline Le Couteur MLA,
Ms Elizabeth Lee MLA, Ms Suzanne Orr MLA

**ANSWER TO QUESTION TAKEN ON NOTICE
DURING PUBLIC HEARINGS**

Mr Rodney Bray took on notice the following question(s): QTON 261 - Pesticides

Ref: Hansard Transcript 25 June 2018 PAGE 674

In relation to:

- a) Do you do any spraying of pesticides or herbicides outside in the school grounds?
- b) What pesticides are used and, again, are they managed centrally or by the school?

Yvette Berry MLA: The answer to the Member's question is as follows:–

- a) Building Support Officers (BSOs) in schools, as part of their duties and in line with the mandatory training provided, may address minor infestations in external areas with 'off the shelf' pesticide chemicals.
- b) Pesticides are chosen by BSOs and the types vary from school to school. Treatments in schools are managed by the individual school. They may either control pest infestations in house, or contract professional pest control organisations where extraordinary situations may arise.

Approved for circulation to the Select Committee on Estimates 2018-2019

Signature:

Date: 06/07/18

By the Minister for Education and Early Childhood Development, Yvette Berry MLA



LEGISLATIVE ASSEMBLY
FOR THE AUSTRALIAN CAPITAL TERRITORY

SELECT COMMITTEE ON ESTIMATES 2018-2019

Mr Andrew Wall MLA (Chair), Ms Tara Cheyne MLA (Deputy Chair), Ms Caroline Le Couteur MLA,
Ms Elizabeth Lee MLA, Ms Suzanne Orr MLA

**ANSWER TO QUESTION TAKEN ON NOTICE
DURING PUBLIC HEARINGS**

Asked by Caroline Le Couteur MLA on 25 June 2018: Mr Rodney Bray took on notice the following question(s):

Ref: Hansard Transcript 25 June 2018 PAGE 672

In relation to:

- a) Are all schools audited by the same arborist?
- b) Does the same arborist also do any work that they have recommended?

Yvette Berry MLA: The answer to the Member's question is as follows:—

- a) School tree audits are managed by ACT Property Group on behalf of the Education Directorate. The ACT Property Group uses a single contractor to undertake school tree audits.
- b) The ACT Property Group advises the same contractor also undertakes rectification works up to the value of \$25,000.

Approved for circulation to the Select Committee on Estimates 2018-2019

Signature:

Date: 06/07/18

By the Minister for Education and Early Childhood Development, Yvette Berry MLA



LEGISLATIVE ASSEMBLY FOR THE AUSTRALIAN CAPITAL TERRITORY

SELECT COMMITTEE ON ESTIMATES 2018-2019

Mr Andrew Wall MLA (Chair), Ms Tara Cheyne MLA (Deputy Chair), Ms Caroline Le Couteur MLA,
Ms Elizabeth Lee MLA, Ms Suzanne Orr MLA

ANSWER TO QUESTION ON NOTICE

Caroline Le Couteur MLA: To ask the Minister for Education and Early Childhood Development

Ref: Output Class 1: Early Childhood Development; Budget Paper 3, p150

In relation to: Weston Preschool

1. I understand that Weston Preschool has been closed due to low enrolments. How low did enrolments get?
2. Is it closed permanently, or just temporarily?
3. Would it be reopened if more children applied in the area during the 2019 enrolment process?
4. What is the threshold number of enrolments needed to open the preschool?
5. What demographic information & projections were considered in the decision to close the preschool?

Yvette Berry MLA: The answer to the Member's question is as follows:—

1. The Weston Preschool site is not closed. No preschool session was offered at the Weston site during 2018 as only 8 families had indicated a preference for that particular site. Arawang Primary School was able to accommodate all of these enrolments.
2. Weston Preschool is not closed. There has been a temporary cessation of sessions at the site during 2018.
3. Currently, all students in the Priority Enrolment Area (PEA) shared by Arawang Primary School and Duffy Primary School can be accommodated at those schools. Arrangements for future sessions at these schools may change depending on the number of enrolments received.
4. Weston residents are currently being directed to Duffy Primary School in order to appropriately balance enrolment pressures at Arawang Primary School. This has had an effect on the number of families wanting to enrol at Weston Preschool. When there is sufficient demand in the PEA for additional preschool places, the Directorate will make arrangements to re-establish a session at the Weston site.
5. The Directorate uses a number of data to determine enrolment capacity and PEA. This includes the monitoring of placement trends and forecast population changes in each suburb.

Approved for circulation to the Select Committee on Estimates 2018-2019

Signature:

A handwritten signature in blue ink, consisting of several overlapping loops and curves, positioned over the signature line.

Date: 06/07/18

By the Minister for Education and Early Childhood Development, Yvette Berry MLA



LEGISLATIVE ASSEMBLY FOR THE AUSTRALIAN CAPITAL TERRITORY

SELECT COMMITTEE ON ESTIMATES 2018-2019

Mr Andrew Wall MLA (Chair), Ms Tara Cheyne MLA (Deputy Chair), Ms Caroline Le Couteur MLA,
Ms Elizabeth Lee MLA, Ms Suzanne Orr MLA

ANSWER TO QUESTION TAKEN ON NOTICE DURING PUBLIC HEARINGS

Asked by Elizabeth Lee MLA on 25 June 2018: Ms Natalie Howson took on notice the following questions:

Ref: Hansard Transcript 25 June 2018 PAGE #672

In relation to:

- a) The ratio of school psychologists to students including for future enrolment projections; and
- b) The ratio of allied health professionals to students including for future enrolment projections.

Yvette Berry MLA: The answer to the Member's question is as follows:

The current (2018) ratio for students to school psychologists is:

- i. 1:676 in 2018

Projections are subject to change, and while based on current known factors they are likely to fluctuate; for this reason, they are considered indicative only. Anticipated student to psychologist ratios for 2019 and 2020 are:

- i. 1:638 in 2019
- ii. 1:622 in 2020

Schools access a range of allied health expertise working with psychologists to ensure holistic services are in place, which is best practice and provides diagnostic reliability.

When these factors are considered, the ratio of psychologists and allied health providers (which includes occupational therapists, social workers and speech pathologists) is as follows:

- i. 1:506 in 2018
- ii. 1:488 in 2019
- iii. 1:483 in 2020

These ratios are based on (K-12) and do not include the other staff that are included within the broader Student Welfare teams which consist of school executives, pastoral care, nurses and youth workers.

Approved for circulation to the Select Committee on Estimates 2018-2019

Signature:

A handwritten signature in blue ink, consisting of several overlapping loops and a long horizontal stroke extending to the right.

Date: 06/07/18

By the Minister for Education and Early Childhood Development, Yvette Berry MLA



LEGISLATIVE ASSEMBLY FOR THE AUSTRALIAN CAPITAL TERRITORY

SELECT COMMITTEE ON ESTIMATES 2018-2019

Mr Andrew Wall MLA (Chair), Ms Tara Cheyne MLA (Deputy Chair), Ms Caroline Le Couteur MLA,
Ms Elizabeth Lee MLA, Ms Suzanne Orr MLA

ANSWER TO QUESTION ON NOTICE

Elizabeth Lee MLA: To ask the Minister for Education and Early Childhood Development

Ref: Nil

In relation to: Reconciliation Action Plan

Has your Directorate begun work on a Reconciliation Action Plan? If not, why not? If yes, please provide an update on progress.

Yvette Berry MLA: The answer to the Member's question is as follows:—

The current Reconciliation Action Plan (RAP) *Reconciliation – Keeping it Alive 2016-2018* is the Directorate's third RAP. The RAP was launched on 27 May 2016, the anniversary of National Sorry Day and as the flagship event for the Education Directorate's National Reconciliation Week program of events.

The guiding principal underpinning *Reconciliation – Keeping it Alive 2016-2018* acknowledges peoples' strengths and embraces diversity. The RAP provides the provocation "What is your next most powerful step?" to support ongoing reconciliation activity across the Directorate.

During 2016 and 2017 the Directorate executive adopted "What is your next most powerful step?" as a reconciliation lens to focus and support the development of the organisation's 'Cultural Integrity' policy position.

Reconciliation Action Plan Implementation

Twelve discrete projects form the 2017 – 2018 RAP Implementation Plan:

1. Directorate's Reconciliation Action Plan Working Group – Meets quarterly
2. Reconciliation Postcard and Poster –
 - Published distributed and displayed widely through directorate
 - Postcard Guidelines Talking About Reconciliation in the Workplace published
 - Reconciliation Directorate Internet page published
3. National Reconciliation Week Program –
 - Annual National Reconciliation Week calendar of Education Support Officer events
 - Annual support and coordination of Education Directorate involvement in the annual Sorry Day Bridge Walk.
4. Nggunawal Elders Documentary – Ongoing development for Cultural Integrity in Schools
5. Directorate Staff Cultural Integrity Goals – under development
6. NAIDOC Week Program – Developed and delivered annually, including staff table sponsorship at the ACT NAIDOC Ball

7. Directorate Welcome to Country and Acknowledgement of Country
8. Acknowledgment of Country text developed and published
 - Acknowledgement of Country postcards developed and published
 - Acknowledgment of Country Directorate Banners developed and produced
9. Directorate Digital Reconciliation Journey – Under development
10. Directorate Aboriginal and Torres Strait Islander Cultural Integrity Framework – Under development within the Cultural Integrity Implementation Plan
11. Aboriginal and Torres Strait Islander Perspective Protocols – Under development
12. Directorate Aboriginal and Torres Strait Islander supply diversity policy – Under development

The RAP Working Group meets quarterly and publishes updates on progress throughout the Education Support Office. Further consultation mechanisms include a quarterly meeting between the Aboriginal and Torres Strait Islander Staff Network and the Directorate executive team.

Approved for circulation to the Select Committee on Estimates 2018-2019

Signature:



Date: 06/07/18

By the Minister for Education and Early Childhood Development, Yvette Berry MLA



LEGISLATIVE ASSEMBLY FOR THE AUSTRALIAN CAPITAL TERRITORY

SELECT COMMITTEE ON ESTIMATES 2018-2019

Mr Andrew Wall MLA (Chair), Ms Tara Cheyne MLA (Deputy Chair), Ms Caroline Le Couteur MLA,
Ms Elizabeth Lee MLA, Ms Suzanne Orr MLA

ANSWER TO QUESTION ON NOTICE

Caroline Le Couteur MLA: To ask the Minister for Education and Early Childhood Development

Ref: Nil

In relation to: The Early Childhood Strategy and the Future of Education

How will these approaches balance the need for inclusion with access to specialist support?

Yvette Berry MLA: The answer to the Member's question is as follows:—

The Early Childhood Strategy (the Strategy) is currently under development and specific initiatives are yet to be finalised. 'Access, equity and affordability' are key elements of the Strategy and will remain cornerstones in its development. The Strategy remains focussed on improving access to quality early childhood education and care for every child.

The Future of Education strategy and actions will be released after being considered by Government. Equity, access, inclusion, along with the provision of targeted supports, will be key elements in the Future of Education strategy.

Themes that have arisen from both consultations have emphasised the importance of inclusion, access and equity.

Approved for circulation to the Select Committee on Estimates 2018-2019

Signature:

A handwritten signature in blue ink, appearing to be "Yvette Berry", written over a blue circular stamp.

Date: 06/07/18

By the Minister for Education and Early Childhood Development, Yvette Berry MLA



LEGISLATIVE ASSEMBLY FOR THE AUSTRALIAN CAPITAL TERRITORY

SELECT COMMITTEE ON ESTIMATES 2018-2019

Mr Andrew Wall MLA (Chair), Ms Tara Cheyne MLA (Deputy Chair), Ms Caroline Le Couteur MLA,
Ms Elizabeth Lee MLA, Ms Suzanne Orr MLA

ANSWER TO QUESTION TAKEN ON NOTICE DURING PUBLIC HEARINGS

Asked by Elizabeth Lee MLA on 28 June 2018: Yvette Berry MLA took on notice the following question(s):

Ref: Hansard Transcript 28 June 2018 Page 69

In relation to:

The Red Hill Oval (Now Education Facility) - Does the public have access to the oval?

Yvette Berry MLA: The answer to the Member's question is as follows:—

Yes, the public have access to the Red Hill Primary School Oval.

Approved for circulation to the Select Committee on Estimates 2018-2019

Signature:

Date:

09/07/18

By the Minister for Education and Early Childhood Development, Yvette Berry MLA



LEGISLATIVE ASSEMBLY FOR THE AUSTRALIAN CAPITAL TERRITORY

SELECT COMMITTEE ON ESTIMATES 2018-2019

Mr Andrew Wall MLA (Chair), Ms Tara Cheyne MLA (Deputy Chair), Ms Caroline Le Couteur MLA,
Ms Elizabeth Lee MLA, Ms Suzanne Orr MLA

ANSWER TO QUESTION ON NOTICE

Elizabeth Lee MLA: To ask the Minister for Education and Early Childhood Development

Ref: Education BP 2, page #18-19

In relation to: Neville Bonner School

1. How many transportables are currently in use at Neville Bonner School?
2. Why has the school so many?
3. What was the enrolment capacity in the original design?
4. Are there plans to replace transportables with more permanent structures?
5. What size is the land on which Neville Bonner School is situated?
6. Is there capacity to expand the footprint?
7. What are the projections for future enrolment at Neville Bonner School?
8. From what suburbs will future students be enrolled?

Yvette Berry MLA: The answer to the Member's question is as follows:—

1. There are currently six double transportable buildings that provide 12 learning spaces.
2. To address enrolment growth at the school over the last two years.
3. 557 (116 preschool + 441 Kindergarten to year 6) with planning for an additional 126 spaces for future growth.
4. A number of options are currently being explored.
5. 37,191m² or 3.7 hectares.
6. Yes, subject to future decisions of government.
7. Current projections indicate 909 students for 2019.
8. The current Priority Enrolment Area for the school includes the suburbs of Bonner, Forde and existing homes in Jacka.

Approved for circulation to the Select Committee on Estimates 2018-2019

Signature:

Date: 09/07/18

By the Minister for Education and Early Childhood Development, Yvette Berry MLA



LEGISLATIVE ASSEMBLY
FOR THE AUSTRALIAN CAPITAL TERRITORY

SELECT COMMITTEE ON ESTIMATES 2018-2019

Mr Andrew Wall MLA (Chair), Ms Tara Cheyne MLA (Deputy Chair), Ms Caroline Le Couteur MLA,
Ms Elizabeth Lee MLA, Ms Suzanne Orr MLA

ANSWER TO QUESTION ON NOTICE

Elizabeth Lee MLA: To ask the Minister for Education and Early Childhood Development

Ref: Education BP 3, page #103 Narrabundah College Modernisation

In relation to: Narrabundah College Transportables

1. How many transportables are currently in use at Narrabundah College?
2. For how long have those transportables been in use at that site?
3. What percentage of students are accommodated currently in those transportables?
4. Why have transportables been an established and apparently preferred building type on the Narrabundah College site?
5. What other schools or colleges have a high percentage of transportables?

Yvette Berry MLA: The answer to the Member's question is as follows:-

1. There are currently no transportables in use at Narrabundah College. However, 22 transportable buildings are currently being installed for use from the start of Term 3, 2018.
2. The transportables have not yet been used.
3. Once the new transportable buildings are in use, it is expected that all students will undertake part of their learning within the buildings.
4. The new transportable buildings have been established as an initial phase of the Narrabundah College Modernisation project.
5. The question is unclear; unable to answer.

Approved for circulation to the Select Committee on Estimates 2018-2019

Signature:

Date:

11/07/18

By the Minister for Education and Early Childhood Development, Yvette Berry MLA



LEGISLATIVE ASSEMBLY FOR THE AUSTRALIAN CAPITAL TERRITORY

SELECT COMMITTEE ON ESTIMATES 2018-2019

Mr Andrew Wall MLA (Chair), Ms Tara Cheyne MLA (Deputy Chair), Ms Caroline Le Couteur MLA,
Ms Elizabeth Lee MLA, Ms Suzanne Orr MLA

ANSWER TO QUESTION ON NOTICE

Elizabeth Lee MLA: To ask the Minister for Education and Early Childhood Development

Ref: Education BP F page #11

In relation to: VET in Schools

1. What consultation is undertaken with trades associations to ensure the courses being delivered are relevant and current to prepare students for transition into apprenticeships?
2. Are any changes to delivery of VET courses in ACT high schools and secondary colleges?
3. Is there any consideration being given to limiting the numbers of schools offering trade based or pre apprenticeship courses?
4. What qualifications are required for teachers of VET courses? Is current registration and or formal training in the trade being taught a requirement for teaching these subjects?

Yvette Berry MLA: The answer to the Member's question is as follows:—

1. The ACT State Training Authority, Skills Canberra, oversees industry engagement for the ACT. Skills Canberra consults with the relevant industry, including Registered Training Organisations, on items of interest, such as the *ACT Skills Needs List* and the *Skilled Capital Qualification List*. Skills Canberra also runs a VET Think Tank that consists of RTOs, RTO associations and an apprenticeship network provider. The ACT VET Think Tank meets up to three times a year to discuss items of interest to the ACT VET community.
2. Courses delivered by ACT schools must comply with nationally recognised training packages and the Australian Skills Quality Authority (ASQA) Standards. These courses must meet the same standards and assessment requirements as any other RTO delivering throughout Australia.

There have been no recent strategic changes to the delivery of VET courses other than those made at a national level by ASQA.

At a school level there may be changes made to which qualifications are offered based on student interest and enrolment numbers. Changes to these offerings occur just as with any elective subject.

3. The Education Directorate is not considering limiting the number of schools that offer trade based (Certificate I and Certificate II level) qualifications. VET pathways are an important part of the overall offerings of senior secondary students.

4. All RTOs that provide training and assessment must hold records to verify that all their trainers and assessors meet the requirements outlined in the ASQA Standards, and must provide these records on request to ASQA. In addition to this, RTOs within the ACT must provide these records on request to Skills Canberra, alongside any RTOs based outside of the ACT who deliver on behalf of ACT Education Directorate.

Approved for circulation to the Select Committee on Estimates 2018-2019

Signature:



Date:

11/07/18

By the Minister for Education and Early Childhood Development, Yvette Berry MLA



LEGISLATIVE ASSEMBLY
FOR THE AUSTRALIAN CAPITAL TERRITORY

SELECT COMMITTEE ON ESTIMATES 2018-2019

Mr Andrew Wall MLA (Chair), Ms Tara Cheyne MLA (Deputy Chair), Ms Caroline Le Couteur MLA,
Ms Elizabeth Lee MLA, Ms Suzanne Orr MLA

**ANSWER TO QUESTION TAKEN ON NOTICE
DURING PUBLIC HEARINGS**

Asked by Elizabeth Lee MLA on 28 June 2018: Yvette Berry MLA took on notice the following question(s):

Ref: Hansard Transcript 28 June 2018 Page 69

In relation to:

- a) What is the cost of maintenance of the Red Hill Oval by Education?
- b) When did TCCS hand over the Red Hill Oval to Education?

Yvette Berry MLA: The answer to the Member's question is as follows:—

- a) Routine ground maintenance and water expenditure for the oval is consolidated with the expenditure of the school. Red Hill Primary School has spent \$658 on irrigation system maintenance at the oval in 2018.
- b) The Red Hill Primary School Oval was transferred from Transport Canberra and City Services to the Education Directorate on the 1 July 1999.

Approved for circulation to the Select Committee on Estimates 2018-2019

Signature:

Date:

11/07/18

By the Minister for Education and Early Childhood Development, Yvette Berry MLA



LEGISLATIVE ASSEMBLY FOR THE AUSTRALIAN CAPITAL TERRITORY

SELECT COMMITTEE ON ESTIMATES 2018-2019

Mr Andrew Wall MLA (Chair), Ms Tara Cheyne MLA (Deputy Chair), Ms Caroline Le Couteur MLA,
Ms Elizabeth Lee MLA, Ms Suzanne Orr MLA

ANSWER TO QUESTION ON NOTICE

Elizabeth Lee MLA: To ask the Minister for Education and Early Childhood Development

Ref: Education BP 3, page #102 Future of education

In relation to: Early Childhood Education

1. Has any feasibility study been done to determine the cost of extending pre-school education to three year olds in a public school setting?
2. What consideration, if any, has the Directorate given to an equity scholarship fund to address ongoing difficulties for parents experiencing disadvantage of hardship in early years, as proposed by the Children First Alliance?
3. For financial years 2015-2016; 2016-2017 and 2017-2018 how much has been spent on provision of Early Childhood & Education Care (ECEC) places through the Children's Services Program?
4. How many places on average are funded each year?
5. At what pre-schools are places made available?
6. How much is budgeted for the next four years?

Yvette Berry MLA: The answer to the Member's question is as follows:–

1. The Government is considering a range of initiatives through development of an ACT Early Childhood Strategy.
2. The Government is considering a range of initiatives through development of an ACT Early Childhood Strategy.
3. The component of funding under the Children's Services Program (CSP) allocated to early childhood education and care places is as follows:

Financial Year	Recurrent Funding (GST exclusive)
2015-16	\$1,395,077
2016-17	\$1,408,783
2017-18	\$1,543,116

4. The funding identified in response to Question 3 provides for 77 places.

5. The CSP provides funding to ten community organisations to assist vulnerable families and children within the ACT community to access short term child care where the primary care giver/s is unavailable.
6. Current CSP agreements are in place until 30 June 2019. Funding beyond this date are subject to future decisions of the government.

Approved for circulation to the Select Committee on Estimates 2018-2019

Signature:



Date: 11/07/18

By the Minister for Education and Early Childhood Development, Yvette Berry MLA



LEGISLATIVE ASSEMBLY FOR THE AUSTRALIAN CAPITAL TERRITORY

SELECT COMMITTEE ON ESTIMATES 2018-2019

Mr Andrew Wall MLA (Chair), Ms Tara Cheyne MLA (Deputy Chair), Ms Caroline Le Couteur MLA,
Ms Elizabeth Lee MLA, Ms Suzanne Orr MLA

ANSWER TO QUESTION ON NOTICE

Caroline Le Couteur MLA: To ask the Minister for Education and Early Childhood Development

Ref: Nil

In relation to: Future of Education

What action is the ACT Government taking to support disengaged young people or young people at risk of disengagement under the Future of Education process?

Yvette Berry MLA: The answer to the Member's question is as follows:—

The Future of Education strategy and actions will be released after being considered and agreed by Government later in 2018. The issue of support for young people including young people at risk of disengagement was raised in the consultation process and can be seen throughout the Future of Education Ten Themes document released in October 2017. While one of those themes, 'Collaboration and support to meet student need' directly refers to early intervention and supports for students, the issue of wellbeing and supports is also apparent in the 'Individualised learning', 'Opportunities and pathways for all' and the 'Real life skills' themes.

The focus of the Future of Education strategy will be on student equity, agency, access and inclusion and will have tangible actions relevant to strengthening engagement with schooling. The Future of Education strategy will build on a range of specific initiatives already in place that target disengaged young people.

Approved for circulation to the Select Committee on Estimates 2018-2019

Signature:

Date:

11/07/18

By the Minister for Education and Early Childhood Development, Yvette Berry MLA



LEGISLATIVE ASSEMBLY FOR THE AUSTRALIAN CAPITAL TERRITORY

SELECT COMMITTEE ON ESTIMATES 2018-2019

Mr Andrew Wall MLA (Chair), Ms Tara Cheyne MLA (Deputy Chair), Ms Caroline Le Couteur MLA, Ms Elizabeth Lee MLA, Ms Suzanne Orr MLA

ANSWER TO QUESTION ON NOTICE

Caroline Le Couteur MLA: To ask the Minister for Education and Early Childhood Development

Ref: Budget Statement F: Education Directorate, p3

In relation to: Cultural Integrity in Schools

What consultation with United Ngunnawal Elders Council (UNEC) and with the ACT Aboriginal and Torres Strait Islander Elected Body (ATSIEB) was and will be undertaken in relation to the Cultural Integrity project?

Yvette Berry MLA: The answer to the Member's question is as follows:—

Cultural Integrity was developed during 2016 and 2017 in close consultation with a wide range of people and groups, including:

1. Aboriginal and Torres Strait Islander Policy Group – representatives from across the Directorate with responsibilities or interests in Aboriginal and Torres Strait Islander student support, including school staff and Education Support Office staff.
2. Education Directorate Aboriginal and Torres Strait Islander staff network.
3. ACT Aboriginal and Torres Strait Islander Education Consultative Group.
4. Aboriginal and Torres Strait Islander Elected Body.
5. A range of interested groups and individuals to discuss the new policy direction, including the Human Right and Equal Opportunities Commission, Department of Prime Minister and Cabinet and the Office for Aboriginal and Torres Strait Islander Affairs.

Cultural Integrity is an important change in Aboriginal and Torres Strait Islander education in the ACT. At the school level, Aboriginal and Torres Strait Islander students and their families will be engaged in a range of ways, including through strengthen relationships as well as through environments that reflect Aboriginal and Torres Strait Islander culture and knowledge.

ACT Aboriginal and Torres Strait Islander Elected Body

Consultation occurred during existing quarterly meetings between the Directorate and the Education representative of the ACT Aboriginal and Torres Strait Islander Elected Body throughout 2016 and 2017. As material was developed (such as fact sheets and reference documents) copies were provided for further information and sharing with other members of the Elected Body. Material was always provided with the caveat that any questions or requests for any additional information were welcomed.

Written correspondence was provided to the ACT Aboriginal and Torres Strait Islander Elected Body outlining that in 2016 the Education Directorate held a consultation process about how it can best support Aboriginal and Torres Strait Islander education in ACT public schools. Correspondence issued in January 2018 provided an update, and to offered to meet and discuss elements of the consultation and emerging policy position.

Updates have also been provided through the annual ACT Aboriginal and Torres Strait Islander Elected Body hearings.

United Ngunnawal Elders Council

Written correspondence was provided to the Co-Chairs of the United Ngunnawal Elders Council in June 2016 about reviewing the Directorate's support for Aboriginal and Torres Strait Islander students. An update was provided in June 2018 outlining the reframed thinking around how schools can best support students and newly developed Cultural Integrity guidance material for schools was provided. Correspondence was accompanied by an offer to meet and discuss this policy direction further, to demonstrate the supporting resources and talk about further opportunities for improvement.

Approved for circulation to the Select Committee on Estimates 2018-2019

Signature:



Date:

11/07/18

By the Minister for Education and Early Childhood Development, Yvette Berry MLA



LEGISLATIVE ASSEMBLY FOR THE AUSTRALIAN CAPITAL TERRITORY

SELECT COMMITTEE ON ESTIMATES 2018-2019

Mr Andrew Wall MLA (Chair), Ms Tara Cheyne MLA (Deputy Chair), Ms Caroline Le Couteur MLA, Ms Elizabeth Lee MLA, Ms Suzanne Orr MLA

ANSWER TO QUESTION ON NOTICE

Caroline Le Couteur MLA: To ask the Minister for Education and Early Childhood Development

Ref: Output Class 1: Public School Education and Output Class 2: Non Government School Education

In relation to: Training and Practice in Inclusive Education

Are inclusive education modules provided to teachers in the ACT? If so:

- a) How are these modules developed?
- b) What are the requirements for teachers to undertake them?
- c) What, if any, incentives or disincentives are provided to teachers to undertake the modules?
- d) Do the requirements or disincentives differ between government and non-government schools?
- e) What processes exist to make sure teachers are implementing the training modules in the classroom?

Yvette Berry MLA: The answer to the Member's question is as follows:—

Yes inclusive education modules are provided to teachers in the ACT.

- a) Inclusive education training modules are developed using current research and evidence, depending on the topic they are developed by:
 - a. ACT Education Directorate staff with expertise in the area;
 - b. ACT Education Directorate staff in partnership with an external provider;
 - c. An external provider.
- b) Teachers are required to complete a module on the *Disability Standards for Education* (2005). Other modules are optional and will be undertaken by teachers depending on the roles they have and/or the needs of students in their setting. The Principal of a school may identify a module/s to be undertaken by a staff member/s.
- c) Incentives: teaching staff may use some inclusive practice modules towards hours of required professional learning for maintaining teacher registration. Undertaking inclusive practice modules may form part of the teacher's annual performance and development plan. Inclusive practice modules also support their classroom practice enabling them to meet the individual needs of their students.
Disincentive: Completing optional inclusive education modules may not be a current area of need for some teachers.
- d) The online modules are available to ACT public school teachers. The non government sector has their own training available. A number of ACT Education Directorate programs are made available to all sectors through a shared professional learning calendar.
- e) All schools in the ACT are required to comply with the provisions of the *Education Act 2004*, disability standards for education and for non government schools the specific registration requirements. Schools are also required to complement the Australian Curriculum which includes expectation of inclusion.

All ACT teachers, as a requirement of registration with the Teacher Quality Institute, must record and reflect on at least 20 hours of professional learning each year. Their reflection must include information about how they have implemented their professional learning in their teaching.

Approved for circulation to the Select Committee on Estimates 2018-2019

Signature:



Date:

11/07/18

By the Minister for Education and Early Childhood Development, Yvette Berry MLA



LEGISLATIVE ASSEMBLY FOR THE AUSTRALIAN CAPITAL TERRITORY

SELECT COMMITTEE ON ESTIMATES 2018-2019

Mr Andrew Wall MLA (Chair), Ms Tara Cheyne MLA (Deputy Chair), Ms Caroline Le Couteur MLA,
Ms Elizabeth Lee MLA, Ms Suzanne Orr MLA

ANSWER TO QUESTION ON NOTICE

Caroline Le Couteur MLA: To ask the Minister for Education and Early Childhood Development

Ref: Nil

In relation to: Aboriginal and Torres Strait Islander Secondary & Tertiary Scholarships

1. How many Aboriginal and Torres Strait Islander Secondary Scholarships have been awarded?
2. How many Aboriginal and Torres Strait Islander Tertiary Scholarships have been awarded for teaching or health courses at each of the Australian National University, University of Canberra and the Australian Catholic University?

Yvette Berry MLA: The answer to the Member's question is as follows:

1. Since inception nine years ago, 57 Aboriginal and Torres Strait Islander Secondary Scholarships have been awarded.
2. Overall 31 Aboriginal and Torres Strait Islander Tertiary Scholarships have been awarded, including 25 teaching scholarships and six health scholarships. Students who were awarded scholarships attended the following universities:
 - One student studied teaching at both the Australian National University School of Music and the University of Canberra.
 - Eight students studied teaching and one student studied health at the University of Canberra.
 - Four students studied teaching and three students studied health at the Australian Catholic University.

Note that some students have received multiple scholarships during their studies.

Approved for circulation to the Select Committee on Estimates 2018-2019

Signature:

Date:

11/07/18

By the Minister for Education and Early Childhood Development, Yvette Berry MLA



LEGISLATIVE ASSEMBLY FOR THE AUSTRALIAN CAPITAL TERRITORY

SELECT COMMITTEE ON ESTIMATES 2018-2019

Mr Andrew Wall MLA (Chair), Ms Tara Cheyne MLA (Deputy Chair), Ms Caroline Le Couteur MLA, Ms Elizabeth Lee MLA, Ms Suzanne Orr MLA

ANSWER TO QUESTION ON NOTICE

Elizabeth Lee MLA: To ask the Minister for Education and Early Childhood Development

Ref: Education BP 3, page #103 School psychologists

In relation to: Counselling services

1. Has a recruitment agency been engaged to source psychologists for the 10 psychologists funded in the 2018-2018 financial year? If not how are the positions being advertised?
2. What salary levels are the positions to be filled?
3. Will they be employed under the EBA for teaching staff; if not what are their terms of employment?
4. Will they be centrally based and sent to schools as required or given a fixed number of students or schools?
5. What other counselling support staff are being considered?

Yvette Berry MLA: The answer to the Member's question is as follows:–

1. No. The Directorate will advertise positions for psychologists through ACT Government Jobs and through the Australian Psychological Society PsychXchange website.
2. The salary levels for psychologists are outlined in the *ACT Public Sector Education and Training Directorate (Teaching Staff) Enterprise Agreement 2014-2018 Annex A7 School Psychologist* (1 April 2018). Psychologists are employed according to the level of their experience level and their salary reflects this experience and longevity of their service. The classification and salary ranges are outlined in Table 1.

Table 1 School psychologist's classification and salary ranges

Position	Level	Salary range
New school psychologist	1.1 - 1.3	\$77, 680 to \$84, 922
Experience school psychologist 1	2.1 – 2.4	\$88,543 to \$99, 407
Experience school psychologist 2	3.1 – 3.2	\$105, 433 to \$111, 479
Senior psychologist		\$127, 172
Manager (psychologist)		\$146, 486

3. All ACT Education psychologists are employed under *ACT Public Sector Education and Training Directorate (Teaching Staff) Enterprise Agreement 2014-2018*.
4. Currently school psychologists are allocated to a school or schools and senior psychologists provide supervision to school psychologists and case consultation within the Network Student Engagement Team (NSET).

All 10 additional psychologists will provide front line service to students with the majority of these positions being based in schools.

5. In addition to the school psychologist/s, schools may choose to employ social workers, pastoral care workers or youth workers as part of their Student Welfare team to provide counselling and wellbeing support for their students. The NSET, in each of the Canberra districts, provides multidisciplinary input from professionals comprising of social worker, speech pathologist, occupational therapist and educators who are trained in positive behaviour support for learning.

Approved for circulation to the Select Committee on Estimates 2018-2019

Signature:



Date:

11/07/18

By the Minister for Education and Early Childhood Development, Yvette Berry MLA



LEGISLATIVE ASSEMBLY FOR THE AUSTRALIAN CAPITAL TERRITORY

SELECT COMMITTEE ON ESTIMATES 2018-2019

Mr Andrew Wall MLA (Chair), Ms Tara Cheyne MLA (Deputy Chair), Ms Caroline Le Couteur MLA,
Ms Elizabeth Lee MLA, Ms Suzanne Orr MLA

ANSWER TO QUESTION ON NOTICE

Elizabeth Lee MLA: To ask the Minister for Education and Early Childhood Development

Ref: Education BP F, page #14 Accountability Indicators

In relation to: School Participation

1. How is the figure of 92% school attendance arrived at?
2. For those schools that report attendance rates much lower than the average, what assessment is done to determine the reasons for low attendance? By whom?

Yvette Berry MLA: The answer to the Member's question is as follows:–

1. The attendance rate of public school students in year 1 to year 10 is calculated according to the specifications provided in the ACARA *National Standards for Student Attendance Data Reporting 2015* (<https://www.acara.edu.au/reporting/national-standards-for-student-attendance-data-reporting>).
 - a. Attendance rate is calculated as $100 \times (\text{Actual days in attendance}) / (\text{Possible school days})$; where
 - b. **Actual days** (or part-days of) in attendance are defined as the number of days that a student actually attends school over the collection period (2017 semester 1), on a possible school day.
 - c. **Possible school days** are defined as the number of days that a student is expected to attend school over the collection period.

For ACT public schools in 2017 semester 1 the attendance calculation was:
 $(2,733,777/2,985,180) \times 100 = 91.6\% \text{ or } 92\%$

2. Under the *Education Act 2004*, Principals are responsible to assess regular school attendance having due regard for the individual circumstances of each child. School procedures outline the provision of support and strategies to work closely with appropriate individuals, parents and community organisations on attendance issues.

The Network Student Engagement Team is also available to support school students and their families to engage in school.

Approved for circulation to the Select Committee on Estimates 2018-2019

Signature:

Date:

11/07/18

By the Minister for Education and Early Childhood Development, Yvette Berry MLA

**MINISTER FOR EDUCATION AND EARLY CHILDHOOD DEVELOPMENT
FOR THE AUSTRALIAN CAPITAL TERRITORY
LEGISLATIVE ASSEMBLY QUESTION**

Notice Paper of 8 June 2018

Question No. 1502

MS LE COUTEUR - Asked the Minister for Education and Early Childhood upon notice on 8 June 2018:

- (1) When did the Government move from multiple contractors undertaking annual tree assessments to one unified contractor for all Government schools.
- (2) What was the cost of annual tree assessments in the three years before and after this change.
- (3) What was the cost of tree maintenance and removal work in schools in the three years before and after this change.
- (4) Is the contractor who conducts tree assessments also allowed to quote for the tree maintenance and removal work that results from these assessments; if so, (a) why and (b) how does the Government manage the conflict of interest that may lead to annual tree assessments including excessive recommendations to remove or maintain trees.

MS BERRY - The answer to the Member's question is as follows:

- (1) The first year of operation for a single contractor was in the 2015-16 financial year and followed a tender process. In the 2015-16 financial year, the Education Directorate engaged the ACT Property Group to procure annual tree surveys in ACT public schools.
- (2) What was the cost of annual tree assessments in the three years before and after this change?

Financial Year	Cost
2012-13	\$162,849
2013-14	\$145,963
2014-15	\$155,495
2015-16	\$78,199
2016-17	\$57,095
2017-18	\$55,532

(3) What was the cost of tree maintenance and removal work in schools in the three years before and after this change?

2016-2017	\$349,382.62**
2017-2018	\$875,943.07

Prior to January 2017, schools directly managed tree maintenance and removal works. This data was not collected centrally.

**Due to a policy change implemented at the commencement of the 2017 calendar year, ACT Property Group took management of tree maintenance and removal work.

- (4) a) School tree audits are managed by the ACT Property Group. The ACT Property Group uses a single contractor to undertake school tree audits.
- b) The ACT Property Group advises that the same contractor also undertakes the rectification works up to the value of \$25,000.

Approved for circulation to the Member and incorporation into Hansard.

Yvette Berry MLA
Minister for Education and Early Childhood Development **Date:.....**

This response required 6 hrs to complete, at an approximate cost of \$585.27

**MINISTER FOR EDUCATION AND EARLY CHILDHOOD DEVELOPMENT
FOR THE AUSTRALIAN CAPITAL TERRITORY
LEGISLATIVE ASSEMBLY QUESTION**

Notice Paper of 8 June 2018

Question No. 1507

MS LE COUTEUR - Asked the Minister for Education and Early Childhood upon notice on 8 June 2018:

- 1) Are school playgrounds and ovals accessible to members of the public outside of school hours.
- 2) Which school playgrounds and ovals are accessible to members of the public and with what restrictions.
- 3) Which school playgrounds and ovals are no longer accessible to members of the public and for what reason.
- 4) Has the installation of fences and gates around school premises impacted the usage rates of playgrounds and ovals.
- 5) How many community organisations, social groups or not-for-profits utilise schools facilities, including hall hire, in ACT government schools.
- 6) For facilities of (a) school classrooms, (b) creative arts and manual arts workshops, (c) music and drama rehearsal spaces (d) music and drama performance spaces, (e) assembly halls and (f) theatres, which schools offer public hire and (i) with what conditions, (ii) for what average price per hour and (iii) what is the average utilisation rate.

MS BERRY - The answer to the Member's question is as follows:

- 1) The majority of ACT public school playgrounds and ovals are accessible to members of the public outside of school hours. The Education Directorate's *Community Use of School Facilities* Policy states that Canberra Public Schools are ACT Government facilities and these facilities are to be made available for community use when not in use by the school. The policy can be found at the following link:

https://www.education.act.gov.au/publications_and_policies/School-and-Corporate-Policies/facilities-and-assets/communityout-of-hours-use/community-use-of-school-facilities-policy

The policy also notes that positive partnerships between community organisations and schools can contribute to strong relationships and improved student learning. Provision of school facilities for community use should not adversely affect the operation and management of the school's core business. Neither should it require significant works to segment school property for provision of facilities for community use.

- 2) Data about specific school arrangements regarding access to their enclosed spaces is not collected centrally by the Directorate.

- 3) When a fence is installed in a school, consideration is made to continue community access to ovals and other play areas such as basketball courts and play equipment. On some occasions, due to local site conditions, this is not always possible. Data about specific school arrangements regarding access to their enclosed spaces is not collected centrally by the Directorate.
- 4) There is no data available on the impact from the installation of fences and gates around school premises has on the usage rates of playgrounds and ovals. There has been one issue raised in the last twelve months relating to group access to a school playground. In this case the Directorate was able to provide an alternative site for usage.

There have also been two complaints to the Directorate. Both relate to personal access to school grounds.

- 5) The latest data collection of June 2017 indicated there were 485 users of school facilities made up of community organisations, social groups and not-for-profit organisations. This is a 7 per cent increase in usage from the 2016 data and a 20 per cent increase in usage from the 2015 data.
- 6) a-f. Data regarding specific spaces that are used in individual schools is not collected centrally by the Directorate:
 - (i) The conditions of an agreement vary depending on the type of agreement being used. In the case of a standard user utilising space for an ad-hoc period, generally a standard Facility Hire Agreement will be used. A Licence Agreement will be used for more formal arrangements such as exclusive use of a space of the facility. Both the Facility Hire Agreement and the Licence Agreement will clearly articulate the terms and conditions of the use of the facility.
 - (ii) Schools must adhere to the standard Directorate community use rates when hiring out school facilities to the community.

The Community Use of School Facilities policy states that individual school principals may waive and/or reduce hire rates based on the marginal costs of usage or in consideration of non-cash benefits to their individual school, students and community (e.g. community sport organisations coaching of students, supporting the school in providing alternative activities to their students and wider community).

- (iii) The Directorate does not collect average utilisation rates.

The data collected from schools in June 2017 indicates that at that time, there were 485 users of school facilities that is made up of community organisations, social groups and not-for-profit organisations.

Currently, all schools except for Narrabundah College, hire out their facilities to the public. Narrabundah College is currently undergoing significant infrastructure works at their site.

Approved for circulation to the Member and incorporation into Hansard.



Yvette Berry MLA
Minister for Education and Early Childhood Development

Date: 21/07/19

This response required 3 hrs & 25 mins to complete, at an approximate cost of \$337.07



LEGISLATIVE ASSEMBLY FOR THE AUSTRALIAN CAPITAL TERRITORY

SELECT COMMITTEE ON ESTIMATES 2018-2019

Mr Andrew Wall MLA (Chair), Ms Tara Cheyne MLA (Deputy Chair), Ms Caroline Le Couteur MLA,
Ms Elizabeth Lee MLA, Ms Suzanne Orr MLA

ANSWER TO QUESTION ON NOTICE

Elizabeth Lee MLA: To ask the Minister for Education and Early Childhood Development

Ref: Education BP 3, page #102 Future of education

In relation to: 2018-2019 allocation of \$781,000

1. What will be delivered in 2018-2019 under this initiative?
2. How many teachers will it involve?
3. How many schools?
4. How will teachers and schools, if relevant, be selected?
5. How will success be measured?
6. What is intended for year 2 of this initiative?

Yvette Berry MLA: The answer to the Member's question is as follows:—

1. There are two existing election/parliamentary agreement commitments (EC LAB 35c, EC LAB 035b and Parliamentary Agreement Part 2(5)) that are explicitly connected to the Future of Education community conversation. This initiative blends these election commitments with a partnership with the University of Canberra to enhance teacher quality through mechanisms such as action research, strong embedded preservice, in-service teacher education, and rigorous research partnerships.

This initiative focuses on improving achievement of all students and building teachers' pedagogical knowledge in literacy and numeracy including investigating the effectiveness of alternative teaching methods. Four senior educators and a research and analysis team of two will support implementation of contemporary evidence-based pedagogies to build teachers' pedagogical content knowledge in literacy and numeracy and to drive school improvement and performance.

A redesigned *Affiliated Schools Program* will create stronger links between schools and the University of Canberra to support teacher training and education. This university partnership will also provide teachers with opportunities for professional learning through research collaboration, growing the University of Canberra as a centre for excellence in teaching.

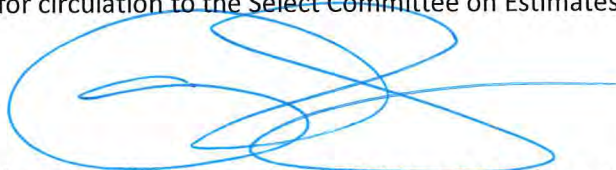
The ACT Government will also implement a new teacher mentor program where school leaders will be provided with better training in mentoring and supporting teachers who are beginning their careers in one of the ACT's public schools.

Finally, a small strategic team of four full time equivalent staff, together with insourcing relevant expertise, will be established to oversee and conduct feasibility studies emerging from the Future of Education community conversation as it continues throughout 2018. This team will be established for an initial period of one year.

2. All Government school teachers will be involved. The initiative will also strengthen partnerships with Independent and Catholic sectors.
3. Initially, the Affiliate Schools Program will be located within a small group of government schools northside and southside. As centres of excellence grow, the initiative will invite collaboration across all schooling sectors in areas of mutual benefit and interest.
4. The new teacher mentor program will address the needs of new educators in every ACT public school. The Affiliate Schools Program will establish itself by leveraging existing relations with schools and the University of Canberra, scaling up and reaching into and increased number of schools in the forward years.
5. An evaluation framework will be embedded into the implementation of each project, detailing short, medium and long-term performance measures. Performance measures will include:
 - assessment data demonstrating improved student achievement in literacy and numeracy
 - assessment data demonstrating improved achievement for students with learning difficulties
 - an increased knowledge, skills and understanding of evidence-based innovative teaching methods within school leadership teams
 - improved teacher confidence, efficacy and capacity
 - attraction and retention of highly qualified and capable staff in the schools of greatest need.
6. Evaluations from pilot sites in the first year will inform the program's expansion across multiple sites and contribute to the improved teaching practices of not only new teachers but all our educators.

Approved for circulation to the Select Committee on Estimates 2018-2019

Signature:



Date: 12/07/18

By the Minister for Education and Early Childhood Development, Yvette Berry MLA



LEGISLATIVE ASSEMBLY FOR THE AUSTRALIAN CAPITAL TERRITORY

SELECT COMMITTEE ON ESTIMATES 2018-2019

Mr Andrew Wall MLA (Chair), Ms Tara Cheyne MLA (Deputy Chair), Ms Caroline Le Couteur MLA, Ms Elizabeth Lee MLA, Ms Suzanne Orr MLA

ANSWER TO QUESTION ON NOTICE

Elizabeth Lee MLA: To ask the Minister for Education and Early Childhood Development

Ref: Education BP 5, page #

In relation to: Student Costs

1. How are these figures calculated?
2. How are indicative costs per students for subsequent years calculated?
3. What elements are considered in this figure?
4. How does the per student cost compare with other jurisdictions? Please provide a breakdown in similar categories for each state and Territory

Yvette Berry MLA: The answer to the Member's question is as follows:—

1. The per student cost is based on the total cost of educating students in each sector divided by the number of students. More specifically the average cost per student includes:
 - Direct in school costs. These costs are essentially the operating costs of the schools and include teaching and support staff wages and salaries and operational costs including teaching materials;
 - Direct costs that are managed centrally by Education Support Office including counselling and support services for students, repairs and maintenance and information and communication technology; and
 - Indirect overheads including human resource services and financial services.

The total cost calculated as above is then divided by the student numbers to derive the average cost per student.

2. Indicative costs per student for subsequent years are based on the same methodology identified in 1. above adjusted for budget changes.
3. See 1. above.
4. A comparison of individual states and territories per student costs (where published) is not valid due to different measurement methodologies. However, the Report on Government Services provides nationally comparable data across all states and territories. The collection is available at the link below and provides data for students from Kindergarten to Year 12. The excel tables at this link provide a range of nationally consistent and comparable school education data with appropriate caveats regarding any limitations to comparisons. The relevant table for per student cost is **4A.14**.

<https://www.pc.gov.au/research/ongoing/report-on-government-services/2018/child-care-education-and-training/school-education>

Nationally consistent data for preschool age children is not available.

Approved for circulation to the Select Committee on Estimates 2018-2019

Signature:

A handwritten signature in blue ink, consisting of several overlapping loops and lines, positioned to the right of the 'Signature:' label.

Date:

12/07/18

By the Minister for Education and Early Childhood Development, Yvette Berry MLA



LEGISLATIVE ASSEMBLY FOR THE AUSTRALIAN CAPITAL TERRITORY

SELECT COMMITTEE ON ESTIMATES 2018-2019

Mr Andrew Wall MLA (Chair), Ms Tara Cheyne MLA (Deputy Chair), Ms Caroline Le Couteur MLA,
Ms Elizabeth Lee MLA, Ms Suzanne Orr MLA

ANSWER TO QUESTION ON NOTICE

Caroline Le Couteur MLA: To ask the Minister for Education and Early Childhood Development

Ref: Nil

In relation to: Education translation and interpreting funding

I understand that Education translation and interpreting funding for students and/or their families is part of a discretionary fund.

1. How much is spent on Education-related interpreting and translation over the most recent available time period?
2. Please supply available breakdown of expenditure of the relevant discretionary fund?

Yvette Berry MLA: The answer to the Member's question is as follows:—

1. The Education Directorate spent a total of \$0.042m on education-related interpreting and translation services in the 2017-18 financial year.
2. Any funds held by Schools or Education Support Office for education-related interpreting and translation services are discretionary. Any expenditure of funds are based on student needs and improving student outcomes.

Approved for circulation to the Select Committee on Estimates 2018-2019

Signature:

Date: 12/07/18

By the Minister for Education and Early Childhood Development, Yvette Berry MLA



LEGISLATIVE ASSEMBLY FOR THE AUSTRALIAN CAPITAL TERRITORY

SELECT COMMITTEE ON ESTIMATES 2018-2019

Mr Andrew Wall MLA (Chair), Ms Tara Cheyne MLA (Deputy Chair), Ms Caroline Le Couteur MLA,
Ms Elizabeth Lee MLA, Ms Suzanne Orr MLA

ANSWER TO QUESTION ON NOTICE

Elizabeth Lee MLA: To ask the Minister for Education and Early Childhood Development

Ref: Education BP 3, page #102 Future of education

In relation to: Early Childhood Education

1. Under the National Partnership agreement on Universal Access for early childhood education, how much did the ACT Government receive from the Commonwealth in financial years 2015-16, 2016-17 and 2017-18?
2. What financial contribution did the ACT Government make to deliver preschool education for four year olds?
3. On what basis is the amount of funding determined?
4. What obligations on the ACT does the partnership agreement impose in terms of availability of a placement for all 4 year olds?

Yvette Berry MLA: The answer to the Member's question is as follows: –

1. The table below shows Australian Government funding to the ACT through the Universal Access to Early Childhood National Partnership.

Financial Year	Commonwealth Funding \$m
2015-16 (Actual)	6.8
2016-17 (Actual)	7.1
2017-18 (Budget)	7.8

2. The table below shows total ACT Government expenditure on the delivery of preschool education.

Financial Year	ACT Government Funding \$m
2015-16 (Actual)	23.7
2016-17 (Actual)	24.8
2017-18 (Budget)	25.4

3. The funding is based on the provision of 15 hours of per week of preschool education to eligible children. Through the National Partnership Agreement, the Australian Government makes a contribution towards the cost. The full details around the Australian Government funding provision is available at:

http://www.federalfinancialrelations.gov.au/content/npa/education/national-partnership/2016_2017_universal_access_NP.pdf

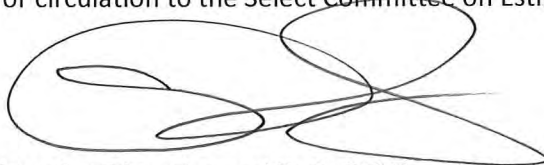
4. The ACT Implementation Plan made under the National Partnership sets out the ACT's strategy for providing universal access to early childhood education as agreed with the Australian Government. Part 4 of the Implementation Plan sets out the performance indicators, benchmarks and targets for assessing and monitoring performance as prescribed under the National Partnership.

The Implementation Plan is available online at

<http://www.federalfinancialrelations.gov.au/content/npa/education.aspx>

Approved for circulation to the Select Committee on Estimates 2018-2019

Signature:



Date: 13/07/18

By the Minister for Education and Early Childhood Development, Yvette Berry MLA



LEGISLATIVE ASSEMBLY
FOR THE AUSTRALIAN CAPITAL TERRITORY

SELECT COMMITTEE ON ESTIMATES 2018-2019

Mr Andrew Wall MLA (Chair), Ms Tara Cheyne MLA (Deputy Chair), Ms Caroline Le Couteur MLA,
Ms Elizabeth Lee MLA, Ms Suzanne Orr MLA

ANSWER TO QUESTION ON NOTICE

Elizabeth Lee MLA: To ask the Minister for Disability, Children and Youth

Ref: Budget Paper G

In relation to: Special Needs Transport for NDIS clients

1. Specialised transport for students has been identified as a funding responsibility for NDIS but that responsibility is yet to transition from states and territories to the NDIS. What progress is being made with finalising this issue?
2. How many parents have been refused special needs transport for their children since January 2017 and what reasons have been offered for the rejection?
3. What advice is being given to parents who are seeking ongoing certainty about transport for their children with special needs?

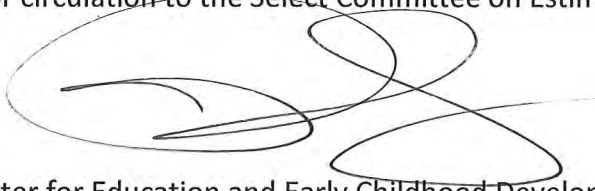
Yvette Berry MLA: The answer to the Member's question is as follows:—

1. The Special Needs Transport (SNT) Program is currently being funded and delivered by Transport Canberra as an in-kind service under the National Disability Insurance Scheme (NDIS). Although specialised student transport has been identified as a funding responsibility of the NDIS, this responsibility is yet to transition from states and territories to the NDIS. This is due to a number of challenges that have been identified in achieving this transition and the need for a nationally consistent approach to the delivery of transport to and from school for students with disability under the NDIS. The National Disability Insurance Agency (NDIA) and states and territories continue to work on this issue at a national level.
2. Since January 2017, 31 applications received by Transport Canberra (23 in 2017, 8 in 2018) have not been approved. The greatest number was 11 students not enrolled in an eligible disability program and 6 children attending their local school. Other reasons include 4 parents transporting siblings to the same school and 3 children enrolled in non-government schools.
3. Stakeholder consultation to explore a high level conceptual model of how supported transport could potentially be delivered under the NDIS is being conducted across all states and territories in June and July 2018.

Current arrangements will be retained until all governments agree on the future of assisted transport. Detailed guidelines support the Departments Special Needs Transport Program.

Approved for circulation to the Select Committee on Estimates 2018-2019

Signature:

A handwritten signature in black ink, consisting of several overlapping loops and a long horizontal stroke extending to the right.

Date: 13/07/18

By the Minister for Education and Early Childhood Development, Yvette Berry MLA



LEGISLATIVE ASSEMBLY FOR THE AUSTRALIAN CAPITAL TERRITORY

SELECT COMMITTEE ON ESTIMATES 2018-2019

Mr Andrew Wall MLA (Chair), Ms Tara Cheyne MLA (Deputy Chair), Ms Caroline Le Couteur MLA,
Ms Elizabeth Lee MLA, Ms Suzanne Orr MLA

ANSWER TO QUESTION ON NOTICE

James Milligan MLA: To ask the Minister for Education and Early Childhood Development

Ref: Education, Output Class 1: Public School Education

In relation to: Aboriginal and Torres Strait Islander Students in ACT Government Schools

1. I refer to the reference on page 4 of Budget Statement F which briefly mentions the development of a new Strategic Plan 2018-2021 with a focus on improving access to quality early childhood education and engagement with families before children enrol in preschool. If this is the case, why then was there no new investment in early childhood education for children aged from birth to six years of age within this budget? Given two in five Aboriginal and Torres Strait Islander children start their schooling with developmental vulnerabilities, what investment is being made in early childhood education to address this issue?
2. I refer to Strategic Objective 1 within Budget Statement F, page 5 and seek advice on what steps are being taken to promote greater equity in learning outcomes for indigenous students across ACT public schools?
3. I refer to Budget Statement F, pages 14-15 and seek clarification as to why the accountability indicators for indigenous students are not more ambitious or indeed, even upwardly trending based on estimated outcomes from FY17-18?

Accountability Indicators Output 1: Table 14	FY17-18 Targets	FY17-18 Estimated Outcome	FY18-19 Targets
Number of enrolments for ATSI students in preschool in public schools	250	289	250
Percentage of Year 10 ATSI students who proceed to public secondary college education	80%	87.6%	85%
Percentage of Year 12 ATSI students who receive a Tertiary Entrance Statement	20%	14.7%	20%
Percentage of year 12 ATSI students who receive a nationally recognised VET qualification	50%	37%	50%

4. I refer to Budget Statement F, pages 14-15 and ask what is being done to improve performance for Year 12 completion and attainment of a VET qualification based on outcomes from FY17-18?

Accountability Indicators Output 1: Table 14	FY17-18 Targets	FY17-18 Estimated Outcome	FY18-19 Targets
Percentage of Year 12 ATSI students who receive a Tertiary Entrance Statement	20%	14.7%	20%
Percentage of year 12 ATSI students who receive a nationally recognised VET qualification	50%	37%	50%

5. Finally, in relation to Budget Statement F, pages 6-7, why are there are no accountability indicators for improving NAPLAN results for indigenous students given there is such a significant gap in outcomes in the ACT for indigenous and non-indigenous students?

Andrew Barr MLA: The answer to the Member's question is as follows:–

1. As set out on page two of Budget Statement F, the Education Directorate is developing a new Strategic Plan to increase capability in five key areas. A key area includes investing early. The new Strategic Plan will support the delivery of the Future of Education initiative and the Early Childhood Strategy.

The ACT Government provides for five Koori pre-school programs, as discussed on page 24 of the Directorate's 2016–2017 Annual Report. Children from birth to three years old can access a Koori preschool program with a parent. This is in addition to free access to public preschool for all four-year-olds.

Table 16 in Budget paper F also sets out a series of 2018-2019 Budget initiatives to support policy. This includes new funding to develop the Early Childhood Strategy, the policy work required to look at early childhood in the ACT as a whole. The policy work will develop overall strategic direction for the Territory and include a series of initiatives, from short-term to long-term. With an explicit focus on equity, it is anticipated that there will be initiatives that specifically focus on Aboriginal and Torres Strait Islander children and their families.


2. From the beginning of the 2018 school year, the Education Directorate commenced a fresh approach to achieving equity in education outcomes for Aboriginal and Torres Strait Islander students. This approach is strengths based and focuses on meeting the needs and aspirations of all Aboriginal and Torres Strait Islander students. For additional details about Cultural Integrity, I refer the Committee to Minister Berry's Ministerial Statement of March 2018, *Aboriginal Cultural Integrity in ACT Public Schools*.
3. The indicators are derived from the National Indigenous Reform Agreement and adjusted to meet the ACT's local context. In general, the process for setting targets is:

- (a) where the estimated 2017-2018 outcome is lower than the 2017-2018 target, retain the 2017-2018 target [indicators 3 & 4].
- (b) where the estimated 2017-2018 outcome exceeds the 2017-2018 target, set a more ambitious 2018-2019 target [indicator 2].

Indicator 1 is an exception as the target is based on the best demographic information available and hence is a projection rather than a target as such. To some extent this is true of indicators 5 and 6 as these depend on student pathway choices in senior secondary education. However as these are achievement indicators, they have been treated according to the above processes.

4. Transitions and Careers Officers provide information and support for all students in years 10, 11 and 12 regarding vocational pathways, including the attainment of VET qualifications. In ACT public schools Aboriginal and Torres Strait Islander students are supported to complete year 12 or attain a VET qualification through a number of programs and initiatives, including:
- The Student Aspirations Program which promotes participation in leadership opportunities and supports the retention and attainment of Aboriginal and Torres Strait Islander students, focusing on pathways and transitions.
 - The Secondary Scholarship Program for years 11 and 12 students interested in a career in teaching, the health field or a vocational qualification, and the Tertiary Scholarship Program for students enrolled in teaching or an approved health course at a local ACT university.
5. Mean NAPLAN achievement scores are an incomplete indicator of the performance of a school system because they do not account for factors such as starting achievement. During 2018-19 the Government will be working to develop indicators to better measure equity and gain in student NAPLAN performance.

Approved for circulation to the Select Committee on Estimates 2018-2019

Signature: 

Date: 14.7.18

By the Acting Minister for Education and Early Childhood Development, Andrew Barr MLA



Yvette Berry MLA
Deputy Chief Minister

Member for Ginninderra

Minister for Education and Early Childhood Development

Minister for Housing and Suburban Development

Minister for the Prevention of Domestic and Family Violence

Minister for Women

Minister for Sport and Recreation

RESPONSE TO QUESTION ON NOTICE
Questions on Notice Paper 20
8 June 2018
Question No. 1545

MISS C BURCH: To ask the Minister for Education and Early Childhood Development -

How many and what percentage of public servants are employed on contracts of (a) 3 months or less, (b) from 3 months to 6 months, (c) from 6 months to 12 months, for each directorate and agency for which the Minister is responsible.

MS BERRY MLA - The answer to the Member's question is as follows:

- (a) There are currently 120 staff on temporary contract of 3 months or less within the Education Directorate, which represents 1.8% of the public servants within the Directorate.
- (b) There are currently 112 staff on temporary contract of 3 months to 6 months in length within the Education Directorate, which represents 1.6% of the public servants within the Directorate.
- (c) There are currently 747 staff on temporary contract of 6 months to 12 months in length within the Education Directorate, which represents 11.0% of the public servants within the Directorate.

Approved for circulation to the Member and incorporation into Hansard.

Yvette Berry MLA
Minister for Education and Early Childhood Development

Date: 13/07/18.....

This response required 36 mins to complete, at an approximate cost of \$59.



LEGISLATIVE ASSEMBLY FOR THE AUSTRALIAN CAPITAL TERRITORY

SELECT COMMITTEE ON ESTIMATES 2018-2019

Mr Andrew Wall MLA (Chair), Ms Tara Cheyne MLA (Deputy Chair), Ms Caroline Le Couteur MLA,
Ms Elizabeth Lee MLA, Ms Suzanne Orr MLA

ANSWER TO QUESTION ON NOTICE

Ms Lawder: To ask the Minister for Sport and Recreation

Ref Community Services, BP H, p 25, output class 2.4

In relation to: School ovals

1. What is the average cost of irrigating a school oval? E.g. Yarralumla
2. Have there been transfers of land/ \$ between Schools and TCCS
3. When was responsibility for Red Hill School Oval transferred to the school
4. When was irrigation turned off?
5. When was maintenance stopped (coring, fertilising, top dressing)
6. If a school takes over management of an oval is it still public space?
7. Where is cost of irrigation a school oval levied? I.e are schools now responsible to pay for this or is this covered by TCCS?
8. Is there documentation of irrigation in ovals
9. In each of the past 8 years how many irrigated school managed ovals were there?
10. In each of the past 8 years how many irrigated TCCS managed ovals were there?

Yvette Berry MLA: The answer to the Member's question is as follows:--

1. The average cost of irrigating an oval is \$30,000 per hectare however this is dependent on seasonal conditions. The majority of school ovals are not irrigated, Yarralumla oval is a sportsground hired out to sporting groups. Schools are able to use sportsgrounds free of charge unless booking for a sports carnival to ensure its availability.
2. TCCS was formed in 2016 and Sport and Recreation Facilities joined TCCS on 1 July 2017 since that time no ovals have been transferred to schools. On 1 July 1999 eight school ovals were transferred to adjoining primary schools for their maintenance responsibility, these ovals were low maintenance ovals, they included Fraser, Macquarie, Fadden, Red Hill, Narrabundah, Weston, Chifley and Evatt Southwest.
3. 1 July 1999.
4. Records indicate that Red Hill oval was a low maintenance oval as of 1 April 1997, the maintenance regime involves minimal watering, no fertilising, mowing of grass to a standard comparable to neighbourhood parkland, no marking of lines, and the removal of goalposts.
5. Please see response to question 4.


6. The school ovals are classified under the Territory Plan as Urban Open Space, Community Facilities, unless fenced they are open to the public.
7. All ovals transferred to schools in the late 1990s became the sole responsibility of the school to manage and fund ongoing maintenance.
8. TCCS has a record of the ovals that are irrigated, and there are generally irrigation plans for each oval.
9. School oval irrigation data is not collected by the Education Directorate. As indicated on the Education Directorate Asset Register below, as of June 2018 the following schools have ovals.

Education Directorate Asset Register - School Ovals	
Dickson College	Narrabundah College
Alfred Deakin High School	Belconnen High School
Calwell High School	Campbell High School
Canberra High School	Kaleen High School
Lanyon High School	Melrose High School
Stromlo High School	Ainslie Primary School
Curtin Primary School	Duffy Primary School
Evatt Primary School	Fadden Primary School
Forrest Primary School	Fraser Primary School
Hughes Primary School	Macquarie Primary School
Majura Primary School	Torrens Primary School
North Ainslie Primary School	Red Hill Primary School
Turner Primary School	Caroline Chisholm School
Melba Copland Secondary School	Kingsford Smith School
Telopea Park School	Wanniassa School
Narrabundah Early Childhood School	Charles Weston School

10. TCCS manages 280 hectare of irrigated grass, there are 126 ovals that equates to 884 individual playing fields available for hire. In the last eight years there has been three oval complexes built including Harrison and Bonner ovals and the Gungahlin Enclosed oval.

Approved for circulation to the Select Committee on Estimates 2018-2019

Signature:



Date: 25/07/18

By the a/g Minister for Sport and Recreation, Ms Yvette Berry MLA

Member for Ginninderra

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

RESPONSE TO QUESTION ON NOTICE

Questions on Notice Paper 21

3 August 2018

Question No. 1621

MR COE MLA: To ask Minister for Education and Early Childhood Development:

- 1) What were the average payment waiting times for individual contractors engaged by the ACT Government on casual or short-term employment contracts in (a) 2015-2016, (b) 2016-17 and (c) 2017-2018.
- 2) What practices you have implemented to improve payment waiting times for those employed by the ACT Government on casual or short-term contracts, (a) when were these practices implemented and (b) how effective have they been at reducing wait times.
- 3) Are there targets for payment waiting times for individuals employed by the ACT Government on casual or short-term contracts; if so, (a) how does the Government determine the target, (b) how frequently it is reviewed and (c) what the target wait times were during (i) 2015-16, (ii) 2016-17, and (iii) 2017-18; if not, why not.
- 4) Are there national benchmarks or guidelines in relation to payment time frames for individuals employed by the government entities on casual or short-term contracts; if so, how does the ACT Government compare to other jurisdictions; if not, does the ACT Government consider the practices of other jurisdictions when determining the priority of payments and internal policies.

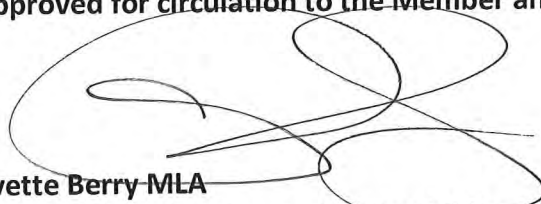
MS BERRY MLA – The answer to the Member's question is as follows:

- 1) The average payment times for an initial payment to individual contractors engaged by the Education Directorate on a casual or short-term employment contracts are as follows:
 - a. 2015-16 – 17.927 days;
 - b. 2016-17 – 21.581 days; and
 - c. 2017-18 – 22.0344 days.

After this initial period individual contractors engaged by the ACT Government on casual or short-term employment will be paid fortnightly in arrears, subject to a correctly completed and approved time sheet being received.

- 2) Shared Services works closely with the Directorate in respect to deadlines when submitting timesheets. Where there are deviations from established deadlines, for example during Christmas, communication via emails is sent to all ACT Government employees. Shared Services is not aware of any systemic concerns with regards to timeliness of payments.
- 3) No. Shared Services undertakes to make payments within established pay cycles and enterprise agreements.
- 4) No. Shared Services undertakes to make payments within established pay cycles and enterprise agreements. When developing and reviewing internal procedures and processes, benchmarking and best practices within other jurisdictions are considered.

Approved for circulation to the Member and incorporation into Hansard.



Yvette Berry MLA
Minister for Education and Early Childhood Development

Date: 23/08/18

This response required 1 hr 15 mins to complete, at an approximate cost of \$170.81.



Yvette Berry MLA

Deputy Chief Minister

Member for Ginninderra

Minister for Education and Early Childhood Development

Minister for Housing and Suburban Development

Minister for the Prevention of Domestic and Family Violence

Minister for Women

Minister for Sport and Recreation

RESPONSE TO QUESTION ON NOTICE

Questions on Notice Paper 22

17 August 2018

Question No. 1636

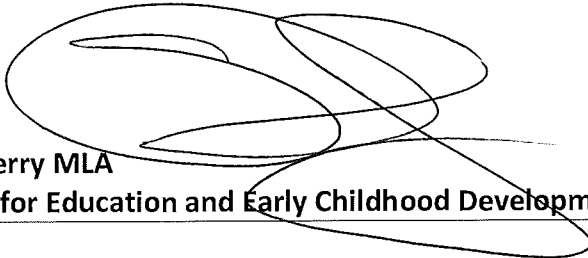
MS LEE MLA: Asked the Minister for Education and Early Childhood Development:

- (1) In relation to dress standard and uniforms in Canberra public schools, what is the definition of “ethical providers” used by the Government with regard to the supply of school uniforms.
- (2) Does the Education Directorate have a list of the ethically approved suppliers of school uniforms; if so, can the Minister publish this list; if not, how many suppliers are there and which state/territory and/or country are they from.
- (3) What assistance does the directorate provide in ensuring that schools can source their school uniforms from ethical suppliers.
- (4) How far back through the supply chain are schools and Parents and Citizens’ Associations expected to investigate to ensure ethical practices.

MS BERRY MLA – The answer to the Member’s question is as follows:

- (1) Businesses that manufacture textiles, clothing and/or footwear that map local supply chains and verify workers are receiving their legal entitlements.
- (2) The Education Directorate has been working with Ethical Clothing Australia and STOP THE TRAFFIK to identify providers that source clothing from an ethical supply chain.
- (3) The Education Directorate has been working with Ethical Clothing Australia and STOP THE TRAFFIK to identify providers that source clothing from an ethical supply chain.
- (4) Schools are encouraged to understand where their uniforms come from and under what conditions they are made. The policy prompts schools to explore options for uniform suppliers where they know the working conditions and impact on the environment are of a certain standard. A principle for the implementation of the policy in schools is that wherever possible, uniforms should be sourced from ethical producers who are committed to an ethical supply chain and publish a list of their factories and suppliers. The Education Directorate has been working with Ethical Clothing Australia and STOP THE TRAFFIK to identify providers that source clothing from an ethical supply chain.

Approved for circulation to the Member and incorporation into Hansard.



Yvette Berry MLA
Minister for Education and Early Childhood Development

Date: 13/09/18

This response required 3 hrs & 35 mins to complete, at an approximate cost of \$330.17.



Yvette Berry MLA

Deputy Chief Minister

Member for Ginninderra

Minister for Education and Early Childhood Development

Minister for Housing and Suburban Development

Minister for the Prevention of Domestic and Family Violence

Minister for Women

Minister for Sport and Recreation

RESPONSE TO QUESTION ON NOTICE

Questions on Notice Paper 22

17 August 2018

Question No. 1634

MS LEE MLA: Asked the Minister for Education and Early Childhood Development:

- (1) Do all ACT Government primary schools deliver the AQUASAFE program.
- (2) What is the cost to each school.
- (3) Who conducts the programme.
- (4) Can schools choose not to have this water safety programme; if so, (a) what schools have decided not to offer the course and (b) what is the reason for not offering this course.
- (5) Are learn to swim lessons offered as part of a school co-curricular programme; if so, (a) which schools and (b) how are they funded.
- (6) What consultations have been undertaken with schools, parents and water safety organisations on the value of making learn to swim lessons compulsory for all ACT primary schools.


MS BERRY MLA – The answer to the Member's question is as follows:

- 1) All ACT Government public primary schools are required to provide the opportunity for students to participate in the Water Safety and Awareness Program. The school is required to deliver the theory component to the entire year 2 cohort. Participation in the water based component is at the discretion of parents and carers.
- 2) The cost per student is \$110 in 2018. The ACT Government pays \$60 per student, the remaining contribution of \$50.00 per student is managed at the school level. Schools may seek a parent contribution to cover this amount, or access other funding sources to maximise student participation. Schools ensure that cost does not prevent students from participating in the program.
- 3) The Royal Life Saving Society of Australia ACT Branch.
- 4) No.
- 5) The Water Safety and Awareness Program is an ACT Government initiated and funded water safety program and does not replace existing learn-to-swim programs. All primary

schools are encouraged to continue to offer learn-to-swim programs, however it is a school based decision to offer any additional activities, including learn to swim classes. Additional activities are funded by parent contributions or from within school budgets.

- 6) Learn to swim classes are not part of the Australian Curriculum and therefore not compulsory for schools to deliver. The Water Safety and Awareness Program aligns with the Australian Curriculum: Health and Physical Education and is an appropriate activity to meet the learning achievement standards. The Education Directorate has not undertaken consultations on making learn to swim classes compulsory for ACT primary schools.

Approved for circulation to the Member and incorporation into Hansard.



Yvette Berry MLA
Minister for Education and Early Childhood Development

Date: 17/09/18

This response required 3hrs & 55 mins to complete, at an approximate cost of \$381.37.



Yvette Berry MLA

Deputy Chief Minister

Member for Ginninderra

Minister for Education and Early Childhood Development

Minister for Housing and Suburban Development

Minister for the Prevention of Domestic and Family Violence

Minister for Women

Minister for Sport and Recreation

RESPONSE TO QUESTION ON NOTICE

Questions on Notice Paper 23

24 August 2018

Question No. 1696

MS LE COUTEUR MLA: Asked the Minister for Education and Early Childhood Development:

In relation to programs delivered in the past by YWCA, Rape Crisis, and Sexual Health and Family Planning ACT in ACT schools on education and cultural change dealing with consent, sexual violence, sexual harassment and assault issues (a) what programs delivered by local groups are funded and delivered in ACT schools, (b) what programs by other groups are funded and delivered, (c) are any programs delivered by ACT Government staff, (d) what age groups receive the programs, (e) do the programs include ways to negotiate consent, (f) how does the Government evaluate the success of these programs and (g) can the Minister provide a copy of the most recent evaluation of the programs.

MS BERRY MLA – The answer to the Member's question is as follows:

(a) What programs delivered by local groups are funded and delivered in ACT schools?

Schools access a variety of programs to support the learning needs of students which are offered by a range of local groups:

- Sexual Health and Family Planning (SHFPACT) provide programs to schools that cover issues relating to personal safety, decision making and negotiation skills and gender roles.
- Menslink delivers the *Pride* program for young men that includes topics relating to respectful relationships, communication and seeking help when needed.
- Canberra Rape Crisis Centre (CRCC) provides a number of programs, presenting to schools regularly on topics such as consent, respect and communication. CRCC recently presented the "Please" day, a day coordinated by Pastoral Care coordinators for high school students. CRCC also delivers *Cultural Change*, a program for Aboriginal and Torres Strait Islander students run in ten schools which connects boys to culture as a platform for safety to then address impacts of trauma. It is a program designed for boys, but some girls who have expressed interest have attended. Consent and respect are key themes.
- ACT Police Citizens and Youth Club have been engaged by a number of high schools to present on Respectful Relationships which has included speaking at school assemblies.

If programs attract a cost, they are purchased by individual schools with finances being managed directly with the school.

(b) What programs by other groups are funded and delivered?

As of August 2018, 24 ACT public schools have engaged with the White Ribbon *Breaking the Silence* schools program; 15 schools have completed the program to date. White Ribbon provided this program free of charge.

Our Watch has provided information and advice to the Directorate to assist with implementing their Respectful Relationship Education materials. This was at no cost to the Education Directorate.

(c) Are any programs delivered by ACT Government staff?

Teachers employed by ACT government are involved in teaching students content which is foundational to addressing the drivers of gender based violence. This is informed by the Early Years Learning Framework (preschool), the Australian Curriculum (kindergarten to year 10) and approved Board of Senior Secondary Studies courses (college).

Respectful relationships content can be found in Australian Curriculum: Health and Physical Education elaborations and through the personal and social general capability. The Health and Physical Education curriculum includes an emphasis on both respectful relationships, and the health and wellbeing aspects of sex education, including content to address healthy emotional and sexual relationships.

Teachers use a range of resources to develop meaningful and relevant units of work to teach students about sex education and respectful relationships. No particular commercially available package is used exclusively. Teachers draw from a variety of sources to suit the particular needs of their students.

On request, Senior Psychologists also provide programs such as *Love Bites* (National Association for Prevention of Child Abuse and Neglect), a respectful relationships education program. The aim of this program is to equip young people with the knowledge needed to have respectful relationships, encourage and develop their skills in critical thinking and assist them in being able to problem solve and communicate effectively.

School Youth Health Nurses, through ACT Health, use the YWCA's Respectful Relationships program in their work with students and teachers in high schools.

(d) What age groups receive the programs?

Content across the Early Years Learning Framework (preschool), the Australian Curriculum (kindergarten to year 10) and approved Board of Senior Secondary Studies (college) covers all age groups.

All school levels - early childhood, primary, high school and college levels have attended the White Ribbon training.

Social and Emotional Learning approaches are a requirement for all school levels.

(e) Do the programs include ways to negotiate consent?

Programs delivered by Sexual Health and Family Planning ACT and Canberra Rape Crisis Centre address consent.

The Line Campaign used by schools provides materials which address negotiating consent.

(f) How does the Government evaluate the success of these programs?

Schools are encouraged to use evidence based programs. Evidence based programs ideally include data relating to student outcomes.

Evaluation is a built in part of programs delivered by local groups. This may include participant feedback forms or assessment tasks to gauge students understanding of the content. White Ribbon has recently undertaken an external evaluation of their *Breaking the Silence* Schools Program.

Social and Emotional wellbeing programs such as *Kids Matters* and *Mind Matters* have been externally evaluated.

(g) Can the Minister provide a copy of the most recent evaluation of the programs?

No. This information is not centrally collected by the Education Directorate.

Approved for circulation to the Member and incorporation into Hansard.



Yvette Berry MLA
Minister for Education and Early Childhood Development

Date: 17/09/18

This response required 3 hrs & 30 mins to complete, at an approximate cost of \$332.10.

Yvette Berry MLA

Deputy Chief Minister

Member for Ginninderra

Minister for Education and Early Childhood Development

Minister for Housing and Suburban Development

Minister for the Prevention of Domestic and Family Violence

Minister for Women

Minister for Sport and Recreation

RESPONSE TO QUESTION ON NOTICE

Questions on Notice Paper 22

17 August 2018

Question No. 1635

MS LEE MLA: asked the Minister for Education and Early Childhood Development

- 1) How many ACT Government schools participated in this year's NAPLAN testing.
- 2) Were schools able to decide whether they used paper or online testing.
- 3) How many schools chose to use paper rather than online testing.
- 4) What were the reasons for that.
- 5) How many schools conducted all their tests online and (a) which schools did not and (b) what was the reason they did not.
- 6) Did any school intentionally use both online and paper system; if so (a) which schools and (b) what was the reason for using both systems.
- 7) Did any school intend to deliver the tests online but were forced to revert to paper testing; if so, which schools and what year levels were involved.
- 8) What was the reason the online system was not available.
- 9) Did any eligible school not participate in this year's NAPLAN testing; if so which schools.
- 10) What was the reason for their non-participation.
- 11) How many eligible ACT Government school students participated in the testing.
- 12) How many students were granted exemptions.
- 13) What schools do those students attend.
- 14) In what years are those students

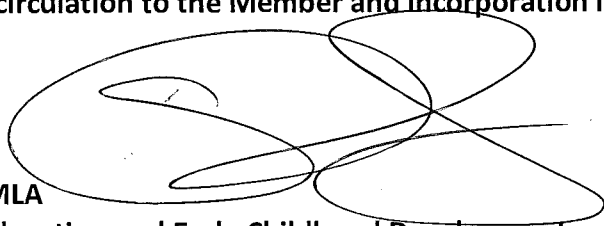
MS BERRY MLA – The answer to the Member's question is as follows:

- 1) NAPLAN testing of year 3, 5, 7 and 9 students took place in a total of 57 ACT public schools in 2018. Early childhood schools (p-2) and colleges (11-12), with the exception of students at the Dickson College Secondary Introductory English Centre, do not have eligible students.
- 2) Following extensive familiarisation and preparation activities, the ACT Government and the Catholic Education Office determined that all ACT public schools (excluding specialist schools)

and all Catholic systemic schools with years 3, 5, 7 or 9 students were ready to transition to NAPLAN Online in 2018. Seven independent schools individually determined that they were ready to transition to NAPLAN Online in 2018.

- 3) With the exception of all year 3 writing assessments (which was only available on paper for all schools in line with nationally agreed provision), 10 ACT independent Schools chose to use paper testing for 2018.
- 4) A number of individual independent schools determined that they were not ready to transition to NAPLAN Online in 2018.
- 5) A total of 106 ACT schools conducted online testing.
 - a) One student at one ACT public specialist school (which was not scheduled to transition to NAPLAN Online in 2018) undertook paper testing.
 - b) Ten independent schools undertook paper testing. A number of individual independent schools determined that they were not ready to transition to NAPLAN Online in 2018.
- 6) No school intentionally planned to use both online and paper testing other than for the completion of all year 3 writing assessments which was only available on paper.
- 7) One ACT independent school was supported to revert to paper testing for a year 3 cohort and part of a year 5 cohort.
- 8) The NAPLAN Online system remained available and stable throughout the testing window. The reason for reverting to paper testing was due to local technical issues at that school.
- 9) No.
- 10) Not applicable.
- 11) A total of 12,099 eligible ACT Government school students sat NAPLAN testing in 2018.
- 12) Students can be exempted from one or more NAPLAN tests if they have a significant or complex disability, or if they are from a non-English-speaking background and arrived in Australia less than one year before the tests. However, exemption is not automatic and parents may choose for their child to participate. Support can be provided for students with disability to participate in the NAPLAN tests. Exemptions were granted to 387 students.
- 13) At least one student exemption was processed for 79 out of 107 schools.
- 14) Exemptions were granted for students in years 3, 5, 7 and 9.

Approved for circulation to the Member and incorporation into Hansard.



**Yvette Berry MLA
Minister for Education and Early Childhood Development**

Date:.....18/09/18.....

This response required 3 hours to complete, at an approximate cost of \$310.00.

Yvette Berry MLA

Deputy Chief Minister

Member for Ginninderra

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

RESPONSE TO QUESTION ON NOTICE
Questions on Notice Paper 24
21 Sep 2018
Question No. 1863

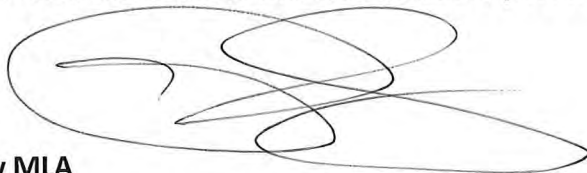
MR COE MLA: Asked the Minister for Education and Early Childhood Development:

Has the contractor or subcontractor responsible for the asbestos at Harrison School been engaged for any other work by the ACT Government; if yes, (a) what work has the contractor or subcontractor undertaken, (b) what is the contract number or numbers, (c) what is the value for work or works, (d) have any further tests, assessments or evaluations been undertaken of those works since the asbestos was found at Harrison Schools; if so, what were the results or findings of the tests and assessments.

MS BERRY MLA – The answer to the Member’s question is as follows:

The contractor or subcontractor responsible for the asbestos at Harrison School has not been identified at this time. WorkSafe ACT is leading the investigation into the source of the material.

Approved for circulation to the Member and incorporation into Hansard.



Yvette Berry MLA
Minister for Education and Early Childhood Development

Date:.....04/10/18.....

This response required 1 hr 30 mins to complete, at an approximate cost of \$184.09



Yvette Berry MLA

Deputy Chief Minister

Member for Ginninderra

Minister for Education and Early Childhood Development

Minister for Housing and Suburban Development

Minister for the Prevention of Domestic and Family Violence

Minister for Women

Minister for Sport and Recreation

RESPONSE TO QUESTION ON NOTICE

Questions on Notice Paper 23

24 August 2018

Question No. 1690

MS LEE MLA: Asked the Minister for Education and Early Childhood Development:

- (1) How many communications staff are employed in the (a) Education Directorate (ED) and in ACT schools and (b) Minister's office.
- (2) What classifications are held by communications staff working in the (a) ED and in ACT schools and (b) Minister's office.
- (3) How many levels of management are required to clear a media release for the ED.
- (4) Does the Minister personally clear each media release put out by the ED.

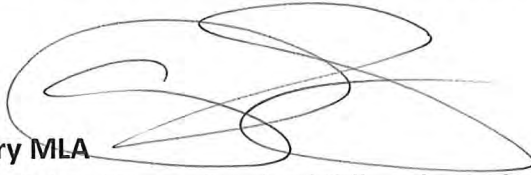
MS BERRY MLA – The answer to the Member's question is as follows:

- 1) (a) As of the end of August 2018, the total number of positions by full-time equivalent and headcount allocated to communications roles within the Education Directorate is six. No communications staff are employed in ACT schools.
(b) None. Communications staff supporting the ACT Executive are employed in the Government Communications Unit in the Chief Minister's Office.
- 2) (a) The classifications of the communications positions in the Education Directorate are as follows:
SOG A: 1 Senior Communications Manager
SOG B: 1 Assistant Communications Manager
SOG C: 2 Senior Communications Officer (1 currently vacant)
ASO 6: 1 Communications Officer
ASO 5: 1 Media and Communications Officer
(b) Not applicable.
- 3) The Education Directorate very infrequently issues media releases; the last published on the ACT Open Government website was issued in 2015. Most education portfolio media releases promote government policy, programs or investment and are therefore issued in the name of the Minister. Media releases are drafted by either the Media and Communications team, the responsible line area or the Minister's office with support of the Directorate. Media releases are cleared by the Media and Communications Manager

or Assistant Manager, the line area manager, director and the relevant Deputy-Director General/Executive Director. The media release is then forwarded to the Minister's office for consideration.

4) Refer to (3).

Approved for circulation to the Member and incorporation into Hansard.



Yvette Berry MLA
Minister for Education and Early Childhood Development

Date: 04/10/18

This response required 2 hrs & 45 mins to complete, at an approximate cost of \$283.18



Yvette Berry MLA
Deputy Chief Minister

Member for Ginninderra

Minister for Education and Early Childhood Development

Minister for Housing and Suburban Development

Minister for the Prevention of Domestic and Family Violence

Minister for Women

Minister for Sport and Recreation

RESPONSE TO QUESTION ON NOTICE

Questions on Notice Paper 24

21 Sep 2018

Question No 1759

MS BURCH MLA: Asked the Minister for Education and Early Childhood Development:

- 1) For each directorate and agency for which the Minister is responsible, what is the total number of (a) allegations, (b) investigations and (c) adverse findings related to staff misconduct or poor behaviour during each financial year from 2007-08 to date, broken down by category of complaint, including but not limited to (i) bullying, (ii) harassment (iii) sexual harassment and (iv) any other relevant category of complaint.
- 2) In relation to each category of complaint identified in part (1) (a) allegations, (b) investigations and (c) adverse findings what were the ACTPS classifications for each employee making the allegations, and each employee against whom allegations were made during each financial year from 2007-08 to date.
- 3) In relation to adverse findings in each category of complaint identified in part (1), in how many instances were employees during each financial year from 2007-08 to date (a) dismissed, (b) temporarily demoted, (c) suspended, (d) financially penalised, (e) transferred to another position and (f) counselled.

MS BERRY MLA – The answer to the Member's question is as follows:

Please see attached spreadsheet for Education Directorate input.

Approved for circulation to the Member and incorporation into Hansard.

Yvette Berry MLA
Minister for Education and Early Childhood Development

Date: 11/10/18

This response required 5 hrs to complete, at an approximate cost of \$432.75.



Yvette Berry MLA

Deputy Chief Minister

Member for Ginninderra

Minister for Education and Early Childhood Development

Minister for Housing and Suburban Development

Minister for the Prevention of Domestic and Family Violence

Minister for Women

Minister for Sport and Recreation

RESPONSE TO QUESTION ON NOTICE

Questions on Notice Paper 24

21 September 2018

Question No. 1723

MS LEE MLA - Asked the Minister for Education and Early Childhood Development

- 1) How many teachers in ACT schools currently teach English as an Additional Language/Dialect (EALD) classes.
- 2) How many students does each teacher have in their classes.
- 3) Can the Minister provide a breakdown of the qualifications for each teacher from the answer to part (1)?
- 4) How many teachers of EALD classes have specific training for teaching of English as a second language (a) what is that specific training and (b) is it compulsory that they do so; if not, why not.
- 5) What electives at university or post graduate professional development training is available for a teacher to become qualified to teach EALD.
- 6) What role does the ACT Teacher Quality Institute have in EALD training or registration of teachers in this specialty.

MS BERRY MLA – The answer to the Member's question is as follows:

- 1) In every ACT public school, principals are responsible for operational decisions regarding employment of staff and for ensuring the English language acquisition needs of the English as an Additional Language/Dialect (EAL/D) students enrolled in their schools are met. The number of staff in each school with specific EAL/D responsibilities is a school-level operational decision, and is dependent on a number of factors (e.g. number of EAL/D students; levels of English language proficiency of EAL/D students).
- 2) The number of students that a teacher with specific responsibility for EAL/D would have in a class at any one time can vary with consideration given to a number of factors (e.g. level of English language proficiency and social-emotional needs).
- 3) Information about the qualifications of EAL/D teachers in ACT schools is not collected.

- 4) All ACT public school teachers have, at minimum, a university graduate-level teaching qualifications and are responsible for meeting the English language learning needs of all EAL/D students in their classes. Further:
 - a) The Directorate provides regular professional learning in EAL/D Education to support all teachers.
 - b) To comply with the *English as an Additional Language or Dialect Students* procedures, Introductory English Centre (IEC) programs are led and delivered by teachers with specific EAL/D qualifications, specialised training and/or expertise.

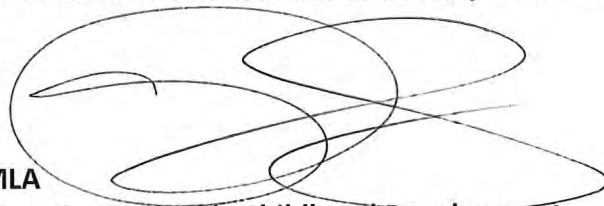
- 5) Teacher training and professional development for teachers in ACT public schools is available through ACT Education Directorate specific EAL/D professional learning and teacher training from external sources:
 - a) EAL/D is identified in the syllabus of selected undergraduate units in the Bachelor of Education degrees at the University of Canberra and the Australian Catholic University.
 - b) The University of Canberra offers the following opportunities to gain Teaching English to Speakers of other Languages (TESOL) specific qualifications:
 - i) Graduate Certificate in TESOL and foreign language teaching
 - ii) Graduate Diploma in TESOL and foreign language teaching
 - iii) Master of Arts in TESOL and foreign language teaching
 - iv) TESOL PhD program

Students can also study a minor or a major in TESOL as part of another course.

- 6) The Teacher Quality Institute (TQI) is responsible for registering eligible people or granting permits to teach eligible people including people who have EAL/D qualifications.

TQI accredits initial teacher education (ITE) programs, some of which provide ITE in EAL/D. TQI also accredits teacher education programs, some of which also provide teacher education in EAL/D. Recognised providers choose which programs to submit for accreditation with TQI. TQI advertises the teacher education programs on the teacher portal and enables the process for teachers to reflect on their learning following the completion of the program.

Approved for circulation to the Member and incorporation into Hansard.



**Yvette Berry MLA
Minister for Education and Early Childhood Development**

Date: 16/10/18

This response required 3 hrs 30 mins to complete, at an approximate cost of \$332.45.



Yvette Berry MLA

Deputy Chief Minister

Member for Ginninderra

Minister for Education and Early Childhood Development

Minister for Housing and Suburban Development

Minister for the Prevention of Domestic and Family Violence

Minister for Women

Minister for Sport and Recreation

RESPONSE TO QUESTION ON NOTICE

Questions on Notice Paper 24

21 September 2018

Question No. 1724

MS LEE MLA: Asked the Minister for Education and Early Childhood Development

- 1) How many schools currently offer English as an Additional Language/Dialect (EALD) specific programs and what are the (a) schools and (b) school years.
- 2) How many Introductory English Centres (IEC) currently operate in ACT schools and (a) where are they located, (b) what school years do they cover and (c) how are classes grouped – for example, by age, level of proficiency or other.
- 3) How does a student enrol in an EALD/IEC and whose decision is it.
- 4) Is transport for a student to attend an IEC or an EALD specific class funded by the ACT Government; if not, why not; if so, can the Minister provide a breakdown of (a) how much per student and (b) which IEC's/EALD specific classes.

MS BERRY MLA – The answer to the Member's question is as follows:

- 1) All 87 Canberra Public Schools cater for the needs of English as an Additional Language/Dialect (EAL/D) students. Programs look different in each school depending upon students' levels of need and composition of the student cohort. All school years from kindergarten to year 12 have access to EAL/D education programs.
- 2) There are six Introductory English Centres (IECs).
 - a) IECs are located at:
 - i) Secondary Introductory English Centre is located at Dickson College.
 - ii) Belconnen Primary Introductory English Centre is located at Charnwood-Dunlop Primary School.
 - iii) Gungahlin Primary Introductory English Centre is located at Palmerston District Primary School.
 - iv) Northside Primary Introductory English Centre is located at North Ainslie Primary School.
 - v) Southside Primary Introductory English Centre is located at Hughes Primary School.
 - vi) Tuggeranong Primary Introductory English Centre is located at Wanniasa Hills Primary School.
 - b) The Primary IECs cover kindergarten to year 6. The Secondary IEC covers year 7 to year 12.
 - c) IEC classes have a teacher to student ratio of one teacher to 12 to 15 students, depending on the complexity of needs. There is no prescribed formula for grouping classes by age, grade or English language proficiency. The method for grouping classes is determined by the IEC and is

context-specific with consideration given to both age and level of English language proficiency.

- 3) The procedures for enrolling a student in an IEC are as follows:
- a) Families receive support for enrolment procedures at the school-level. Schools may use the Translating and Interpreting service if needed. Families may also receive support from outside agencies involved in their settlement in Australia (e.g. Red Cross).
 - b) Students are correctly enrolled in an ACT public school, in their Priority Enrolment Area school known as the home school, prior to consideration for an IEC placement.
 - c) The prospective IEC students are assessed by the home school and the results forwarded to the IEC for consideration. The home school is then contacted and advised of the possibility of placement.
 - d) The home school contact the family and agree on a suitable time for an interview at the IEC. Students may be further assessed by the IEC to confirm their level of English language proficiency and the suitability of an IEC placement.
 - e) A final decision for placement in the IEC is made in consultation with the student, parents/ carers and the home school.

(4) There are currently five IECs with transport to the centres provided by Transport Canberra through the Special Needs Transport (SNT) service. The centres are:

- a) North Ainslie Primary School (NPIEC);
- b) Charnwood-Dunlop School (BPIEC);
- c) Hughes Primary School (SPIEC);
- d) Palmerston District Primary School (GPIEC); and
- e) Wanniasa Hills Primary School (TPIEC).

Student numbers tend to fluctuate depending on the intake of refugees into Australia. The decision to provide transport for IEC students rests with the Education Directorate, with eligible student details provided to Transport Canberra to arrange transport as required.

In 2017 a total of 118 IEC students accessed transport services. Some of the students carried over from 2016, some carried over to 2018, depending on their learning capabilities. In 2018 a total of 95 students have used the service, with 53 currently accessing transport and 42 students having exited throughout the year. Students are normally transported on the SNT buses but may be transported by taxi dependant on bus capacity.

Funding for transport of IEC students is provided within the SNT Budget.

Approved for circulation to the Member and incorporation into Hansard.	
Yvette Berry MLA Minister for Education and Early Childhood Development	Date:.....16/10/18.....
This response required 4 hrs 30 mins to complete, at an approximate cost of \$444.24.	

Yvette Berry MLA
Deputy Chief Minister

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

RESPONSE TO QUESTION ON NOTICE
Questions on Notice Paper 24
21 Sep 2018
Question No. 1739


MS LEE MLA: Asked the Minister for Education and Early Childhood Development:

- (1) Are assessments done of all ACT schools to ensure the ACT Physical Education and Sport Policy is being delivered; if so, who does the assessment and how often; if not, why not.
- (2) Are recess periods considered moderate to vigorous physical activity.
- (3) Are recess periods included in the 25 minutes per day/150 minutes per week as outlined in the policy.

MS BERRY MLA – The answer to the Member’s question is as follows:

- (1) The Canberra Public Schools Compliance Checklist is used by school principals to check that all legislative and policy requirements relevant to running schools have been met. The checklist is completed each semester and results, including partial compliance, are reported to the school board. The checklist covers the requirements specified in the *Physical Education and Sport Policy*, including the requirements regarding time spent performing moderate to vigorous physical activity.
- (2) Students undertake a variety of activities at recess, some of which could be considered moderate to vigorous physical activity.
- (3) Recess periods are not included in the planned physical education and sport programs as outlined in the *Physical Education and Sport Policy*.

Approved for circulation to the Member and incorporation into Hansard.


Yvette Berry MLA
Minister for Education and Early Childhood Development

Date: 16/10/18

This response required 2 hrs & 30 mins to complete, at an approximate cost of \$287.



Yvette Berry MLA

Deputy Chief Minister

Member for Ginninderra

Minister for Education and Early Childhood Development

Minister for Housing and Suburban Development

Minister for the Prevention of Domestic and Family Violence

Minister for Women

Minister for Sport and Recreation

RESPONSE TO QUESTION ON NOTICE

Questions on Notice Paper 24

21 September 2018

Question No. 1722

MS LEE MLA - Asked the Minister for Education and Early Childhood Development:

- 1) How are annual funding levels determined for delivery of English as an Additional Language/Dialect (EALD) specific programs and/or classes in ACT Schools.
- 2) What is the funding for EALD-specific programs and/or classes per (a) school and (b) student.
- 3) If funding levels differ per school and/or student, why and how are different levels determined.
- 4) What elements/activities/support are included in the funding envelope.
- 5) How and at what stage of the year do schools apply for funding; is it a fixed date for determination or can it move as enrolments vary.
- 6) How is the funding acquitted.
- 7) What information/reporting does the Directorate require to acquit funding.
- 8) Do all schools routinely provide details of funding acquitted to the Directorate; if not, why not, and what penalties or other actions apply to schools that do not comply with requirements to acquit funding.
- 9) Does the Directorate require any other reporting on EALD specific programs.
- 10) How does the Minister measure the effectiveness of the program in any given school and what accountability measures are set; if no accountability measures are set, why not.
- 11) What role or involvement does a parent have in the program in which their child is enrolled and what reports are provided to a parent at the start and end of the enrolment in an EALD class.

MS BERRY MLA - The answer to the Member's question is as follows:

- 1) The Directorate allocates direct funding to schools through Student Resource Allocation (SRA) for English as an Additional Language/Dialect (EAL/D) in mainstream schools and Introductory English Centres (IECs). The Australian Curriculum, Assessment and Reporting Authority (ACARA) EAL/D Learning Progression Continuum, describing phases of English language acquisition by EAL/D learners, is used to identify student need within the beginning, emerging and developing phases for mainstream allocation.

In IECs, funding levels vary for Secondary and Primary IECs.

The secondary IEC is funded for eight full time teachers, a full time School Leader C and a full time Learning Support Assistant/administrative assistant.

The five primary IECs are each funded based on teacher to student ratio (one teacher to 12 to 15 students).

- 2) EAL/D-specific programs and classes are funded differently in both mainstream settings and IECs.
 - a) In mainstream settings, funding levels differ per school depending on the cohort and their levels of need.
 - b) In IECs, funding levels vary depending whether they are Secondary or Primary IECs.
 - i) The secondary IEC is funded for eight full time teachers, a full time School Leader C and a full time Learning Support Assistant/administrative assistant.
 - ii) The five primary IECs are each funded for a core number of teachers, based upon historic enrolments. When student numbers exceed the teacher to student ratio of one teacher to 12 to 15 students, depending on the complexity of needs, funding for additional staffing is provided.
- 3) EAL/D programs in mainstream ACT public schools are funded through the SRA as a needs-based loading. Therefore, the amount of funding provided to each school differs based on need.
- 4) Funding is provided to enable schools to make appropriate adjustments. A sliding scale of EAL/D support for students and classroom teachers is recommended, based on students' phases of English language proficiency.
- 5) Funding for EAL/D is allocated through SRA on an annual basis. Schools are provided projected funding in September for the purposes of staff planning. The projected funding is adjusted based on February census data and applies for the school year.

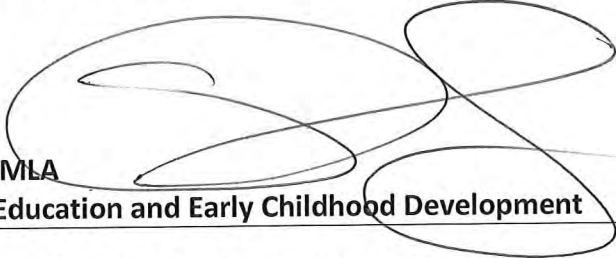
During the year, funding for IECs is assessed on whether additional funding is required for additional students and complexity of need. Any additional funding is provided at the end of each term.

- 6) EAL/D funding resources, as with general staffing funds allocations, are used at each principal's discretion based on the operational requirements within their school to deliver educational services. Individual program funding is not required to be acquitted, however, there is an overall reconciliation of total staffing resources.
- 7) Schools use the Casual Relief system to monitor total staffing resources.
- 8) At the end of the school year, schools' total staffing resources are reconciled against the allocated budget. Schools can carry over underspend to a capped limit to the next school year. Schools that spend more than the allocated resources will reimburse funds to the Education Support Office.
- 9) No, the Directorate does not require reporting on EAL/D specific programs.
- 10) The newly released EAL/D assessment suite enables schools to assess and track EAL/D students' English language proficiency against the Australian Curriculum EAL/D Learning Progression.

11) Schools engage the parents of EAL/D learners through both holistic community approaches and formally reporting on student achievement.

Schools recognise that families and schools need to work together to support children's learning. Connecting with EAL/D families is part of a wider, structured and holistic approach to culturally respectful practices in schools. Each school approaches EAL/D parental engagement in a way that works for their community and the families involved. IECs involve their families in a number of IEC specific and whole-school events.

Approved for circulation to the Member and incorporation into Hansard.



**Yvette Berry MLA
Minister for Education and Early Childhood Development**

Date: 17/10/18

This response required 4 hrs 30 mins to complete, at an approximate cost of \$444.24



Yvette Berry MLA

Deputy Chief Minister

Member for Ginninderra

Minister for Education and Early Childhood Development

Minister for Housing and Suburban Development

Minister for the Prevention of Domestic and Family Violence

Minister for Women

Minister for Sport and Recreation

RESPONSE TO QUESTION ON NOTICE

Questions on Notice Paper 24

21 Sep 2018

Question No. 1865

MR COE MLA - Asked the Minister for Education and Early Childhood Development:

- (1) In relation to the asbestos found in Harrison Schools, what is the (a) budget of the removal operation and (b) total spend to date.
- (2) How will the asbestos be removed from Harrison Schools and what safety risks are involved for students, parents, school faculty, and asbestos removalists.
- (3) What date is the asbestos removal operation at Harrison expected to be complete.
- (4) What arrangements have been made for external entities or community groups to access and use school facilities, such as school halls, during the asbestos removal operation.

MS BERRY MLA – The answer to the Member's question is as follows:

- (1)(a) The total costs are yet to be determined.
(b) The total costs to date are \$78,801.
- (2) The asbestos at Harrison School will be removed by licenced and experienced asbestos removalists to an agreed methodology under the superintendency of an independent licenced asbestos assessor. The removal methodology ensures risks to students, parents, school faculty and asbestos removalists are kept to a minimum. The procedure includes air monitoring, the establishment of exclusion zones, decontamination areas, clearance sampling and full control of the site by the managing contractor. No unauthorised persons will be permitted onto the site while works are being carried out.
- (3) The removal of asbestos at Harrison School was completed by Sunday 14 October 2018.
- (4) Alternative arrangements have been made for staff and users who would have otherwise been on site during this period.

Approved for circulation to the Member and incorporation into Hansard.

Yvette Berry MLA

Minister for Education and Early Childhood Development

Date: 17/10/18

This response required 4 hrs & 30 mins to complete, at an approximate cost of \$406.64.

Portfolio/s: Education & Early Childhood Development

ISSUE: FUTURE OF EDUCATION

Talking points:

- Every parent wants the very best for their child, both during childhood and into their future lives. But even in wealthy communities like the ACT children start life in vastly different places, with different backgrounds and circumstances affecting their chances at a good life.
- A big conversation has been held with over 5000 community members and the product of this conversation is the Future of Education Strategy.
- The strategy lays out a roadmap for work over the coming ten years.
- It is aimed at the whole system and all schools, government and non-government, systemic and independent.
- Government, alongside it, will be developing an Early Childhood Strategy which will make sure every child is set up for success.
- A motion debated in the Legislative Assembly on 19 September 2018 called on the ACT Government to:
 - (a) continue to develop Future of Education implementation plans in consultation with government and non-government schools; and
 - (b) report back to the Assembly on the Future of Education implementation plans, including measures aimed at lifting academic performance, during the February 2019 sitting.

KEY INFORMATION:

1. Students at the centre: including a culture of high expectations, family engagement, curriculum based on a necessary life skills such as critical thinking, collaboration, and creativity and values such as well-being, resilience, empathy and citizenship. Community input has particularly outlined the importance of wellbeing, positive relationships and a sense of belonging for our young people across all educational environments.

- The ACT Government is committed to ensuring our public schools are environments that welcome and accept *all* children and young people, having invested significantly in school upgrades (Environmentally Sustainable Schools); creating schools for our growing city, particularly in Gungahlin; as well as a new P – 6 school in Molonglo.
- Furthermore, the ACT Government understands that wellbeing underpins learning, having provided an additional 20 new psychologists for public schools. The first five additional school psychologists will be recruited for the 2018 school year and were

Cleared as complete and accurate: 04/10/2018

Cleared by: Director

Contact Officer Name: Coralie McAlister

Lead Directorate:

Education

Ext: 75520

Page 1 of 4

funded in the 2017/18 budget. An additional five psychologists will be employed each year for the next three years.

- The ACT Government will continue to implement effective, rigorous inquiry and project-based learning models, with an increasing focus on development of the general capabilities in the current curriculum.
- We will continue to work on measurement and evaluation of student learning growth. We will aim for each student to achieve a minimum of a year's growth for a year's learning, having regard to their starting point.

2. Empowered learning professionals: including collaboration across and within the system, recruitment and retention and support strategies.

Community input speaks to the importance of quality teaching and teachers and of providing system support to enable teachers to meet the needs of all students, particularly disadvantaged young people.

- The ACT Government understands it is vital that the right people enter the teaching profession. Equally, significant investment in professional learning and mentoring and coaching, and the sharing of effective practice will continue and expand.
- The implementation of the election commitment to ensure new teachers have the mentoring they need to success in their careers is an important tangible action under this strategy. The Directorate will develop and deliver a comprehensive mentor training program in partnership with a leading University provided, in order to enhance the impact of those school leaders tasked with mentoring beginning teachers in their first three years.
- A further partnership with the University of Canberra is resulting in the pilot and implementation of a strengthened Affiliate Schools model will focus on intensive teacher development through MTeach program and ongoing Action Research. It is anticipated that as this program gains traction it will be an incentive for excellent teachers to apply for roles in both Belconnen and Tuggeranong networks.
- Our election commitment to Great Teaching will provides enhances the ability of our school leaders to deliver school improvement and ensure a focus on quality teaching in every classroom.
- The Directorate is taking a more structured approach to strengthening instructional leadership and making sure the right people progress into school leadership roles, at the same time ensuring wellbeing support for school leaders.
- The government will also bring a new focus on making sure that teachers and school leaders have the knowledge, skills and confidence to work as part of a team in a full service community school.
- Finally, there is an opportunity for an expanded role for the ACT Teacher Quality Institute (as a clearing house for excellent practice).

3. Strong communities for learning: - building stronger bonds with and across all sectors to effectively collaborate and provide holistic supports for learners.

This foundation reflects strong feedback from the ACT community regarding 'Schools as a Hub' projects, integrating multi-agency outreach services on site.

- The ACT Government has begun to explore effective community school models. Arising as an initiative from the strategy, the government will look to bring community school approaches to the ACT education system.
- Additionally, the government recognises the effective business, industry and union partnerships that help students to access important learning opportunities and develop capabilities that they will need for adult life.
- This will be a continuing priority through initiatives such as the Future Skills Academies announced in the 2018 budget. The Academies, to be provided at University of Canberra's Senior Secondary College at Lake Ginninderra, as well as Caroline Chisholm School, will encourage girls to take a greater interest in science, engineering and technical subjects. The hubs provide a portal for engaging with industry professionals and organisations and encourage all students to undertake STEM subjects.
- The strategy is clear in its reference to parents and families as a child's first teacher. In 2016, ACT Govt committed to employ a dedicated parent engagement officer within the Education Directorate who worked with schools and parent groups to promote parental engagement across the ACT.
- The Govt also committed \$1.6 million over four years to fund grants to schools and parent groups for activities and programs designed to enhance parental engagement at schools and support strong parent communities.
- The Directorate will employ a dedicated parental engagement officer and deliver a grants program to enhance parental engagement in children's learning and support strong family-school partnerships. This program will commence at the start of the 2018-19 financial year.

4. Systems supporting learning: - a systemic focus on equity and quality; including ensuring schools are networked, offer smooth transitions within and across schools, have good access to data and evaluation and good welfare supports.

Community input outlined the importance of the focus on equity (as integral to quality) and of offering a range of pathways and flexible delivery options for students, and of having coherent centralised supports for schools.

- Things like legislation, resources, structures, culture, public accountability and reporting, teaching tools, data and IT, are all 'systems' that support learning. With the government's increasing focus on equity and allowing every child the opportunity to achieve excellent outcomes, regardless of their background and circumstance, comes a need to align the systems supporting learning with this pursuit.
- The ACT Government is strengthening learning and belonging for *all* children and young people through the full implementation of a student need based funding model, responding to 'Gonski' needs based funding principles.
- Further initiatives arising from the strategy include work towards the government's Early Childhood Strategy, which will emphasise helping each child gain a strong start through quality and accessible early childhood education.
- The government will also look at key statutory frameworks such as the Education Act 2004 and the ACT Teacher Quality Institute Act 2010 to make sure that they are harmonious with the strategic direction that the government is laying out.

Question	Key Points	Answer
What difference will this strategy make?		<ul style="list-style-type: none"> • The strategy outlines the vision for education in the ACT for the next decade. Realising the vision of the strategy will be a journey, which will be taken in phases, over the next ten years. • More specifically, the implementation of actions under the strategy will be implemented in three phases. • Initial actions have been developed for the strategy under each of the four foundations, however, as implementation progresses additional more detailed actions will be developed for Phases 2 and 3. • Change will be staged, with some initiatives requiring extensive planning and pilot programs in individual schools to assess impact, prior to wider implementation.
Why do you say 'equity' when we should be focussing on 'quality'?	<p><i>Raised Elizabeth Lee 16 August 2018</i></p>	<ul style="list-style-type: none"> • The ACT Govt understands high performing systems focus on quality. They develop rigorous curriculum, understand their impact, make resource allocation more effective and efficient, empower school leaders, attend to teacher quality, and they prioritise improvement – all for the benefit of the children and young people in their care. • The ACT Govt believes we must make explicit our focus on equity. Systems that prioritise ensuring all students can succeed, regardless of their family background or circumstances, have more students gaining the skills and knowledge they need to make the most of what the world has on offer. • From early childhood, through to junior and senior school, a focus on equity provides a strong basis for

2.

Portfolio/s Education & Early Childhood Development

ISSUE: ABORIGINAL AND TORRES STRAIT ISLANDER SCHOLARSHIP PROGRAMS

Talking Points:

- There are currently eight Secondary Scholarship holders including six new scholarships awarded for 2018 – four health and four teaching.
- Five Tertiary Scholarships were awarded in 2018, four to students undertaking teaching degrees and one to a student completing a degree in a health profession. The 2018 Tertiary Scholarship recipients attend the University of Canberra and the Australian Catholic University.

Key Information:

- The Education Directorate administers two scholarship programs for Aboriginal and Torres Strait Islander students in ACT public schools, totalling \$155,000.
- The Secondary Scholarship Program for years 11 and 12 students interested in a career in teaching or the health field; and
- The Tertiary Scholarship Program for students enrolled in teaching or an approved health course at a local ACT university.

Background Information

- A 2013-2014 ACT Government Budget commitment provided \$25,000 to extend the Secondary Scholarships to include five health scholarships.
- In 2017, the value of the Secondary Scholarships was reduced from \$5,000 to \$4,000 in order to expand the program to include scholarships for students wishing to pursue a Vocational Education and Training pathway.
- Ongoing eligibility for each scholarship is based on academic achievement and attendance.
- From 2009 to 2018 inclusive, fifty seven Senior Secondary students have been awarded Secondary Scholarships, 42 for teaching, 14 for health and one for Vocational Education.
- From 2009 to 2018 inclusive, 31 Tertiary Scholarships have been awarded, 26 for students undertaking teaching degrees and five for students studying an approved health degree.
- Applications for the 2019 Secondary Scholarships opened on 25 July 2018 and will close on 25 September 2018.
- Applications for the 2019 Tertiary Scholarships open on 19 November 2018 and close on February 7 2019.

Cleared as complete and accurate: 06/09/2018

Cleared by: Director

Contact Officer Name: Kate McMahon

Ext: 59205

Lead Directorate: Education

3.

Portfolio/s Education & Early Childhood Development

ISSUE: ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION PROGRAMS**Talking Points:**

- The Student Aspirations Program promotes participation in leadership opportunities and supports the retention and attainment of Aboriginal and Torres Strait Islander students, focusing on pathways and transitions.
- On 17 May 2018, forty-seven students from 11 schools attended the inaugural Broaden your Horizons session at the ACT Supreme Court. Students participated in a behind the scenes tour, mini legal career expo and mock trial to raise awareness about the pathways in the legal and justice sector. This event was developed in partnership with the University of Canberra and the ACT Supreme Court.
- The 2018 Leadership Day will take place on 22 November at the Botanical Gardens and the CSIRO Discovery Centre. Students will be given a guided tour of the gardens and learn the uses of different native plants. This will be followed by a scavenger style hunt at the CSIRO Discovery Centre.
- The Mura Awards initiative recognises student achievement and provides an opportunity for schools to acknowledge the consistent effort of Aboriginal and Torres Strait Islander students and to engage with families and the local community. The small bursaries attached to the Mura Awards encourages participation in education by providing some financial assistance for educational expenses such as excursions and uniforms.
- This year's Mura Awards opened on 24 July 2018 and will close on 21 September 2018. Fifty Mura Awards are available for students in years 4, 5, 6, 10 and 11.
- The Education Directorate employs 11 Aboriginal and Torres Strait Islander Education Officers (IEOs) who work across 13 ACT public schools. IEOs support schools to build their Cultural Integrity by:
 - Supporting schools to engage with families and community;
 - Supporting teachers to embed Aboriginal and Torres Strait Islander perspectives across the curriculum;

Cleared as complete and accurate: 06/09/2018

Cleared by: Director

Contact Officer Name: Kate McMahon

Ext: 59205

Lead Directorate:

Education

- Providing advice and leadership to schools on celebrating significant events and milestones for Aboriginal and Torres Strait Islander peoples;
- Supporting schools to grow a culture of high expectations for Aboriginal and Torres Strait Islander students; and
- Facilitating successful student transitions between year levels, between schools and to post school study or work.
- School-based initiatives include:
 - Forrest Primary School operates a weekly Culture Club after school involving students, teachers and parents.
 - Ganbra at Wanniasa School provides a space where Aboriginal and Torres Strait Islander students are able to learn more about their culture, complete extra study and receive tutoring.
 - Aboriginal and Torres Strait Islander and non-Indigenous students from Melba Copland Secondary School and neighbouring primary schools learn about Aboriginal and Torres Strait Islander histories and cultures through the school's Cultural Awareness Program.

Key Information:

- At the February 2018 ACT School Census there were 1,887 Aboriginal and Torres Strait Islander students enrolled in ACT public schools.
- From 2018, the Education Directorate is taking a new approach to Aboriginal and Torres Strait Islander Education that is strengths-based with a focus on the cultural integrity of ACT public schools.
- Cultural Integrity describes the environment a school creates to engage all Aboriginal and Torres Strait Islander students, to meet their needs and aspirations and to welcome their families and communities.
- This approach is firmly rooted in current leading practice, academic literature and consultation with Aboriginal and Torres Strait Islander people.
- The evidence strongly suggests that Aboriginal and Torres Strait Islander students enjoy greater success in schools that are welcoming, reflective of their culture and community, and in which relationships support high expectations for all students.
- Students who feel welcome in the school environment and are able to see Aboriginal and Torres Strait Islander perspectives represented through all parts of the school community are more likely to engage with education.
- Supplementary to school-based initiatives and programs, the Education Directorate provides several system wide programs for Aboriginal and Torres Strait Islander students in ACT public schools.

4.

Portfolio/s Education & Early Childhood Development

ISSUE: CLOSING THE GAP IN EDUCATION – YEAR 12 ATTAINMENT

Talking Points:

- In 2017, 70 Aboriginal and Torres Strait Islander students achieved an ACT Senior Secondary Certificate, representing a year 12 completion rate of 57 percent. This is a decrease from the 2016 rate of 73 percent and the 2015 rate of 70 percent.
- Of the 70 Aboriginal and Torres Strait Islander students who completed year 12 in 2017, seventeen received a Tertiary Entrance Statement compared with twenty in 2016 and seventeen students in 2015.
- The proportion of Aboriginal and Torres Strait Islander young people participating in employment and/or study six months after leaving school has been monitored for the last four years (2014-2017). This proportion has varied between 78 percent and 93 percent for year 12 graduates, and 72 percent and 77 percent for school leavers.
- Whilst the proportion has varied, particularly for year 12 graduates, the differences between years were not statistically significant due to the small number of Aboriginal and Torres Strait Islander young people who completed the survey each year.
- In general, these results were similar to the overall ACT results which have been consistently above 90 percent for year 12 graduates and above 70 percent for school leavers for the last four years.

Key Information:

Year 12 Attainment

- At the February 2017 school census there were 116 Aboriginal and Torres Strait Islander students enrolled in a year 12 program in the ACT public system compared with 109 enrolments in 2016, 102 enrolments in 2015, and 83 enrolments in 2014.

School Leaver Data

- In May each year the Education Directorate conducts a survey of ACT year 12 graduates and school leavers who left school in the preceding year to find out what they are doing in terms of study and employment. The results provide important information that informs planning, development and provision of education and training choices for the young people of the ACT.

Cleared as complete and accurate: 07/09/2018

Cleared by: Director

Contact Officer Name: Kate McMahon

Ext: 59205

Lead Directorate:

Education

- **Note:** Aboriginal and Torres Strait Islander young people typically make up less than two percent of the year 12 graduate survey population and less than six percent of the school leaver survey population.

Background Information

- One target of the National Indigenous Reform Agreement (NIRA) is halving the gap for Indigenous people aged 20-24 in year 12 or equivalent (Certificate II or higher) attainment rates by 2020.
- Longitudinal analysis of the 2003 to 2016 cohort showed that school retention of Aboriginal and Torres Strait Islander students between years 10 and 12 fell from approximately 60 percent of the original cohort, to just over 45 percent by year 12. This is approximately 10 percentage points below the retention rate of non-Indigenous students.

Proportion of Aboriginal and Torres Strait Islander young people employed and/or studying in the year after leaving school		
Year left school	Year 12 Graduates (95% Confidence interval)	School leavers (95% Confidence interval)
2013	93% (95% CI=83%-100%)	77% (95% CI=51%-100%)
2014	78% (95% CI=62%-93%)	73% (95% CI=50%-97%)
2015	89% (95% CI=79%-99%)	74% (95% CI=50%-99%)
2016	92% (95%CI=83-100)	72% (95% CI=46-98)

5.

Portfolio: Education & Early Childhood Development**ISSUE: CLOSING THE GAP IN EDUCATION – LITERACY AND NUMERACY****Talking Points:**

- In 2017, 90 Indigenous students were enrolled in Year 9 in ACT public schools and 53 Indigenous students (59 percent) participated in NAPLAN. Of the 53 who participated in NAPLAN in 2017, only 38 students also had participated in year 7. This illustrates the difficulty in using NAPLAN data to track the progress to a cohort of students.
- The Directorate acknowledges that the reasons behind withdrawals and absences of Aboriginal and Torres Strait Islander students from NAPLAN testing can be personal and historical.
- It is important to note that caution should be exercised in the interpretation of NAPLAN data due to the relatively small population of Aboriginal and Torres Strait Islander students.
- Withdrawal is generally the highest contributor to non-participation by ACT Aboriginal and Torres Strait Islander students in years 3 and 5 in NAPLAN tests. Rates of withdrawal in 2017 remained consistent with 2016.

Key Information:

- In 2017, the ACT consistently had a higher proportion of Aboriginal and Torres Strait Islander students across public and non-government schools achieving at or above the national minimum standard for both reading and numeracy across the years of testing than was the case nationally. This was particularly the case in years 5, 7 and 9 reading, with a difference of higher than 10 percentage points.
- In 2017, 87.5 percent of Aboriginal and Torres Strait Islander year 7 students in the ACT performed at or above the national minimum standard for reading which is significantly above the national figure for Indigenous students of 74.4 percent. In comparison 96.4 percent of non-Indigenous students in the ACT performed at or above the national minimum standard compared to the national figure of 95.2 percent. The results are similar for year 7 numeracy.

Background Information

A target of the National Indigenous Reform Agreement is to halve the gap for Aboriginal and Torres Strait Islander students in reading, writing and numeracy by 2018.

Cleared as complete and accurate: 07/09/2018

Cleared by: Director

Contact Officer Name: Kate McMahon

Ext: 59205

Lead Directorate: Education

6.

Portfolio/s Education & Early Childhood Development

ISSUE: CLOSING THE GAP IN EDUCATION - ATTENDANCE

Talking Points:

- The Education Directorate is taking a new approach to Aboriginal and Torres Strait Islander Education that is strengths-based with a focus on the cultural integrity of ACT public schools.
- Cultural Integrity describes the environment a school creates to support Aboriginal and Torres Strait Islander students, and to welcome and engage their families and communities.
- This approach is firmly rooted in current leading practice, academic literature and consultation with Aboriginal and Torres Strait Islander people.
- The evidence strongly suggests that Aboriginal and Torres Strait Islander students enjoy greater success in schools that are welcoming, reflective of their culture and community, and in which relationships support high expectations for all students.

Key Information:

- At the February 2018 ACT School Census there were 1,887 Aboriginal and Torres Strait Islander students enrolled in ACT public schools.
- The National Indigenous Reform Agreement frames the intergovernmental reforms, targets and performance benchmarks to close the gap in Indigenous disadvantage.

Background Information

- In 2017, the ACT attendance rate for Aboriginal and Torres Strait Islander students was 83.8 percent, slightly higher than the national rate (83.4%) and a minor decrease from 85.4 percent in 2016.
- Eighty percent of Aboriginal and Torres Strait Islander students in the ACT attend public schools.
- Attendance is a school-based matter and maximising student attendance is the responsibility of school principals. In addition to school-based strategies, the Directorate's multidisciplinary Network Student Engagement Teams supports schools, students and their families to address attendance issues.

Cleared as complete and accurate: 07/09/2018

Cleared by: Director

Contact Officer Name: Kate McMahon

Lead Directorate:

Education

Ext: 59205

Page 1 of 1

7.

Portfolio/s Education & Early Childhood Development

ISSUE: KOORI PRESCHOOL PROGRAM

Talking Points

- The Koori Preschool Program provides early childhood education for Aboriginal and Torres Strait Islander children, focussing on cultural integrity, parent engagement and transition to school.
- The Program provides children with rich, play-based learning experiences in a culturally safe environment that includes Aboriginal and Torres Strait Islander perspectives across all learning.
- The Koori Preschool Program works closely with the ACT Child and Family Centres to develop strong partnerships and link families with programs that strengthen community and cultural connections.
- Each Koori Preschool is staffed by a qualified early childhood teacher and a preschool assistant.

Key Information

- The Koori Preschool Program provides early childhood education for Aboriginal and Torres Strait Islander children aged from three to five years.
- Children from birth to three years can attend a Koori Preschool when accompanied by a parent or guardian.
- The Koori Preschool Program operates at the following five school sites:
 - Kingsford Smith School
 - Narrabundah Early Childhood School
 - Ngunnawal Primary School
 - Richardson Primary School
 - Wanniasa School
- Each Koori Preschool operates over two days, delivering nine hours of preschool education per week at Ngunnawal, Richardson, Wanniasa and Kingsford Smith, and 12 hours per week at Narrabundah Early Childhood School.

Cleared as complete and accurate: 10/10/2018

Cleared by: Director

Contact Officer Name: Kate McMahon

Lead Directorate: Education

Ext: 59205

Page 1 of 2

- The preschool assistant position is an Indigenous identified position. Currently three out of the five preschool assistant positions are held by Aboriginal and/or Torres Strait Islander employees.
- In addition to enrolment in Koori Preschool, Aboriginal and Torres Strait Islander children can concurrently enrol in their local preschool from term three in the year prior to their preschool year. This supports access to 24-27 hours of free preschool education per week in the 18 month period prior to commencing kindergarten.
- The ACT Koori Preschool Network Initiative is partially funded through the Australian Government's Indigenous Advancement Strategy, Children and Schooling program.
- The Initiative provides for the employment of an Early Years Engagement Officer based at Gungahlin Child and Family Centre. An additional Early Years Engagement Officer position is funded by the ACT Government and based at Tuggeranong Child and Family Centre. The officers are part of the Growing Healthy Families project team.
- Since December 2015, the Early Years Engagement Officers have worked closely with Koori Preschools to support participation of Aboriginal and Torres Strait Islander children (birth to five years) in education services, transition to school and family engagement.

Background Information

- February 2018 Census enrolment figures show a total of 86 students enrolled in the Koori Preschool Program; with 41 students enrolled in both Koori and mainstream preschool programs.

8.

Portfolio/s Education & Early Childhood Development

ISSUE: NATIONAL ASSESSMENT PROGRAM – LITERACY AND NUMERACY RESULTS AND PARTICIPATION

Talking points:

- The 2018 NAPLAN Summary Report showed that Canberra school students, together with students in Victoria and New South Wales, maintained their overall high performance, with ACT mean scores reported as the highest or equal highest in the nation in 16 of the 20 areas tested.
- The gap between ACT performance and that of other jurisdictions, in a number of areas, has narrowed, showing that other states are ‘catching up’, most notably Queensland and Western Australia.
- NAPLAN is only one piece of the puzzle when it comes to tracking our students’ ability in literacy and numeracy. Schools use lots of methods to assess and support students. We do this to make sure that we track and record meaningful data for all children.
- With this in mind, we are shifting our focus from achievement to progress. We want to see that we are making progress year on year. Because we come from a high base, we are more interested in the progress we are making as we are already maintaining high levels of achievement.

Key Information

- Education testing experts have verified that all results from NAPLAN 2018 – including the rescaled online scores for year 7 reading, year 9 numeracy and all grammar and punctuation tests – are valid and reliable. They have confirmed that both online and paper test results are comparable and can be presented on the same reporting scale.
- Analysis by ACARA identified that the 2018 online tests (Reading, Numeracy and Conventions of Language) were, overall, more difficult than the paper versions. The differences in difficulty were not evident in trialling data, possibly because of different levels of engagement of students knowing it was a trial and or the size of the trial group.
- ACARA and measurement experts engaged in this year’s analysis have attributed the increased difficulty of the online tests to several factors, including the introduction of tailored testing with more challenging pathways for higher achieving students

and/or the non-representative nature of the group of schools and students that opted in online (within and across jurisdictions).

- The ACT, along with VIC and NSW have maintained the high level of achievement of previous years.
- All ACT mean scores in 2018 were statistically similar to the 2017 results, except year 5 writing, which shows a significant decrease and was also evident in Tasmania. The writing decreases were evident nationally and in almost all jurisdictions across these year levels.
- The mean performance of ACT students in years 3 and 5 reading, language conventions and numeracy have remained relatively stable since 2012 while the performance of students in other jurisdictions has been improving. As a result the gap between the ACT performance and the national performance has been decreasing.
- There has been little variation in ACT years 7 and 9 results in any domain since NAPLAN testing began in 2008. Variations in ACT results have to a large extent mirrored changes in national results.

Background Information

- National Assessment Program – Literacy and Numeracy (NAPLAN) participation includes students who:
 - sat the assessment, or
 - were classified as exempt.
- Non-participation includes students who were:
 - absent (those who were absent from school on test day); or
 - withdrawn (those who were withdrawn from the testing process through formal application by a parent or carer).
- Participation rates nationally, and in the ACT, have been decreasing since NAPLAN was introduced in 2008.
- Participation rates (based on the reading domain) for ACT students in 2018 were similar to the national rates for all year levels:

	Year 3	Year 5	Year 7	Year 9
	%	%	%	%
ACT	94.3	95.8	94.1	89.0
Australia	94.7	94.9	93.8	90.2

- 2018 ACT participation data shows:

Year	Tested %	Exempt %	Absent %	Withdrawn %
3	92.6	1.7	1.5	4.2
5	94.4	1.4	1.3	2.9
7	92.5	1.6	3.1	2.7
9	87.5	1.5	5.2	5.8

- ACT withdrawal rates for all year levels were similar to the 2017 rates, but higher than reported nationally. Participation rates for the ACT in 2017 were similar to the rates in 2016 for all year levels.
- The Government and Directorate place a high priority on ensuring that all students engage in NAPLAN testing, and will continue to work with schools to increase NAPLAN participation rates.
- Principals and the school system regularly monitor and reflect upon ways to improve both attendance and participation. At the system level, the Directorate monitors participation patterns and provides this information back to schools for appropriate action.
- Regular communication reinforces that:
 - Principals are required to ensure that parents/carers of students are fully informed about the assessment program
 - All students in years 3, 5, 7, and 9 are expected to participate in NAPLAN tests
 - Students may be withdrawn from the testing program by their parent/carer. This is a matter for consideration by individual parents/carers in consultation with their child's school. Withdrawals are intended to address issues such as religious beliefs and philosophical objections to testing
- Adjustments are permitted for students with disability to support their access to the tests and facilitate maximum participation. Support is provided to schools to provide test materials in an alternative format for those students who meet the criteria.

9.

Portfolio/s Education & Early Childhood Development

ISSUE: NAPLAN ONLINE

Talking points:

- NAPLAN commenced on Tuesday 15 May 2018, with 106 of 116 (91%) ACT public, Catholic and Independent schools that sit NAPLAN, participating in online testing.
- The implementation of NAPLAN Online is a success for ACT schools and sectors, especially when you compare it to the experience of Australians during census night 2016.
- Significant majority of schools had completed testing by the end of the first week and all schools had easily completed testing by the end of the second week.
- Like any new program, some schools experienced administrative challenges in managing the test in a different way. However the helpdesk specifically set up to support schools and students during testing was able to calmly and confidently help schools where needed.
- Of the 106 participating online schools, one Independent school returned to paper testing for some of its students due to local network difficulties. The ACT Education Directorate was able to quickly support the school and its students in this approach.
- Ten independent schools sat paper tests this year and will transition to online after 2018.
- Education experts have verified that all results from NAPLAN 2018 – whether a child took the test on paper or online – are valid and reliable.

Key Information

- ACT Education Directorate has worked closely with all ACT schools and sectors in preparing to move to NAPLAN Online, with schools and teachers investing valuable effort into ensuring their schools are ready.
- NAPLAN Online offers benefits for students and teachers including better assessment, more precise information, faster turnaround of results and a more engaging experience. In particular, the use of ‘tailored testing’, available through NAPLAN Online, will challenge students with questions more suited to their ability.

- Students doing the paper version of NAPLAN complete a test with the same questions in the same order. As the online version of the test adapts to responses made by students, not every student doing the online version is answering the same questions in the same order. Many of the same questions appear in both online and paper tests and provide the link that enables all results to be placed on the same scale.
- Experts in educational testing have confirmed that both online and paper test results are comparable and will be presented on the same scale.
- A benefit of moving to NAPLAN Online is the faster receipt of more useful information for use in the classroom. The 2018 Student and School Summary Report (SSSR) is the first time that NAPLAN information has been received so quickly at the school and this timeliness will improve even further in the future. Schools received the SSSRs on Thursday 5 July 2018.
- The preliminary information in the SSSR provides valuable feedback on how students and cohorts of students within the school performed. For 2018, the SSSR contains the Reading, Numeracy and Conventions of Language results. Writing is not included as all writing scripts were marked outside of the system.
- Printed individual student reports that contain all results were provided to schools from 13 September 2018 for distribution to parents. During the transition years (to 2020), parents and carers will continue to receive Individual Student Results in August/September of each year.

Background Information

- ACT students participated in paper NAPLAN testing in 2017. No school transitioned to Online in 2017, as the ACT determined that the national systems required for NAPLAN Online were not ready and there was too great a risk that problems could arise during the testing week.
- Across Australia, states and territories have been working to move to NAPLAN Online by 2020. In the ACT, Canberra public, independent and catholic schools had been working closely together to implement NAPLAN Online.
- The ACT has achieved several important milestones in assessing school and system readiness through participation in a number of trials across ACT schools. The trials provided the opportunity for schools to prepare to go online, and their students to engage with the online assessments, gain familiarity with the online platform, the new test administration processes and practice classroom procedures.
- Significant local and national testing of the NAPLAN Online platform in 2017 has improved our confidence that schools had robust platforms to use for online testing in 2018.

10.

Portfolio/s Education & Early Childhood Development

ISSUE: PERFORMANCE OF THE ACT EDUCATION SYSTEM

Talking points:

- But let's not create the impression that we have a bad education system. Because we don't. We have a great system that will become better and I am determined that as the world we live in changes, and continues to change, education must change with it to ensure students are prepared for their future.
- ACT schools have regularly been either the top, or amongst the top, academic performers nationally, based on NAPLAN and other testing results.
- Much of this success has been due to socio-economic factors particular to the ACT and, in recent times, the advantage held by the ACT has been eroded by improved results elsewhere.
- Despite our successes, there are a significant number of ACT children for whom poor early life circumstances are most likely to result in lower academic achievement compared to students of similar ability but from a higher socio-economic background.
- The Government is committed to an approach to learning grounded in key principles of equity, fairness and universal access. We have completed the first stage of a system-wide process of consultation and policy development to map out the school education system we want for the future. Equity is at the core of this conversation and I am pleased to say that our community shares this view.

Key Information

- The National Assessment Program – Literacy and Numeracy (NAPLAN) is the main Australian mechanism of comparing educational outcomes between jurisdictions and between schools. The ACT has performed well in national comparisons, achieving the highest, or equal highest, national ranking in most of the twenty domains since 2008. The relative performance has improved in some other Australian jurisdictions and the ACT is no longer as far in front as in previous years. However, ACT students continue to perform well, particularly in reading, grammar and punctuation and numeracy.

- Results from the 2015 rounds of the *Trends in International Mathematics and Science Study (TIMSS)* and *Programme for International Student Assessment (PISA)* were published recently. Both assessments showed that the ACT as the highest or equal highest performing jurisdiction nationally.
- However, there has been no significant change in ACT year 4 or year 8 TIMSS results since 1995, and ACT performance relative to international results has slipped during this period. The performance of ACT students has declined significantly in all domains over the cycles on PISA.
- Between PISA 2006 and 2015, when scientific literacy was the major domain, ACT performance declined by 22 points, reading literacy declined by 37 points between 2000 and 2015, and performance in mathematical literacy declined by 42 points between 2003 and 2015 (equivalent to almost one-and-a-half years of schooling).
- The Government's focus in education is squarely on teacher quality. We have high expectations of teachers and reward them accordingly. We have great teachers in ACT public schools and our student results show this.
- The Directorate has a deliberate strategy to recruit, develop and retain great teachers in ACT public schools. As part of this strategy, we are ensuring teacher recruits have high quality literacy and numeracy skills.
- We are offering 100 scholarships to train teachers in science, technology, engineering and mathematics.
- Principals implement strategies to improve students' literacy and numeracy performance. These guide teacher practice and school decisions about the allocation of resources to improve outcomes. School strategies focus on supporting improved literacy and numeracy outcomes using individual, small group and whole class approaches. Schools continually monitor student progress and inform future actions.
- ACT schools use NAPLAN data to support decision making and determine strategies at the school level to improve student learning outcomes. However, it is only one tool used by schools to gather information about student performance, and when used in combination with classroom teachers' professional judgement and school based assessment, it can provide a detailed and useful representation of the whole student.

Background Information

- While not determinative, the impact of a low socio-educational background for a child is demonstrated early in the child's educational experience, and remains with the child throughout their school experience.

11.

Portfolio/s Education & Early Childhood Development

ISSUE: GIFTED AND TALENTED EDUCATION

Talking points:

- The Directorate's *Gifted and Talented Students* policy provides systemic advice to ACT public schools on current leading evidence-based practice in gifted and talented education.
- All 87 ACT public schools implement the policy. Each ACT public school principal and school board determines the programs and approaches used at their school to support the needs of gifted and talented students.

Key Information

- The Directorate's *Gifted and Talented Students* policy provides systemic advice to ACT public schools on contemporary evidence-based practice in gifted and talented education.
- All 87 ACT public schools implement the policy. Each ACT public school principal and school board determines the programs and approaches used at their school to support the needs of gifted and talented students.
- Under the policy, principals must provide information on their school website, and appoint a liaison officer to provide a point of contact between the school, gifted and talented students and their families.
- School principals are responsible for ensuring the provision of developmentally appropriate educational strategies for all gifted and talented students enrolled at the school, which may include differentiation within the classroom, part or whole grade acceleration, specific programs within schools and/or carefully considered groupings of students with similar abilities.
- A scheduled review of the policy is well underway. The Directorate engaged specialist consultant, Gateways Education to review the current policy and provide recommendations based on contemporary research, leading practice and stakeholder consultation.
- In December 2017, Gateways Education consulted with Directorate and external stakeholders over two days, and also received written feedback.
- Gateways Education's recommendations have been delivered to the Directorate. Consultation with stakeholders has commenced and it is anticipated the revised policy and procedures will be released in term four, 2018.

Cleared as complete and accurate: 14/09/2018

Cleared by: Director

Contact Officer Name: Kate McMahon

Ext: 59205

Lead Directorate: Education

- During terms one and two, 2018, Gateways Education delivered four foundational professional learning workshops for teachers in ACT public and non-government schools.
- Since 2015, Gateways Education has been engaged to support the implementation of the current policy and has delivered:
 - a series of 12 professional learning workshops for school leaders, liaison officers and classroom teachers on gifted and talented education;
 - research papers on gifted and talented education theory and practice, nationally and internationally; and
 - written articles on gifted and talented education targeted at parents and the community that can be included in school newsletters.
- The professional learning workshop materials, research articles for teachers and newsletter articles for parents are regularly uploaded on the Directorate's intranet to be accessed by school-based staff. By providing these resources, the Directorate aims to build the capacity of all teachers in ACT public schools in gifted and talented education.

Background Information

- The current Policy was launched in 2014, along with a suite of parent fact sheets to assist parents and carers to understand the Policy and the role of ACT public schools in supporting gifted and talented students.
- During 2015-2018, hundreds of school leaders, liaison officers and classroom teachers from all sectors have attended professional learning workshops delivered by Gateways Education focusing on:
 - differentiated curriculum for gifted learners
 - assessment approaches with gifted learners
 - twice exceptional and underachieving gifted students
 - developing learning activities using Bloom's Taxonomy and other learning models
 - action research workshops.

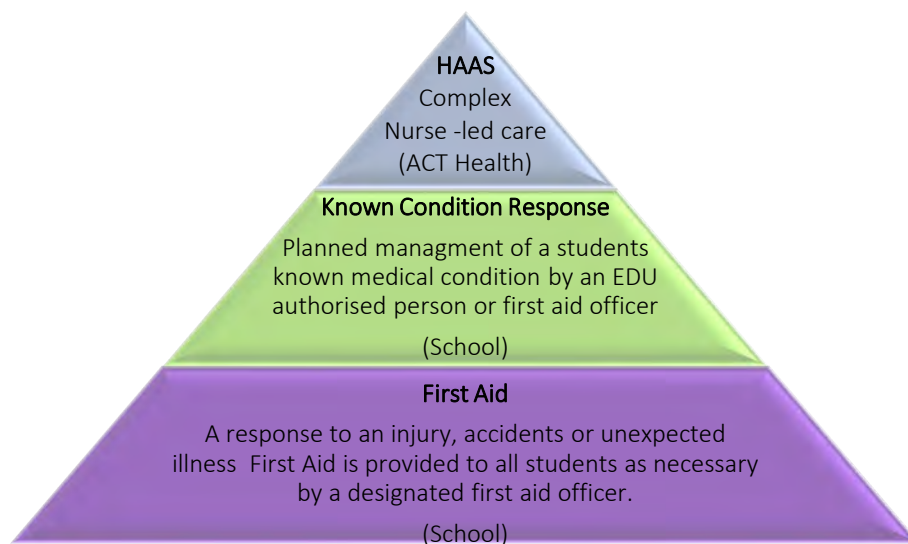
ISSUE: HEALTHCARE ACCESS AT SCHOOL (HAAS)

Talking points:

- The HAAS model is being fully implemented across ACT schools as a means of supporting students with complex healthcare needs, ensuring equitable access for students in mainstream and specialist schools.
- Education developed a guide to support ACT public schools in planning and managing supports for students accessing the HAAS program. The guide also supports schools in complying with the relevant policies and procedures under the HAAS model.
- Education continues to work in partnership with Health to deliver the HAAS program and to support schools in meeting the needs of their students.
- Education and Health have engaged the consultant firm Nous to conduct an evaluation of the HAAS program during Term 3.
- As of September 2018, there are currently 61 students in the HAAS program across 38 schools.

Key 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 Learning Support Assistants (LSAs). There are no longer full-time nurses in ACT specialist schools.



- The HAAS tier, previously only available as nurse-led care in specialist schools, enables equitable access for students who require health tasks or procedures to be undertaken during the school day or whose health needs cannot be managed safely through an Education *Known Medical Condition Management Plan*.
- There are currently 61 students on the HAAS program across 38 schools. This includes 20 students across the four specialist schools and 41 students in mainstream schools. Each student is supported by up to three LSAs who are trained and deemed competent by a Level 2 Registered Nurse. Examples of these tasks include:
 - care of tracheostomy
 - fluid, nutrition or medication via gastronomy
 - blood glucose testing and insulin administration
 - oxygen therapy.
- The training provided to HAAS workers is tailored to the needs of the student receiving the care. HAAS workers are also required to undertake CIT training in a ‘targeted skill set’ of three nationally accredited competencies that can contribute towards a relevant Certificate IV.

Background Information

- Historically, the HAAS program has provided nurse-led care to students with complex or invasive health care needs in specialist schools. A review of HAAS, led by ACT Health and involving parents, schools, and unions, was tabled in the Legislative Assembly on 13 August 2015.
- ACT Education and ACT Health have collaborated to develop a revised contemporary model of HAAS designed to meet the ongoing healthcare needs of students across all ACT public schools.

13.

Portfolio/s Education & Early Childhood Development

ISSUE: IMPLEMENTATION OF THE NATIONAL DISABILITY INSURANCE SCHEME AND EARLY INTERVENTION**Talking points:**

- As the Scheme matures, Education continues to work closely with the NDIA, local areas coordination services, the non-government school sectors and the Child Development Service to support streamlined access and planning processes for young people in our schools.

Key Information

- At the August 2018 census, 2,396 children were accessing Disability Education programs in ACT public schools. The majority of those students with a lifelong and permanent disability have already applied to access the Scheme. Students with disability who have not applied to participate in the NDIS to date may not need funded supports at this time, but may apply to join the Scheme if such needs arise at a later date.
- At this point in time the ACT Government continues to provide personal care in school and transport to and from school for students who meet Directorate eligibility requirements as in-kind services under the Scheme. These supports need to be included in individual NDIS packages in order for the ACT Government's in-kind contribution to be recognised. Policy work is underway at a national level to determine how these supports will be provided, moving towards full Scheme, as they are considered in scope for NDIS funding.
- At October 2018, there were 359 students accessing the Special Needs Transport program.
- At September 2018, there were 853 students receiving personal care supports at school.

Cross agency collaboration to strengthen implementation

- As implementation progresses nationally, the Education Directorate continues to participate in regular meetings with the NDIA, Child Development Service and the non-government education sectors through the NDIS Children and Families Portfolio Working Group and the NDIS Education and Employment Portfolio Working Group. Participation on these working groups is crucial in addressing operational issues that relate to the mainstream interface and identifying opportunities for greater collaboration and planning into the future.
- Two workshops for schools, families and transport providers about a potential model of supported transport under the NDIS were conducted in the ACT on 5 July 2018. Discussions in both sessions included the benefits and challenges identified in

achieving choice and control, key strengths of the current system and areas for improvement in the current model.

- Feedback from the national workshops is being used to inform advice to the Disability Reform Council on the future of supported school transport. No decisions have been made at this point in time.

Early Intervention

- The Directorate's Support at Preschool team meets regularly with NDIS registered Early Intervention providers and continues to work in partnership with the Child Development Service to strengthen collaborative practice across sectors.
- The Directorate contributes funding for 1.8 early childhood teachers and 3.0 psychologists as part of the multidisciplinary team at the Child Development Service.
- The early childhood teachers coordinate Developing Kids Playgroups run at the Child and Family Centres at West Belconnen, Gungahlin and Tuggeranong, and at Holder. The program caters for children aged from 18 months to preschool with delays in their development and who are not eligible for support services through the National Disability Insurance Scheme (NDIS).
- The two Directorates also collaborate to deliver play based activities for young children who attend the Mums and Bubs group at Winnunga Nimmityjah Aboriginal Health Service. Allied health professionals attend the group to support children and families and ensure early identification of children at risk of developmental delay and provide assessment and referral to the NDIS for young children requiring early intervention support services.

School Leavers Employment Supports (SLES) initiative

- The NDIS School Leaver Employment Supports (SLES) initiative is an individualised approach to supporting employment for Year 12 school leavers with a disability. This initiative commenced in the ACT as a pilot in 2015 and is now being administered nationally through consideration of reasonable and necessary supports as part of NDIS planning discussions.
- The NDIA makes a reasonable and necessary decision on suitability of students to receive the School Leaver Employment Supports package valued at up to \$21,000 per year over two years. Supports are tailored to the individual needs of the student and range from packages including work experience in an open employment situation, job site training, travel training and activities that contribute to achieving an employment outcome as well as supporting linkages to ongoing employment support.
- Prior to 2018 this has involved staff in schools such as Transitions and Careers Coordinators and Disability Education Coordinators seeking consent from students and families to undertake a Functional Capacity Assessment to inform the NDIA's decision-making in relation to suitability of SLES.
- Schools no longer have a role in assessing suitability for SLES.
- The Education Directorate supported the NDIA in scheduling two information sessions for participants, families and schools in August 2018 to discuss the NDIS and employment for ACT school leavers and in particular the recent changes made to

SLES and what information needs participants and families need to take to their NDIS planning meeting.

14.

Portfolio/s Education & Early Childhood Development

ISSUE: INTERNATIONAL STUDENTS – FEE EXEMPTIONS

Talking points:

- When temporary residents apply for a visa, they are required to make a declaration to the Department of Immigration and Border Protection (DIBP) stating they have the financial means to support themselves and any dependants during their stay in Australia. This includes health and education costs.
- Dependants of temporary residents are charged international student tuition fees unless they fall into a fee exempt category.
- Temporary residents and their dependents must reside in the ACT for the length of their visa for their dependents to remain fee-exempt eligible. Temporary residents must also abide by their visa conditions as set by the Department of Home Affairs.
- As of 7 September 2018, 404 dependants of temporary residents have been granted fee exemptions in the 2018 calendar year.

Key Information

- Section 26 of the *Education Act 2004* (ACT) provides for fees to be charged to residents who hold a temporary visa under section 30(2) of the *Migration Act 1958* (Commonwealth).
- Under the Education Directorate's *Enrolment of the Dependants of Temporary Residents* policy, temporary residents are eligible for fee exemption for their children to attend an ACT public school if they are:
 - Employed or enrolled in identified Commonwealth or ACT Government programs
 - Australian government scholarship holders
 - Commonwealth assisted students or dependants of students whose tuition fees are fully paid by a publicly funded Australian higher education provider and are located in the ACT
 - professional academics visiting Australia to observe or participate in established research projects or employment at the invitation of an Australian tertiary institution or research organisation operating in the ACT

- officers involved in government-to-government exchanges or reciprocities (Foreign Affairs and Defence)
- employed in the ACT in an occupation identified as having a skill shortage (must be listed on the Medium and Long Term Strategic Skills List – MLTSSL)
- refugees, asylum seekers and holders of an humanitarian or protection visa.
- During the last five years, approximately 2,417 dependants of temporary residents were granted fee exemption and were enrolled in ACT public schools. These numbers do not include the dependants of diplomats as they are enrolled directly through schools.

Background Information

- The charging of international student tuition fees for the dependants of temporary residents is a contentious issue that often attracts media attention. The current fee structure is as follows:

International Student Tuition Fees as at the 2018 school year	
Pre School	\$ 4,200per annum
Primary	\$ 11,100per annum
High School	\$ 14,500per annum
College	\$ 16,200per annum

- The Chief Minister agreed that from 2016, the Directorate will exempt the tuition fees for the dependents of students studying at an ACT university on a 500 (Postgraduate Research Sector) Visa Subclass, by research. In 2016, there were a total of 63 dependents of temporary residents on a visa subclass 500 (Postgraduate Research Sector) that have received fee exemption and currently enrolled in an ACT public school.
- In 2017, there were a further 29 dependents of temporary residents on a visa subclass 500 (Postgraduate Research Sector) that received fee exemption and have enrolled into an ACT public school.

15.

Portfolio/s Education & Early Childhood Development

ISSUE: INTERNATIONAL STUDENTS – FULL FEE PAYING

Talking points:

- The International Education Unit (IEU) is responsible for coordinating the marketing of ACT public schools to international parents interested in having their child attend school in Canberra. The IEU aims to capitalise on the uniqueness of the ACT education system to provide quality academic and social experiences for international students.
- As at 7 September 2018, there are 529 full fee paying international students. 374 of these students are from China.
- The International Education Unit provides for the welfare and support of overseas fee paying students on a class 500 visa, whose parents are offshore. However, parents continue to have parental authority for their children.
- Currently the ACT Government has responsibility for the welfare and accommodation arrangements of 322 students. A further 150 students are in the care of Department of Home Affairs approved guardians and 57 students are over 18 and living independently.

Key Information

- As at 24 July 2017, there were 598 full fee paying international students, compared with 540 as at 24 July 2018. Numbers have reduced during the past year as the Directorate has been re-evaluating its marketing strategy and looking at diversifying its markets.
- Of the 2018 cohort, 374 are from China, 65 from Vietnam, 25 from South Korea, 14 from Cambodia, 14 from Hong Kong and five from Taiwan. Smaller numbers of students come from Europe, Philippines, Russia, Indonesia, India and Laos.
- International students on a 500 visa are protected by the *Education Services for Overseas Students Act 2000* (ESOS Act) and the *National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007* (The National Code 2007).
- Under the ESOS Act, the welfare accountability for students under the age of 18 is the responsibility of the registered education provider. The Directorate is registered on the *Commonwealth Register of Institutions and Courses for Overseas Students* (CRICOS Register).

- The Director, International Education is nominated on the register as the Principal Executive Officer for the Directorate.
- An out of hours hotline is available for students and homestay hosts to use in case of emergencies and IEU staff are available out of hours where required.
- Officers from IEU also conduct face to face interviews with international student parents in China on an annual basis.

Current Fees for International Students

- Private fee paying students are students who come to study in ACT public schools on a 500 student visa subclass. These students are assisted by the International Education Unit to apply, enrol and study in the ACT. These students are not eligible to apply for fee exemption. (For further information see International Education Exemption Fact Sheet). Fees are based on cost recovery.

International Student Tuition Fees as at the 2018 school year	
Primary	\$ 11,100 per annum
High School	\$ 14,500 per annum
College	\$ 16,200 per annum

- Short stay visits are \$420 per week and are for a minimum of five weeks and a maximum of 10 weeks.

Background Information

- International fee paying students have been enrolled in ACT Public Schools since 1990. Attracting international students to study in Canberra is beneficial to the ACT economy. In 2017-18, international students contributed approximately \$11 million to the Directorate. In 2016-17 all international education initiatives generated \$786 million for the Territory.
- As an international education provider, the Directorate is committed to providing a high quality experience for international students. International students are provided with information around Australian lifestyle, culture and values to assist with their transition to life in Canberra.
- International students studying in ACT public schools bring great diversity to the wider Canberra community through their involvement in volunteer work, local clubs and community events such as the Multicultural Festival and the Nara Candle Festival.
- The Directorate also works closely with the higher education providers in Canberra to encourage students to explore future pathways in the ACT.

16.

Portfolio/s Education & Early Childhood Development

ISSUE: SCIENCE, TECHNOLOGY, ENGINEERING AND MATHS (STEM)**Talking Points**

- The ACT Government has endorsed the *National STEM School Education Strategy 2016-2026* and is currently aligning jurisdiction specific initiatives to the Strategy.
- The 2018-19 ACT Budget allocated \$5.26 million for the Academy of Futures Skills (the Academy), formerly named the Academy of Coding and Cyber Skills (EC LAB094). The Academy is scheduled to commence operations at the University of Canberra Senior Secondary College Lake Ginninderra in 2019, which will serve as a north-side hub. This will complement the Centre for Innovation and Learning at Caroline Chisholm School, which will operate as the Academy's south-side hub.
- The ACT Government recognises that Canberra public school students will increasingly require science, technology, engineering and maths (STEM) skills, including trans-disciplinary skills, capabilities and dispositions such as problem solving, creativity and collaboration, as they progress through their schooling to further education, training and employment.
- A range of STEM and futures-focussed learning initiatives are underway in Canberra public schools to provide quality learning opportunities in innovative learning environments. For example, on 11 May 2018 I officially opened the Centre for Innovation and Learning in Tuggeranong.
- To date, Centre staff have worked with 54 teachers to provide pedagogical support and mentoring while using the facilities to deliver the Australian Curriculum in STEM disciplines. There has=ve been approximately 13000 student visits, ranging from preschool to year 11. The range of learning opportunities at the Centre so far include robotics and coding, and science and engineering challenges, with a strong emphasis on numeracy and other general capabilities. These challenging integrated projects give students the chance to apply knowledge and skills across all STEM disciplines.

Cleared as complete and accurate: 10/10/2018

Cleared by: Director

Contact Officer Name: Kate McMahon

Ext: 59205

Lead Directorate: Education

Page 1 of 5

- Canberra public school students can also access a number of high quality STEM related learning opportunities through collaboration with national institutions, tertiary education providers and industry. These include Questacon's Engineering is Elementary pilot and the ANU School Enrichment program.
- The ACT Government acknowledges the importance of engaging girls and young women in STEM education and further education, training and employment pathways. On this basis 30 STEM Sells scholarships were offered to girls attending ACT public schools this year. STEM Sells is designed to inspire young women in years seven, eight and nine to pursue studies in STEM while developing their leadership and business skills. In addition, funding for the Academy includes \$200,000 in scholarship grants for girls in STEM.

Background

National STEM School Education Strategy 2016-2026

- The Australian Government has identified a focus on STEM as a strategic priority for Australia's economic growth and competitiveness.
- In December 2015, Education Council (EC) endorsed the *National STEM School Education Strategy 2016-2026* (the Strategy). The Strategy is focused on action that lifts foundational skills in STEM learning areas, develops mathematical, scientific and technological literacy, and promotes the development of the 21st century skills of problem solving, critical analysis and creative thinking. It recognises the importance of a focus on STEM in the early years and maintaining this focus throughout schooling.
- Two goals are articulated in the Strategy:
 - to ensure all students finish school with a strong foundational knowledge in STEM and related skills
 - to ensure that students are inspired to take on more challenging STEM subjects.
- A national collaborative action under the Strategy was the establishment of the STEM Partnerships Forum (the Forum), chaired by the Chief Scientist, to bring together leaders from industry and the education sector (schools, higher education and VET) to facilitate a strategic approach to student engagement and achievement in STEM. Ms Meg Brighton, Deputy Director-General, represented the ACT on the Forum.
- At the 13 April 2018 EC meeting, ministers welcomed the Forum's Report, noting it will be an input into discussions of national reforms to be included in a new national agreement. Ministers also requested that senior officials provide advice on the Report, including prioritisation of its recommendations.
- Forum priorities align with work the Directorate is currently progressing, in particular the Future of Education initiative; the Academy of Futures Skills, the rollout of

Cleared as complete and accurate: 10/10/2018

Cleared by: Director

Contact Officer Name: Kate McMahon

Ext: 59205

Lead Directorate: Education

Chromebook devices to all years 7 to 11 Canberra public school students and teacher scholarships for STEM and languages.

STEM in Canberra public schools

- The Directorate is currently developing an ACT STEM framework aligned with the Strategy, which will provide a framework for future STEM-related initiatives in Canberra public schools.
- To support the delivery of STEM education initiatives in schools, Canberra public schools engage with a range of national science institutions and industry and research organisations to deliver STEM education programs to students, including:
 - the Cyber Taipan competition was launched by the Australian Cyber Security Growth Network Ltd (AustCyber) and Northrop Grumman on 25 June 2018. Year nine and 11 students from eight ACT public high schools and colleges will participate in a 2018-19 pilot of this online competition, which builds defensive cyber security skills.
 - the CSIRO STEM Professionals in Schools program, a national volunteer program that facilitates partnerships between schools and industry to bring ‘real-world’ STEM into the classroom
 - the CSIRO Creativity in Science and Technology (CREST) program, aimed at supporting students in primary and secondary years to carry out open-ended science and technology investigations
 - the Australian National University (ANU) School Enrichment program, designed to provide students in Years 7-11 with flexible opportunities to experience the ANU, and offering a wide range of workshops in subjects including artificial intelligence, earth climate science, genetics, fractal geometry, planetary geochemistry and molecular parasitology
 - Questacon’s Ian Potter Foundation Technology Centre, offering teacher professional learning workshops that support STEM education and aim to develop students’ lateral thinking and problem solving skills, including the Engineering is Elementary Program
 - the STEM Education Research Centre (SERC) at the University of Canberra, to promote participation in the Early Learning STEM Australia (ELSA) pilot, offers a play-based digital learning program for children in preschool to explore STEM
 - STEM extension programs including opportunities for high achieving students to undertake targeted Year 11 subjects while enrolled in Year 10, and tertiary subjects while enrolled in Year 12
 - the Australian Government Department of Human Services Chief Information Officer Group work experience pilot, aimed at students in years 10-12, to assist students in developing ICT skills school-based STEM events such as annual STEM festivals and workshops that utilise parent and community expertise
 - the ACE Science mentors program, operated from Melrose High School, allows participants from industry, government and tertiary education and training providers

Cleared as complete and accurate: 10/10/2018

Cleared by: Director

Contact Officer Name: Kate McMahon

Ext: 59205

Lead Directorate: Education

to mentor and support students from years 8-12, as well as to provide practical experience for years 9-10 and 11-12 students - the Directorate is looking to expand the program in 2019

- ANU Extension H-level courses which allow year 11-12 students to concurrently complete a first-year level science course at the ANU.
- The Directorate also delivers teacher professional learning and a number of programs, resources and events to support quality STEM education in Canberra public schools, including:
 - the Computer Science Education Research (CSER) group at the University of Adelaide, to support teachers to engage with professional learning through a Digital Technologies MOOC (massive open online course)
 - the curriculum linked teacher resources provided by the Digital Technologies Hub (developed by Education Services Australia for the Australian Government Department of Education and Training)
the curriculum-linked STELR Project teacher resources developed by the Australian Academy of Technological Sciences and Engineering (ATSE)
 - the Principals as Numeracy Leaders (PANL) program designed to enhance school leaders' efficacy in instructional leadership, enhance school leaders' knowledge of essential numeracy content, and assist in the design of whole-school planning for numeracy improvement. In 2017, 38 schools participated in PANL round one and two. PANL round three commenced in March 2018 and is being delivered to a further 13 schools
 - reSolve: Mathematics by Inquiry; a national program that provides resources and professional learning to assist students to learn mathematics using inquiry. reSolve is managed by the Australian Academy of Science in collaboration with the Association of Mathematics Teachers
 - the Let's Count program aims to build the capacity of early childhood educators to partner with families to support children's early numeracy skills. It provides a strong foundation to 'notice' mathematics in play, building knowledge of parents and educators to accurately describe and extend mathematical development.
 - partnering with the University of Canberra STEM Education Research Centre (SERC@UC) to build preschool educator's capacity to embed STEM practices in their early childhood pedagogy aligned with the Early Years Learning Framework (EYLF), particularly in relation to spatial reasoning.
 - partnering with teaching associations in the ACT such as the Science Educators' Association (SEAACT), the Information Technologies Association (InTEACT), the Digital Technologies Association (DATTA) and Canberra Maths Association (CMA) to co-deliver the STEMEd Conference on 5-6 April 2019
 - supporting teacher professional associations to host STEM related professional learning at the Centre for Innovation and Learning.
- In February 2018, the \$5.896 million Centre for Innovation and Learning at Caroline Chisholm School was opened. The establishment of the Centre serves as a focal point for

Cleared as complete and accurate: 10/10/2018

Cleared by: Director

Contact Officer Name: Kate McMahon

Ext: 59205

Lead Directorate: Education

the ACT Government's commitment to innovation and its engagement with the national agenda, with high quality programs and pedagogy provided through the Centre increasing the number of Canberra public school students engaging with STEM subjects.

- The Trends in International Mathematics and Science Study (TIMSS) report, released on 30 November 2016, found that the ACT has 70-85% of students at above the TIMSS proficient standard for Australia. The ACT also has a higher percentage of 'Advanced' and 'High International Benchmark' than the national percentage at this level. TIMSS reports every four years on the achievement of Year 4 and Year 8 students. Australia has participated in all five cycles.
- The ACT results in National Assessment – Science Literacy (NAP-SL) testing 2015 were similar to those of 2006, 2009 and 2012. ACT results were statistically similar to most other jurisdictions. In 2015, 60.5% of ACT students attained the 'proficient' standard, compared with the national result of 55%. The trends in NAP-SL results were similar to those observed in the Trends in International Mathematics and Science Study (TIMSS). The next round of testing will occur in October-December 2018.
- The ACT's performance relative to other jurisdictions in relation to NAPLAN numeracy mean scores, has declined over the last two years. From 2010 to 2015, the ACT was placed first or equal first in years 3, 5, 7, and 9. In 2016, the ACT's mean score was placed first for Year 9 and second for years 3, 5 and 7. In 2017 mean scores placed the ACT second in years 3, 7 and 9 and third in year 5.

17.

Portfolio/s: Education and Early Childhood Development

ISSUE: ANU - MUSIC FOR COLLEGES

Talking points:

- The Music for Colleges program is part of a three-year funding agreement with the Australian National University (the ANU) and the ACT Government. The funding agreement is known as the Community Outreach Program and was delivered by the School of Music and the School of Art and Design.
- The Community Outreach Program funding agreement expired on 31 December 2016, but was extended to 31 December 2017. Grandfathering provisions are in place for students currently in the program, this will cease at the end of 2019.
- The ACT Government has a strong commitment to the School of Music and recognises its important place in the Canberra arts landscape and its ongoing role in music education.
- This strong commitment is demonstrated through significant funding for a new Community Outreach Program that includes access for Canberra school students to the new Developing Musicians Program (non auditioned for Year 7 to 12 students for music tuition and ensemble performances).
- ACT students continue to access other government funded music programs including through Music For Canberra at the Ainslie Arts Centre, and music engagement activities by the Canberra Symphony Orchestra.
- School students also have access to a number of opportunities to engage with music through either the ACT Government's Instrumental Music Program if offered at their school and all ACT schools provide music as part of their curriculum offerings. There are also a number of community organisations that provide in-school music programs.
- The Deputy Vice-Chancellor (Academic) has oversight of the ANU Extension Program which also has an advisory board. The Board includes representatives from the Education Directorate, the Board of Secondary School Studies, the Association of Independent Schools and the Catholic

Cleared as complete and accurate: 18/10/2018

Cleared by: Director

Contact Officer name: Kate McMahan

Lead Directorate:

Education

Ext: 59205

Page 1 of 2

Education Office. Decisions regarding courses offered through the ANU Extension program are made by the Deputy Vice-Chancellor (Academic).

- The ACT Government continues to contribute funding for other extension H-courses provided via the ANU via Deed of Grant between the ANU and the Education Directorate. There are no provisions within the current Deed of Grant that prescribes which courses ANU is required to offer.

Key Information

- On 24 July 2018, Ms Marnie Hughes-Warrington, Deputy Vice Chancellor (Academic) ANU, formally notified the Education Directorate (ED) that the Advanced Music H course (known as the Music For Colleges program) would not be offered in 2019 for new students.
- There are no provisions within the Education MOU with the ANU for the 'ANU Extension Program' (a program for college students to attend the ANU) that prescribes which courses the ANU is required to offer.
- The Government's media release about the new artsACT funding program included that the Music For College's Program for Year 11 and Year 12 students would be transitioned off funding after 2019, and the Music Engagement Program for Year 1 to Year 6 students would no longer be funded.

Background Information

- The music H Course offered an advanced music program for Year 11 and 12 students run by the ANU School of Music and funded through the Community Outreach Program, which was managed by artsACT.
- Discussions on the new Community Outreach Program between the ACT Government and the ANU School of Music commenced in 2016 and the funding changes were announced in February 2018.
- The Music for Colleges program will continue for 2018 and 2019 to enable Year 11 and 12 students currently enrolled in this program to complete the course at the end of 2019, with no new enrolments.
- H courses are designed and accredited by an Australian higher education provider and successful completion of the course is recognised towards an undergraduate degree with that provider.

ISSUE: BULLYING AND CYBERBULLYING**Talking points:**

- Bullying can have a lasting impact on everyone involved, including those who witness it, so it is important our schools, young people and families work together to create safe school communities for everyone.
- The ACT Education Directorate's *Safe and Supportive Schools policy* provides guidance to schools on promoting safe, respectful and supportive school environments.
- Each school is required to have processes and procedures in place to address and prevent bullying, harassment and violence, including cyberbullying. A preventative focus involves social and emotional learning approaches and digital citizenship programs that support the development of resilience, critical thinking and social skills.
- Just as bullying, harassment or abuse would not be tolerated in the classroom or on the playground; they are similarly not tolerated within online environments. Schools are advised to deal with online breaches of the school's behaviour policies as they would, had they occurred in the physical environment.
- If parents and carers believe that the school's response to bullying is unsatisfactory, or external advice is considered necessary regarding the interventions put in place by the school, the Directorate has processes in place which assist parents to escalate their concerns.
- The Education Directorate takes bullying seriously. The Directorate is a member of Australian Government working groups with a specific remit of addressing the issue of bullying (COAG Working Group, Safe and Supportive Schools Communities).

Key InformationPolicy and Procedures

- The *Safe and Supportive Schools (SSS) policy* provides guidance for ACT Public Schools on promoting safe, respectful and supportive school environments. The Student Wellbeing Section within the Education Support Office employs a Safe and Supportive Schools Executive Officer whose role includes supporting schools to implement the policy.

Cleared as complete and accurate: 15/10/2018
Cleared by: Director
Contact Officer Name: Sam Seton
Lead Directorate: Education

Ext: 57029

Page 1 of 4

- The policy reflects the guiding principles outlined in the *National Safe Schools Framework* which assists school communities with developing student safety and wellbeing practices.
- The Directorate's resources relating to digital citizenship and e-safety align with the SSS policy. The *Communities Online: Acceptable use of ICT – Parents and Students Policy* and related guidelines define acceptable use of ICT resources provided by the Directorate for students and parents.
- All students sign an *Acceptable Use of ICT Statement* agreeing to the conditions of this policy and to accept the consequences of any breach. This *Communities Online* policy details how appropriate use of ICT resources relate to school-based behaviour management policies and procedures and the relationship to online behaviour.
- Schools have codes of conduct, student welfare procedures and school values which provide a platform for embedding discussions about appropriate behaviour, respect and treatment of others.

Support for students experiencing or perpetrating bullying

- Students are encouraged to raise concerns and talk to an adult if they are experiencing bullying. At school they can seek support from teachers, school psychologists, youth support workers and other staff who are able to provide support to both victims and perpetrators of bullying.
- *Supportive Schools Contact Officers* (SASSCOs) are trained to provide support to students who have experienced bullying, sexual harassment and racism. The Safe and Supportive Schools policy requires every school to have at least one male and one female SASSCO who typically use conciliatory procedures to address bullying, violence and harassment between students.
- Restorative practices seek to repair relationships that have been damaged, including those damaged through bullying, harassment, discrimination and violence. They aim to facilitate a sense of remorse and restorative action on the part of the offender and reconciliation with the victim.
- Restorative responses aim to restore a positive learning environment for all parties. Research indicates interventions that work towards building or repairing relationships lead to better outcomes for all students involved.
- Schools will take strong actions if there is an immediate threat to the safety of students in line with the school's behaviour management procedures.
- Young people experiencing distress are also encouraged to contact Kids Help Line, Headspace or the Bullying, No Way! website that provides advice and links for young people, parents and carers to seek help.

Online / Cyber Bullying

- Schools are advised to deal with online breaches of the school's behaviour policies as they would had they occurred in the physical environment.
- The Directorate has partnered with the Office of the eSafety Commissioner to provide schools an enriching digital program aimed to educate our students to be safe online. Many schools have participated in a range of virtual classroom events (including webinars),

facilitated by the Directorate and Office of the eSafety Commissioner presenters. Virtual Classroom topics on offer include:

- Cyberbullying
 - Being a good bystander
 - Making good choices online
- The Directorate also provides parents and carers with information and advice about bullying, keeping children safe online and dealing with cyberbullying on the Directorate website.

Student, parent and carer voice in countering bullying behaviour

- The National Day of Action (NDA) against Bullying and Violence is held annually. In March 2018, 65 ACT schools registered and participated, including 47 public schools. On the NDA, schools participate in activities that promote taking a stand against bullying and violence and dedicating a focus to this important issue.
- The Minister's Student Congress (MSC) is made up of two representatives per ACT public school and typically meets twice per year. Through MSC and other Directorate initiatives, a culture of student voice is encouraged to stand up to and speak out on issues which affect children and young people, including bullying.
- Parents and carers are strongly encouraged to contact the school to discuss any concerns.

Curriculum

- The Australian Curriculum (AC) also includes content for students and teachers on social skills, getting along with others and ethical behaviours. Teachers can also access curriculum support materials on the Australian Student Wellbeing Hub www.studentwellbeinghub.edu.au
- All ACT Public Schools are required to intentionally teach social and emotional learning (SEL) approaches. For example -*Friendly Schools Plus* is designed to address bullying including cyber bullying. Many schools participate in *Kids Matter* and *Mind Matters* which support the development of resilience and social skills through evidence based programs.
- SEL professional learning opportunities are available to Canberra public school teachers.
- Guided by the AC, schools adopt cyber-safety programs which focus on critical thinking and understanding in social situations, overlapping with objectives from SEL approaches and Respectful Relationship programs. Schools tend to combine online awareness training and cyber bullying together, which spans a range of Learning areas, particularly Technologies and Health and Physical Education.
- Schools can access teaching resources from the many websites including: Think U Know (Australian Federal Police), Office of the eSafety Commissioner and Bullying, No Way! (Safe and Supportive Schools Community).

Using data to support student wellbeing

- Schools' Student Administration system allows documentation of data about incidents involving bullying and harassment. This assists schools to monitor numbers of incidents involving bullying, reflect and act on emerging trends as necessary.
- The Australian School Climate and Identification Measurement Tool (ASCIMT), a survey about the social environment or climate at a particular school; focuses on relationships

between parents, carers, students and teachers, connection to the school (school identification) and engagement in learning. The tool includes five measures on challenging behaviours including bullying. Results are available to principals to monitor and evaluate safe and support school improvement strategies.

Parent and Carer with concerns about Bullying

1. In the first instance concerns should be raised with the relevant teacher.
2. Following this, contact can be made with the school principal to discuss concerns.
3. If the school's response is considered unsatisfactory, or external advice is considered necessary about the interventions put in place by the school, parents/ carers can contact:

The ACT Education Directorate Liaison Unit : The Liaison Unit can support families in managing concerns about ACT schools. The Liaison Unit will speak with relevant people within the Directorate's support office to facilitate the school and family to identify a solution. Phone: (02) 6205 5429

The Director for Families and Students: The Director provides the key contact for parents, students and the community to raise concerns when they have not been satisfied with the ACT public school response in meeting the needs of individual students.

Phone: (02) 6207 3723 Email: familiesandstudents@act.gov.au

- Parents, carers or students are also advised they may visit the website for the Office of the eSafety Commissioner (<https://esafety.gov.au/>) and the Bullying, No Way! (<http://bullyingnoway.gov.au>) website which provide education and contact information for young people, parents/carers and schools. The Office of the eSafety Commissioner also provides a complaints service for young Australians who experience serious cyberbullying.
- Parents and carers can access tips and advice for keeping safe online and dealing with cyberbullying on the Education Directorate website: www.education.act.gov.au/teaching_and_learning/learn-anywhere-ict-for-students/keeping-safe-online

Background Information

- The *Bullying. No Way!* website indicates that:
 - Approximately **one in four (27%) year 4 to year 9** Australian government and non-government school students report being bullied each term or more often.
 - Approximately **10% of students** in the government and non-government sectors experience bullying and harassment via mobile phone or internet technologies.
 - Experiences of **frequent school bullying is highest among year 5 (32%) and year 8 (29%)**.
 - **84% of students who are bullied online are also bullied offline.**
 - Peers are present as **onlookers in 87%** of bullying interactions.
 - **Hurtful teasing** is the most prevalent of all bullying behaviours experienced by students, followed by having hurtful lies told about them.

Portfolio/s Education & Early Childhood Development

ISSUE: SAFE AND INCLUSIVE SCHOOLS INITIATIVE

Talking points:

- The ACT Government is committed to providing positive and engaging learning environments where young people feel connected, respected, and are fully engaged in education, regardless of their identity or background.
- Same sex attracted, intersex and gender diverse people report school as a significant site where they experience or have experienced bullying, discrimination and isolation.
- Schools have important legislative and ethical responsibilities to ensure they are safe and inclusive environments for students, staff and families.
- We want everyone to be able to be themselves at school and to feel safe and welcomed as who they are. That's why we are funding the Safe and Inclusive Schools initiative.
- The Initiative has been developed by Sexual Health and Family Planning (SHFPACT) with input from parent groups, community agencies and key education stakeholders.
- Schools are not mandated to engage with this initiative. Schools simply access the support they need, if and when they need it.
- The Initiative does not produced any curriculum resources, however, schools continue to have access to the previous Safe Schools Coalition Australia (SSCA) Program curriculum materials, as they are available on the [Student Wellbeing Hub](#) (a website administered by the Australian Government).
- The Initiative has been available to all ACT schools since 13 March 2018.
- Over 90 participants have attended professional learning sessions since March and the Initiative has gained Teacher Quality Institute Accreditation for the professional learning module.

Key Information

Cleared as complete and accurate: 18/10/2018
Cleared by: Director
Contact Officer Name: Sam Seton
Lead Directorate: Education

Ext: 57029

Page 1 of 3

- The Safe and Inclusive Schools Initiative has been designed to support schools to create and maintain safe and inclusive environments for all students including young people that are same sex attracted, intersex or gender diverse.
- The Safe and Inclusive Schools Initiative is different to the former SSCA program.

The ACT Safe and Inclusive Schools Initiative

- In February 2017, the Education Directorate (the Directorate) engaged SHFPACT to develop a new initiative responsive to the ACT context.
- SHFPACT also continued to provide ongoing support for schools during this time.
- The goal of the Initiative is to build the capacity of ACT schools and education programs to develop and maintain safe and inclusive environments for all students regardless of their gender presentation/identity, intersex status or sexual orientation. The Initiative does this through:
 1. individualised support and advice for schools,
 2. recommendations of high quality teaching resources,
 3. supporting school staff and families to connect with relevant health and community supports and
 4. professional learning programs.
- If the school is seeking support for an individual student, the student's parents will be contacted to seek permission and will be invited to be part of the support process. If the school is seeking support to build its capacity (e.g. professional learning for staff or advice about policy and procedures) to enhance a safe school environment for LGBTQI students, parental permission is not required.

Other Roles of SHFPACT

- SHFPACT is a health promotion charity, assisted with funding from the ACT Government. In addition to the Safe and Inclusive Schools Initiative, *but separate to this initiative*, SHFPACT supports public, private and faith-based schools in Canberra to deliver effective, relevant, accurate and responsible sexuality education. This sexuality education is not part of the Safe and Inclusive Schools Initiative, or the previous SSCA Program.

Background Information

- The ACT Government is committed to ensuring every student attending school in the ACT feels safe and supported, to enable them to learn. Canberra Public Schools are guided by the Safe and Supportive Schools Policy (2016) which requires them to provide safe and supportive learning environments.
- The former SSCA Program was an Australian Government funded program designed to build the capacity of schools to support and actively include same sex attracted, intersex and gender diverse students and reduce homophobic and transphobic behaviour in Australian schools.
- The SSCA Program has been the subject of focus from some members of the Australian community including concerns about content relating to gender, misconceptions about what is taught, and requests for parental permission for students to learn about particular content.

- While similar concerns have been raised locally, other correspondence from local constituents, including young people, has affirmed the importance of such an initiative..
- In August 2016, the ACT Government made the commitment to fund a new initiative to replace the former Safe Schools Coalition ACT after changes to the Australian Government funded program limited school principal autonomy and made it difficult for school staff to respond to individual student needs.
-
- Research has shown that bullying, discrimination and isolation of young people who are same sex attracted, intersex and/or gender diverse often occurs in schools and this seriously impacts on student wellbeing. These experiences can negatively affect students' sense of belonging, safety and engagement at school, with subsequent impacts on education participation, achievement, health and wellbeing.
- While the data identifies that young people report experiencing high levels of homophobic and transphobic bullying at school, research also demonstrates that supportive and inclusive schools can make a significant and positive difference to student outcomes.

20.

Portfolio/s Education & Early Childhood Development

ISSUE: SCHOOLS FOR ALL IMPLEMENTATION

Talking points:

- The Education Directorate is committed to providing education to meet the needs of each child and young person.
- As at 30 June 2018, all fifty Schools for All recommendations are being finalised.
- The Education sector is continuing an ambitious, evidence based, and single-minded focus on systemic cultural change. This focus ensures all children and young people in ACT Schools are placed at the centre of decision making relating to education policy and practice.
- The Schools for All Annual Report 2017 was published on 20 July 2018.
- The *Schools for All* Quarterly Report January-March 2018 was published on the EDU website in term 3 2018. The final quarterly report (April-June 2018) is scheduled to be published in Term 4 2018.
- On 26 September 2018, the Schools for All Program Board held their final meeting. The Program Board endorsed the development of a final Schools for All Program Report and the Schools for All Evaluation Report 2019, which are scheduled to be published in the new year.
- On 28 February 2018, the Schools for All Oversight Group reconvened to review the progress of the *Schools for All* program over the past 12 months. The Oversight Group expressed confidence in the *Schools for All* Program Board and progress made.
- A key area of focus moving forward will be ensuring the long term sustainability of changes made through the *Schools for All* program. The Future of Education initiative offers opportunities to embed cultural change.
- The key themes in Schools for All align with the key themes in the Future of Education initiative, which form part of our education strategy for the next 10 years.

Key Messages:

Cleared as complete and accurate: 18/10/2018
Cleared by: Director
Contact Officer Name: Sam Seton
Lead Directorate: Education

Ext: 57029


Page 1 of 5

- An Expert Panel, comprising Emeritus Professor Tony Shaddock, Dr Sue Packer and Mr Alasdair Roy, released the *Schools for All Children and Young People – Report of the Expert Panel on Children with Complex Needs and Challenging Behaviour* (the Expert Panel Report) in November 2015. The Expert Panel Report made 50 recommendations to improve how the ACT education system supports the learning and wellbeing needs of children and young people with complex needs and challenging behaviours, including disability.
- The Government response acknowledged a strong cross-sectoral desire to build on existing reforms, improvements and initiatives where possible. Of the 50 recommendations, 49 directly related to Canberra Public Schools and 26 to Catholic Education (CE).
- For Canberra Public Schools, the ACT Government established the three-year *Schools for All* program with an investment of \$21.5M over the forward estimates to implement the 50 recommendations. The program aims to develop and reinforce a student-centred vision; and catalyse systemic and sustainable cultural change across the ACT education system.
- With all recommendations being finalised, the program will conclude later this year within the set three year timeframe. Whilst the program closes the work is ongoing through the Future of Education initiative.

Evaluation

- The Schools for All Program Board endorsed the *Schools for All Evaluation Plan* in September 2017 and the *Schools for All Evaluation - 2014 Baseline Development Report* (Baseline Report) in December 2017.
- A *Schools for All Interim Evaluation Report, 2018* (Interim Report) expands on the Baseline report, and contributes to measuring change in outcomes for students with complex needs and challenging behaviours over time (2014-2017).
- The Baseline Report, and the Interim Report will be included within the final *Schools for All Evaluation Report, 2019* (Final Report).
- The evaluation will assess the effectiveness of the *Schools for All* program in realising the objectives and outcomes sought by the program and make findings and recommendations based on quantitative and qualitative data.
- The Final Report will include additional measures of the broader cultural change outcomes that will be delivered by student-centred schools.

Carol Lilley
Chair, Independent Oversight Group
Schools for All Program



Ms Yvette Berry MLA
Minister for Education and Early Childhood Development
ACT Legislative Assembly
GPO Box 1020
Canberra ACT 2601

Dear Minister

Schools for All Program Final Report from the Independent Oversight Group

Thankyou for your recent attendance at our Oversight Group (the Group) meeting. I am delighted to provide you with the final report for the Schools for All Program (the Program) on behalf of the Group.

Previous meeting of February 2017

After the Group met in February 2017, we reported that we did not see the need for continuing our role as the Program was progressing well. We provided the option for the Group to meet again towards the end of 2017 to gauge progress and you requested that we do that. This meeting was subsequently deferred and was held on 28 February 2018.

February 2018 meeting

The purpose of our last meeting (of which you attended part) was to:

- Update the Group on progress made by the Program for the past 12 months
- Provide the Group with information on the future direction of the Program and future planning towards supporting students with complex needs and challenging behaviours. This included ongoing work and sustainability of the program initiatives through the Future of Education and Student Resource Allocation projects.
- Reach a decision on the future role of the Group and any need for future meetings.

Progress / future direction of the Program

With the 12 month gap since our previous meeting, the Group noted the substantial progress that has been made over the course of 2017 and the completion of 11 recommendations in this period.

During our February 2018 meeting, we noted the:

- ongoing role of the Program Board involving Education and the other sectors
- ongoing use of project management elements in terms of risk and issues management and budget monitoring
- quarterly reports since our February 2017 meeting and the draft annual report for 2017. We suggested the Program consider how the 2017 achievements are communicated to the community (eg there is an opportunity to celebrate the progress of the Program and changes made)
- 11 recommendations which the Program Board has approved for closure as well as the additional projects on change and Program evaluation
- remaining open recommendations and their current status which are expected to close out:
 - for Recommendation 11.5, suspensions policy, in June 2018
 - in March 2018 for all other open recommendations
- transition of recommendations to business as usual operations to ensure that they are sustainable and embedded
- development of the Future of Education and how this links/is expected to link to Education's own strategic planning.

Achievements of the Program

The draft 2017 Annual Report includes many examples of achievements across the life of the Program. We see the Program as having been a very successful and positive change program which involved good planning up front and strong, continued commitment from the Education Directorate and the other sectors.

We noted some particular achievements such as:

- strengthened collaboration across sectors and with the human services sector
- cross sector projects that have been completed (eg parental engagement and Everyone Everyday, a tool kit for inclusion)
- Positive Behaviour Learning (PBL) framework which 35 schools are currently implementing with support from PBL coaches
- greater transparency and resources for staff, parents and the community (eg intranet and website for inclusion and well being)
- a greater focus on professional learning.

Future role of the Group

The charter of the Group states our role is to "Monitor and report against progress made to address the strategies to support students with complex and challenging behaviours."

Based on our review of the papers tabled and the discussion at the February 2018 meeting, we do not have any significant concerns or issues with the recommendations that have been closed in the last 12 months or the status of recommendations which are expected to close

shortly. We are also satisfied that the Program has achieved more than just the delivery of the 50 recommendations in that it has led to systemic and cross sectoral change.

In summary and as discussed with you when you attended our February 2018 meeting, we believe that our Oversight Group role can conclude and no further meetings are required.

Please contact me on [REDACTED] if you would like to discuss any matter in this letter further. On behalf of the Oversight Group, I would like to thank you for the opportunity to be involved in the Program and congratulate the Program Board and team involved for their achievements.

Yours sincerely



Carol Lilley
Chair, Oversight Group
13 March 2018

21.

Portfolio/s Education & Early Childhood Development

ISSUE: SUPPORT FOR STUDENTS WITH DISABILITIES

Talking points:

- The Education Directorate is committed to providing education to meet the needs of each child and young person.
- All ACT public schools provide reasonable adjustments to meet the needs of individual students.
- In ACT public schools students who meet the ACT Student Disability Criteria can access a range of disability education programs including
 - Inclusion Support Program (ISP) in mainstream classes
 - Small group programs located in mainstream schools (Learning Support Units, Learning Support Centres and Learning Support Units Autism)
 - Specialist schools
 - Hearing and Vision itinerant support
- We know that, at times, some students have a range of complexities in their lives that impact their access to education.
- We work with our students and their families to ensure they have access to education including through individualised programs.
- Individualised programs can include adjustments such as:
 - accessing the education program in an alternative setting (such as a different classroom or a space in the community)
 - access to distance education
 - building body breaks and sensory breaks into the timetable
 - working with community providers to offer the student a range of vocational education options
 - transition programs focusing on moving into the workplace and/or community for student in their final year of schooling.
- A new policy framework and resourcing model to support the needs of students with disability is being developed as part of the Student

Resource Allocation (SRA) Program and is linked with the Future of Education strategy development.

Funding for Students with Disability

- The 2018-19 Budget Initiative – *‘More schools, better schools-Needs based funding for students with a disability’* funds the cost associated with recent growth in student numbers and ensures the continuation of existing resource levels.
- Total funding for students with disability is based on a needs assessment through the Student Centred Appraisal of Needs model (SCAN). The total funding requirement is primarily driven by student need combined with student numbers. The number of students with disability has grown in recent years from 2,094 in 2015 to 2,293 in 2018. The total cost of students with a disability is budgeted to be \$78.593 million in 2018-19. The total cost includes ACT and Commonwealth Government funding. The primary driver for movements in the average cost per student each year is indexation of funding to provide for increased wage and salary costs.
- The majority of the total cost of students with disability is provided direct to schools through the Schooling Resource Allocation model and is allocated by schools based on student need. Additional services are also provided through allied health professionals and other supports.

Key Information

- The August 2018 school census shows 2396 students in ACT public schools accessing disability education programs and services.
- Across the system, schools are provided with additional resources, including staff, professional learning and expert guidance to make reasonable adjustments to support the access and participation of students with disability.
- The ACT Government has invested in a number of training courses to build the capability of teachers in ACT public schools to enable them to better support students with disability.
- With a mix of face-to-face and online learning opportunities, teachers and other school staff can access quality professional learning when they need it and at times that suit them. There are a number of high quality face to face professional learning opportunities for staff including wellbeing workshops and trauma training.

Students with Autism

- Data informing the August 2018 school census identified 816 students with a diagnosis of Autism Spectrum Disorder (ASD) across Kindergarten to Year 12 in ACT public schools. Students with autism are enrolled in a range of programs and ACT public schools:
 - 363 students are enrolled in in mainstream classes with support through the Directorate’s Inclusion Support Program resourcing

- 341 students are enrolled in Learning Support Centres and Learning Support Units within mainstream settings, which provide smaller group sizes and increased teacher to student ratios.
- 112 students are enrolled in one of four ACT Specialist Schools.
- Placement in disability education programs is based on the need of the individual student and decisions about placement are made in consultation with parents, carers, families and schools. Students participating in these programs have an Individual Learning Plan (ILP), developed collaboratively by parents, carers, the school, and the student themselves when appropriate.

Disability Standards for Education e-learning

- Since 2017 the online training course for Disability Standards for Education 2005 (DSE) has been mandated for all school-based employees and targeted areas with the Education Support Office. The objective of the training is to ensure all staff are aware of their obligations under the *Disability Discrimination Act 1992* and the DSE.
- The course provides training specific to a wide range of settings including preschools, primary schools, high schools, senior secondary colleges and Education Support Office . This training is now part of the Directorate’s mandatory online induction program.

Targeted courses

- The Directorate offers online targeted courses, based on international expertise and adapted to local needs to build the capacity of teachers and leadership teams in ACT public schools. The courses assist teachers to offer individualised support for students with disability.
- The courses that are accredited with the ACT Teacher Quality Institute, and can count towards teacher registration include:
 - Autism Spectrum Disorder
 - Dyslexia and Significant Reading Difficulties
 - Speech, Language and Communication Needs
 - Motor Coordination Difficulties
 - Understanding Hearing Loss
 - Understanding and Managing Behaviours.

Network Student Engagement Teams (NSET)

- NSETs are multidisciplinary teams within the Student Engagement Branch that provide additional support for students with disability and also support teachers access to evidence based quality professional learning opportunities.
- NSET teams work with school leaders to build the capacity of schools and teaching teams to support the participation and engagement of students.

- The Support at Preschool team is part of NSET, working with school leaders and teaching teams to support the inclusion of children with developmental delay and disability in a local preschool program.
- As part of the response to the Schools for All report, allied health professionals were recruited in 2016 to support the multidisciplinary work of the Network Student Engagement Teams.

Targeted Preschool Support (SAP)

- The NSET Support at Preschool (SAP) team works with the school executive and preschool teams to support the inclusion of children with developmental delay and disability in ACT public preschools

Disability Education Coordinator (DECO)

- Each school has a designated DECO who is responsible for coordinating supports for students with disability and also support teachers access to evidence based quality professional learning opportunities.

22.

Portfolio/s Education & Early Childhood Development

ISSUE: WITHDRAWAL SPACES IN SCHOOLS TO SUPPORT STUDENTS WITH CHALLENGING BEHAVIOURS

Talking points

- ACT Education Directorate is committed to creating safe and supportive learning environments for all students. Ongoing training and development is provided to staff to assist them support students with complex and challenging behaviour to provide learning environments which are safe and supportive.
- The 'Safe and Supportive Schools' policy and procedures provide information and guidance to schools on the use of *restrictive practices* including understanding the difference between a "withdrawal space" and "seclusion". Factsheets and professional learning has been developed for schools to support them in creating sensory spaces within the school environment.
- The 'Safe and Supportive Schools' policy and procedures are consistent with the ACT Senior Practitioner Act which came into effect on 1 September, 2018.
- In 2015 the Education Directorate carried out an audit of existing withdrawal spaces. The audit found that schools use a variety of quiet spaces including tents, teepees, rooms adjacent to classrooms and outdoor spaces to support students.
- The ACT Government has provided \$5.6 million over the forward estimates to support the enhancement and development of sensory spaces into schools where students are able to be supported in managing their sensory needs.
- Education is working closely with the new ACT Office of the Senior Practitioner (OSP) to explore how the role will work with schools and the Education Support Office. The OSP has been established as part of the ACT Government's commitment to improving the lives of all people who are vulnerable and potentially subject to restrictive practices.

Key Information

- Withdrawal spaces may assist students to manage their sensory needs and safely withdraw if they require time away from busy school environments, which can form part of a behaviour support strategy. Withdrawal spaces may be indoor or outdoor areas that are safe and supervised.
- “Withdrawal” is defined in the Directorate’s Safe and Supportive Schools Policy as “time away from classroom activity in a calming area where doors are not locked and a student is not prevented from leaving”.
- Public schools have various types of spaces available to students requiring a quiet space to help manage their behaviour which include: tents, teepees and soft furnishing in corners of classrooms; rooms adjacent to classrooms where line of sight can be maintained by the classroom teacher; and fenced courtyards adjacent to classrooms providing children with safe access to an outdoor space during class time.
- The Directorate sought expert advice to inform the design of a range of appropriate learning areas within new schools to support students with complex needs and challenging behaviour. This advice has supported the Directorate in planning any changes to school infrastructure.
- The ACT Government continues to target upgrades to safe, sensory learning spaces in public schools through an Expression of Interest process. This process requires schools to work with occupational therapists in Network Student Engagement Teams to develop their proposals.
- A professional learning workshop , ‘Designing Positive Classroom Environments and Safe Sensory Spaces’, has been developed and is being facilitated by Occupational Therapist from Education’s Network Student Engagement Teams. The workshop links changes to environment with existing frameworks utilised by schools including the *National School Improvement Tool* and *Great Teaching by Design*.

Restrictive Practice - Guidance for Schools

- It is important to differentiate “withdrawal spaces” with “seclusion”, a form of restrictive practice. Information for schools about this difference is provided in the Safe and Supportive Schools policy and procedures.
- These policy and procedures also provide information and direction to schools about the use of restrictive practice, such as physical restraint; as an emergency response when school staff need to act to prevent or reduce the risk of harm to an individual or group of people.
- Materials to support the policy have been developed for Principals and school staff and include fact sheets, FAQs, checklists and planning tools. They are available through the Education Intranet.
- As part of the *School Administration System* implementation, schools are being supported to upload information such as students’ Positive Behaviour Support plans and document student incidents. This includes documenting when a restrictive practice as an emergency response is used. This provides the means to review incident data, proactively plan when an incident has occurred and enables the relevant personnel to be notified.

- Education has also contributed to the Restrictive Practices Oversight Steering Group (RPOSG), a time-limited, group of executive leaders representing government directorates and independent statutory bodies, established to consider issues relating to restrictive practices in the ACT. Co-chaired by Education Directorate and the Community Services Directorate (CSD), the group will continue to oversight ongoing work related to the safeguarding against the unreasonable and unnecessary use of restrictive practices, including a legislation review and the development of policy. Their work so far has included:
 - Developing the Restrictive Practices Overarching Principles for the reduction and elimination of restrictive practice in the ACT. Endorsed by the Strategic Board on 2 November 2016, they have now been shared broadly and used across Government.
 - Contributing to CSD's project to establish the Office of the Senior Practitioner.

Office of the Senior Practitioner

- The Quality, Complaints and Regulation Branch in CSD has established and resourced a new ACT Office of the Senior Practitioner (OSP) for the reduction and elimination of restrictive practices. The Senior Practitioner, Ms Mandy Donley, from Victoria Department of Education and Training, commenced in the role 5 July 2018.
- The ACT OSP has been established as part of the ACT Government's commitment to improving the lives of all people who are vulnerable and potentially subject to restrictive practices, as well as supporting and upholding their human rights. The ACT OSP will also enable the ACT Government to meet its commitments under the National Framework for Reducing and Eliminating the Use of Restrictive Practices in the Disability Sector and the NDIS Quality and Safeguarding Framework.
- Education is working closely with the OSP to explore how the role will work with schools and the Education Support Office. Meetings between Education and the ACT OSP commenced in July.
- Education will contribute to the Senior Practitioner's work in developing Guidelines which are anticipated to provide further clarity about sections of the Senior Practitioner Act (2018), particularly in the areas of
 - Positive Behaviour Support Planning,
 - Panel approval processes for Positive Behaviour Support Plans with a Restrictive Practice as an emergency response and
 - Complaints management.
- Education has liaised with CSD to agree on a process to address any complaints or concerns reported to the Senior Practitioner that involve an ACT Public School. This process will assist to ensure support is put into place where required in a timely way.

Portfolio/s Education & Early Childhood Development

ISSUE: SUSPENSIONS IN ACT PUBLIC SCHOOLS**Talking points**

- In 2017, the overall suspension rate for ACT public school K-12 population was 2.5 percent, an increase of 0.2 percentage points from 2016.
- In 2017, the suspension rate for ACT public high schools was 5.9 percent compared to 5.2 percent in 2016, an increase of 0.7 percentage points.
- Overall the 2017 rates of students suspended, suspension incidents and suspension days is very similar to 2016.
- The Education Directorate has recently consulted with the ACT community on the Directorate's Suspension, Exclusion and Transfer Policy and support documents which have recently been reviewed. The revised policy will update guidance to school on suspension, exclusion and transfer including strategies to reduce suspensions.
- The Directorate is currently reviewing feedback from the consultation process to inform refinement of the revised policy. This process has included a review of national and international literature and practice in this area and consultation with a range of key stakeholders.
- The revised policy includes a focus on a prevention and early intervention approach to reduce the incidence of behaviours that potentially lead to suspension, exclusion and transfer. The revised policy outlines the school's role in setting up responsive environments with whole school approaches to positive behaviour.
- A targeted support response in each school network to support students who have been suspended is provided by the Network Student Engagement Teams (NSET). These multi-disciplinary teams work with the student, family and school to address the underlying issues that contribute to suspension. The NSET response is tailored to the needs of the individual student and may include a social worker, senior psychologist, speech pathologist, occupational therapist, and specialist teachers in behaviour support, disability education or engagement. The particular staff involved will depend on the issues impacting on the child or young person's engagement in learning.
- The Continuum of Education Support (CES) model is a coherent strategy that focuses on the provision of alternative education programs and/or other flexible learning options for students at risk of disengaging from secondary school. This model is being implemented in all ACT public high schools in 2018.

Key Information

- There has been a steady increase in enrolments for ACT Public schools across the reporting period. Considering data relative to enrolment numbers provides a comprehensive picture, allowing data to be compared across years.
- In 2017, 2.5 percent of the K-12 public school student population was suspended at least once; an increase of 0.2 percentage points from 2016.
- In 2017, there was a total of 5 suspension incidents per 100 students, which was the same rate as 2016.
- In 2017, there was a total of 10 suspension days per 100 students which shows an increase of one day per 100 students compared to 2016.

Overall the rate of students suspended, suspension incidents and suspension days was similar to 2016.

Use of Suspension, Transfer or Exclusion in ACT Public Schools

- Principals may suspend students from ACT Public Schools for up to 15 continuous days, the Director-General may approve a suspension for up to 20 days, following a recommendation from a school Principal or Director School Improvement.
- If a student is suspended for seven or more days in a school term the Principal must provide reasonable access to counselling.
- A re-entry meeting must be convened by the principal on return to school.
- Reasonable attempts must be made to inform parents/ carers of the decision and their right to appeal.
- The principal may recommend to the Director-General that a student be *transferred* to another government school. A transfer is used when:
 - repeated attempts with comprehensive support to engage the student in effective participation in school are unsuccessful; or
 - an incident of misbehaviour is so severe that re-entry to the school concerned would be unreasonable for all stakeholders; and
 - It is in the best interest of the student; and
 - The parent/carer is not acting on the advice of the Directorate to voluntarily move their child.
- Principals may also recommend to the Director-General that a student be *excluded* from all ACT Public Schools.
- There have been no recommendations to exclude in the time period 2008 to present.

Support for students who have been suspended.

- Network Student Engagement (NSET) multi-disciplinary teams provide a targeted response, working with the student, family and school to address the underlying issues that contribute to suspension.
- The NSET team assigned to the response is tailored to the needs of the individual student and may include a social worker, senior psychologist, speech pathologist, occupational

therapist, specialist teacher in behaviour support, disability education or engagement. The particular staff involved will depend on the issues impacting on the child or young person's engagement in learning.

- A review of the Directorate's Suspension, Exclusion and Transfer Policy is in progress. *Refer talking points*
- The draft of the reviewed policy recognises the government's agreement to Recommendation 11.5 of *Schools for All* report which makes reference to alternative options to out-of-school suspensions. One of the objectives of the policy review is to support schools consider other options to suspension where appropriate.
- ACT Public Schools suspension data is currently published on the Directorate's website on the Safe and Supportive Schools Page. This aligns with Recommendation 11.6 of the *Schools for All* report where the Education Directorate agreed to examine options for high level reporting of proportions of suspensions, transfers and exclusions.

Background Information

- Suspensions in ACT public schools continue to create community and media interest.
- Sometimes suspension from school is necessary and is used in accordance with Section 36 of the Education Act (2004). This may include situations where the principal decides action is required to address a situation where a student threatens the safety and wellbeing of another student attending the school, a member of the staff of the school or another member of the school community.
- On 4 September, Michael Battenally, on behalf of *ACT Principal's Association (ACTPA)* spoke to ABC Radio Canberra about the revised policy. Mr Battenally is also the Principal of Melba Copland Secondary School and College.
- The article quoted ACTPA having significant concerns about the revised policy with reference to:
 - Principals ability to suspend being lessened.
 - What behaviours will now qualify for a suspension;
 - That suspensions were now a tool to be used primarily in cases of occupational violence or where someone's safety was endangered;
- While a greater focus has been placed on early intervention and prevention for the behaviours that lead to suspension and considering alternatives to out of school suspension, the legislation has not changed which means the reasons a Principal may suspend have not changed.
- The P&C were also interviewed on the same day and the article quoted them as *backing the revised policy* with reference to suspensions not necessarily supporting behavioural change and may result in further disengagement from school.

Suspension Data

Each year, the Directorate records and analyses suspension data to assist with planning and improvement.

Year		Primary Schools	High Schools	Colleges
2014	Total Enrolments	21,429	9,841	6,258
	Suspension Incidents	808	915	38
	<i>Incidents per 100 Students</i>	4	9	1
	Suspension Days	1398	2103	104
	<i>Days per 100 Students</i>	7	21	2
	Students Suspended	317	487	33
	<i>Suspension Rate</i>	1.5 percent	4.9 percent	0.5 percent
2015	Total Enrolments	22,442	9,947	6,446
	Suspension Incidents	723	1,079	36
	<i>Incidents per 100 Students</i>	3	11	1
	Suspension Days	1312	2192	87
	<i>Days per 100 Students</i>	6	22	1
	Students Suspended	318	560	32
	<i>Suspension Rate</i>	1.4 percent	5.6 percent	0.5 percent
2016	Total Enrolments	23,630	10,258	6,487
	Suspension Incidents	819	1,111	63
	<i>Incidents per 100 Students</i>	3	11	1
	Suspension Days	1,460	2,106	144
	<i>Days per 100 Students</i>	6	21	2
	Students Suspended	343	535	55
	<i>Suspension Rate</i>	1.5 percent	5.2 percent	0.8 percent
2017	Total Enrolments	24,739	10,571	6,680
	Suspension Incidents	886	1,229	55
	<i>Incidents per 100 Students</i>	4	12	1
	Suspension Days	1,652	2,464	150
	<i>Days per 100 Students</i>	7	23	2
	Students Suspended	384	621	48
	<i>Suspension Rate</i>	1.6 percent	5.9 percent	0.7 percent

Suspension Data Source: Planning and Analytics Branch, ACT Education Directorate 2017.

24.

Portfolio/s Education & Early Childhood Development

ISSUE: MENTAL HEALTH AND SCHOOL PSYCHOLOGISTS**Talking points:**

- The ACT Government is committed to the wellbeing and mental health of students in all ACT schools.
- In ACT public schools, students, parents/carers and teachers have access to a school psychologist. School psychologists work across behavioural, social, emotional and learning domains to support a student's wellbeing and learning.
- 87 ACT public schools are being supported by 68.1 FTE school psychologists and senior psychologists¹¹ providing direct, indirect and universal supports.
- Data (school psychologist annual report 2017) indicates that 15.32 percent of ACT public school students' accessed support from a school psychologist, this is higher than the national average of 11.5 percent (Australian Government Department of Health 2015). While the service is heavily utilised it is important to ensure it remains agile and focussed on student needs.
- In the environment of increased need for mental health support and learning delays for students, ACT Government committed to resource 20 additional psychologists by 2020. Five new psychologists commenced in ACT public schools in 2018. Recruitment of ten additional psychologists is underway to commence employment in 2019, with a further five psychologists to start 2020.
- An internal review of the ACT Education psychology service commenced in March 2018. The purpose of the review is to strengthen the child-centred model of service, which is strategically aligned with, best practice and early intervention and prevention.
- In addition to school psychologists, the Network Student Engagement team in each of the Canberra networks provides multidisciplinary

¹ The schools psychologists and senior psychologists FTE varies throughout the year due to factors such as staff movement, leave and change of work-hours as well as the amount of psychologist points purchased by schools.

support from professionals comprising of social worker, speech pathologist, occupational therapist and specialist educators.

- School Psychology Service is part of the wider mental health system which exists for the community in the ACT.
- Currently there is strong collaboration and partnerships with community and government agencies to provide service delivery and mental health promotion and prevention, including:
 - ACT Mental Health;
 - Headspace; and
 - ACT Child Development Service.
- There are a number of joint initiatives supporting students across all ACT school sectors.
 - Headspace deliver the mental health promotion and prevention frameworks, KidsMatter Primary and MindMatters in primary and secondary schools across the ACT. These initiatives are a partnership between education and health sectors and are funded by the Australian Government and *beyondblue*.
 - The ACT is one of the sites for the implementation of LifeSpan, a systems approach to suicide prevention, which was developed by the Black Dog Institute. ACT Health is taking the lead and ACT Education is partnering with them to ensure professional learning and training programs are delivered to educators, student service teams, psychologists and students in schools to prevent youth suicides in our schools.
 - The National Education Initiative (NEI), to be launched in November 2018, will support school communities (primary and secondary) to support the mental health of children and young people from the day they enter the education system to the end of year 12 (birth to 18 years).

Key Information

Increase in school psychologists (FTE) between 2015 and 2018	
June 2015	52.16
February 2016 - post Enterprise Bargaining Agreement (EBA)	56.16
February 2017 – increased allocation under 2016-17 budget	62.5
March 2018 – increased allocation under 2017-18 budget	68.1

- The allocation of school psychologists to schools is based on student enrolment and the targeted needs of students in schools. Staffing for 2018 is:
 - Total school psychologists supporting students and schools: 68.1 FTEs.
 - 49.4 FTE are deployed within schools
 - 11.3 FTE Senior Psychologists within Network Student Engagement Teams (NSET) working with schools to support students with complex and challenging behaviours, as well as providing support to school based psychologists.
 - 0.6 FTE Senior Psychologist is working with Positive Behaviours for Learning (PBL) team. This is a temporary position for two years (2017 – 2018) aimed to strengthen trauma sensitive practices within the PBL framework.
 - 1 FTE Senior Manager for Clinical Practice
 - 1 FTE Manager of School Counselling.
 - 1.8 FTE additional school psychologist hours purchased by schools. Some schools may choose to purchase additional psychologist time (also known as points) for their schools. This is funded through the annual funding allocation provided to schools.
 - 3 FTE psychologists are supporting families and children to be school ready through the Child Development Service.
- The 2017-2018 Budget provided resourcing for five full-time school psychologists for ACT public schools, these psychologists commenced in January 2018.
- The 2018-19 Budget will resource an additional 10 full-time school psychologists for ACT public schools. These 10 psychologists will be recruited to commence employment with the Education Directorate in 2019.
- Agreement from the 2018 budget bid was for 15 psychologists to meet the ACT Governments commitment of 20 additional psychologists, so five psychologists will commence in 2020.

Future Directions

- There will be an increased focus on early intervention and prevention of student difficulties to ensure that learning issues and mental health are addressed before they become established and resistant to change. The benefits of reduced mental health concerns will be seen in greater levels of engagement in schooling and participation in the community, and savings for government.
- The service delivery will include varied and innovative ways of service delivery for children to address their learning and well-being needs.

- Increased focus on developing professional capacity of psychologists to provide targeted intervention to students presenting with a history of abuse or neglect.

Background Information

- A psychologist's work is informed by an early intervention and prevention model which is ecologically informed. This means that all parts of student's life (family, classroom, peers etc.) can be worked with to address student wellbeing and learning concerns.
- School psychologist form an important part of the mental health approach in the community by identifying and working with personal difficulties early in the life of the problem, responding to an immediate crisis, working with school staff to put in preventative strategies at the whole school level, working with the family and referring moderate to severe mental health issues to other specialists.
- The percentage of students with a diagnosed mental health disorder who accessed school based mental health support has gone from 19.2 per cent in 1998 to 54 per cent in 2015 throughout Australia (Australian Government Department of Health 2015). In the environment of increased need for mental health support for students, ACT Government committed to additional resources for 20 more psychologists in schools by 2020.

Portfolio/s Education & Early Childhood Development

ISSUE: RESPECTFUL RELATIONSHIPS EDUCATION IN ACT PUBLIC SCHOOLS**Talking points:****Why is it important?**

- A focus on respectful relationships is important because gender inequality and gender-based violence continue to have a profound effect on outcomes for Australians.
- Respectful Relationships Education (RRE) is a school based approach to primary prevention of Domestic and Family Violence. It aims to develop skills and attitudes early, that will stop Domestic and Family Violence from happening in the future.
- RRE programs have had increased attention in recent years, with the link between this curriculum area and primary prevention of gender based violence becoming more widely understood. In all Australian jurisdictions, Education departments are working on developing resources and implementing curriculum in this area.
- The Directorate's approach has been informed by the work of Our Watch, an independent, not for profit organisation established under the *National Plan to Reduce Violence against Women and their Children 2010-2022* (the National Plan). Our Watch works closely with Australia's National Research Organisation for Women's Safety (ANROWS).

Implementation in ACT public schools

- RRE is most effective when used as part of a whole school approach, which involves students experiencing the "key messages" in many different ways across the curriculum and in different areas of the school and community. This should involve the whole school community, including students, staff and the wider school community in the process of cultural change.
- At the universal level (all students), schools teach RRE through the Australian Curriculum (AC) supported by Social and Emotional approaches and specific RRE resources.
- This is supported through the Directorate's Safe and Supportive Schools Policy (2016), requiring all Canberra public schools to deliver Social and Emotional Learning programs, and the requirement for all ACT public schools to implement the AC.

- Schools are able to choose programs and resources that suit their particular context and school community. All ACT public schools have access to the online QLD Curriculum to Classroom (C2C), the 'Student Wellbeing Hub' hosted by the Commonwealth and resources from Our Watch, Tasmanian and Victorian Departments of Education to support implementation of RRE.
- Staff can access a range of quality RRE resources through the Directorate's intranet Respectful Relationships Education site. A corresponding external webpage has also recently been published, linked to the Directorate's website.
- The Directorate supports schools to access a range of professional learning including the White Ribbon Breaking the Silence Schools program and the Love Bites Program (NAPCAN) provided by senior psychologists.
- In the ACT some non-government organisations, such as the YWCA, Police Citizens and Youth Club, Canberra Rape Crisis Centre and Menslink offer training to schools in this area. The YWCA's program involves a cost to schools which covers a license to train other school staff and a resource kit. There are also a range of commercial programs available to schools.

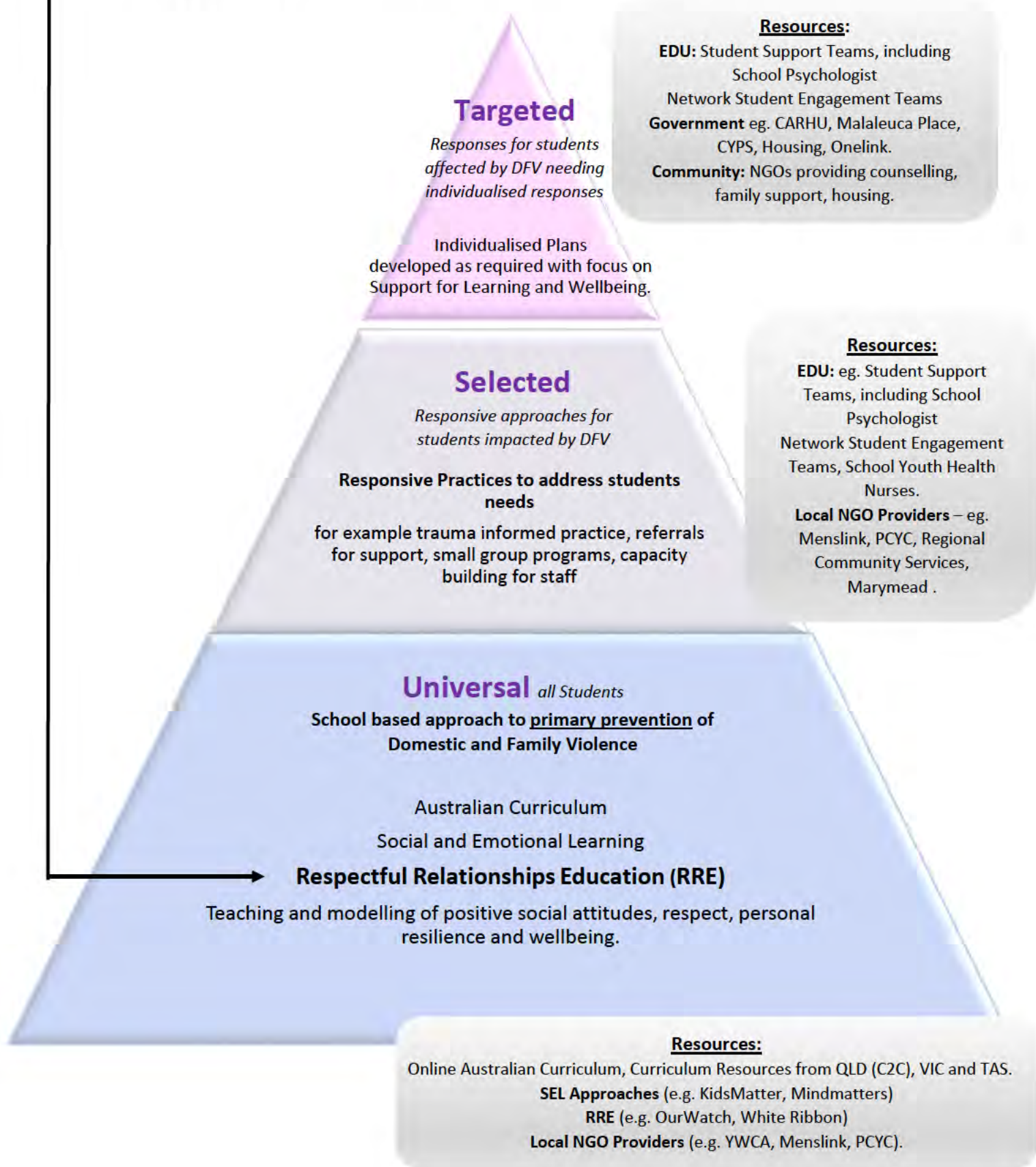
Who are we working with?

- The Directorate is working with Our Watch to progress RRE. Our Watch is also working with Victoria and Queensland to help meet commitments under the National Plan to Reduce Violence against Women and their Children 2010-2022.
- The ACT Education Directorate contributes to an Australian Government led working group in this area and is also a member of the Our Watch National Respectful Relationships Education Expert Group which met in September. The meeting provided the ACT opportunities to share and discuss implementation of RRE and new curriculum resources at a national level.
- The Directorate has promoted the *White Ribbon Australia, Breaking the Silence Schools Program* to ACT Public Schools, which White Ribbon has provided free of charge. 22 ACT schools have engaged with this program which takes a whole school approach, 14 public schools have finished the program, six finishing in 2018. A new cohort of 8 ACT schools commenced in August, 2018.

How do we support individual families/students experiencing family violence?

- In addition to the primary prevention approach of RRE, the Directorate provides a range of supports for individual students/families who have/are experiencing family violence.
- This includes support from the Network Student Engagement teams (NSET) and links to Government and NGO providers.

Where Respectful Relationships Education fits in Education’s Domestic and Family Violence Plan



Cleared as complete and accurate: 15/10/2018
 Cleared by: Director
 Contact Officer Name: Sam Seton
 Lead Directorate: Education

Ext: 57029

Key Information

- The YWCA Canberra has, on a number of occasions, spoken out in public forums and in the media commenting that the Education Directorate needs to do more in the area of RRE.
- On 17 May, 2018 YWCA released their *Leading the Change: Gender Equality Report*, which provided recommendations based on YWCA's assessment of the ACT Government's progress on gender equality. The Education Directorate met with the YWCA in May providing information about their approach to RRE and clarifying inaccuracies in the draft report. More recently a meeting was held in September discussing the Directorate's approach to RRE and the Australian Curriculum.
- The YWCA has been promoting its *Respect Ed* suite of training and resources to ACT schools. There is a cost to schools to access training. The Directorate has supported the advertisement of the *Respect Ed* to schools.
- Ms Caroline Le Couteur is interested in primary prevention programs for sexual violence and assault issues, including the topic of negotiating consent. Programs delivered by Sexual Health and Family Planning (SHFPACT) and Canberra Rape Crisis Centre address consent. The Line, an Our Watch campaign which has been promoted to ACT Public schools, also provides resources to schools on this issue.

Background Information

The ACT Education Directorate's (EDU) response to Family Violence aligns with both Australian and ACT government priorities and recognises the important role the education system plays as a setting for *primary prevention*.

Young people benefit from education programs which assist them to recognise and question gender norms, and to critically examine the potentially negative or limiting impacts they may have. Research indicates that education programs that work on building positive gender relationships must commence from an early age, as children are well aware of gender norms and make efforts to fit within gendered expectations by the time they are in kindergarten.¹

Continuing **social and emotional learning programs (SEL)** in schools to enhance the skills of children and young people to engage in respectful relationships forms part of the current Parliamentary Agreement between ACT Labor and ACT Greens. During the 2015 and 2016 the Directorate made SEL grants available to schools (up to \$5000/school). 51 schools applied for a grant to assist implementation of SEL approaches in their school.

SEL forms a strong foundation for teaching about positive gender relationships and is a logical starting point from which to engage in more explicit work with students around gender norms, gender identity and respectful relationships. SEL is the process through which students acquire and effectively apply the knowledge, attitudes, and skills necessary to:

- understand and manage their emotions
- understand and show empathy for others
- establish and maintain positive respectful relationships
- set and achieve positive goals make responsible decisions.

¹ Victorian Department of Education and Training (2016). Resilience, Rights & Respectful Relationships: Teaching For Social and Emotional Learning and Respectful Relationships. Melbourne. Available at www.education.vic.gov.au/respectrel

2018/33

Portfolio/s: Education & Early Childhood Development**ISSUE: Bring Your Own Device in Schools (BYOD)****PERSONAL ELECTRONIC DEVICE (BRING YOUR OWN DEVICE) POLICY****Talking points:**

- Students may bring their own IT device to school to assist with their learning.
- Implementing the policy is a school-based decision made in consultation with their parent community, and implementation varies between school communities.
- The program is complementary to the financial support provided by the Directorate to supply devices for students to use at school.
- In recognition of the cost impact to families of providing a device the ACT government implemented the Technology Enabled Learning initiative. This will ensure every students in years 7 – 12 irrespective of family circumstances, will have an equal opportunity to access technology so that they can learn wherever they are and use technology whenever they need it.

Key Information

- Personal Electronic Device (Bring Your Own Device) Policy
- The policy is available on the internet at:
https://www.education.act.gov.au/publications_and_policies/policies
- The Policy states that “students may bring personal electronic devices (PEDs) to school to support their learning”. The Policy ensures that no student (or family) is required to bring their own device to school.
- The schools who have adopted the policy have included many parent information forums and opportunities for students to demonstrate their use of our new ICT services and capabilities, including demonstrating ‘Google Apps for Education’ on personal wireless devices to the school’s parent community.
- The policy has provided schools with an opportunity to strengthen their school-parent partnerships.

Cleared as complete and accurate: 31/10/2018
Cleared by: Director Ext:56749
Information Officer name:
Contact Officer name: Kristen Foster Ext:56749
Lead Directorate: Education

TRIM Ref:

ANNUAL REPORT HEARING BRIEF

- The policy was developed over a period of two years with extensive consultation with school staff, parents and interested community organisations including the “ACT Council of Parents & Citizens Associations”.
- The policy aligns with the Australian Curriculum, which requires students to understand how to independently select and operate various devices that they can personalise to assist in their learning.
- The policy provides schools with a localised framework to partner with their parent community to enable students to safely and securely connect to the Directorate’s high speed Wi-Fi network with their own personal device. Supporting information was supplied to schools to assist in their parent/community consultation including equity, diversity of devices, privacy, security and other local community needs.
- Funding
 - Directorate schools shared in \$1.58 million funding in January 2018 to provide reliable student access to ICT, including devices at each school. The schools ensure that all students can access ICT technology when required as part of their learning. Currently, the number of school-purchased devices provides a ratio of one device for every three students.
 - Schools use the funding allocation to select the mix of devices best suited to their local needs, with low cost options such as Google Chrome books at \$350 per device being an increasingly popular choice for schools.
 - With \$1.5m in annual funding available over the last four years this would equate to approximately 4200 new devices every year in our schools, depending upon local school choice.
 - An election commitment was made by the ACT Government in the October 2016 election (ACT Labor Party Election Commitment – Supporting Parents and Students, September 2016) to give every public high school and college student in the ACT a high quality and up-to-date device, issued progressively to year 7 and year 11 student from January 2018 for four years. Further details are in the “Election Commitment – technology Enabled Learning” Question Time Brief.

Background Information

- The implementation of the Personal Electronic Device (BYOD) program at some schools has raised the question of ICT equity for students and cost to parents.
- Our schools emphasise the use of ICT and the development of ICT skills to ensure that their students can develop their capacity to analyse information, solve problems and communicate in a highly digital society.

Cleared as complete and accurate: 31/10/2018
Cleared by: Director Ext:56749
Information Officer name:
Contact Officer name: Kristen Foster Ext:56749
Lead Directorate: Education

2018/34

Portfolio/s: Education & Early Childhood Development

ISSUE: LEARN ANYWHERE STUDENTS USE OF IT IN SCHOOLS

Talking points:

- The Education Directorate is committed to providing ACT Public school students with ICT that is fit for the needs of learners today.
- In determining these needs the directorate consulted with schools through a technology advisory group to determine the key areas required to enable effective use of ICT.
 - Access real world learning platforms that are easy to use and familiar to them.
 - Connection to reliable high speed internet
 - Use of own personal device of choice allowing personalised learning.

Key Information

- The Digital Backpack is a simple entry point for students and teachers that provides access to online tools to support learning anytime anywhere the internet is available (at school, at home or through public Wi-Fi).
- Cloud services continue to be available in the Digital Backpack, including Google G Suite and Microsoft Office 365.
- The online services provided enable schools in partnership with parents, to support our young people to be safe and productive online. This is achieved by providing students with the technology and learning platforms they want to use, set up in a way that is safe and secure.
- Parents are provided with the Privacy Information sheet based on the recommendations from the independent Privacy Impact Assessment, the Directorate commissioned relating to Google G suite and Microsoft services. Prior to a student's account being created and enabling the service parents must provide consent. If consent is not provided alternate options are provided.
- To enable students to successfully operate as digital citizens they are required to read, understand and sign the Acceptable use of ICT Policy.

Cleared as complete and accurate: 31/10/2018
Cleared by: Director Ext:56749
Information Officer name:
Contact Officer name: Kristen Foster Ext:56749
Lead Directorate: Education

ANNUAL REPORT HEARING BRIEF

- The Australian Curriculum sets out expectations for the use of ICT as a general capability to be implemented across the curriculum, this includes digital citizenship and safe behaviours in the use of technology.
- Canberra Public schools' implementation of the Australian Curriculum ensures that students develop these vital skills in the use of ICT, which is embedded both within the classroom and brokered through the schools ongoing partnership with the parent community.

Online Tools and what they are:

- *Google G Suite for Education* - A cloud-based education platform offering online productivity tools for learning and classroom collaboration. G Suite provides students and teachers with unlimited cloud storage in Google Drive, Docs, Sheets and Slides. Google Apps also provides student email and other modern online learning tools like Google Classroom.
- *Microsoft 365* - A Microsoft office suite that is online (cloud based) including online storage. All students and teachers are also able to download the latest version of Office 365 on up to five personal devices.
- *eBooks (Overdrive)* - Online library with access to over 1,445,939 books, 6652 eBooks and 865 audio books (at 17/10/2018) from their own personal device at school, home, and publically available Wi-Fi.
- *Scoutle* - Australian digital curriculum content library with over 15000 resources for teachers.
- *Cyber Safety Button* - provides internet users, particularly children and young people, with easy online access to cyber safety information and assistance available in Australia. It offers counselling, reporting and educational resources to assist young people deal with online risks including cyberbullying, unwanted contact, scams and fraud, and *offensive or inappropriate material*.
- *Clickview* - Online video management tool (available at selected schools who have opted into the subscription for the service).

Teacher Professional Learning Opportunities

- Due to the high uptake and successful adoption of Google G Suite for Education in our Canberra Public Schools, The Directorate hosts a range of training and development sessions based around Google G Suite each term. These sessions have been running successfully since 2015.
- Annual Canberra Google Summits have been hosted by the Directorate since 2015. Over 200 teachers attended the 2018 Summit on 16 and 17 April 2018 at Gungahlin College.

Wireless Access

Cleared as complete and accurate:	31/10/2018	
Cleared by:	Director	Ext:56749
Information Officer name:		
Contact Officer name:	Kristen Foster	Ext:56749
Lead Directorate:	Education	

TRIM Ref:

ANNUAL REPORT HEARING BRIEF

- The wireless access in all Canberra Public Schools has been enhanced. There are now approximately 5000 wireless access points in primary and secondary schools and this has resulted in ACT Public schools being the best connected in the country.

Wireless – Health & Safety

- During the planning and implementation of the Wi-Fi in ACT Government Schools, the Directorate has utilised equipment that has been designed and manufactured to comply with the Australian Standards on Human Exposure to Radio Frequencies to ensure the safety of staff and children. ACT Government deployments of wireless access points within schools also exceed the minimum separation distance recommended.
- To align with the Australian curriculum the ACT Government will continue to provide our schools with digital capabilities fit for the modern learner, including access to wireless technologies which operate within the *Radiation Protection Standard for Maximum Exposure Levels to Radiofrequency Fields - 3 kHz to 300 GHz (2002)*.

Devices for Students

- The Personal Electronic Devices (Bring Your Own Device) Policy has been adopted by the Education Directorate. Following consultation with the parent community a school can now allow students to bring their own device to school and connect to our secure ACT Government fibre “SchoolsNET” network. A Student using their own device provides a platform that they already understand for them to learn, create, communicate and collaborate from anywhere.
- Schools shared in \$1.58million that was distributed in January 2018 to supply shared devices for student use at school.
- The ACT Government has initiated the Technology Enabled Learning (TEL) Program which supplied over 14,500 Spin 11 Chromebooks to schools for distribution to all Year 7 to 11 students. Procurement is underway for the delivery of chromebooks for Year 2 (February 2019) for all new Year 7 students and for new students in years 8 to 12.(more information is in Document 35)
- The Teach Anywhere project is to deliver a standard Windows-10 version to all teacher, staff and student use computers by the end of 2018. The project is also to deliver Sharepoint Online, Exchange online, Onedrive, Office365 and mobility to teaching staff.

Background Information

- The Directorate is committed to providing students with ICT that is fit for the needs of learners today. To ensure ACT students develop the skills required for their further success in work and as engaged digital citizens. In determining these needs the

Cleared as complete and accurate: 31/10/2018
Cleared by: Director Ext:56749
Information Officer name:
Contact Officer name: Kristen Foster Ext:56749
Lead Directorate: Education

ANNUAL REPORT HEARING BRIEF

directorate consulted with schools through a technology advisory group to determine the key areas required to enable effective use of ICT.

- Access real world learning platforms that are easy to use and familiar to them.
- Connection to reliable high speed internet
- Use of own personal device of choice allowing personalised learning.
- e-safety
 - The Directorate fully supports the e-Safety Commissioner and effectively utilises the material available on the e-Safety Commissioner Web Site and webinars organised by the e-Safety Commissioner's team.
 - The Directorate has worked with the e-Safety Commissioner's staff on the development of TQI Qualified professional development for Teachers.
 - The Directorate also worked with the staff of the e-Safety Commissioner on trialling webinars for high school students. The outcome was that other ways of delivering the e-safety message had to be used that students could consume in their own time.
 - The Directorate has been running the e-Safety Cyber Smart Virtual Classroom free webinars in primary schools since October 2014.
 - The Directorate would like to fully support the e-Safety Commissioner in continuing to supply a broad range of e-safety webinars for Primary School students as this is the most engaging and effective way of ensuring that primary students are fully informed about e-safety.
 - The Directorate treats incidents of Cyberbullying in the same way as we treat bullying via the "Safer Schools" framework at a classroom and school level.

Cleared as complete and accurate: 31/10/2018
Cleared by: Director Ext:56749
Information Officer name:
Contact Officer name: Kristen Foster Ext:56749
Lead Directorate: Education

2018/35

Portfolio/s: Education & Early Childhood Development**ISSUE: TECHNOLOGY ENABLED LEARNING – DEVICES FOR SECONDARY STUDENTS****Talking points:**

- The ACT Government has delivered on its election commitment to provide equity of access to technology to Canberra public secondary students.
- In 2018 14,500 chromebooks have been delivered to 30 secondary schools for delivery to year 7-11 Students. New year 7 cohorts and new students in Years 8-12 will receive devices over the following two program years (2019, 2020).
- Every child deserves an equal chance for a great education and access to technology for learning will not be an educational barrier in the ACT.
- Irrespective of family circumstances, every student will have an equal opportunity to access technology so that they can learn wherever they are and use technology whenever they need it.
- A total of \$11.483m has been committed to support the first three years of the program.
- A supplier of devices and associated warranty support services required for the next two program years is currently being sought via an open tender process.

Key Information

- Implementation of the program is informed by deliberations of the ministerially commissioned School Education Advisory Committee (SEAC), including the recommendation to leverage the current successful use of Chromebook devices and to deliver equity of access to all students sooner via an expedited rollout timeframe.
- The Directorate completed a competitive procurement process through the Territory's IT Services panel and selected the ACER Spin 11 Chromebook supplied by Datacom.
- This program will complement existing BYOD policy and students are free to continue to use a personal device of choice, should they wish to do so.

Cleared as complete and accurate: 31/10/2018
Cleared by: Director Ext:56749
Information Officer name:
Contact Officer name: Kristen Foster Ext:56749
Lead Directorate: Education

TRIM Ref:

ANNUAL REPORT HEARING BRIEF

- The Directorate is also developing a program framework based on known best practice to assist schools prepare for, implement and evaluate the impact of this initiative.
- Teachers will be supported to incorporate the use of Chromebooks through training facilitated by EdTech team in the Week 5 workshops held each term on Google in Education. The annual 'Canberra Summit' was held on 16 - 17 April 2018, providing further pedagogical support for teachers in the use of Chromebooks and the G-Suite. Also, 'Read and Write for Google' training occurred for teachers in Term 1 2018. 'Read and Write for Google' allows all students to have computer text read to them as well as capturing their speech and turning it into text. This has proved invaluable for students with disabilities but also useful to all our students.
- Our schools emphasise the use of ICT and the development of ICT skills to ensure that their students can develop their capacity to analyse information, solve problems and communicate in a highly digital society.
- Students and parents have been provided with information and resources on eSafety best practice in partnership with the Office of eSafety Commissioner.
- eSafety and digital citizenship is a core component of the Australian Curriculum implemented across all Schools.

Background Information

- An election commitment was made by the ACT Government in the October 2016 election (ACT Labor Party Election Commitment - Supporting Parents and Students, September 2016) to give every public high school and college student in the ACT a high quality and up-to-date device, issued progressively to year 7 and year 10 student from February 2018 for four years.
- The final SEAC report was received on 22 June 2017 and includes 13 recommendations to guide the implementation of the initiative. Nine recommendations relate to activities to be undertaken by the Directorate, mostly centred on the development of materials and resources to support schools in implementing the program. The remaining four relate to activities to be undertaken by schools to maximise the success of the initiative.
- Our schools emphasise the use of ICT and the development of ICT skills to ensure that their students can develop their capacity to analyse information, solve problems and communicate in a highly digital society. This is in line with the objectives of the Australian Curriculum which requires students to understand how to operate effectively in a digital world.

Warranty

- The Chromebook devices are provided with a standard 12 month manufacturer warranty

Cleared as complete and accurate: 31/10/2018
Cleared by: Director Ext:56749
Information Officer name:
Contact Officer name: Kristen Foster Ext:56749
Lead Directorate: Education

ANNUAL REPORT HEARING BRIEF

- Approximately 950 devices have been repaired or replaced under warranty to date
- 7 devices have been reported as stolen, 3 lost and 2 not returned when the student left the ACT school system

Electrical Safety

- After the first year of use, schools are required to offer parents the opportunity to have their child's Chromebook and charger tested and tagged annually as per other electrical items used in the school.
- Schools will need to communicate how and when this service will be offered to their school community using a variety of platforms (e.g. school newsletter, school website, social media channels).
- Although a Testing and Tagging service offering is required by schools, it is not mandatory for parents to take up the service.

Device End of Life

- Devices are provided to student for a period of three years, after which time they will be collected, assessed for viability and re-cycled, re-purposed or disposed of as appropriate.

Other

- In September the Directorate responded to an FOI request from [REDACTED] for documents or communications prepared for or provided to the minister's office in relation to the ACT government's 2016 election commitment to provide a device to Yr 7-11 students.

Cleared as complete and accurate: 31/10/2018
Cleared by: Director Ext:56749
Information Officer name:
Contact Officer name: Kristen Foster Ext:56749
Lead Directorate: Education

TRIM Ref:

29.

Portfolio/s Education & Early Childhood Development

ISSUE: PRIORITY ENROLMENT AREAS

Talking points:

- The *Education Act 2004* requires that the Director General of Education make arrangements to give ‘priority to the enrolment of children in the government school in their neighbourhood’. This is achieved through the establishment of priority enrolment areas.
- Priority Enrolment Areas are reviewed regularly to ensure that they continue to meet the changing circumstances of a school and of the families in its neighbourhood. Changes are published by the Directorate on the Directorate website.
- A new PEA has been established for enrolments at the new public school in the suburb of Taylor starting in term 1 of 2019.
- The new PEA includes the suburbs of Taylor, Moncrieff and part of Jacka, all currently within the Amaroo School PEA, and the suburb of Casey, currently within the Gold Creek School PEA. Casey will be a shared zone for the new school and the Gold Creek School pending a review for 2022.
- Each year, without fail, we find a place for every child who wants a place in their neighbourhood school. We expect that to continue this year.

Key Information

- Most public schools in the ACT have a defined priority enrolment area. Priority enrolment areas are how the Director General ensures that the obligation in the *Education Act 2004* to give ‘priority to the enrolment of children in the government school in their neighbourhood’ is met. Students who reside in that area have priority for enrolment at that school. The priority enrolment area takes into account geographical boundaries, school capacity, and the actual and projected student numbers. Each school is required to enrol students who live within its priority enrolment area.
- There are a small number of schools with special circumstances that do not have a priority enrolment area but have specific criteria for entry to the school. These include specialist language schools such as Telopea Park School (for entry to primary school), specialist education schools (which provide education for students with a disability), Allen Main Memorial Preschool (Duntroon) and the five early childhood schools.

Cleared as complete and accurate: 17/10/2018

Cleared by: Director

Contact Officer Name: Margaret Stewart

0466137074

Lead Directorate:

Education

- Schools must maintain available capacity to accommodate current and future students from within their priority enrolment area before they accept out-of-area students. When projections identify emerging capacity pressures schools may be directed not to accept out-of-area enrolments.
- While most school priority enrolment areas remain unchanged from year to year, some require adjustment in response to demographic changes, school openings or closures, or changes in enrolment capacity.
- The PEA changes allow for the management of enrolment growth facing schools under pressure, particularly schools in north Gungahlin.
- In an effort to ensure that priority enrolment area arrangements are easily understood by both families and schools, the Directorate continues to develop simplified processes for updating priority enrolment areas, improved communication practices and, where possible, the reduction or elimination of shared areas or divided suburbs.

Background Information

Schools and School Network Leaders participate in the process associated with changing priority enrolment areas. Decisions on changing priority enrolment areas are made two years in advance and a communication strategy is used to ensure the information is disseminated to schools and their communities.

30.

Portfolio/s Education & Early Childhood Development

ISSUE: SCHOOL PLANNING/CAPACITY OVERVIEW

Talking points:

- The government has an ongoing program of planning and construction to deliver new and expanded school capacity to cater for the students of our growing city.
- The new Margaret Hendry School in the Gungahlin suburb of Taylor is receiving enrolments now for its opening in 2019.
- The 2018-19 Budget announced a substantial package of additional school capacity works, including construction of a new primary school facility in Denman Prospect (Molonglo); a further 500 places in existing Gungahlin schools; expansion of the Franklin Early Childhood School beyond year 2 to add years 3 to 6 by 2021; and additional resources to meet the ongoing planning challenge for not only Gungahlin, but other growing areas of our city.
- Public school enrolments across the ACT are projected to grow at an average 33 per cent per annum over the period 2019-28. The distribution of the growth varies across the ACT, with the main growth fronts in the north and northwest of Canberra.
- The government is also working towards the release of a site in Wright for a non-government school.

Key Information

- A program of school infrastructure planning is in place to address current and future needs for public school education in the ACT. The Environment, Planning and Sustainable Development Directorate works with the Education Directorate to ensure the availability of suitable land for new schools.
- The Directorate undertakes student enrolment projection modelling using information from land release data, sales data, birth data, dwelling occupation forecasts, school census and school capacities data.
- Planning for school capacity is an ongoing function. The directorate continually refines and regularly updates enrolment projections based on various sources of information, including population projections and land planning data. The directorate takes account of greenfields residential developments, as well as the

Cleared as complete and accurate: 17/10/2018

Cleared by: Director

Contact Officer Name: Margaret Stewart

Ext: 79334

Lead Directorate: Education

growing number of areas in the ACT that are subject to urban infill, placing demand on existing public school infrastructure.

- Evidence of school enrolment pressure is analysed to determine likely trends and solutions are explored including:
 - reducing out-of-area enrolments
 - adjusting the priority placement area boundary
 - planning for a temporary capacity increase (transportable buildings)
 - planning for medium term capacity increase (modular design buildings)
 - planning for a permanent capacity increase (school expansion)
 - changing the structure of the school.
- Requests for new non-government schools are referred to the Directorate for advice on their viability and impact on public schools. Non-government schools arrange their own site planning and construction through the Environment, Planning and Sustainable Development Directorate.
- The Directorate is working closely with the Environment, Planning and Sustainable Development Directorate to streamline processes associated with the release of land to the non-government school sector.
- Potential sites for non-government schools have been identified by the Environment, Planning and Sustainable Development Directorate in Molonglo.
- Further information on non-government school registrations is available in the fact sheet Non-government School Registration Summary.

31.

Portfolio/s Education & Early Childhood Development

ISSUE: LAND RELEASE FOR NON-GOVERNMENT SCHOOLS

Talking points:

- The government remains committed to supporting families who choose to send their children to non government schools in Canberra. We do this through registration of the non government schools as well as making land available for new non government schools.
- The government's *Indicative Land Release Program for 2018-19 to 2021-22* provides for release of land in North Wright for non-government school use. Education officials are working closely with officials in the Environment, Planning and Sustainable Development Directorate to finalise the land release process.

Key Information

- Detail of the proposed land release is the responsibility of the Minister for Planning.
- In line with a new approach agreed by Government, non-government school sites will be release by an Expression of Interest (EOI) process. The Government agreed to this release method for non-government school land as part of the ACT Government's Indicative Land Release Program (ILRP).
- The 2018-18 ILRP states that a "non-government school site in Wright (2018-2019) will be released through an Expression of Interest to provide for a transparent, competitive and accountable process that will deliver value to the whole community".
- There are a number of processes involved in the site's release including statutory matters and various land development investigations within the ACT Government.
- These issues are currently being resolved and the block remains on track to be released in the 2018-19 financial year.

32.

Portfolio: Education & Early Childhood Development

ISSUE: IRREGULAR ENROLMENTS AT ACT PUBLIC SCHOOLS

Talking points:

- The government is committed to maintaining an equitable enrolment system for ACT public schools, particularly for schools experiencing enrolment pressures.
- In keeping with this, the Directorate conducts compliance activities in relation to residential details of children enrolled in ACT government schools.

Key Information

- The *ACT Education Act 2004* requires that the government give priority to the enrolment of children in the Government school in their neighbourhood. The Education Directorate determines the meaning of neighbourhood through the establishment of Priority Enrolment Areas (PEA) for each school, within which schools are required to accept enrolment applications.
- The principle criterion used by schools to determine eligibility for enrolment is the residency of a family within the school PEA. Schools seek evidence of residency within a PEA, and this is usually demonstrated through the provision of evidence of ownership or rental of a residence, and a period of residency.
- Some schools with capacity are able to accept “out of area” enrolments.

33.

Portfolio/s Education & Early Childhood Development

ISSUE: NSW ENROLMENTS**Talking points:**

- The ACT is providing specific pathways for NSW students seeking to attend Canberra public schools commencing with 2018 enrolments and being progressively implemented over future years.
- The ACT Government has worked with the NSW Government to ensure the new arrangements provide a number of viable quality options for NSW families seeking schooling in the ACT.
- Selected schools in Tuggeranong and Belconnen have been identified to meet the needs of NSW resident students seeking to enrol in ACT public schools.
- The selection of these schools addresses multiple needs, including the need for NSW families to know as early as possible their schooling options and also for the ACT to better manage school capacity and the distribution of students.

Key Information

- NSW students are being directed towards schools in two zones, a southern zone, centred on Tuggeranong, and a northern zone, centred on Belconnen. Within each of these zones, NSW resident students are offered their choice from a defined set of primary schools, high schools, and colleges.
- NSW students currently enrolled in an ACT school are able to complete their schooling in the school they currently attend.
- New enrolments of NSW students in ACT public schools will be accepted in identified pathway schools only. Parents from NSW seeking enrolment in ACT schools in 2019 can find advice on the new arrangements on the Education Directorate website.
- The ACT welcomes around 1,800 NSW students into our public schools each year.
- Previously, NSW families wishing to enrol their child were required to apply to individual schools and applications were considered on a case by case basis. This meant some families may not have received confirmation of their child's enrolment until close to the start of Term 1, after all ACT enrolments had been considered.
- The new procedures except the siblings of existing NSW students in ACT schools, allowing them to enrol in the same schools if they elect to do so.

Cleared as complete and accurate: 17/10/2018

Cleared by:

Director

Margaret Stewart

0466137074

Lead Directorate:

Education

Page 1 of 1

34.

Portfolio: Education & Early Childhood Development

ISSUE: BUDGET 2018-19 SCHOOLS CAPITAL WORKS**Talking points:**

- The Government is investing in school growth and upgrades across Canberra.
- Over \$63 million has been funded through various initiatives for school expansions in the Gungahlin area since the 2017-18 budget.
- More than \$25 million has been invested to modernise Belconnen High School from 2015 to 2018.
- The Caroline Chisholm School - Centre for Innovation and Learning has been completed at an investment of \$5.9 million.
- The 2017-18 Public School Infrastructure Upgrade program invested over \$20 million expanding and upgrading schools in all regions.

Key Information**Gungahlin School Expansions**Enrolment demand at Gungahlin Schools

The 2017-18 Budget funded a total of \$44.112m to expand schools in the Gungahlin district. This includes the \$24.072m Expanding Schools in Gungahlin program, \$3.44m allocated in the Public Schools Infrastructure Upgrades (PSIU) program to expand Harrison School plus new funding to expand Amaroo School, Neville Bonner Primary School and Palmerston Preschool (\$16.60m).

Additionally, the 2018-19 budget has allocated \$19.83m for 'More Places at Gungahlin Schools'.

The school expansion projects include:

- Harrison School – new classrooms for 200 primary and middle-school students (eight classrooms). The new building is completed and was handed over to the school in June 2017.
- Palmerston District Primary School – the purchase and installation of a new transportable preschool building for 44 children (one classroom – two sessions of 22 children) was completed for the start of 2017 school year.
- Neville Bonner Primary School
 - Conversion of two existing kindergarten spaces into preschool spaces for 88 children was ready for the start of 2017 school year;

Cleared as complete and accurate: 12/10/2018

Cleared by: Director

Contact Officer Name: Rod Bray

Ext: 51289

Lead Directorate: Education

- The relocation and upgrade of two transportable buildings (4 classrooms) from Gold Creek School (senior campus) for 100 students was ready for the start of 2017 school year – these buildings were installed on the Directorate’s vacant site adjacent to the existing school facilities.
- An additional four transportable classrooms (8 classrooms) have been provided from Gold Creek School (senior campus) for the commencement of the 2018 school year.
- An additional four transportable buildings (8 classrooms in a two storey configuration) are currently being constructed and will be installed for the beginning of the 2019 school year.
- Further expansions are in planning to provide an additional 200 places for the beginning of the 2020 school year.
- **Amaroo School**
 - New teaching and learning spaces for 300 secondary students for the start of the 2018 school year.
 - An expanded school gymnasium to accommodate all school students (plus allow additional community use) was completed at the start of 2018.
 - New hard court facilities (to replace facilities lost through the expansion of the gymnasium) was completed at the start of 2018.
 - An additional 100 places will be provided before the commencement of the 2021 school year.
- **Gold Creek School – Junior Campus**
 - The relocation and upgrade of a transportable building from the Senior Campus for the start of term 1 2018.
 - An additional 100 places will be provided for the commencement of the 2019 school year through the provision of two transportable buildings (4 classrooms).
 - Further expansions are in planning to provide an additional 250 places for the beginning of the 2020 school year.
- **Franklin Early Childhood School**
 - An expansion of the current P-2 school to incorporate a year 3 cohort for the start of the 2019 school year.
 - This will be achieved through the installation of three transportable buildings (total of 6 classrooms) on the current site with associated infrastructure including a new toilet block. The three buildings will provide sufficient accommodation to allow the year 3 cohort in 2019 to progress to the year 4 cohort in 2020.

- This is the first phase of a staged expansion of the school through to year 6 for completion ready for the start of the 2021 school year.

Schools for The Future – Modernising Belconnen High School

Funding for Modernising Belconnen High School and progress on the project

The 2015-16 ACT Budget provided funding of \$17.627m in capital funds for the project. An additional \$5.9m has been provided in the 2017-18 Budget to provide essential services works outside of the original project scope. This brought the total funding to \$25.777m.

The Government is fulfilling a 2012 ACT Labor Election commitment to modernise Belconnen High School and is committed to ensuring that funds go where they are most needed and savings are made where possible.

This investment will allow the school to continue to deliver modern facilities for students, staff and visitors and support enrolment demand in south Belconnen and the future development areas of Ginninderry and Molonglo.

The modernisation program will ensure that Belconnen High School is a school of choice for students and parents in the local community with an emphasis to be placed on the Science, Technology, Engineering and Mathematics (STEM) curriculum programs.

The new funding will deliver:

- Refurbished student learning and teaching spaces, bringing these spaces to modern standards;
- Improvements to external learning spaces;
- A new administration area for staff and visitors to the school;
- Essential upgrades to services infrastructure; and
- Roof modifications and replacements.

The Directorate is working with the school and the construction company to minimise any disruption to the school's normal operations while works are being undertaken.

Progress:

Cockram Construction (construction company) was engaged to complete the detailed design development. Activity on site commenced with phase 1 works on the 29 June 2017. This includes site establishment and roof works.

Stage 1 works commenced at the end of October 2017 and included the new administration area, new amenities for staff and students, canteen relocation and some learning areas.

The school took possession of the stage 1 works on 23 July 2018 as programmed. Stage 2 works are well advanced and are progressing to program. The project team continue to work cooperatively with the school to ensure that the demolition of the back building is completed during the end of year break.

Consultation during the detailed design development process has included representatives of key stakeholder groups including the School Board, P&C, school executive and students.

Margaret Hendry School

- The 2015-16 Budget funded a total of \$28.609m for the new school. This amount is comprised of new construction funding of \$28.209m plus \$0.4m of savings realised from the Charles Weston School project.
- The new school is located in the suburb of Taylor.
- The Government is fulfilling a 2012 ACT Election commitment to provide school facilities in north Gungahlin (identified as Moncrieff at the time of the commitment).
- The Margaret Hendry School will open at the start of 2019 school year and will accommodate 688 students (i.e. 88 preschoolers and 600 students in Kindergarten to year 6).
- The Government is committed to providing facilities for the community in new urban areas and is providing new schools in new urban development areas, when these are needed.
- The Margaret Hendry School is being delivered under a Design, Construct and Maintain delivery methodology. This delivery methodology has proved very effective on the Charles Weston School in Coombs in delivering value for money to the Territory through the incorporation of contractor innovation in design and construction.

Progress:

Progress on the Margaret Hendry School is:

- The Request for Tender closed on 8 December 2016;
- The appointment of a preferred tenderer to complete detailed design development was approved on 8 May 2017;
- The Development Application (DA) was submitted on 12 July 2017. DA approval was received on 14 September 2017;
- The preferred contractor was appointed on 26 October 2017 to construct and maintain the school;
- Construction commenced in early November 2017;
- LC1 (Pre-school and Kindergarten) is complete and was handed over to EDU on 18 October 2018 for early occupation. The Principal and school administration team will be based on site from 29 October 2018.
- The LC2 to LC4 (Years 1-6) building and the Administration and resources building are substantially complete with internal fitout well advanced.
- Preschool transportable buildings to provide an additional two playrooms will be installed on site on 24 October 2018.
- Driveways and carparks and kerbs have been poured.

Public Schools Infrastructure Upgrade (PSIU) Program

The 2018-19 PSIU program has an expenditure forecast of \$21.1 million to be committed in the current financial year and significant progress has already been made.

There have been responses from market already received for some projects in the first quarter of 2018-19 PSIU program with the following projects:

- Wanniasa School – internal upgrades;
- Torrens Primary School – learning kitchen upgrades;
- Dickson College – toilet upgrades;
- Majura Primary School – toilet upgrades; and
- Kaleen Primary School – toilet upgrades.

Projects included in a priority works program for delivery for or in Term 1 2019 have had significant scope development in the first quarter of the 2018-19 PSIU program at the following sites:

- Fraser Pre School – transportable classroom;
- Mawson Primary School – transportable classroom;
- North Ainslie Primary School – transportable classroom;
- Red Hill Primary School – transportable classroom;
- Campbell Primary School – disability toilet upgrades;
- Miles Franklin Primary School – disability toilet upgrades;
- The Woden School – disability toilet upgrades;
- Alfred Deakin High School – new small group learning environment;
- Ngunnawal Primary School – new small group learning environment;
- Erindale College – new small group learning environment;
- Florey Primary School – new small group learning environment;
- Forest Primary School – new small group learning environment;
- Wanniasa School – new small group learning environment; and
- Namadgi School – new small group learning environment.

Additional schools included in sub programs that have progressed in due diligence stages in the first quarter of the 2018-19 PSIU program include the following updates:

- School learning area improvements;
- School administration and support area improvements;
- School infrastructure revitalisation; and
- Joint funding works.

Roof Replacement Works

- In the 2018-19 Roof Replacement program, six further school sites are being investigated including a full audit of the roofs and connected services to be undertaken. The final report is due in November 2018 and will provide a full scope of works to be considered.
- The schools included in the audit that will have roof replacements or major repair works funded by the 2018-19 Roof Replacement program include the following sites:
 - Calwell High School;
 - Alfred Deakin High School;
 - Campbell High School;
 - North Ainslie Primary School;
 - Dickson College; and
 - Telopea Park School.

Although not on the original list as schools with significant roof condition issues Weetangera Pre School will also have replacement works carried out. These works will be funded from the PSIU budget..

35.

Education & Early Childhood Development

ISSUE: CAR PARKS AND TRAFFIC SAFETY PROGRAM**Talking points:**

- The management of traffic and road safety around and within schools is a cross-directorate responsibility of the ACT Government. To ensure that parking and traffic safety is managed in and around school environments, the Education Directorate (EDU) works closely with Transport Canberra and City Services (TCCS), the Justice and Community Safety Directorate (JACS) and ACT Policing.
- The EDU works directly with TCCS to ensure that traffic and parking safety matters are managed appropriately and that concerns are addressed. This results in EDU and TCCS meeting with the school which may include the principal, the senior school management team, the Parents and Citizens Association, and/or other key stakeholders, to ascertain the details of the concerns.

Palmerston District Primary School

The Infrastructure and Capital Works branch has expanded the Palmerston District Primary School car park by 17 spaces with works completed in July 2018

This brings the total number of spaces at the school to 100, including all types of spaces onsite. With the completed expansion works, the onsite and adjacent on-street parking totals 108 spaces. This exceeds the minimum car parking required by the ACT Parking and Vehicular Access General Code.

Both EDU and TCCS will continue to work closely with the school and the community to ensure that we foster a safe environment for all students attending Palmerston District Primary School.

In early July 2018, EDU in partnership with TCCS hosted a community forum to discuss parking and traffic concerns at the schools, although there was only limited attendance, the event was well received and appreciated by those attending. No additional concerns were raised with EDU and TCCS that had not previously been considered.

Key Information

Upgrade of car parks and improvements to traffic safety at ACT public schools is funded from the annual Public School Infrastructure Upgrade program .

This program addresses issues that impact on the safety of pedestrians, car parking spaces, safe school set-down and pick-up areas, and compliance with current ACT Parking and Vehicular Access General Code within school grounds.

The Parliamentary Agreement commits the ACT Government to improvements in road safety around schools:

- TCCS has facilitated the crossing guard supervisors (lollipop officers) program at 20 of the busiest school crossings. This allows children to safely cross at school crossings with a high traffic volume.
- The Directorate worked with TCCS to ensure that management and deployment of crossing guard supervisors is appropriately supported by each Directorate's governance arrangements.
- The school road safety plan includes new infrastructure, with bigger and better signage, dragon's teeth, dedicated school crossings and traffic islands. This investment will focus on the 20 schools identified as having the highest need. The Directorate has worked with TCCS to ensure the implementation of the measures is in line with the Active Streets program.
- TCCS rolled out the School Crossing Supervisor program at all 20 sites from Monday 5 February 2018. The full list of sites is available on the School Crossing Supervisor website. HOBAN Recruitment, the successful tender has recruited and trained approximately 35 supervisors and is continuing to recruit so they have a pool of supervisors trained.
- To increase safety around schools, the Directorate is working with TCCS in the creation of individual 'School Travel and Traffic Management Plans' and invest in effective and appropriate safety improvements including slower traffic speeds, more pedestrian crossings, improved walking and cycling connections, improved signage and education initiatives that will help both students and parents to use school car parks and roads more safely.

Following receipt of the February 2018 school census data, the parking requirements of all ACT public schools was reviewed.

With ongoing enrolment growth, for the correct number of either regular spaces (three schools), number of disabled parking spaces (two schools) or set-down areas (15 schools):

- Ainslie Primary School (general and set-down spaces)*;
- Alfred Deakin High School (set-down spaces);
- Canberra High School (set-down spaces)*;
- Carloine Chisholm School (set-down spaces)#;
- Chapman Primary School (set-down spaces)*;

- Charles Condor Primary School (set-down spaces)#;
- Charles Weston-Coombs School (set-down spaces)#;
- Charnwood-Dunlop Primary School (set-down spaces)#;
- Curtin Primary School (set-down spaces)#;
- Dickson College (set-down spaces)#;
- Erindale College (set-down spaces)#;
- Florey Primary School (set-down spaces)#;
- Giralang Primary School (set-down spaces)#;
- Gold Creek School – Junior Campas (set-down spaces)#;
- Gold Creeck Scool – Senior Campas (set-down spaces)#;
- Harrison School(set-down spaces)#;
- Hawker Primary School (set-down spaces)#;
- Kaleen Primary School (set-down spaces)*;
- Kingsford Smith School (set-down spaces)#;
- Lake Tuggeranong College (standard)*;
- Laynon High School (set-down spaces)#;
- Lyneham High School (general, disability and set-down spaces);
- Macgregor Primary School (set-down spaces)#;
- Macquaire Primary School (set-down spaces)*;
- Maribyrrnong Primary School (set-down spaces)*;
- Mawson Primary School (set-down spaces)*;
- Melba High School (set-down spaces)#;
- Melrose High School (set-down spaces)#;
- Miles Franklin Primary School (set-down spaces)#;
- Monash Primary School (set-down spaces)#;
- Mount Rogers Primary School (general spaces)*;
- Mount Stromlo High School (set-down spaces)*;
- Miles Franklin Primary School (set-down spaces)*;
- Neville Bonner Primary School (set-down spaces)*;
- Narrabundah College (disability spaces);
- North Ainslie Primary School (set-down spaces);
- Palmerston District Primary School (set-down spaces)#;

- Red Hill Primary School (set-down spaces)#;
- Mount Stromlo High School (set-down spaces)#;
- Taylor Primary School (set-down spaces)#;
- Telopea Park School (set-down spaces)*.
- Theodore Primary School (set-down spaces)#;
- Torrens Primary School (set-down spaces)#;
- University of Canberra Kaleen High School (set-down spaces)#;
- University of Canberra Senior Secondary College – Lake Ginninderra (disability and set-down spaces)#;
- Yarralumla Primary School (set-down spaces)#.

**Parking is available within the precinct or in close proximity to the school.*

Aggregated total number of spaces exceeds all requirements, the total number of standard spaces have been substituted for set-down spaces.

Planned car park improvements at ACT public schools include:

- Wanniasa Hills Primary School –The school has selected a design with the project progressing to the next stage of formal design and construction approval for delivery in 2018-19;
- Fraser Primary School – designs for an overflow car park on land adjacent to the school are complete, however alternative locations are now being considered due to zoning limitations of the previous space. Traffic engineers report has also identified additional opportunities for improvement to reduce congestion around the school;
- Palmerston District Primary School – preliminary designs for an overflow car park on the oval adjacent to the school are complete, EDU is in discussion with TCCS to determine viability of the site for a car park;
- Mount Rogers Community School – plan approved by the school and consultant for additional car park spaces to respond to increased student enrolments. A Development Application for the works has been submitted and decision is expected by October 2018;
- Ngunnawal Primary School – exploring options with the school for additional car park spaces to respond to increased student enrolments.
- Gold Creek School – the Directorate is working with TCCS to redesign the junior campus parent car park to improve pedestrian safety and traffic flow. In addition, a Temporary Traffic Management Plan was put into operation from June 2017 to facilitate a trial of the proposed changes, this will now be formalised;

- Theodore Primary School – investigation and works to relocating the disabled spaces, flow improvements to car park, signage and compliance improvements that will enable parking regulation enforcement;
- Hughes Preschool – investigations are ongoing into the provision of additional car park spaces;
- Amaroo School – a traffic study has been undertaken by Transport Canberra and City Services into parking and traffic issues around Amaroo School and Good Shepherd Primary School. Recommendations that are able to be implemented by Education are currently being considered; and
- Giralang Primary School – The owner of the adjacent commercial area redevelopment has agreed to upgrade and expand the carpark as part of the development. This will improve the bus access to the school and include bicycle storage facilities.

Background Information

- Wanniasa Hills Primary School – Bilson Place

Education has been provided with advice in relation to dwindling community facility-zoned land stocks. This issue has resulted in a government decision to suspend consideration of all direct sales of community facility land (apart from a few that were already significantly progressed), while a policy is developed for the remaining blocks/stocks. This has a direct impact on the proposed car park works at Waniassia Hills Primary School, Bilson Place (Block 5 Section 253 Wanniasa) as this space is a community facility zoned block. The policy work is being done by the Land Supply and Policy Division of EPSDD.

36.

Portfolio: Education & Early Childhood Development

ISSUE: CONDITION OF ACT PUBLIC SCHOOLS

Talking points:

- Each year the government invests over \$20 million maintaining ACT public schools;
- Over the four financial years from 2017-18, there will be \$85 million invested to improve the infrastructure of existing schools, including upgrades to learning spaces, expansions, accessibility improvements and replacement of end of life building systems and fabric.

Key Information

- **Repairs and Maintenance:**
 - The Education Directorate has an annual allocation of \$17.5 million to undertake planned and unforeseen repairs and maintenance works at ACT public schools and preschools as well as compliance programs.
 - A further \$6.0 million is allocated each year directly to ACT public schools. This funding is for physical infrastructure costs covering minor repairs and maintenance works.
 - In January 2017 the updated School Management Manual commenced and reflected a change in the apportioning of responsibility around schools repairs and maintenance activities.
 - The Directorate's Repairs and Maintenance Team now has responsibility for more functions related to compliance and safety. The schools are responsible for more general and low risk maintenance issues including painting, floorcoverings and minor electrical and plumbing issues. This affords the schools greater autonomy around their environment but assists greatly in piece of mind around important compliance responsibilities.
 - The 2018-19 repairs and maintenance works include:
 - Specific projects (e.g, balustrade replacements, electrical switchboard upgrades);
 - Heating, Ventilation and Air Conditioning maintenance and repairs;
 - Stormwater and sewer line inspections and rectification works;
 - Roof access safety system certification;
 - Lifts and auto doors inspections and maintenance;

- Emergency lighting inspections and maintenance;
 - Fire alarm system monitoring;
 - Asbestos materials surveys;
 - Asbestos removal;
 - Building condition assessments including drone technology to streamline and improve the assessment of roof and roof components;
 - Work health and safety related works; and
 - Security system upgrades.
- **Public School Infrastructure Upgrade (PSIU) program:**
 - In the 2016 ACT Election, the Labor Government committed to investing \$85m to upgrade and maintain ACT public schools from 2017-18 to 2020-21.
 - The 2018-19 PSIU program has an expenditure forecast of \$21.1 million to be committed in the current financial year and significant progress has already been made.
 - There have been responses from market already received for some projects in the first quarter of 2018-19 PSIU program with the following projects:
 - Wanniasa School – internal upgrades;
 - Torrens Primary School – learning kitchen upgrades;
 - Dickson College – toilet upgrades;
 - Majura Primary School – toilet upgrades; and
 - Kaleen Primary School – toilet upgrades.
 - Projects included in a priority works program for delivery for or in Term 1 2019 have had significant scope development in the first quarter of the 2018-19 PSIU program at the following sites:
 - Fraser Pre School – transportable classroom;
 - Mawson Primary School – transportable classroom;
 - North Ainslie Primary School – transportable classroom;
 - Red Hill Primary School – transportable classroom;
 - Campbell Primary School – disability toilet upgrades;
 - Miles Franklin Primary School – disability toilet upgrades;
 - The Woden School – disability toilet upgrades;
 - Alfred Deakin High School – new small group learning environment;
 - Ngunnawal Primary School – new small group learning environment;
 - Erindale College – new small group learning environment;
 - Florey Primary School – new small group learning environment;

- Forest Primary School – new small group learning environment;
 - Wanniasa School – new small group learning environment; and
 - Namadgi School – new small group learning environment.
- Additional schools included in sub programs that have progressed in due diligence stages in the first quarter of the 2018-19 PSIU program include the following updates:
 - School learning area improvements;
 - School administration and support area improvements;
 - School infrastructure revitalisation; and
 - Joint funding works.
 - A \$0.85m building tuning program is in place to conduct energy audits at schools where energy efficiency is low. Schools are selected according to annual and seasonal energy consumption compared against their peers with the high energy consumers being prioritised for audits, site visits and intervention works. The program identifies mechanical efficiencies to heating, ventilation and cooling systems in addition to building solutions that will assist in improving thermal comfort whilst managing energy consumption. The audits also assist in identifying investment priorities for inclusion in future works programs.
 -

Background Information

- The 2017-18 PSIU Program included:
 - Aranda Primary School expansion;
 - Arawang Primary School expansion;
 - Garran Primary School expansion;
 - The Woden School – Stage 2 of the master plan works will be completed across the two financial years of 2016-17 and 2017-18;
 - Mount Stromlo High School – roof replacement works (Stage 2);
 - Learning area improvements at:
 - Mount Stromlo High School;
 - Canberra High School;
 - Melba Copland College;
 - Lyneham High School;
 - UC Kaleen High School;
 - The O’Connor Co-operative School; and
 - Wanniasa School.
 - Internal capacity expansions to:
 - Palmerston Primary School;

- Yarralumla Primary School.
- Toilet upgrades at:
 - Lake Ginninderra College;
 - Black Mountain School; and
 - Makara School.
- Heating and Cooling upgrades at multiple schools.
- End of life asset replacements at multiple schools.
- Implementation of the Schools for All program at multiple schools.

37.

Portfolio: Education & Early Childhood Development

ISSUE: HEATING AND COOLING IN ACT PUBLIC SCHOOLS

Talking points:

- A program of works to increase the level of cooling in selected classrooms is underway and \$2.0 million is being spent in 2018-19 addressing cooling issues in schools. In 2017-18, \$3.35 million was spent addressing cooling issues in schools.
- All schools have an extreme temperature management plan to keep students and staff comfortable, as required by ACT Education Directorate policy.
- Each management plan for extreme temperatures is site specific. Activities to manage high temperatures include:
 - Optimising natural ventilation, air movement and shade;
 - Using additional fans or coolers;
 - Easy access to water and increased use of water play;
 - Rotating classes through cooler areas on site;
 - Adjusting educational programs and access to certain areas of the school to minimise potential for heat stress;
 - Adjusting uniforms, if required; and
 - Limiting playground access to shaded areas in addition to ensuring all students playing outside have hats, sunscreen and a water bottle.

Key Information

In the 2016 Election, ACT Labor committed to fund \$85m in ACT public school capital upgrades over the next 4 years. This program was intended to include upgrades to heating and cooling systems and build on the recent artificial cooling of all school libraries and administration areas.

- The Heat Mitigation in ACT Public Schools Program was initiated in early 2017 in response to the high temperatures experienced in some parts of ACT public schools in previous years.
- The Infrastructure and Capital Works (ICW) Branch has selected interventions that are able to be delivered in the required time frame and with the least impact on the

school in relation to disruption and long term energy consumption. The scope of works developed for each school will support the *Procedures for Managing Extreme Temperatures in ACT Public Schools* with a focus on the student spaces.

- More than 700 high priority spaces were identified by the schools in this program. Due to the scale of the identified issues, a phased implementation approach starting in 2017-18 over a number of years is being used. This approach prioritises schools according to a risk matrix.
- In 2017-18, an additional \$1.8m was allocated in the Infrastructure and Capital Works program to address priority areas in consultation with schools. This remediation continues to be delivered through a rolling program that includes passive solutions such as external shading, building insulation and glazing treatments. Where passive solutions are not suitable, installation of air cooling systems will be considered.
- \$2.0m has been allocated in the 2018-19 budget to continue with the delivery of these works.
- An advanced specimen tree planting program was implemented across five schools in 2017-18 to provide passive shading at Alfred Deakin High School, Amaroo School, Arawang Primary School, Miles Franklin Primary School and Callwell High School. Additional sites will be investigated and implemented during 2018-19.
- A building tuning program with a budget of \$0.85m will be undertaken in 2018-19 to reduce the carbon emissions at target schools within each school type (high school, college, primary school and early childhood school). The project targets an accelerated program of carbon emission reduction leading into the ACT Government Carbon Neutral Operations in 2020. Schools are identified based on their gas use intensity with the poorest performers in the previous year being selected for targeted investment. The works program includes; upgrades to mechanical heating plant and control systems; building envelope improvements including double glazing and insulation; trial of solar air heating and infrared heating to replace gas in preschools and halls; and capacity building for Building Service Officers through draught proofing workshops.

2017-18 Heating, Ventilation and Air Conditioning (HVAC) Program

At the end of June 2018, there were 2,255 maintenance calls to repair or replace existing HVAC assets, with 100% of the HVAC maintenance budget expended. The budget for HVAC specific works, which included works requested by schools, was also 100% expended.

Background Information

The former Minister for Education and Training made a statement in the Legislative Assembly in June 2015, about the ACT Government's position on heating and cooling in schools. This affirmed:

- Preference for natural ventilation – consistent with the ACT Government's carbon neutral strategies to reduce energy consumption;
- Employment of extreme temperature management plans; and

Cleared as complete and accurate: 12/10/2018

Cleared by: Director

Contact Officer Name: Rod Bray

Ext: 51289

Lead Directorate: Education

- Installation of artificial cooling in priority areas of schools – specialist education facilities, libraries and administration area to allow students to circulate to cooler areas.

There is a direct scientific correlation between the temperature of a learning space and the concentration levels of students. Studies identified that both low (<20° C) and high (>27° C) temperatures have negative effects on performance.

On the occasions where existing management activities are no longer effective, the Principal will consult with the Directorate's Health, Safety and Wellbeing Team and the Delegated Official who will determine whether a school should be closed.

The Directorate maintains engineering controls for thermal comfort throughout the year:

- Currently the majority of heating and cooling plants across the Directorate are working to acceptable standards; and
- As faults are identified, maintenance providers attend the affected specific schools.

Under the schools Repairs and Maintenance program, \$4.3 million is spent each year on heating and cooling maintenance. Early commitments to the HVAC budget for 2018-19 show Specific (requested) HVAC works currently committed to 56% of budget and HVAC compliance contract works committed to 76% of budget as at 10 September 2018.

In 2016, the Directorate sought tenders for new contractors to provide heating, ventilation and air conditioning (HVAC) maintenance services to schools. This contract is now performance-based and focuses on the thermal comfort of spaces within schools.

The Directorate is also investigating replacement of aged building management systems at schools. This is expected to improve the management of thermal comfort in schools as well as reduce energy consumption.

Calwell High School is receiving a building management system (excluding lighting) to facilitate coordinated control of the heating and cooling systems at a cost of \$0.15 million. This project is funded by the Education Directorate.

38.

Education & Early Childhood Development

ISSUE: ASBESTOS CONTAINING MATERIALS IN ACT PUBLIC SCHOOLS**Talking points:**

- Narrabundah College –The alternative temporary accommodation is completed, with students and staff occupying the buildings on day 1 of Term 3, 2018. The contract for the demolition of the three affected buildings has been awarded and site establishment occurred over the Term 3 holiday period.
- The safety of students, staff, contractors and the community is of paramount importance to the ACT Government and Education Directorate.
- The Directorate has well developed processes for the management of hazardous materials in ACT public schools.
- There are 69 public schools with confirmed presence of asbestos containing materials. Each of these schools has a Hazardous Materials Survey and Management Plan, including an Asbestos Register. A floor plan showing the known areas where asbestos containing materials are located is also displayed in the front entry area of all the schools.
- An independent licensed asbestos assessor is engaged by the Directorate to prepare the documentation.
- The Asbestos Register informs the school community, visitors and tradespeople on the location of asbestos containing materials in the school.
- Any asbestos removal works are completed by a licensed asbestos removalist. Asbestos is removed after hours when there are no students and staff in the school (i.e.: at night, on weekends and during school holidays).
- An audit of asbestos management in ACT public schools was undertaken between November 2017 and March 2018 with a draft report having recently been considered and commented on. The final report was then distributed on 4 September 2018.

Key Information

The Education Support Office, Repairs and Maintenance section is now financially responsible for all asbestos removal works in schools. This ensures that the management and removal occurs efficiently and safely and removes the financial burden from the schools.

Asbestos at Narrabundah College

Hazardous materials survey reports identify the presence of friable crocidolite* (blue) asbestos at Narrabundah College – within the ceiling space and external wall cavities of three multi-storey buildings (Buildings B, C and D).

*Crocidolite is the more dangerous form of asbestos.

The Government has agreed that demolition of the affected buildings at Narrabundah College needs to be undertaken and has provided funding for the demolition and temporary student accommodation in the form of modern transportable classrooms. The provision of temporary accommodation was completed for the commencement of Term 3, 2018.

Demolition of the three affected buildings will be programmed to occur outside of school hours and it is anticipated that most works will occur during the December / January school vacation.

Harrison School

During the week of 27 to 31 August 2018, the school identified asbestos containing material in the primary school garden beds. This material has been found in the recycled building materials used as ground cover.

Testing of the material confirms that it is non-friable asbestos. This means that if left undisturbed, it presents no hazard to staff or students. To eliminate the chance of the material being disturbed, the school with the assistance of the Education Directorate, placed construction fences around all garden bed areas.

Removal works were undertaken during the term 3 break by licenced asbestos removalists and the whole site is again asbestos free.

Asbestos at Education Construction Sites

In the event of asbestos containing material (ACM) being located or disturbed by a contractor on an education construction site, the following control actions are undertaken:

- If at any time material is suspected of containing asbestos, works must cease immediately, the area made safe and isolated. Air monitoring testing is to be carried out by a National Association of Testing Authorities (NATA) registered laboratory.
- The contractor is to notify WorkSafe ACT and the Directorate immediately.
- Demolition and excavation work in areas where it is possible that ACM may be exposed (eg: wet areas) must be undertaken after hours.
- In all cases, ACM must be removed and transported off site after school operating hours by a licensed asbestos removalist.
- A copy of the air monitoring results and/or the clearance certificates will be provided by the NATA registered laboratory prior to staff, students or general public gaining access to the area. The same clearance is also required prior to work recommencing by the contractor.
- If a large quantity of ACM or contaminated materials (soil, fire damaged buildings) is removed from a site, the contractor is to inform the ACT Environmental Protection Authority (EPA) and WorkSafe ACT and is to maintain records of compliant disposal.

Background Information

Asbestos was frequently used in building materials in Australia until the mid to late 1980s. The predominance of the use of asbestos containing materials lessened after this time until it was banned in 2004.

If well maintained and undisturbed, bonded asbestos materials (e.g. asbestos cement sheeting) do not pose a health risk. Asbestos containing materials are present in 69 ACT public schools, including Jervis Bay School.

Eleven schools have reports that indicate that no asbestos is present following visual non-destructive inspections.

Asbestos containing material is removed in accordance with WorkSafe ACT requirements by licensed contractors who are monitored by an independent NATA registered laboratory.

39.

Portfolio: Education and Early Childhood Development

ISSUE: ASBESTOS CONTAINING MATERIAL AT HARRISON SCHOOL

Talking points:

- Removal works were undertaken during the term 3 break by licenced asbestos removalists and the whole site is again asbestos free.
- Initial plans for garden bed rehabilitation has commenced. The final plans will be developed in consultation with the school community.

Key Information

- All testing of garden beds at Harrison School has been completed, with a small amount of non-friable asbestos-containing material (cement sheet debris) identified.
- The Chief Health Officer has confirmed it presents a low risk of releasing airborne fibres.
- WorkSafe ACT is responsible for investigating the source of the material.

Background Information

- A parent raised a concern with the school on Monday 27 August 2018 about whether the recycled building material used in garden beds had been tested for dangerous substances such as lead and asbestos.
- Testing occurred on Tuesday 28 August 2018 and the final testing report, confirming the presence of some non-friable asbestos, was received on the afternoon of Wednesday 29 August 2018.
- The garden beds were declared out of bounds when school returned the following day on Thursday 30 August 2018 and fencing of the garden beds commenced.
- Testing of all garden beds at the school continued and has now been completed at the school, with a total of 30 pieces of cement sheet debris testing positive for asbestos-containing materials.
- The Chief Health Officer has confirmed the asbestos found at Harrison School presents a low risk of releasing airborne fibres.
- WorkSafe ACT is investigating the source of the material and the Education Directorate has provided information about the contractors responsible for major works at the school to WorkSafe ACT.
- The principal provided regular updates to the school community about this matter and Education Support Office staff attended the school at drop-off and pick-up times to speak with parents and carers.

- The Work Safety Commissioner, Chief Health Officer and the Education Directorate's Executive Director, Business Services Division also attended a P&C meeting to brief parents and carers and answer any questions.

Not used

40.

Portfolio/s: Education & Early Childhood Development

ISSUE: CLEANING CONTRACTORS IN SCHOOLS

Talking points:

- A priority of government in delivering cleaning services to ACT public schools is the continuous improvement in the standards of cleaning performance and compliance, ethical employment and protection of the Industrial Relations and Employment (IRE) conditions of the cleaning staff.
- The Territory takes very seriously its commitment to the protection of workers' rights in the cleaning industry and has been instrumental in providing training on employment rights and conditions to ensure a level of compliance transparency by contract employers.

Key Information

- An open tender process was undertaken in 2017 valued at \$48 million over 4 years to replace a cleaning panel arrangement which had been in place since 2011 and expired on 30 June 2017. The Directorate undertook broad industry stakeholder consultation throughout the process on which the tender requirements were based, including United Voice, the Building Services Contractors Association of Australia (BSCAA) and an independent cleaning consultant.
- As a result of the tender process financial and administrative efficiencies were achieved with the reduction of 88 individual panel Service Agreements plus another 23 Deed contracts based on school size, to just four (4) new Agreements across eight (8) contract school packages covering 87 schools and the Hedley Beare Centre for Teaching and Learning. Contract engagements are with:
 - ACT Commercial Cleaning Service Pty Ltd
 - Dimeo Cleaning Services Pty Ltd
 - Menzies International (Aust.) Pty Ltd
 - Vivid Property Services Pty Ltd.

Audits

- As part of the service agreement between the four contractors and the Education Directorate, audits are to be undertaken throughout the contract period. The audits are:
 - Business Operations – including employee entitlement compliance;

- Cleaning Performance; and
- Workplace Health and Safety.
- These audits have now all been completed. The Directorate provided immediate feedback to all 4 contractors on the Work Health and Safety issues identified in the audits with providers required to rectify. The Directorate is considering findings from the audits and has provided further feedback to contractors. A follow up audit has been scheduled from the 15 October to 26 October 2018. The Directorate will provide feedback to all 4 contractors on any findings from the follow up audit.

Deed of Variation

- A Deed of Variation was issued to:
 - Increase cleaning services to 52 weeks a year including a 4 week annual leave provision, this will ensure cleaning personnel have continuous employment.
 - Increase the production rate to \$49.79 per hour (Inc. GST) for the 2018–19 financial year.

Act of Grace payments to eligible ACT public school cleaners

- To alleviate the effect of transition on the school cleaners, a direct payment equivalent to two weeks annual leave is being made by Government to eligible school cleaners who transferred to new cleaning companies, by way of Act of Grace payments.
- Time constraints to finalise procurement of school cleaning services prior to commencing the new contracts on 1 July 2017 led to a very limited time for workers to transition to the new cleaning providers.
- Due to the short transition timeframe between cleaning contracts, the majority of cleaners did not transfer on the commencement of the new contracts (1 July 2017) and were without employment for approximately 2 weeks.
- In addition, school cleaners will not have been able to accrue enough annual leave to be paid over the Christmas period. Generally, school cleaners have 4 weeks annual leave over the Christmas holidays.
- School cleaners are often vulnerable members of our community, from non-English speaking and low-socioeconomic backgrounds and are the least able to respond to periods without pay.
- There is a moral issue of addressing the financial impact of a short transition to new cleaning contractors on a vulnerable workforce.
- As there was not a legal requirement to make this payment, approval was sought and granted, from the Treasurer for Act of Grace payments under section 130 of the *Financial Management Act 1996*.
- All Act of Grace payments will be disclosed in the Directorate's financial statements, and includes details on each payment, the amounts and grounds for the payment, as required under this section of the Act.

- The Act of Grace program concluded at the end of the financial year with 188 cleaning staff receiving the payment.

Background Information

- Contract Agreements to commence 1 July 2017 were executed on Tuesday 27 June 2017 and Wednesday 28 June 2017. Unsuccessful tenderers were notified of the outcome on Wednesday 28 June 2017 and agreements were made publicly available on the ACT Contracts Register on Monday 3 July 2017.
- Approximately 290 existing cleaning staff who were employed under previous cleaning arrangements were re-engaged by the new cleaning contractors.
- The production rate and Personal Pay Rate (PPR) payable under the Agreements was set by the Territory, the PPR being at a rate above the Cleaning Services Award 2010.

The focus on continuous improvement to provide high quality cleaning services in ACT public schools addresses:

- Compliance
 - Industrial relations and employment performance
 - Maintenance of police checks
 - Safety systems
- Quality
 - Performance management
 - Audits/inspections
 - Regular meetings
- Administrative efficiency
 - Fewer transactions
- Communication and cooperative contracting
- Value for money

41.

Portfolio: Education & Early Childhood Development

**ISSUE: CHILDREN'S EDUCATION AND CARE ASSURANCE (CECA)
INVESTIGATIONS**

Talking points:

- CECA has a dedicated investigation team, and a team of experienced officers who assess any incidents or complaints which are notified to the regulatory authority.
- CECA assessed 241 incidents and complaints between 1 July 2018 and 30 September 2018. Of those matters triaged by CECA, 8 matters were investigated. Most matters engage harm, hazard or governance issues.
- During that time, 2 out of the 8 investigations were completed and compliance action was taken.
- CECA has a range of compliance tools available, ranging from an administrative letter, compliance notices, compliance directions, suspension powers, enforceable undertakings, conditions upon approvals and where people pose a risk of harm to children prohibition from participating in the sector.
- CECA is part of the professional community of practice around reportable conduct and works with ACT Policing, Child and Youth Protection Service and the Working With Vulnerable People team.

Key Information

- From 1 July 2018 to 30 September 2018 CECA's investigation team had assessed a total of 241 incidents and complaints. The total includes 187 incidents and 54 complaints.
- The triage team determined that approximately 8 of these matters required investigation because the information engaged harm, hazard or governance issues.
- The remaining matters were determined as being appropriately managed by providers and their services.
- During the period 1 July 2018 to 30 September 2018, approximately 2 out of the 8 investigations were completed, and where appropriate, compliance action was

taken. Compliance actions may range from administrative letters through to compliance notices and prohibition of educators.

- Major areas of investigation are: allegations of inappropriate interactions and harm to children, children unaccounted for or missing from services, below minimum staffing levels and inadequate supervision.

Background Information

Section 260 of the National Law specifies the functions of the Regulatory Authority, which includes:

- to assess services against the National Quality Standard and determine the ratings of those services
- to monitor and enforce compliance
- to receive and investigate complaints arising under this Law
- to educate and inform education and care services and the community about the National Quality Framework
- to work in collaboration with ACECQA to support and promote continuous quality improvements.

In exercising its investigative functions CECA follows Australian Government Investigation Standards. Authorised Officers responsible for conducting investigations are trained to Certificate IV in Government (Investigations). Authorised Officers responsible for the coordination and supervision of investigations are trained to Diploma of Government (Investigations). The qualifications enable officers to investigate matters to a criminal standard of evidence.

CECA assesses each source of alleged, apparent or potential contraventions applying a risk based methodology to case selection. A sub-team of senior Authorised Officers within CECA have oversight for decisions and recommendations for the acceptance of matters for investigation. An established triage process is in place for this assessment. A range of factors are considered in making such decisions, including – risk factors engaged, objective seriousness of the matter, prospects of establishing facts and the capacity of the investigations team.

CECA works closely with ACT Policing, Access Canberra's Working with Vulnerable People team, and the Child and Youth Protection Services team in Community Services Directorate. The Education and Care Services National Law is part of the Reportable Conduct and Information Sharing Legislation Amendment Act 2016. CECA is part of the Ombudsman's professional community of practice in respect of Reportable Conduct.

42.

Portfolio: Education & Early Childhood Development

ISSUE: EDUCATION AND CARE PLACES: AFFORDABILITY AND AVAILABILITY

Talking points:

- Since 2012 the number of early childhood services has increased from 280 to 357.
- The 357 services include long day care, school aged care, family day care and Government and independent preschools.
- There are approximately 13,000 full-time long day care places for children from birth to five years old.
- The ACT also has approximately 3600 preschool places in Government preschools and 1400 places in non-Government preschools.
- There are 10 family day care services operating in the ACT.
- We have an early childhood education and care sector that is available and accessed by many of our families. The quality and standard of our early childhood sector is increasing every year and we are continuing to provide programs and resources to enhance what we provide our children and families.
- 54 percent of ACT children aged 0 to 5 years attended a centre-based service eligible for child care benefit in 2017. This was the highest rate of any jurisdiction in Australia.
- There are children in our community who would benefit from early childhood education and care who are missing out due to cost and disadvantage.
- The cost of services is driven by factors such as:
 - the ACT's high employment rates and per capita incomes
 - the relatively small cohort of available early childhood workers
 - high proportion of infants and toddlers in ACT early childhood services

- uneven interaction between Government and non-Government early childhood services
- our small geographical footprint with higher price tolerances across the whole of the ACT.

Key Information

- Since 2001, the number of centre-based places across the ACT has more than doubled. Centre based services include long day care, school age care, Government and independent preschools.
- In January 2012 there were approximately 280 centre based services in the ACT. As at 30 June 2018 there are 357 centre based services in the ACT, an increase of 77 services over six years.
- As at 30 June 2018, there are approximately 13,000 long day care places available for children preschool age and under in centre-based education and care services. Additionally, there are 3595 places across 79 Government preschools.
- In addition there are 20 non-Government preschools offering approximately 1400 places for preschool aged children.

Background Information

In February 2016 the then Minister for Education commissioned a review to advise Government on cost, access and quality issues related to long day care services in the ACT.

Forty-seven long day care and independent preschools operate from ACT Government-owned facilities. The majority of long day care services that operate from ACT Government owned facilities pay a subsidised rent, while others receive a discount on commercial rents.

The review found that the sector has moved from an under supply of places to an oversupply over the last few years. This oversupply may be as much as 20%, although the impact is not being evenly experienced across providers in the ACT.

In 2017-18, CECA reviewed approximately 30 development applications and lease variations which indicate further increases to sector capacity over the next two years.

In 2017-18 sixteen new long day care centres commenced operation in the ACT.

District	Suburb	Maximum places
Gunghalin	Nicholls	130 (2017)
Inner North	Acton	112 (2017)
	Hackett	25 (2018)
	Reid	16 (2018)
Belconnen	Higgins	152 (2017)
	Holt	60 (2017)
	Kaleen	20 (2018)
Tuggeranong	Kambah	83 (2017)
	Richardson	35 (2017)
	Fyshwick	57 (2017)
	Wanniassa	50 (2017)
	Symonston	90 (2017)
Woden/Weston	Coombs	128 (2018)
	Phillip	90 (2018)
	Rivett	90 (2018)
	Serivce	86 (2018)

In 2017–18 the following services ceased operation:

- 6 March 2017 Almighty God Blessing Family Day Care
- 24 March 2017 Kidlets Early Learning Centre
- 26 May 2017 Great Beginnings & Future Family Day Care
- 19 July 2017 Early Childhood Community Australia
- 11 August 2017 Emmaus After School Care
- 1 September 2017 YMCA Duntroon Vacation Care
- 30 September 2017 Honey Tree Early Childhood Centre
- 7 November 2017 YMCA Gungahlin Vacation Care
- 15 November 2017 YMCA PMC Vacation Care

Cleared as complete and accurate: 16/10/2018

Cleared by: Director

Contact Officer Name: Sean Moysey

Lead Directorate:

Education

Ext: 72143

- 11 December 2017 Sherpa Kids CCS
- 18 December 2017 Sherpa Kids North Canberra
- 19 December 2017 YMCA Holy Trinity After School Care
- 20 December 2017 Australian Education and Training Services
- 21 February 2018 Holistic Family Day Care
- 28 February 2018 Jubba Family Day Care
- 9 March 2018 SWISH Vacation Care
- 23 April 2018 YMCA St John Vianney After School Care
- 30 June 2018 Communities@Work Tuggeranong CCEC

Costs

- The review found that the primary barrier to access to services in the ACT, relative to other jurisdictions, is the cost of those services, with a mean cost of \$105 per day, significantly higher than the national mean of just over \$80 per day. Costs in the ACT have been growing faster than in other jurisdictions for several years, making services relatively more expensive for families in the ACT than other jurisdictions.
- The factors driving higher costs in the ACT include:
 - The high employment rates and per capita incomes in the ACT setting market tolerances;
 - A shortage of suitable workers for the ECEC sector compared to larger jurisdictions;
 - The uneven interaction of the non-Government ECEC sector and the Government preschool component of the ECEC sector; and
 - The small geographical footprint of the ACT combined with a relatively even social distribution of disadvantaged families, resulting in higher price tolerances across the whole of the ACT that do not account for the thresholds of lower income families.
- The Australian Government subsidises the cost of child care by providing a means-tested Child Care Subsidy for parents or carers who attend work, study or training.
- The Australian Government Family Assistance Office also provides financial assistance to families who choose to have their children cared for by grandparents, relatives, friends or nannies. Benefits for these types of registered child care are paid at a flat rate and are not income tested.

43.

Portfolio: Education & Early Childhood Development

ISSUE: GROWTH IN QUALIFIED EARLY CHILDHOOD EDUCATION AND CARE (ECEC) WORK FORCE

Talking points:

- 61.7% primary contact staff in early childhood education have a formal qualification at or above a certificate III level.
- Since 2013 the ACT has seen an 11.2% improvement on the ECEC Workforce census figures for Certificate III graduates
- The 2016 ECEC Workforce census shows 34.4% of educators, in a CCB approved service, are studying towards a qualification.
- 89% of all teachers teaching preschool programs have completed an early childhood teaching degree qualification.
- The ACT Government's *Skilled Capital* program provides a \$5960 subsidy for up to 150 eligible students each year who enrol to study a Certificate III in Early Childhood Education and Care.
- The ACT continues to make progress in, and advocate for, increasing the professionalisation of the workforce.
- The ACT Government's Degree Scholarship Program is recurrently funded to provide 4 tertiary scholarships per year to a maximum of \$25,000 each.

Key Information

- On 1 February 2018 the Productivity Commission released its Report on Government Services chapter that covers childcare, education and training.
- The RoGS report shows that the ACT had 61.7% of primary contact staff in early education and care services with a relevant formal qualification at, or above, certificate III.
- While this figure is the lowest in the country it shows an 11.2% improvement on the 2013 workforce census figures for Certificate III graduates. The 2013 workforce census, as recorded in RoGS shows the ACT as having 50.6% of primary contact staff as having relevant formal qualifications.

Cleared as complete and accurate: 16/10/2018

Cleared by: Director

Contact Officer Name: Sean Moysey

Lead Directorate: Education

Ext: 72143

Page 1 of 3

- It is important to note that the RoGS data only counts Child Care Subsidy approved services. So the figures leave out a significant group of preschool services provided by Government and non-Government schools.
- The 2016 ECEC National Workforce Census was published on the Department of Education and Training website on Thursday 14 September 2017 and a copy was provided to the Directorate on 15 September 2017.
- The census shows that in the ACT 34.4% of educators are studying towards an ECEC qualification.
- There are 79 Government preschools and 20 non-Government preschools.
- In the ACT 89.1% of preschool teachers have completed an early childhood degree.
- The figures show that the ACT is on the right trajectory in a context where the number of staff has grown considerably. Over the six years between 2004 and 2010 sector staff grew by 398 or 32%. Between 2010 and 2013 sector staff grew by a further 366, or 21%. The RoGS data shows that between 2013 and 2016 the primary contact workforce grew by almost a further 1000 staff, which is approximately 30%.
- This evidence shows that the NQF is having a positive effect on decisions by providers and staff to obtain qualifications. The number of qualified staff is growing incrementally in a tough market.

Background Information

In 2010 the census of the ACT workforce was carried out prior to the NQF. Under ACT's previous law long day care was required to have a minimum of 50% staff that had to be diploma or tertiary qualified, the remaining 50% did not need any qualifications. No qualifications were required for family day care. For out of school hours care the ratio was one qualified person for every 33 children.

In 2010 the Commonwealth's census found that in the ACT 46.8% of primary contact staff had relevant formal qualification at, or above, Certificate III.

In May 2013 – only one year into the NQF – the Commonwealth conducted its second census and found 50.6% of primary contact staff in the ACT had relevant formal qualification at or above Certificate III.

Only 64% of the pool of respondents identified by the Commonwealth in 2013 provided data on staffing qualifications.

Even in the context of the new laws and a limited data pool, the Commonwealth's census shows a growth in the number of qualified staff in the ACT's ECEC sector.

Every authorised officer in the country, which includes the ACT, is trained by the national body, the Australian Children's Education and Care Quality Authority (ACECQA) to undertake assessment and ratings of services.

Cleared as complete and accurate: 16/10/2018

Cleared by: Director

Contact Officer Name: Sean Moysey

Lead Directorate: Education

Ext: 72143

Page 2 of 3

Since the NQF was introduced in 2012 the ACT Government has supported the growth of qualified staff for the ECEC sector with an Early Childhood scholarship program and an Early Childhood Degree program.

A total of 175 scholarship grants for certificate III study were funded between 2012 and 2015. The last 30 places from this funding were offered in the first half of 2016.

Since 2014 the degree program has funded approximately 61 candidates. An updated scholarship program is planned for release in late 2018.

The ACT Government's Skilled Capital program provides a \$5960 subsidy for up to 150 eligible students each year who enrol to study a Certificate III in Early Childhood Education and Care.

44.

Portfolio: Education & Early Childhood Development

ISSUE: UNIVERSAL ACCESS TO EARLY CHILDHOOD EDUCATION

Talking points:

- The Universal Access National Partnership Agreement is a keystone to ensuring young children have free universal access to early childhood education in the year before school.
- The ACT Government is the major contributor of free access to preschool through 12 hours a week of free preschool. The National Partnership provides an additional three hours which gets us to 15 hours of free preschool a week for four year olds.
- The ACT Government is committing approximately \$26.5 million in 2018-19 to provide the first 12 hours of free government preschool.
- The ACT has agreed to the 2018 Universal Access National Partnership Agreement with a total Commonwealth funding contribution of approximately \$9m to the Territory.
- This equates to approximately a \$2m increase for the ACT on previous agreements.
- In the 2018 Federal Budget the Australian Government committed a further \$440 million nationally to extend the Universal Access National Partnership Agreement into 2019.
- The Australian Government pulled out of the National Partnership for the National Quality Agenda (NQA) beyond June 2018.
- The ACT Government is currently part of a national conversation with State and Territory colleagues around advocating for an ongoing National Partnership for Universal Access with the Australian Government.
- The ACT, like other States and Territories would like to see the Australian Government engage in a longer-term approach to early childhood funding.

Key Information

- The National Partnership Agreement on Universal Access to Early Childhood Education (NP UAECE) provides for a Commonwealth funding contribution to deliver 600 hours of free preschool per year for four year olds.
- The ACT Government has made a long-standing commitment to universal access of children to preschool.
- The objective of the NP UAECE is to support universal access to, and improved participation by, children in quality early childhood education in the year before full-time schooling with a focus on Aboriginal and Torres Strait Islander children, and vulnerable and disadvantaged children.

NP UAECE 2018 and 2019

- On 25 September 2018, the Australian Government made a formal offer of the National Partnership on Universal Access to Early Childhood Education 2018 and 2019.
- This agreement is an extension on the NP UAECE for 2016 and 2017, with funding of \$2.7m for the 2017-18 financial year and \$9.1m for the 2018-19 financial year and \$6.5 for the 2019-20 financial year.
- This 24 month extension for 2018 and 2019 is the sixth in a series of such agreements which the ACT has signed: 2008-2013; 2013-2014; 2015; 2016-2017; 2018; and 2018 and 2019.
- The Australian Government has indicated publicly that it will not enter into a new NP UAECE beyond the 2019 extension unless it is satisfied on attendance data, and has resolved the issue of 'double funding' (distribution of NP UAECE funds to services that also receive funds under Family Assistance Law).

NP UAECE 2018

- On 10 April 2018, the Chief Minister signed the NP UAECE 2018 providing a total Commonwealth funding contribution of approximately \$9m to the ACT. Nationally, \$428 million was committed in Commonwealth funding.
- On 21 June 2018, the 2018 ACT Implementation Plan was signed by the Commonwealth Minister of Education and Training and includes:
 - 600 hours per year of free public preschool education
 - a scholarship program available to educators in public preschools, non-government preschools and long day care services to strengthen qualifications
 - infrastructure support for non-government service providers
 - promotion of preschool participation to all children, including Aboriginal and Torres Strait Islander children, and vulnerable and disadvantaged children through the Preschool Matters Program and website

Cleared as complete and accurate: 16/10/2018

Cleared by: Director

Contact Officer Name: Sean Moysey

Lead Directorate:

Education

Ext: 72143

Page 2 of 3

- delivery of the Preschool Matters Grants Program to facilitate parental engagement for ACT preschool or long day care services delivering 600 hours of preschool education.

NP UAECE 2016 and 2017

- As a requirement of the NP UAECE 2016 and 2017, the ACT's performance was measured against six performance indicators.
- In 2016 the ACT met five of the six indicators under the agreement and received a full payment for five indicators.
- Almost 96% of four year olds in the ACT were part of a preschool program. The ACT achieved result of 91% of Aboriginal and Torres Strait Islander children participating in a preschool program available for 600 hours per year. This result was 4% short of the agreed 95% target and resulted in a part-payment for that target.
- On 15 May 2017, the Australian Government notified the ACT of a partial performance payment to the ACT of \$4,933,561. This represents one percent less than the maximum payment.

Background Information

Quality early childhood education in the ACT is delivered in a range of settings including public preschools, non-government preschools and long day care centres.

Since 2009, the Australian Government has made a funding contribution to States and Territories to support preschool provision through the NP UAECE.

The ACT Government had already committed to providing preschool programs for 12 hours a week. By 2013, all ACT public preschools had increased their preschool provision from 12 to 15 hours per week, delivered by a qualified early childhood teacher under the National Quality Framework.

45.

Portfolio: Education & Early Childhood Development

ISSUE: EARLY CHILDHOOD STRATEGY

Talking points:

- In response to the huge amount of evidence of the wide range of benefits that quality early childhood education brings for children, families, and wider society, the ACT Government has committed to developing an Early Childhood Strategy for the ACT.
- Access to quality early childhood education and care can significantly help children to overcome the impact of early disadvantage, and improve their life chances.
- Four key elements of the Strategy have been identified. These are:
 - Increasing access, equity and affordability
 - Enhancing workforce and qualifications
 - Ensuring seamless transitions from Education and Care to School
 - Maximising the benefits to children from money spent.
- On 31 July 2018, I announced the ACT Government's goal of making phased-in provision of 15 hours per week, 600 hours per year of free, universal quality early childhood education for three year old children in the ACT a key component of the Strategy.
- Through the Strategy the Government is looking to provide a joined up policy framework to improve equitable access to quality early childhood education and care in the ACT.
- The development of the Strategy is supported by the Early Childhood Advisory Council.
- The Council brings together a broad range of representatives from across the early childhood education and care sector. Members have been selected not solely as representatives of their organisations but on the basis of their individual skills and expertise in the sector.

Cleared as complete and accurate: 16/10/2018

Cleared by: Director

Contact Officer Name: Sean Moysey

Lead Directorate: Education

Ext: 72143

Page 1 of 4

Key Information

Early Childhood Strategy

- The Early Childhood Strategy is aiming to provide a joined-up policy framework for supporting equitable access to early childhood education and care in the ACT, and a seamless user experience for children and families when accessing early childhood services.
- In November 2017 the Minister released an Early Childhood Strategy discussion paper emphasising the importance of children participating in early childhood education, prior to starting preschool, and providing access to early childhood education and care services for children experiencing vulnerabilities or disadvantage.
- On 31 July 2018, the Minister for Education and Early Childhood Development, Yvette Berry MLA, announced that the ACT Government wants to make phased-in provision of 15 hours per week, 600 hours per year of free, universal quality early childhood education for three year old children a key part of the ACT Early Childhood Strategy. Further information on this initiative is available in Assembly Brief 49.
- The ACT Government is developing the Strategy in 2018 in consultation with the Early Childhood Advisory Council and Inter-Directorate Committee.

Early Childhood Advisory Council

- The Early Childhood Advisory Council was established in August 2017 to foster a stronger partnership between the ACT Government and the early childhood education and care sector.
- The Council is made up of key stakeholders and experts in early childhood education and care. It is considered a mechanism to bring together the diverse parts of the education and care sector for collaborative input.
- The initial work of the Council has seen it report back to the Minister on proposals that arise from the Early Childhood Strategy and the Future of Education community conversation, which are both currently in development.
- The Council's inaugural meeting was held on 22 August 2017. Subsequent meetings have been held on 6 November 2017, 12 December 2017, 9 February 2018, 9 March 2018, 28 March 2018, 30 May 2018, 15 August 2018 and 2 October 2018.
- The establishment of the Council presents an opportunity to create dynamic and strong partnerships within the sector, with the ultimate aim of increasing access to quality early childhood education and care for every child in the ACT.

Early Childhood Strategy Inter-Directorate Committee

- The Inter-Directorate Committee (IDC) is made up of representatives from the Human Services Directorates and other key areas of Government. It has been established to drive proactive engagement within ACT Directorates on the development of the Early Childhood Strategy.
- Members will provide advice that gives a whole-of-Government perspective in relation to early childhood (such as harnessing existing resources) to ensure that the Strategy has strong synergies with cross-Directorate initiatives that engage with and impact children.
- On 11 July 2018, the inaugural meeting of the IDC was held. The meeting focused on the established evidence of the value of early learning in children’s development, the purpose of the Strategy and work undertaken to date. Subsequent meetings have been held on 22 August 2018 and 26 September 2018.
- The IDC is expected to meet monthly until the end of the of the year, and will continue to support the Strategy into 2019.

Background Information

The Early Childhood Strategy is a component of the Government’s Supporting Parents Plan election commitment EC LAB 030 and a component of the ACT Human Services Cluster work over the next three years.

Membership of the ECAC and the IDC is listed below.

Name	ECAC Position	Area of representation
Cathy Hudson (Chair)	Policy Advisor and Deputy Chair ACECQA Board	Independent Chair
Natalie Howson (Deputy Chair)	Director-General, ACT Education	Government
Reesha Stefek	Centre Director Woden Early Childhood Centre	Independent not for profit
Lisa Syrette	Manager, (Childcare) AIS Site Services Branch Australian Sports Commission	Independent not for profit
Bernadette Carbin	Director Children’s Services YWCA	Community not for profit
Bruce Papps	Chief Executive Officer Northside Community Service	Community not for profit
Jodie Ledbrook	Chief Executive Officer YMCA and Chair of ACT Children First	Community not for profit
Lee Maiden	Deputy Chief Executive Officer Communities@Work	Community not for profit and family day care
Sandy Leitch	President, ACT Branch Early Childhood Australia	Peak body

Cleared as complete and accurate: 16/10/2018

Cleared by: Director

Contact Officer Name: Sean Moysey

Ext: 72143

Lead Directorate: Education

Peter Curtis	President, ACT Sub-Branch Australian Education Union	Peak body
Alice Castrission	Catholic Preschool and SAC Officer Catholic Education Office	Catholic Education
Joanne Garrison	Senior Manager, Strategic Programs Association of Independent Schools ACT	Independent Schools
Simon Bennett	Executive Manager Anglicare	Not for profit and early childhood
Symmone Turner	President Preschool Teachers Professional Association	Professional association
Maurice Walker	Aboriginal and Torres Strait Islander Elected Body	Representative for Education

Name	IDC Position	Area of representation
Deb Efthmiades	Deputy Director-General System, Policy and Reform	Education Directorate
Jodie Griffiths-Cook	Children and Young People Commissioner	ACT Human Rights Commission
Stephen Miners	Deputy Under Treasurer	Chief Minister, Treasury and Economic Development Directorate
Sam Engele	Deputy Director-General, Policy and Cabinet	Chief Minister, Treasury and Economic Development Directorate
Richard Glenn	Deputy Director-General, Justice	Justice and Community Safety Directorate
Leonie McGregor	Deputy Director-General, Health Policy and Strategy	Health Directorate
Mark Huxley	Executive Director, School Improvement	Education Directorate

46.

Portfolio: Education & Early Childhood Development

ISSUE: LIFTING OUR GAME REPORT

Talking points:

- The commissioning of the *Lifting Our Game* report by States and Territories demonstrates a strong desire to prioritise early childhood education and care nationally, and to seek certainty from the Australian Government on funding and outcomes for early childhood.
- I thoroughly welcome and support the *Lifting Our Game* report which sums up the national and international evidence that shows the importance of early childhood education and care.
- *Lifting Our Game* is a great statement of the kind of policy the nation needs for early childhood and really resonates with the experience and thinking of States and Territories.
- The Report embraces six important themes to improve and expand access to early childhood education and care:
 - embedding national funding for Universal Access to early childhood programs in the year before school
 - broadening Universal Access to three year-olds
 - supporting children and families with particular needs
 - improving and supporting the early childhood workforce
 - improving parental engagement
 - improving transparency and accountability.
- The Report captures the large body of evidence that shows early childhood is critical to children’s cognitive and emotional development. The first five to eight years are fundamental to a child’s capacity for emotional control, relationship skills, language and numeracy.
- These themes align with the ACT Government’s values on early childhood.

- I certainly think that as a community, if we want quality early childhood education and care, then we need to look at ways to improve the working conditions of early childhood staff.
- What States and Territories will be waiting to see is how the Australian Government engages with the themes and recommendations of the Report.
- The ACT Government is developing an Early Childhood Strategy. *Lifting Our Game* is an excellent body of work and the Government will be giving the report close consideration to inform a position on the Report's recommendations and developing the Strategy.
- The Early Childhood Advisory Council have written to me in support of *Lifting our Game* and the implementation of the report's recommendations that are applicable in the ACT.

Key Information

- *Lifting Our Game* supports States and Territories case for meaningful Commonwealth engagement on developing national early childhood policy. The Report formed part of the evidence base at the COAG meeting of 9 February 2018 by South Australia and Victoria to advance the early childhood policy. Professor Deb Brennan and Ms Susan Pascoe will present to COAG on the Report at its next meeting for mid 2018.
- The Report and findings intend to complement the Australian Government's *Review to Achieve Educational Excellence in Australian Schools*, chaired by Mr David Gonski AC. The Review Panel delivered the final report to the Prime Minister, the Hon Malcolm Turnbull MP and Senator the Hon Simon Birmingham, Minister for Education and Training, on 28 March 2018. The Prime Minister and the Minister for Education and Training will make a decision about publication of the report following a period of consideration.
- *Lifting Our Game* makes 17 recommendations around the themes of:
 - Embedding foundations for future reform
 - Early childhood education for all three year olds
 - Access, equity and inclusion
 - Quality and workforce
 - Parent and community engagement

- Transparency and accountability
- Implementation.

- *Lifting Our Game* highlights the momentous early childhood education and care reforms in Australia over the past decade, including the introduction of Universal Access to early childhood education in the year before school and a consistent National Quality Framework.

Background Information

The Australian Government established the Review to Achieve Educational Excellence in Australian Schools (Gonski Review).

States and territories commissioned an additional piece of work which takes the Gonski Review's terms of reference to apply to the early years (0–5), the *Review to Achieve Educational Excellence in Australian Schools through Early Childhood Interventions* (the Review) led by Professor Deb Brennan and Ms Susan Pascoe (the Panel).

The Panel presented the Review to COAG's SOM on 24 November 2017. Jurisdictions supported the report being reviewed and considered by Education Council and COAG.

On 12 October 2017, the Panel conducted a consultation session with the ACT early childhood education sector and government representatives. The consultation session provided an opportunity for ACT stakeholders to contribute to the Review and provide an ACT context for consideration.

On 6 November 2017, the draft report of the Review was provided to jurisdictions for comment and feedback. The Panel specifically asked for feedback on ways to improve the quality of the analysis and argument in the report, and:

- whether the 2009 COAG strategy, Investing in the early years, is still relevant and/or resonant
- whether more could be made of the link to the First 1000 Days Working Group of the Prime Minister's Community Business Partnership.

On Monday 18 December 2017, the national working group participated in a teleconference to discuss the media and communications plan for release of the Panel's Report.

The Report was released on 1 February 2018.

47.

Portfolio: Education & Early Childhood Development

ISSUE: 2018 FEDERAL BUDGET FOR EARLY CHILDHOOD

Talking points:

- In the release of its 2018 Budget the Australian Government has committed no funding beyond June 2018, to the National Partnership for the National Quality Agenda (NQA).
- This ends the National Partnership on 30 December 2018 between the Commonwealth and States and Territories – a partnership delivering a robust and nationally consistent regulatory framework for early childhood education and care.
- The ACT, along with the other States and Territories, is concerned that the Australian Government unilaterally withdrew support for the National Partnership without any warning or consultation with jurisdictions, the regulatory bodies or the early childhood sector.
- Providing for the cost of regulation has been left to the States and Territories to work out. States and Territories have had no opportunity to make budgetary provisions. If effective regulation is to continue, States and Territories have to consider costs that may have to be passed on to Services.
- This decision by the Australian Government poses a challenge to embedding a consistent approach to regulation and rating and assessing services nationally.
- There is still a way to go to ensure that the 22% of services currently below the National Quality Standard are supported to improve their quality ratings.
- The National Partnership Agreement on Universal Access to Early Childhood Education (NP UAECE) will be funded until the end of 2019.

- The ACT Government, along with its colleagues in the States and Territories will be effectively planning and working towards advocating a better early childhood policy from the next Australian Government.

Key Information

- Although more than 90% of services (nationally) have received a quality rating this does not indicate an end to the need of quality assurance.
- Assessment and Rating is an ongoing processes that supports the improvement of service delivery and the maintenance of good practice within early childhood education and care services.
- Nationally, there is still a way to go to ensure that services below the National Quality Standard (NQS) are supported to improve their ratings, and to ensure that the regulatory bodies are supported to do their work in ensuring the social, emotional, physical and developmental wellbeing of children in education and care settings.

Background Information

Overall, in relation to early childhood education, the Australian Government committed to the following in its 2018 Budget released on 8 May 2018:

- \$8 billion investment in the new Child Care Subsidy (down from a predicted \$8.7b), which will come into effect from 2 July 2018
- \$14.0 million over two years to support the ongoing work of the Australian Children's Education and Care Quality Authority (ACECQA) through to 30 June 2020 in overseeing the National Quality Framework
- The ACECQA contribution replaces a \$61 million contribution to the States and Territories over the past three years.
- A further \$440 million for preschool education to extend the National Partnership Agreement on Universal Access to Early Childhood Education into 2019
- \$11.8 million to expand language instruction for students in preschool to Year 2 through the Early Learning Languages Australia (ELLA) program. The Australian Government established the Review to Achieve Educational Excellence in Australian Schools (Gonski Review).

The National Quality Framework (NQF) delivers a uniform national approach to quality in early education and care (ECEC) settings.

Currently, 78% of services nationally are 'meeting' or above the National Quality Standards (NQS). However, 22% of all services are not yet meeting the NQS, and the timeframe for reassessment is often slower than regulatory bodies would prefer.

As an outcome of the 2018 Budget, the National Partnership for the National Quality Agenda will end in 30 December 2018 and will not be renewed.

Cleared as complete and accurate: 16/10/2018

Cleared by: Director

Contact Officer Name: Sean Moysey

Lead Directorate: Education

Ext: 72143

48.

Portfolio/s Education & Early Childhood Development

ISSUE: AUSTRALIAN GOVERNMENT CHILD CARE SUBSIDY (FAMILY ASSISTANCE LAW)

Talking points:

- On 2 July 2018 the Australian Government's Child Care Subsidy and Additional Child Care Subsidy replaced the previous child care fee assistance payments (Child Care Benefit and Child Care Rebate).
- The Child Care Subsidy will be paid directly to service providers to be passed on to families.
- The Australian Government states it will be better targeted and provide more assistance to low and middle income families.
- The Child Care Subsidy is determined through two measures, a combined family income test and a three step activity test. A broad range of activities will meet the activity test requirements including: paid work; being self employed; doing unpaid work in a family business; looking for work; volunteering or studying. There will be exemptions to the activity test for parents who legitimately cannot meet the activity requirement.
- In April 2018 all families in receipt of Child Care Benefit and/or Child Care Rebate for approved care received a Centrelink letter about transitioning to the Child Care Subsidy.

Key Information

- ACT Playschools were informed via an email from the Office of Minister Birmingham that, on 21 June 2018, an amendment to section 45(2)(a) of the Child Care Minister's Rule will enable service who are out of scope of the National Law, to be taken as centre-based day care service, where they hold other state and territory licenses relevant to providing child care.
- This amendment makes it possible for services, such as ACT Playschools, to be taken as centre-based day care services on the basis of other relevant state licensing arrangement.

- Three ACT Playschools have been successfully applied to access Child Care Subsidy while still being regulated under the Children and Young Peoples Act 2008.
- The Early Childhood Policy and Regulation Branch have collaborated with the Australian Government to arrange an information session on the Child Care Subsidy and Additional Child Care Subsidy for approved services. This is scheduled for 1 November 2018.

Background Information

The Australian Government provides financial assistance to families, mainly as subsidies, under the Family Assistance Law.

Prior to 2 July 2018, the Australian Government provided families with two types of financial assistance to help cover the costs of approved child care – the Child Care Benefit and the Child Care Rebate. While the Child Care Benefit was based on the family income, the Child Care Rebate was not income tested.

The Child Care Rebate helped families cover the out-of-pocket costs of child care and was not income tested. For families whose income was too high to receive Child Care Benefit, families were often eligible for Child Care Rebate. It covered up to 50 per cent of out-of-pocket costs. The annual limit for 2017/18 was \$7,613 per child.

Under the *No Jab No Pay* legislation, from 1 January 2016, in order to be eligible for Child Care Benefit, families needed to ensure that their children meet the immunisation requirements which apply for all children up to the age of 19.

49.

Portfolio: Education & Early Childhood Development

ISSUE: WORKING TOWARDS EARLY CHILDHOOD EDUCATION FOR EVERY THREE YEAR OLD CHILD

Talking points:

- The ACT Government has set a goal to make phased-in provision of 15 hours per week, 600 hours per year of free, universal quality early childhood education for three year old children a key part of the ACT Early Childhood Strategy.
- This commitment has been made in response to the large body of evidence showing that early childhood is critical to children’s cognitive and emotional development.
- The evidence shows that access to quality early childhood education for two years prior to school provides significant educational and developmental benefits to children in the long term.
- The ACT Government’s aim is for the initiative to be a phased approach commencing in 2020, initially focusing on children who would benefit most.
- This phase will also consider improving access to and enhancing cultural safety for Aboriginal and Torres Strait Islander children in the ACT.
- Over the coming months the ACT Government will hold conversations with parents, the early childhood education sector, schools and the wider community about how, and therefore when, we will be able to provide access to early childhood education for all three year old children in the ACT.
- The Education Directorate will also be engaging an expert consultancy firm to undertake a substantial scoping and modelling analysis that will establish the specifics of the initiative.

Cleared as complete and accurate: 16/10/2018

Cleared by: Director

Contact Officer Name: Sean Moysey

Lead Directorate: Education

Ext: 72143

Page 1 of 2

Key Information

- On 31 July 2018, the Minister for Education and Early Childhood Development, Yvette Berry MLA, announced that the ACT Government wants to make phased-in provision of 15 hours per week, 600 hours per year of free, universal quality early childhood education for three year old children a key part of the ACT Early Childhood Strategy.
- The Education Directorate will be engaging an expert consultancy firm to undertake a substantial scoping and modelling analysis that will establish the specifics of the initiative.
- The ACT Government intends to shape the design around a non-commercial model, consistent with the approach to school education. The Government's intention is that the funding not be available where early childhood income is used for cross subsidisation of other services or programs.
- The following policy objectives will guide the development of the model:
 - emphasising the educational and developmental, rather than childminding, value of early childhood education
 - better aligning early childhood education as an essential social good alongside school education
 - ensuring every child regardless of means gains equitable access to high quality early childhood education
 - ensuring that children receive high quality education, including by improving professionalism among the workforce and recognising this in educator conditions
 - making the best possible use of government and community investment in infrastructure and people.
- All options that meet the ACT Government's criteria for the initiative will be considered.

Background Information

Lifting our Game

On 1 February 2018, *the Lifting our Game* report was released. This report was commissioned by States and Territories and sums up the national and international evidence that shows the importance of early childhood education and care.

Recommendation 5 of *Lifting our Game* states; *"Australian governments progressively implement universal access to 600 hours per year of a quality early childhood education program, for example preschool, for all three year olds, with access prioritised for disadvantaged children, families and communities during roll out."*

Early Childhood Strategy

The Early Childhood Strategy is a component of the Government's Supporting Parents Plan election commitment EC LAB 030 and a component of the ACT Human Services Cluster work over the next three years.

Early Childhood Advisory Council

In August 2017 you established the Early Childhood Advisory Council to provide expert advice to the ACT Government on early childhood education and care in the ACT. Since its formation the Early Childhood Advisory Council has supported the development of the Early Childhood Strategy.

Further information on the Strategy and the Council is available in Assembly Brief 53.

Cleared as complete and accurate: 16/10/2018

Cleared by: Director

Contact Officer Name: Sean Moysey

Lead Directorate: Education

Ext: 72143

Portfolio/s: Education & Early Childhood Development
Workplace Safety & Industrial Relations

ISSUE: OCCUPATIONAL VIOLENCE (ENFORCEABLE UNDERTAKING)

Talking points:

- ACT schools are happy and safe environments where students love to learn and engage with their friends and teachers.
- At the same time, everyone has the right to feel safe at work and those who work in schools are no exception.
- On occasion, there are incidents in which children, some vulnerable who are dealing with many issues beyond school or with other complex needs and behaviours, might lash out and push or kick a teacher.
- Over the past two years, nearly \$8 million has been spent or committed to improving work health and safety in the Directorate.
- The Education Directorate worked closely with the AEU and in July 2017 released its Occupational Violence Policy and Occupational Violence Management Plan.
- Additional resources for teachers, Learning Support Assistants and principals have been provided and the availability and accessibility of reporting mechanisms has been improved.
- On 28 September 2018 the Director-General entered into an enforceable undertaking with WorkSafe ACT on behalf of the ACT.
- As agreed in the undertaking, the Directorate will strengthen the implementation of the Occupational Violence Policy and Management Plan.
- The value of these additional activities will be \$2.375 Million.
- The Education Directorate will continue to work closely with WorkSafe as it implements this undertaking.
- Every worker has the right to be safe at work and to return home safely after work. I deeply regret the occasions where this has not occurred.

Cleared as complete and accurate:	26/10/2018	
Cleared by:	Director	Ext: 59203
Information Officer name:	Alison Fitzgerald	
Contact Officer name:	Kate O'Sullivan	Ext: 78794
Lead Directorate:	Education	

ANNUAL REPORT HEARING BRIEF

- Without speaking about individual cases, I can assure committee members that injured workers have been supported through workers' compensation arrangements including incapacity benefits, medical and rehabilitation expenses

Key Information

- Through investigation of incidents that occurred in three schools in 2016 and 2017, WorkSafe alleged that in some locations, at the time, the Directorate had inadequate processes to decrease the risk of injury to staff, failed to adjust them where they didn't work, and didn't implement adequate training for staff.
- Subsequent to the completion of the WorkSafe investigation, on 28 September 2018, the Education Directorate entered into an undertaking with WorkSafe ACT, on behalf of the Territory. This was made public on 15 October 2018 and contained limited details about three schools where teachers had been injured by students
- On 17 October 2018, ABC reported that a Canberra public school worker who was repeatedly [REDACTED] by one of [REDACTED] students was in [REDACTED] because of the psychological damage it caused. In response to this, the Education Directorate said it could not comment on particular incidents but sincerely regretted incidents of violence in some ACT schools.
- Reporting of occupational violence incidents has increased over the past two years as a result of the Directorate's strong emphasis on the importance of making such reports.
- In the 2015-16 year there were 713 reports made of incidents that involved occupational violence in schools. With the significant efforts to emphasise the importance of reporting these incidents, this number increased to 1631 in the 2016-17; and 2412 in 2017-18.

Background Information

- The Education Directorate was issued with an Improvement Notice from WorkSafe ACT on 10 March 2017 relating to "ongoing incidents of occupational violence".
- WorkSafe ACT outlined action required to address this notice as:
 - Development and Maintenance of Work Health and Safety specific risk assessment in response to incidents of Occupational Violence.
 - Retrospectively applying this system and management strategies to any previous incident of Occupational Violence.
- On 16 May 2017, WorkSafe ACT advised the Directorate they were satisfied with the comprehensive work being implemented and other work planned to address the risk. WorkSafe ACT advised that the Improvement Notice requirements had been met and it was no longer in effect.

Cleared as complete and accurate: 26/10/2018
Cleared by: Director Ext: 59203
Information Officer name: Alison Fitzgerald
Contact Officer name: Kate O'Sullivan Ext: 78794
Lead Directorate: Education

ANNUAL REPORT HEARING BRIEF

- As part of the Schools for All Program, the Directorate focussed on ongoing capability development of the workforce with regard to meeting the changing needs of students. This development and training had a particular focus on responding to students with complex needs and challenging behaviour.

Cleared as complete and accurate: 26/10/2018
Cleared by: Director Ext: 59203
Information Officer name: Alison Fitzgerald
Contact Officer name: Kate O'Sullivan Ext: 78794
Lead Directorate: Education

TRIM Ref:

Portfolio/s: Education & Early Childhood Development
Workplace Safety & Industrial Relations

ISSUE: WORK HEALTH AND SAFETY

Talking points:

- The Education Directorate holds the health, safety and wellbeing of its workforce and of its students at the core of its education and school improvement agenda.
- Over the past two years, nearly \$8m has been spent or committed to improving work health and safety in the Directorate.
- Along with a significant effort to address occupational violence, a range of injury prevention and management programs are in place to support workers including:
 - Delivery of the influenza vaccination program to 2,531 permanent and contract employees
 - Providing Hepatitis A/B vaccinations to targeted worker groups such as building service officers, first aid officers, early childhood educators and learning support assistants
 - Providing workstation assessments to assist with ergonomic set-up
 - Providing ongoing mandatory health and safety training for key worker groups
 - Providing the Employee Assistance Program counselling service for workers and their families for work and non-work related matters
- Under the *Work Health and Safety Act 2011* all workers have a duty of care to themselves and others in the workplace.
- In order to meet its obligations under the *Work Health and Safety Act 2011*, the Directorate has provided additional training to staff,

Cleared as complete and accurate:	Click here to enter a date.	
Cleared by:	Director	Ext: 59203
Information Officer name:	Alison Fitzgerald	
Contact Officer name:	Dean Colwill	Ext: 77398
Lead Directorate:	Education	

ANNUAL REPORT HEARING BRIEF

developed a Health Safety and Wellbeing Program of Work and implemented initiatives targeted at reducing injuries.

- The Directorate has exceeded its targets in its performance against the Australian Work Health and Safety Strategy in 2017-18 in relation to claims resulting in one or more weeks off work and claims for musculoskeletal disorders resulting in one or more weeks off work.

Key Information

- The *Work Health and Safety Act 2011* and *Work Health and Safety Regulations 2011* provide the legislative framework for workplace health and safety in the Territory. The legislation has removed crown immunity and treats both public and private sector workers in the same way.
- Under the legislation, individuals with significant influence over health and safety, including the allocation of resources, are referred to as 'Officers'. Officers have a particular responsibility to exercise due diligence to take reasonable steps to ensure appropriate resources, policies, and health and safety practices are in place to manage risk.
- The Directorate takes the position that safety is everyone's responsibility, and that every worker has significant obligations under the laws to act with due diligence to health and safety matters and that workers have a duty of care to themselves, other workers, and to other persons including students, to maintain a safe work environment.

Background Information

- The Directorate has made considerable effort to assist its workers to fulfil their safety obligations through:
 - Occupational Violence training for schools which covers roles and responsibilities, key definitions, risk management, post incident response and the reporting and investigation occupational violence related incidents;
 - Promotion of accident / incident reporting;
 - Supporting development of workplace health and safety risk registers;
 - Mandatory training of target groups including Building Services Officers (BSO), Business Managers, Learning Support Staff, School Assistants and Directorate Leaders including; asbestos awareness, confined spaces, height safety, sharps safety, chemical handling, manual handling and respectful workplaces;

Cleared as complete and accurate: [Click here to enter a date.](#)
Cleared by: Director Ext: 59203
Information Officer name: Alison Fitzgerald
Contact Officer name: Dean Colwill Ext: 77398
Lead Directorate: Education

ANNUAL REPORT HEARING BRIEF

- Training for Health and Safety Representatives (HSR);
- Development of a Health and Wellbeing Program;
- Development of targeted policy and guidelines to address safety risk in schools;
- Development and publication of the Directorate Safety Management System to assist workers with guidance and tools to assist manage safety risk;
- Implementing initiatives to reduce the numbers of musculoskeletal and slips, trips and falls injuries; and
- Supporting networking opportunities for BSO and HSRs.
- This sustained effort to raise safety awareness in schools and the Education Support Office has improved incident reporting with an increase in reports in 2017-18, when 3,139 worker work health and safety incident reports were received including 38 reports for other parties (compared to 2,242 in 2016-17).

Cleared as complete and accurate: [Click here to enter a date.](#)
Cleared by: Director Ext: 59203
Information Officer name: Alison Fitzgerald
Contact Officer name: Dean Colwill Ext: 77398
Lead Directorate: Education

TRIM Ref:

Portfolio/s: Education & Early Childhood Development**ISSUE: TEACHING CONDITIONS: ACT COMPARISONS WITH OTHER JURISDICTIONS****Talking points:**

- ACT public school teachers' salary and conditions remain competitive with all Australian jurisdictions.
- ACT teachers remain the second highest paid into the foreseeable future, behind WA and ahead of all other jurisdictions.
- Top of the range classroom teachers are currently paid \$101,821 pa.
- Teachers who achieve certification at the higher national standards of Highly Accomplished and Lead Teacher are financially rewarded with an additional salary increment or a one year allowance for teachers at the top salary scale or executive teachers.
- Comparison of Principals and School leader (Deputy Principal/Executive teacher) positions across jurisdictions is difficult given the varying methodologies for determination of remuneration.

Key Information

- Teacher conditions are set out in the *ACTPS Education and Training Directorate (Teaching Staff) Enterprise Agreement 2014-2018* (the Agreement), which match or better conditions in other jurisdictions.
- ACT teachers enjoy better employer superannuation contributions than most other jurisdictions: If an employee contributes 3 percent or more of their salary, the employer contribution rate is 11.5 percent.
- Face to face teaching hours in primary schools at 21 hours 30 minutes per week are lower than all other jurisdictions except WA (21h 20m).
- Face to face teaching hours in secondary schools at 19 hours per week are lower than any other jurisdiction.
- Face to face teaching hours for first year teachers are reduced to facilitate coaching and mentoring support.
- ACT has 196 teaching days, second lowest overall (NT 194 days).

Cleared as complete and accurate: 29/10/2018
Cleared by: Director Ext:74094
Information Officer name: Alison Fitzgerald
Contact Officer name: Michelle Tranda Ext:57390
Lead Directorate: Education

ANNUAL REPORT HEARING BRIEF

- Student-teacher ratio (ABS 2017) ACT primary (15.6) is equal to WA (15.6) and lower than NSW (15.8) and higher than all other jurisdictions. Australian average is 15.
- Student-teacher ratio (ABS 2017) ACT secondary (12.3) is equal to Vic (12.3) and is lower than all other jurisdictions. Australian average is 12.4

Background Information

- The current *ACTPS Education and Training Directorate (Teaching Staff) Enterprise Agreement 2014-2018* expired on 30 September 2018.
- Bargaining for the new teacher agreement formally commenced on 3 January 2018.

Cleared as complete and accurate: 29/10/2018
Cleared by: Director Ext:74094
Information Officer name: Alison Fitzgerald
Contact Officer name: Michelle Tranda Ext:57390
Lead Directorate: Education

TRIM Ref:

Portfolio/s: Education & Early Childhood Development

Choose a Portfolio

ISSUE: **Ombudsman Reportable Conduct Investigation**

Talking points:

- The ACT Government and Education Directorate are committed to the safety and wellbeing of children and young people, and to the effective implementation of the reportable conduct scheme.
- The ACT Ombudsman provided a report on his investigation of a reportable conduct allegation managed by the Education Directorate in October 2018.
- The Ombudsman has released a public statement about the investigation as the issues raised and subsequent recommendations may be equally of benefit to other organisations covered by the scheme.
- The Directorate has accepted all of the recommendations and implementation of those recommendations has commenced.
- The recommendations primarily focus on development and review of reportable conduct policies, procedures and training for staff.

Key Information

- The Directorate is developing a Reportable Conduct Policy, associated guidelines and mandatory online training in consultation with key stakeholders.
- The Directorate is also reviewing the Teachers' Code of Professional Practice, to ensure the code provides guidance to staff on appropriate behaviours and professional boundaries in relation to working with students.
- This matter occurred shortly after the introduction of the scheme and police did not proceed to criminal charges.
- The Ombudsman has confirmed that he does not intend to provide any further information about the investigation or the allegation due to the sensitive nature of reportable conduct matters.

Cleared as complete and accurate: 30/10/2018
Cleared by: Director Ext: 59203
Information Officer name: Alison Fitzgerald
Contact Officer name: Sally Green Ext: 59438
Lead Directorate: Education

Background Information

- The ACT's Reportable Conduct Scheme commenced on 1 July 2017, to oversee how organisations prevent and respond to allegations of child abuse and misconduct.
- On 11 January 2018, the ACT Ombudsman notified the Directorate that it was commencing an investigation under s17k of the Ombudsman Act 1989, into the Directorate's handling of a reportable conduct matter which related to a teacher's interactions with a student.
- The Ombudsman's public statement, released in October, included 7 recommendations which the Directorate accepted.

Cleared as complete and accurate:	30/10/2018	
Cleared by:	Director	Ext: 59203
Information Officer name:	Alison Fitzgerald	
Contact Officer name:	Sally Green	Ext: 59438
Lead Directorate:	Education	

TRIM Ref:

53.

Portfolio: Education & Early Childhood Development

ISSUE: COMMONWEALTH EDUCATION FUNDING**Talking points:**

- The ACT Government welcomes additional Commonwealth education funding to all schools in the ACT.
- The Commonwealth is a minor funding provider to ACT public schools, and the anticipated annual increases are relatively small.
- In order to ensure that Commonwealth Government funding flows to all ACT schools in 2018, in November 2017 on behalf of the ACT Government signed an interim agreement around schools funding and reform principles.
- It is anticipated that Commonwealth education funding to the non-government sector will decrease over the next 10 years.
- As Minister for Education and Early Childhood Development, I welcome the release of the report commissioned by the Commonwealth in relation to the Review of the socio-economic status (SES) score methodology, which is used to determine the Commonwealth's per-student base recurrent funding contribution for individual non-government schools.
- I note the report recommends a revised methodology based on measure of median income of parents and guardians of the students, and I look forward to working with the Commonwealth to assess and implement this and the other recommendations provided in the report.

Key Information

- On 23 June 2017 the Commonwealth Government passed amendments to legislation on education funding arrangements (*Education Act 2013*). A key difference from previous arrangements is that the Commonwealth, States and Territories are each responsible for funding a determined portion of the Schooling Resource Standard (SRS) baseline.

QUESTION TIME BRIEF

	Commonwealth share of SRS	State/Territory share of SRS
Government schools	20 per cent	80 per cent
Non-Government schools	80 per cent	20 per cent

- Commonwealth funding will be tied to conditions, including States and Territories meeting their share of the SRS baseline and maintaining real per student funding levels.
- In 2017, the Commonwealth provided funding equivalent to 16 per cent of the SRS baseline for Canberra Public schools. Under the proposed bilateral agreement, the Commonwealth has committed to transition funding to Canberra Public Schools over 10 years to 20 per cent portion of the SRS baseline for government schools which would increase Commonwealth funding for this sector.
- The Commonwealth's funding for the majority of ACT non-government schools is currently higher than 80 per cent of the SRS baseline for most schools. This position is due to historical funding arrangements and the removal of special arrangements for the calculation of some ACT non-government schools, capacity, most notably the ACT Catholic Systemic Schools.
- As the Commonwealth currently provides funding in excess of 80 per cent of the SRS baseline for non-government schools, the proposed bilateral agreement would decrease Commonwealth funding for this sector over a transitional period of 10 years. To assist non-government schools during the transition period, the Commonwealth announced that transition funding of \$57.9 million over the initial first four years will be provided for ACT non-government schools.
- The reforms and policy platforms that will be part of the conditions of funding will be informed by The Review to Achieve Educational Excellence in Australian Schools (known as Gonski 2.0) which was released on 28 March 2018.
- The National agreement will include goals, principles and national reforms while the bilateral agreements will include Territory financial contributions and local reforms.
- The conditions and sanctions arising from not meeting the agreed requirements will be reflected in the final tranche of amendments to the Australian Education Act Regulation, which will occur in parallel with the development of the national and bilateral agreements.
- The Commonwealth has announced a commitment to a sector blind, consistent and needs based funding model adding resources to deliver what students need.
- The National School Resourcing Board has submitted its first report on its [review of the socio-economic status score methodology](#) to the Commonwealth Minister for Education and Training on 29 June 2018.
- The main recommendations from the report include that the capacity to contribute for a school be determined based on a direct measure of median income of parents

Cleared as complete and accurate: 15/10/2018

Cleared by: Chief Finance Officer

Contact Officer Name: Lynette Daly

Ext: 52685

Lead Directorate:

Education

and guardians of the students at the school (recommendation 2), and to consult further with the non-government sectors and experts on the development of, and transition to, a new direct measure of capacity to contribute for implementation from 2020 (recommendation 3).

- On 20 September 2018, Commonwealth Government announced a funding package of \$4.6 billion to assist non-government schools with transitioning to the SRS. These include: new Capacity to Contribute determined by direct measure of median income of parents of students of \$3.2 billion (applied from 2020 to 2029); Choice and Affordability fund of \$1.2 billion; and interim funding for 2019 of \$171m by applying the 2016 Census updated SES scores.
- The Government is currently assessing the financial impact of the new Commonwealth education funding model based on new SES scores.

Background Information

- The Commonwealth announced its intention to target the government sector where need is greater.
- The Commonwealth announced that total funding for education will grow from around \$17.5 billion in 2017 to \$22.1 billion in 2021 and \$30.6 billion by 2027. This equates to an increase of 75% in Commonwealth funding over 10 years.
- At the end of the next 10 years the Commonwealth will transition to an even share of funding across States and Territories in each sector.
- For non-government schools, the Commonwealth initially committed to provide 80% of funding under the Schooling Resource Standard by 2027.
- The Australian Government has established the National School Resourcing Board (the Board) to provide greater independent oversight over Commonwealth school funding.
- The Board's first priority was to review the funding arrangements for determining the capacity of non-government school communities to contribute to the operational costs of their school.
- The Commonwealth's 2018-19 Budget has been developed in line with the proposed reforms and legislative changes.
- Following the announcement by the Commonwealth on 20 September 2018 about the new SES scores to be implemented from 2020, Commonwealth intends to transition all non-government schools to SRS by 2029.

54.

Portfolio: Education & Early Childhood Development

ISSUE: FUNDING FOR CANBERRA PUBLIC SCHOOLS AND NON-GOVERNMENT SCHOOLS

Talking points:

- The 2018-19 ACT Government Budget provides a 6 per cent increase in funding for ACT public schools with total funding of \$704.6 million.
The 2018-19 ACT Government Budget provides a 4 per cent increase in funding for non-government schools with total funding of \$302.1 million.

Key Information

- Recurrent funding to ACT public schools in 2018-19 is budgeted to be \$704.6 million. This represents an increase of \$42.5 million or 6 per cent over the 2017-18 estimated outcome.
- Recurrent funding to ACT non-government schools in 2018-19 is budgeted to be \$302.1 million. This represents an increase of \$10.5 million or 4 per cent over the 2017-18 estimated outcome.
- The 2018-19 ACT Government Budget does not incorporate the funding impact of the Commonwealth transition funding under the 'Quality Schools' model (Gonski 2.0).
- To assist non-government schools during the transition period, the Commonwealth announced that transition funding of \$57.9 million over the initial first four years will be provided for ACT non-government schools.

Background Information

- Recurrent funding for ACT public school education has increased by \$42.5 million from 2017-18 to 2018-19. This translates to a funding increase of 6 per cent.
- Over the same period, recurrent funding for non-government schools (ACT and Australian Government) has increased by around \$10.7 million. On a per capita basis the increase is 4 per cent.

The following tables provide details:

Public School Education	2017-18 Est Out	2018-19 Budget	Increase	Increase
	\$000	\$000	\$000	Percent
ACT Government ^{1,2}	565,261	597,549	32,288	6
Australian Government ³	96,874	107,079	10,205	11
Total	662,135	704,628	42,493	6
Student Numbers ⁴	46,557	47,945	1,388	3

	\$	\$	\$	Percent
<i>ACT Government Per Student Funding</i>	<i>12,141</i>	<i>12,541</i>	<i>400</i>	<i>3</i>
<i>Australian Government Per Student Funding</i>	<i>2,081</i>	<i>2,233</i>	<i>152</i>	<i>7</i>
<i>TOTAL Per Student Funding</i>	<i>14,222</i>	<i>14,774</i>	<i>552</i>	<i>4</i>

Notes:

1. Includes preschool and early intervention funding.
2. The increase is primarily due to rollovers, indexation and initiatives, including growth.
3. Includes recurrent funding and funding for National Partnerships Programs. The increase is primarily due to enrolment increases.
4. Includes preschool students, as they are funded by government.

Non-Government School Education	2017-18 Est Out	2018-19 Budget	Increase	Increase
	\$000	\$000	\$000	Percent
ACT Government ¹	67,250	72,440	5,322	8
Australian Government ²	224,385	229,707	5,190	2
Total	291,635	302,147	10,512	4
Student Numbers ⁴	27,391	27,391	0	0

	\$	\$	\$	Percent
<i>ACT Government Per Student Funding⁴</i>	2,455	2,645	190	8
<i>Australian Government Per Student Funding</i>	8,192	8,386	194	2
<i>TOTAL Per Student Funding</i>	10,647	11,031	384	4

Notes:

1. Includes ACT Government funding for administrative functions relating to non-government schools (Controlled Recurrent Payment funding for Output Class 2, excluding commonwealth grants for the Chaplaincy program NP).
2. Includes Australian Government grants provided to non-government schools through Controlled Recurrent Payments (for the Chaplaincy Program NP). The transition funding announced in the 2018-19 Commonwealth Budget estimates for 'Quality Schools' have not been included in the 2018-19 ACT Government Budget as the amount of the additional \$57.9m anticipated in 2018-19 has not been quantified.
3. Excludes preschool students as they are not funded by government. Non-government student enrolments are taken from the Commonwealth's August 2017 Census.

Portfolio/s: Education and Early Childhood Development

ISSUE: CONTRACT MANAGEMENT

Talking points:

- On a monthly basis Strategic Finance Branch undertake an assessment of all invoices received over \$25,000 to determine which of these are notifiable invoices in accordance with the Government Procurement Act 2001.
- As part of this process an assessment is undertaken to ensure the goods and/or services associated with the invoice have been procured in compliance with the Act and the associated contract is on the ACT Government Contracts Register.
- The Strategic Procurement Unit provides support to schools in the procurement and contract management process.

Key Information

- The majority of contracts that were entered into through a single select or quotations were for school camps or excursions.
- There is future intention to establish a panel of providers for school camps and excursions to enable schools to seek a quote from a provider on the panel. This will minimise administration at a school level and ensure compliance with the Act.
- Where procurements in the Annual Report are listed as 'Quotation' this is the same as a select process where quotes have been sought for goods/services/works under the \$200,000 threshold.

Background Information

- Invoices excluded from the Notifiable Invoices Register include such things as transfer of funding for goods and services between Directorates or internal payments.
- It is possible that schools have entered into contractual agreements that the Education Support Office is unaware of.

ASSEMBLY BRIEF

55.

Portfolio: Chief Minister

ISSUE: COSTING OF QUESTIONS ON NOTICE

Talking points:

- The government recognises the vital role that Questions on Notice (QoN) play in the functioning of the Legislative Assembly. We must also acknowledge that, in some cases, QoNs can require significant resources to respond to and may impact delivery of services to the community.
- To transparently communicate the level of resourcing needed to respond to each QoN, each response will now include details of the time taken and approximate cost to prepare the response.
- This will also support an understanding of why, on rare occasions, some questions may not be answered due to the unreasonable diversion of resources needed to prepare a response.

Key Information

- This practise began with Questions on Notice Paper No. 16 (23 February 2018).
- Times reflect the total time taken to prepare and provide each response. Where applicable, this includes time spent by administrative support staff to identify and coordinate input from other business units, as well as time taken during review and clearance processes.
- Costings are approximate and are based on the the hourly rates corresponding to the classification/level of the particular staff members involved in preparing each response.
- Times and costings are calculated using a standardised whole of government tool that is compelled for each QON. Aside from time taken to prepare the original tool there is no additional time or cost required to calculate or include times or costings with responses to QONs.
- Guidance on how directorates should handle QONs that they believe will have an impact on their ability to deliver services for the community is published openly on the CMTEDD website.

Cleared as complete and accurate: 01/05/2018
Cleared by: Executive Director Ext: 50230
Contact Officer Name: Sam Engele Ext: 50230
Lead Directorate: Chief Minister, Treasury and
Economic Development

Background Information – may not be suitable for public disclosure

- The volume of QONs taken during the Ninth Assembly has increased significantly compared to previous Assemblies. More QONs were received during the first 11 months of the Ninth Assembly than during the entirety of the Eight Assembly. The average number of separate questions within each QON has also increased.
- Of the 59 QONs from QON Paper 15 that were answered, the median time required to respond was 3.5 person-hours. Weighted by staff classification, this equated to a median cost of approximately \$329 per question.
- One in seven questions from NP15 required more than 10 person-hours to answer. The most resource intensive question required 55 person-hours. In two instances a Minister decided not to answer a QON due to the diversion of resources that would be required. JACSD estimated that responding to those two QONs would have required 300 person-hours each.

Cleared as complete and accurate: 01/05/2018
Cleared by: Executive Director Ext: 50230
Contact Officer Name: Sam Engele Ext: 50230
Lead Directorate: Chief Minister, Treasury and
Economic Development

Portfolio/s: Education & Early Childhood Development

ISSUE: University of Canberra Affiliated Schools Program

Talking points:

- The recent ACT Government Budget included \$4.5 million over four years for the University of Canberra (UC) Affiliated Schools Program.
- The key aim of the Program is to enhance ACT public school students' learning and schooling outcomes through professional learning for pre-service and in-service teachers, and collaborative research initiatives.
- The Program involves 25 ACT public schools working in partnership with UC over a five-year period.

Key Information

- Some Affiliated Schools will engage in all six elements of the Program, beginning with five schools in 2019, and increasing by five schools each year to 25 schools in 2023. The six elements of the Program are:
 - school-based pre-service teacher education clinics, run by UC, to enhance the professional experience component of initial teacher education
 - professional learning for in-service teachers, delivered by UC academics
 - a research framework to support school improvement initiatives
 - scholarships for in-service teachers to undertake Masters-level study, funded by the Directorate
 - professional experience placements, for pre-service teachers in their first to fourth years at UC, and postgraduate students undertaking their Masters
 - a school-based coordinator, partially funded by the Directorate (\$50K per school in 2019), to oversee the school's engagement with UC.
- The remaining affiliated schools (20 in 2019) will participate in three elements only: school-based teacher education clinics, professional learning and professional experience placements.
- All ACT public schools, their students and their staff will benefit from a close relationship between UC and the ACT Education Directorate. The Affiliated Schools Program will enhance preservice teacher education, meaning graduates from UC will be better prepared to teach in ACT schools. Research conducted between UC and Affiliated Schools will be widely shared throughout the Directorate via professional

Cleared as complete and accurate: 30/10/2018
Cleared by: Director Ext: 59205
Information Officer name: Josephine Andersen
Contact Officer name: Josephine Andersen Ext: 59350
Lead Directorate: Education

CHOOSE BRIEF TYPE

learning, resources, evidence-based programs and other leading initiatives.

- Beyond the initial 25 schools, a second and third implementation phase of the Program will provide opportunities for more schools to engage in the partnership in the future.
- ACT public schools collaborate with tertiary institutions other than UC to conduct research and provide placements for pre-service teachers; affiliation will not require schools to enter into an exclusive partnership with UC.

Background Information

- The initial group of 25 schools was selected by the Directorate and UC based on their past commitment and existing capacity to:
 - prepare and develop the teacher workforce
 - work collaboratively with the university and other schools to improve student learning outcomes through teacher development, school-based research and innovation in curriculum and pedagogy
 - work with academics and teachers to learn about and generate new knowledge, practice and innovation in education
 - provide the human and physical resources to contribute to and benefit from the Program, including the hosting of preservice teacher education clinics.
- The Program will enhance and extend existing arrangements between UC and UC Senior Secondary College Lake Ginninderra and UC High School Kaleen, launched in 2010.
- An Advisory Group and Working Group, comprising representatives from UC and the Directorate, have convened regularly to develop the Program's scope and detail.

Cleared as complete and accurate:	30/10/2018	
Cleared by:	Director	Ext: 59205
Information Officer name:	Josephine Andersen	
Contact Officer name:	Josephine Andersen	Ext: 59350
Lead Directorate:	Education	

TRIM Ref: