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2019-20 Select Committee on Estimates

The Select Committee on Estimates 2019-2020 was established on Thursday 21 February 2019



Miss Candice Burch MLA (Chair)
Canberra Liberals



Ms Bec Cody MLA (Deputy Chair)
Australian Labor Party



Mrs Giulia Jones MLA
Canberra Liberals



Ms Caroline Le Couteur MLA
ACT Greens



Mr Michael Pettersson MLA
Australian Labor Party

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Portfolio/s Education & Early Childhood Development

TOPIC: School Education Advisory Committee (SEAC) – Safe and Supportive Schools

Background

- The SEAC has been established by the Minister for Education and Early Childhood Development to provide advice to the Government on opportunities for strengthening safe and supportive school culture in every ACT Government school by reviewing current policies, procedures and processes.
- The members of the SEAC were chosen by the Minister as they represent a broad stakeholder group and bring extensive expertise and knowledge to the process, independent of the Directorate.
- The SEAC will deliver its final report to the Minister in August 2019. A status update was provided to the Minister in May 2019.
- The SEAC will look at the implementation of the Positive Behaviours for Learning and other targeted interventions that support the Safe and Supportive Schools policy.

Related Facts/Figures

- To date, 60 per cent of ACT public schools (51) have started their PBL journey, including primary, high schools, specialist schools and colleges.

Example

- A literature review has been conducted and reaffirms the evidence base behind PBL.

Cleared as complete and accurate: [Click here to enter a date.](#)
Cleared by: Director

Lead Directorate: Education

Portfolio/s Education & Early Childhood Development

TOPIC: Bullying and Cyberbullying

Background:

- Schools are reflective of our community and generally safe places of learning. Complex and challenging behaviours (including bullying and cyberbullying) are present in all aspects of our society and schools are no different.
- 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 (SEL) approaches and digital citizenship programs that support the development of resilience, critical thinking and social skills.
- Guided by the Australian Curriculum, schools adopt cyber-safety programs which focus on critical thinking and understanding in social situations. Schools tend to combine online awareness training and cyber bullying together, which spans a range of learning areas, particularly Technologies, 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).
- Students and families play an important role in dealing with bullying and we encourage families to talk about expected behaviours at home as well, including the use of social media and the impact that posting videos may have on a child or young person.

Related Facts/Figures:

Technology-enabled learning devices

- The ACT Government committed \$17.2 million in the 2017/18 budget to deliver technology-enabled learning devices for secondary students over four years.
- Over 17,000 devices have been distributed to students under the program to date:
 - Around 13,000 to participating year 7-11 students in 2018
 - Over 4,000 to new year 7 cohorts and newly enrolled students in years 8-12 in 2019.

The National Day of Action (NDA) against Bullying and Violence

- The NDA is held annually. In March 2018, 65 ACT schools registered and participated, including 47 public schools. In 2019, 102 ACT schools registered to participate, 74 of them public schools.

Cleared as complete and accurate: 06/06/2019

Cleared by:

Executive Branch Manager

Sam Seton

Executive Branch Manager

Kristen Foster

Lead Directorate:

Education

Example:Digital citizenship and e-safety

- The Directorate's resources relating to digital citizenship and e-safety align with the *Safe and Supportive Schools* (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.
- Parents are provided with the *Privacy Information* sheet based on the recommendations from the independent Privacy Impact Assessment that 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.
- 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*, and *Making good choices online*.

Bullying and The National Day of Action (NDA) against Bullying and Violence

- 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.
- Students are encouraged to raise concerns and talk to a trusted 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 students experiencing, engaging in, or witnessing bullying.
- Safe and Supportive Schools Contact Officers (SASSCOs) are trained to provide support to students who have experienced bullying, sexual harassment and racism. The SSS 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
- The NDA is a positive day of action. Schools participate in activities that promote taking a stand against bullying and violence and dedicating a focus to this important issue. The NDA is an opportunity to highlight the ways in which schools and their communities work together to create positive, safe learning environments and raise awareness of anti-bullying and wellbeing initiatives.

Cleared as complete and accurate: 06/06/2019

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Portfolio/s Education & Early Childhood Development

TOPIC: Mental Health and School Psychologist Services**Background:**

- In all 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.
- In 2019, 88 ACT public schools are supported by 73.0 FTE school psychologists and senior psychologists¹ who provide direct, indirect and universal supports. Another 3.6 FTE are provided through the Child Development Service and Positive Behaviours for Learning team bringing the total funded FTE to 76.6.
- During 2018, the Directorate reviewed the psychology service with the aim to strengthen the service and ensure the method of service delivery continues to meet student needs into the future. The review's key recommendations were:
 - continuity of psychologists within a school,
 - establishment of an assessment and intervention team and
 - an increased focus on early intervention and prevention of learning and mental health needs.
- In 2019, an assessment and intervention team will be established, to work with the school psychologists, to undertake additional learning and cognitive assessments and provide specialised small group interventions.
- School Psychology Services are part of the wider mental health system available to the ACT community. 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, including:
 - *Be You*, a nationally integrated mental health initiative funded by the Australian Government National Support for Child and Youth Mental

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.

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Lead Directorate: Education

BUDGET ESTIMATES BRIEF

Health Program and delivered by BeyondBlue and Headspace ACT. It supports school communities to support the mental health of children and young people from the day they enter the education system to the end of year 12.

- *LifeSpan* - The ACT is an implementation site for LifeSpan, a systems approach to suicide prevention developed by the Black Dog Institute. This initiative is led by ACT Health. The Education Directorate is partnering with Health to ensure professional learning and training programs are delivered to educators, student service teams, psychologists and students in schools to prevent youth suicides.

Related Facts/Figures:

- ACT Education school psychology data indicates that 15.9 percent of ACT public school students' accessed support from a school psychologist in 2018. This is higher than the national average of 11.5 percent (Australian Government Department of Health 2015).
- The ACT Government committed to resource 20 additional psychologists by 2020. Ten additional commenced in February 2019, and a further five psychologists will start in 2020. This table outlines the increase in psychologist FTE over the past five years.

Increase in psychologists in ACT Education schools					
Funded FTE	2015	2016	2017	2018	2019
Director Clinical Practice	0	0	0	1.0	1.0
Assistant Director Clinical Practice	1.0	1.0	1.0	1.0	1.0
Senior Psychologists	8	12.0	12.0	11.3	14.0
School Psychologists	40.5	40.5	45.0	49.4	57.0
Sub-total	49.5	53.5	58.0	62.7	73.0
<i>Additional psychology supports provided by ACT Education</i>					
<i>Senior Psychologist (PBL)</i>	-	-	0.6	0.6	0.6
<i>School Psychologist (schools purchases)</i>	-	0.8	0.7	1.8	0.0
<i>Child Development Service Psychologist</i>	3.0	3.0	3.0	3.0	3.0
Total	52.5	57.3	61.6	68.1	76.6

Example:

- A school psychologist's work may include:
 - Identifying and assessing mental health issues and providing follow up support or referring to other mental health services;
 - Conducting assessments in learning, social, emotional and behavioural domains and communicating assessment results to key people, including parents/carers teachers and relevant professionals;
 - Consulting with parents/carers, teachers, school executive, external agencies and other members of the school community about interventions, services and support for students;
 - Assisting in the design and evaluation of effective prevention, intervention and support programs for individuals, groups and school populations;

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Lead Directorate: Education

BUDGET ESTIMATES BRIEF

- Providing counselling and intervention for a range of issues affecting children and young people and where appropriate their parents/carers;
 - Providing expert advice and direct intervention in the management of critical incidents; and
 - Providing Professional Learning for staff on a range of topics, and conducting workshops for parents/carers and small group interventions for students.
- All school psychologists are supported clinically by a senior psychologist and by the Director of Clinical Practice who provides leadership and direction for the service. The team is led and overseen by the Senior Director of Clinical Practice.

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Cleared by: Executive Branch Manager

Lead Directorate: Education

Portfolio/s Education & Early Childhood Development

TOPIC: Wellbeing Supports for Students

- The ACT Government is committed to providing safe, positive and engaging learning environments where young people feel connected, respected, and are fully engaged in education, regardless of their social or cultural background, personal circumstances, gender presentation/ identity, intersex status or sexual orientation.
- The ACT Government has made significant investment in student wellbeing through increasing the number of school psychologists and expanding the availability of wellbeing workers in disciplines such as social and youth work and School Youth Health Nurses.

National School Chaplaincy Program transition

- The provision of personal and emotional support for students and the broader school community is an important function of school wellbeing teams. Fulfilling these functions does not require religious association or endorsement, which is a requirement of the National School Chaplaincy Program.
- In accordance with the *Education Act 2004* (the Act) ACT government schools are required to be non-sectarian, secular education. For this reason, the ACT Government decided to cease participation in the Program. Schools will employ individuals as secular wellbeing workers rather than school chaplains from 2020.

Related Facts/Figures:

- 42 ACT schools participate in the NSCP, comprising 22 Public, ■ Catholic and ■ Independent schools. There are currently 18 chaplains working in public schools. Chaplains are employed through a chaplaincy provider under a service agreement, with the majority employed by Scripture Union QLD (trading as Chaplaincy ACT). One chaplain is employed by Young Life.
- Under the Project Agreement, the Commonwealth funds the ACT \$3.91million over the four years of the agreement (2019-2022). It allows for 10hrs per week of chaplaincy provision per school.
- Chaplaincy ACT reported they fund their chaplains 12 hours per week. Chaplaincy ACT makes up the additional 2 hours not covered by the NSCP through donations the organisation receives from the community.

Example:

- Chaplains undertake a range of activities in schools to support the personal and social wellbeing of students and the broader school community. This can include, for example, coordinating volunteering activities and support, breakfast clubs, lunch time activities, excursions, incursions and parent/carer workshops. These are activities that will be continued when chaplains transition to a secular role.

Safe and Inclusive Schools

- Same sex attracted, intersex and gender diverse people report school as a significant site where they experience or have experienced bullying, discrimination and isolation.
- The Safe and Inclusive Schools Initiative (SAIS) has been developed by Sexual Health and Family Planning (SHFPACT) with input from parent groups, community agencies and key education stakeholders. It has been available to ACT schools since 13 March 2018.
- Schools are not mandated to engage with SAIS. The Initiative does not provide curriculum resources, rather it works with interested schools to create and maintain safe, welcoming and inclusive environments for all students including young people that are same sex attracted, intersex or gender diverse.

Related Facts/Figures:

- Over 90 participants have attended Safe and Inclusive Schools professional learning sessions since March 2018 and the Initiative has gained Teacher Quality Institute Accreditation for the professional learning module.

Example:

- In conjunction with the Safe and Inclusive Schools Initiative, the Education Directorate promoted and celebrated IDAHOBIT day, the International Day Against Homophobia, Biphobia, Intersexism & Transphobia on 17 May 2019.
- The Directorate has promoted the *White Ribbon Australia, Breaking the Silence Schools* Program to ACT Public Schools. 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.
- From 2019 all ACT high schools will have access to a School Youth Health Nurse.

Respectful Relationships Education (RRE)

- RRE is a school based approach to primary prevention of Domestic and Family Violence. It aims to develop skills and attitudes early, that will prevent gender based violence from happening in the future.
- Ms Caroline Le Couteur MLA is interested in primary prevention programs for sexual violence and assault issues, including the topic of negotiating consent. She has recently called for more education programs. Programs delivered by SHFPACT and Canberra Rape Crisis Centre address consent. The Line, an Our Watch campaign, has been promoted to ACT Public schools and provides resources to schools on consent and related issues.

Related Facts/Figures:

- 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 school based wellbeing support, support from the Network Student Engagement teams (NSET) and links to Government and NGO providers.

Example:

- At the universal level (all students), schools teach RRE through the Australian Curriculum (AC) supported by Social and Emotional approaches and specific RRE resources.
- 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.

TOPIC: New Bus Network – School Services

Background:

- Transport Canberra and City Services Directorate are responsible for the management and delivery of public transport, including school bus services, in the ACT.
- The new network commenced on 29 April 2019.
- The Education Directorate, in collaboration with Transport Canberra, provided a series of communications to schools throughout the overhaul of the city's transport network.
- Communications in October/November 2018 included:
 - The Education Directorate shared information from the proposed changes with the Association of Independent Schools and the Catholic Education Office, as well as the ACT Council of P&C Associations.
 - The Education Directorate provided a number of communications to schools about the consultation on the proposed bus network. A number of schools provided feedback.
 - Each public school website was updated with details about the bus network consultation.
 - On 30 November 2018 the Minister for Transport announced the new network would now start in April 2019 with school services starting at the beginning of schools' Term 2, 2019.
- The revised timeframe allowed Transport Canberra to work directly with schools about the new network.
- Transport Canberra appointed a Manager, Community Liaison, who wrote to all schools inviting them to contact her to discuss the changes.
- David Matthews, Executive Group Manager, Business Services, wrote to all principals on 26 February 2019 encouraging schools to contact the Transport Canberra Community Liaison Officer to discuss school concerns. Mr Matthews also encouraged school principals to share newsletter and social media communications about the new network. Information was also provided about safety considerations with the testing of light rail.
- School websites were again updated to provide direct links to Transport Canberra website on the bus network and the journey planner to assist parents.

Related Facts/Figures:

- Additional Information - TCCS Budget Estimates Brief

Example:

- The ACT Government has deployed customer service assistants in major interchanges at Gungahlin, Woden, Belconnen, Tuggeranong and the City. Customer service assistants are on duty from 7am to 11am and 2pm to 6pm on weekdays in these interchanges.
- Customer service assistants can help students navigate interchanges or make connections. Customer service assistants are proactively approaching students who appear to need assistance, particularly younger students or those who may be using public routes or interchanges for the first time.
- In addition to these dedicated customer service staff, over 20 Transport Canberra and City Services staff have volunteered to help customers over the past few weeks, both in major interchanges like the City or Belconnen, and other smaller centres such as Cooleman Court and Dickson.
- Transport Officers have also been available to assist students, and are responsible for managing incidents involving students, such as if a bus breaks down and a replacement bus is called to take students to school.

Portfolio/s Education & Early Childhood Development

TOPIC: Schools for All Implementation**Background:**

- 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.
- 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 aimed to develop and reinforce a student-centred vision; and catalyse systemic and sustainable cultural change across the ACT education system.
- In January 2019, all fifty recommendations were being finalised and ongoing work identified in the Future of Education initiative. 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 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.

Related Facts/Figures:

- 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).
- The Schools for All Annual Report 2017 was published on 20 July 2018 and the final quarterly report (April – June 2018) is now available on the Education website.

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 final *Schools for all Evaluation Report* is expected to be released by the end of this year. It 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. It will include additional measures of the broader cultural change outcomes that will be delivered by student-centred schools.

Example:

- Through the journey of Schools for All, the Education Directorate has worked to embed four key principles into our culture, systems and practices: improving student outcomes; building capability; being informed and; strengthening collaboration. Key achievements of each are below:
 - In terms of improving student outcomes, schools' understanding and management of student behaviour is shifting in a way that supports positive academic, behavioural and wellbeing outcomes for all students, as a growing number of schools (currently forty schools) have embraced the Positive Behaviour for Learning framework.
 - In terms of building capability, over 350 teachers and school leaders across the three education sectors have developed a stronger understanding of the needs of students with disability how to create inclusive school environments through participation in the award-winning Everyone Everyday: A Toolkit for Inclusion professional learning program. Twenty-two of these teachers and school leaders have become inclusion champions through this program's train-the-trainer model.
 - To stay informed, students, parents/carers and the school community now have easier access to information about supports and services available to students and their families through a new 'one-stop-shop' web portal on the Directorate's website.
 - We have strengthened collaboration with students by supporting schools to better listen, take into account, and act on the opinions of children and young people through development of an Ask Us Student Voice Toolkit, informed by the voice of 3,600 students across 66 schools.

Portfolio/s Education & Early Childhood Development

TOPIC: Individualised support for students

Background:

- 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
- 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 implementation of Future of Education strategy.

Health Care Access at Schools (HAAS)

- The HAAS model supports students with complex healthcare needs, to have equitable access to education through the provision of health care tasks in school hours across all ACT public schools. Education works in partnership with Canberra Health Services to deliver the HAAS program and support schools in meeting the needs of their students.
- 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). Examples of these tasks include:
 - care of tracheostomy
 - fluid, nutrition or medication via gastronomy
 - blood glucose testing and insulin administration
 - oxygen therapy.
- Education and Health engaged the consultant firm Nous to conduct an evaluation of the HAAS program during Term 3 2018. The report is currently being finalised.

Related Facts/Figures:

- The August 2018 school census shows 2396 students in ACT public schools accessing disability education programs and services.
- 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 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.
- As of May 2019, there are 53 students in the HAAS program across 31 schools. This includes 21 students across the four specialist schools and 32 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.

Example:

- Schools, families and HAAS staff work together to meet the complex health needs of students to enable children and young people to access learning at school. Recently a care plan was developed for a child with a rare medical condition that results in the child experiencing distress for periods of time. When the child experiences distress ■ is unable to engage with ■ learning. The Paediatrician, HAAS nurse, school staff and family worker together to develop an approach to a medication regime and strategies that would reduce distress and enable the child to participate in ■ learning. Through this process the school was also able to connect the family to community supports and specialist equipment.

Literacy Instruction & Dyslexia

- For students identified as at risk of learning difficulties it is recognised that early identification, planning and tailoring of the teaching and learning program is critical for facilitating positive literacy outcomes.
- Teachers have access to information and professional learning to build their skills and capability to support students with learning difficulties, for example *Understanding Dyslexia and Significant Difficulties in Reading* is an online program available to all our teachers and online classroom resources are accessible through our intranet.

Related Facts/Figures:

- During 2018, lobbying for the introduction of the Phonics Check recommenced. The Phonics Screening Check is a 5–7 minute reading check for Year 1 students consisting of 20 real words and 20 pseudowords (made up words). The purpose is to check which and how many children have mastered phonic decoding – an essential early reading skill.

BUDGET ESTIMATES BRIEF

- Representatives for the ACT Petition for evidence-based reading instruction have met with both the ACT Minister for Education and the ACT Shadow Minister for Education. The Directorate has also received a range of letters supporting the petition and calling for more systematic explicit teaching of literacy skills.
- The coalition made an commitment before the Federal election to fund a phonics check for Year 1 students and ensure that university education faculties teach the evidence-backed method of early literacy instruction. Most recently it is reported Minister Tehan will roll-out an voluntary online phonics check for primary schools.

Example:

- Some students with needs in the area of communication and literacy may use assistive technologies such as text to speech and voice recognition software, ipads, tablets and digital recorders. These are some examples of reasonable adjustments to improve access to learning.

ACT Senior Practitioner Act 2018 & withdrawal spaces

- 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” (a restrictive practice). This policy and associated procedures are consistent with the ACT Senior Practitioner Act 2018 which came into effect on 1 September 2018.
- Education is working closely with the new ACT Office of the Senior Practitioner to ensure ACT public schools meet their obligations under the Act, including their duty to report any instance of restrictive practice.
- “Withdrawal” is different from seclusion, it is “time away from classroom activity in a calming area where doors are not locked and a student is not prevented from leaving”. Factsheets and professional learning has been developed for schools to support them in creating sensory spaces within the school environment.

Example:

- The ACT Government has invested \$5.6 million in the development of safe and inclusive environments in ACT public schools. This has included development of sensory gardens; outdoor courtyards and playgrounds; classroom modifications to support sensory play and accommodate appropriate withdrawal spaces; and the establishment of spaces for small group learning. Expert advice from occupational therapists in the Network Student Engagement Team has informed the design of these spaces.

Portfolio/s Education & Early Childhood Development

TOPIC: Royal Commission into Institutional Responses to Child Sexual Abuse**Background:**

- The Education Directorate is the primary responsible Directorate for 29 of the 105 recommendations from the Royal Commission into Institutional Responses to Child Sexual Abuse related to State and Territory governments.
- The ACT Government Response was released in July 2017 and Accepted or Accepted-in-Principle all recommendations.
- The Government passed the Child Safety in Schools legislation in February 2019 to amend two acts, the *Education Act 2004* and the *Teacher Quality Institute Act 2010* to improve protections for child safety in schools. The Bill;
 - is now in effect and strengthens the reporting requirements to the Teacher Quality Institute of teachers by employers;
 - improves information sharing across jurisdictions for the safety of children and young people at risk of harm; and
 - begins implementation of the 19 recommendations of the Royal Commission relating to non-government schools by allowing regulations to supplement the criteria for registration of a non-government school.

Related Facts/Figures:

- The Royal Commission was contacted by over 16,000 survivors and witnesses who fell within the terms of reference. The Royal Commission found that:
 - 64.3% of survivors were male;
 - >50% of survivors were aged between 10-14 years when abuse first started, for the ACT this is grades 4-9;
 - 93.8% of abuse was by a male;
 - 31.8% of abuse occurred at school, and 30.1% of perpetrators were teachers; and
 - Of all the abuse in religious institutions 61.4% was in Catholic institutions.
- The ACT Government tabled the first progress report in February 2019. The national progress report compiled by the Federal Government was publicly released in December 2018.

Example:

- Prior to the Child Safety in Schools Bill employers had to report the findings or conclusion of investigations to the ACT Teacher Quality Institute where the teacher's registration was assessed. However there are numerous circumstances where an investigation could not be concluded or no official finding made. Most particularly this could occur when a teacher voluntarily resigned once an allegation was made. This meant that employers would not inform the Teacher Quality Institute of an allegation of child sexual abuse made against a teacher and no assessment of the teacher's registration to teach could be made.
- Under the new legislation employers will need to notify the Teacher Quality Institute at the time an investigation is commenced. This allows the Teacher Quality Institute to make their own assessment of the teacher's registration status and risk to children.

Cleared as complete and accurate: 21/05/2019
Cleared by: Executive Branch Manager

Lead Directorate: Education

Portfolio/s Education & Early Childhood Development

TOPIC: Future of Education Strategy**Background:**

- The Future of Education strategy, released by this Government in August 2018 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.
- The Strategy is set within the four core foundations, designed from an extensive consultation with over 5,000 contributions from the ACT community. The four foundations are to:
 - Place students at the centre of their learning
 - Empower teachers, school leaders and other professionals to meet the learning needs of all students
 - Build strong communities for learning, and
 - Strengthen systems to focus on equity with quality.
- The Future of Education Strategy is supported by rolling implementation plans, sequenced in three phases over ten years. The first phase plan is a portfolio of reform initiatives set over the 2018/19 and 2019/20 financial years.
- The Future of Education Implementation Plan presents six priorities this Government will commit to in the first phase of the program:

Priority 1: 'Strengthening Inclusive Education'

- The ACT Government believes strongly that every student has a right to a great education, irrespective of their circumstances. This Government is ensuring the right programs, services and inclusive environments are in place to respond to the individual needs of each and every student.

Priority 2: 'Giving Students More of a Say'

- The ACT Government recognises our students as individuals with their own unique passions and interests, therefore is determined to create an education system where learning is personalised for each child.

Priority 3: 'Supporting a Workforce of the Future'

- The largest school-related impact on student achievement is the teacher. The ACT Government is committed to its investment in teacher capability because teachers change lives.

Priority 4: 'Community Schools'

- The ACT Government recognises schools as hubs of the community. As an integral part of a broader human services system that takes a holistic view of students and their needs, as well as the needs of their families in the community.

Priority 5: 'Giving Young People the Best Start'

- This Government is developing ACT's first Early Childhood Strategy to increase access to high-quality early childhood education and care experiences, particularly for children experiencing disadvantage.

Priority 6: 'Focus the System on what Matters Most'

- The ACT Government will create the enabling system, legislative and policy conditions needed to deliver on the Government's ten-year vision. This includes school improvement on educational equity and the design of schools for the future.

Related Facts/Figures:

- The ACT Government is providing \$4.2 million over four years on reforms arising from the Future of Education program, including the creation of a complex needs team to strengthen capacity to respond to students presenting with highly complex circumstances.
- This service will focus on engaging expertise in autism, behaviour, psychology and disability.

Example:

- On successful delivery of phase 1 initiatives, students will notice:
 - They have an increased say in their learning and in how their learning environment operates.
 - Their wellbeing is a focus in schools and they can access support when they need it.
 - They are developing the knowledge, capabilities and skills to operate in the changing world.
 - They can pursue their learning passions, which will take into account their learning needs.
- Teachers and School Leaders will notice:
 - Improved training, practicum, recruitment, induction and professional learning opportunities.
 - They are encouraged to achieve and enhance certification under rigorous national standards.
 - School leaders have time to develop quality teaching through coaching and mentoring.
 - They can push the traditional confines of schooling to explore where, when and how learning can occur, what is learnt and who provides the learning experience.

Portfolio/s Education & Early Childhood Development

**TOPIC: NAPLAN (National Assessment Program Literacy and Numeracy)
Results and Participation and Transition to Online**

Background:

- NAPLAN Online commenced implementation in 2018. The 2019 NAPLAN Online test window ran from 14 May to 24 May 2019. Approximately 20,000 students in 120 (98%) ACT schools participated online in 2019, with only three small independent schools delivering NAPLAN on paper.
- Schools nationally experienced disruptions on 14/15 May testing (14-16 May) of 2019 NAPLAN online due to national and some local connectivity issues. These disruptions had less impact in the ACT than other jurisdictions, with teachers in the ACT managing the disruptions effectively.
- Opportunities to re-sit test were offered nationally, and in the ACT 176 students across 17 schools took up the offer of test re-sits on Tuesday 28 May, primarily for writing.
- Both NAPLAN online and paper test results provide valuable information to teachers and parents on what a student could or could not do during the test. Parents, teachers and schools can rely on this information and be confident it is comparable regardless of test format.
- The NAPLAN National Report shows that ACT school students maintained their overall high performance, along with Victoria and NSW. Nationally, the report shows that overall student achievement at state/territory level has remained stable across 2017 and 2018.

Related Facts/Figures:

- The NAPLAN 2018 National Report was released on 8 April 2019.
- 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) was the first time that NAPLAN information has been received so quickly at the school and this timeliness is expected to improve even further in the future.
- ACT withdrawal rates for all year levels were similar to the 2017 rates, but higher than reported nationally. Participation rates for the ACT in 2018 were similar to the rates in 2017 for all year levels.
- In 2018, 124 Indigenous students were enrolled in Year 9 in ACT public schools and 82 Indigenous students (66 percent) participated in NAPLAN. Of the 82 students who participated in NAPLAN in 2018, only 66 students had also participated in year 7. Reasons behind withdrawals and absences of Aboriginal and Torres Strait Islander students from NAPLAN testing can be personal and historical.

Cleared as complete and accurate: 06/06/2019
Cleared by: Executive Branch Manager
Robert Gotts
Lead Directorate: Education

BUDGET ESTIMATES BRIEF

- In the ACT and nationally, the gains for Aboriginal and Torres Strait Islander students were greater than those for non-Indigenous students in numeracy for the 2016 to 2018 cohort.
- In 2018, 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 7 and 9 reading, with a difference of higher than 9 percentage points.
- The 2018 results also showed that in the ACT, and across Australia, the mean scores for Aboriginal and Torres Strait Islander students in both public and non-government schools were significantly lower than the mean scores for non-Indigenous students across all year levels and all testing domains.
- 2018 ACT NAPLAN participation data shows:

Year	Tested %	Exempt %	Absent %	Withdrawn %
3	93.0	1.6	1.4	4.0
5	94.4	1.4	1.3	2.9
7	92.8	1.6	3.0	2.6
9	88.0	1.6	5.0	5.4

Example:

- 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.
- During the transition years (to 2020), parents and carers will continue to receive Individual Student Results in August/September of each year.

Portfolio/s Education & Early Childhood Development

TOPIC: Aboriginal and Torres Strait Islander student Attendance, Retention and Year 12 Attainment**Background**

- There is a well researched link between good attendance and improved retention and attainment. Schools continue to work on improving attendance rates of Aboriginal and Torres Strait Islander students.
- In 2018, 66 Aboriginal and Torres Strait Islander students, enrolled in ACT public colleges, achieved an ACT Senior Secondary Certificate, representing a year 12 completion rate of 69 percent. This an increase from the 2017 rate of 57 percent and is similar to the 2016 rate (73%).
- Of the 66 Aboriginal and Torres Strait Islander students who completed year 12 in 2018, 23 students received a Tertiary Entrance Statement compared with 17 in 2017 and 20 in 2016.
- 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.

Related Facts/Figures:

- 2018 marked 10 years of the National Indigenous Reform Agreement (Closing the Gap).
- At the August 2018 ACT School Census there were 1,912 Aboriginal and Torres Strait Islander students enrolled in ACT public schools.
- In 2018, the ACT attendance rate for Aboriginal and Torres Strait Islander students in public schools was 82.0 percent, similar to the national rate (81.9%) and lower than the ACT rates in 2017 (83.8%) and 2016 (85.4%).]
- In ACT public schools, the real retention rate of Aboriginal and Torres Strait Islander students from year 10 to year 12 was between 60 to 74 percent over the five most recent cycles from 2012 to 2018. This increase is consistent with change in retention of non-Indigenous students where the year 10 to year 12 real retention rate was 81 percent in 2012, increasing to 85 percent in 2018.
- Over the period of five years, the real retention rate gap between Aboriginal and Torres Strait Islander and non-Indigenous students was between 10 -15 percentage points.
- At the February 2018 school census there were 95 Aboriginal and Torres Strait Islander students enrolled in a year 12 program in the ACT public system compared with 116 enrolments in 2017, 109 enrolments in 2016, and 102 enrolments in 2015.

BUDGET ESTIMATES BRIEF

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)
2017	92% (95% CI=84-100)	81% (95% CI=61-100)

Example:

- Aboriginal and Torres Strait Islander Education staff have used 2018 attendance data to identify Aboriginal and Torres Strait Islander students in years 7 and 11 in 2019 who may require additional support to successfully transition to high school or college. This information has been passed on to schools, Directors of School Improvement and the NSET teams.

Portfolio/s Education & Early Childhood Development

TOPIC: Aboriginal and Torres Strait Islander Education and Scholarship Programs

Background:

- 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. Events and initiatives facilitated by the Student Aspirations Program include:
 - Broaden Your Horizons – an annual careers event for Aboriginal and Torres Strait Islander students in years 8-10.
 - Years 5 and 6 Leadership Day – an annual event held late in term 4 each year for Aboriginal and Torres Strait Islander students and a non-Indigenous friend, providing them the opportunity to participate in team building and cultural activities.
 - Mura Awards – 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 bursary attached to the awards encourages participation in education by providing financial assistance towards education expenses such as excursions and uniforms.
- Education currently employs 11 Aboriginal and Torres Strait Islander Education Officers (IEOs) who work across 12 ACT public schools. IEOs support schools to build their Cultural Integrity.
- 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 students in years 11 and 12 who are interested in a career in teaching, the health field or undertaking vocational qualification.
 - The Tertiary Scholarship Program for students enrolled in teaching or an approved health course at a local ACT university.
- There are currently 15 Aboriginal and Torres Strait Islander Secondary Scholarship holders, including eleven who commenced in term 1, 2019.

Cleared as complete and accurate: 06/06/2018
Cleared by: Executive Branch Manager

Lead Directorate: Education

- [REDACTED] for students interested in teaching;
 - [REDACTED] for students interested in undertaking a trade qualification or other vocational pathway; and
 - [REDACTED] for students interested in a career in health.
- In 2019, five Tertiary Scholarships were awarded, [REDACTED] for health and [REDACTED] for teaching. All recipients attend the University of Canberra. A joint awards ceremony for the 2019 Secondary and Tertiary Scholarship recipients was held on Thursday 28 March 2019.
 - An evaluation and review of both scholarship programs is currently underway.

Related Facts/Figures:

- IEO's support schools to build cultural integrity by:
 - Supporting schools to engage with families and community;
 - Supporting teachers to embed Aboriginal and Torres Strait Islander perspectives across the curriculum;
 - 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;
 - Facilitating successful student transitions between year levels, between schools and to post school study or work; and
 - Supporting schools to meet its Cultural Integrity accountability responsibilities.
- The selection process for both the scholarship programs are merit based involving written applications and panel interviews for the tertiary scholarships; and for secondary scholarship applicants, a 30 minute portfolio presentation to a panel addressing seven key competencies: collecting, analysing and organising information; communicating ideas and information; planning and organising activities; working with others in teams; solving problems; using mathematical ideas and techniques; and using technology.
- Tertiary recipients are supported to access casual employment for approximately 10 days in a school term which can lead to schools employing recipients on a more regular basis.

	Secondary Scholarships 2009 – 2019	Tertiary Scholarships 2009 – 2018
Teaching	47	26
Health	15	[REDACTED]
Vocational Education	[REDACTED]	[REDACTED]
Total	[REDACTED]	[REDACTED]

- The maximum number of secondary scholarships current at any one time is 18, enough for approximately 7-10 per cent of Aboriginal and Torres Strait Islander students in years 11 and 12. The number offered each year is dependent on the number of scholarships that finish at the end of the previous year.

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Lead Directorate: Education

Example:

- The 2019 Broaden Your Horizons event was held on 30 May 2019 at the National Museum of Australia following a successful inaugural event at the ACT Supreme Court in 2018. The event was open to students in years 9 to 12 and 55 students from eight high schools and colleges attended with their teachers.
- In 2018 the Years 5 and 6 Leadership Day event had a STEM focus and was hosted by the National Botanic Gardens and the CSIRO Discovery Centre. Planning for the 2019 event is currently underway.
- In 2018, 59 Mura Awards were awarded to students in years 4, 5, 6, 10 and 11 for the 2019 year at a cost of \$23,600. Nominations for the 2019 awards open in early term 3.
- Book clubs continue develop as professional learning communities where educators from different schools come together to share ideas and resources for incorporating Aboriginal and Torres Strait Islander perspectives in their teaching. Currently the inner north book club is attracting staff from seven local schools and the Belconnen book club brings together representatives from six nearby schools. A southside book club has been formed and will meet in term 2, and possibilities to extend the initiative to the Tuggeranong area are still being pursued.
- To support the implementation of Cultural Integrity in ACT Public Schools, the Aboriginal and Torres Strait Islander Education Section is implementing a cultural immersion program for all School Leader Cs (SLC). To accommodate the 400 plus SLCs, the program is being offered with one network of schools each term. The program has been designed to promote awareness and knowledge in cultural integrity and develop the capability of SLCs to lead cultural integrity in their teams. It comprises three distinct parts: a plenary session, a cultural immersion workshop, and optional on Country sessions at local sites within the network. To date, approximately 200 SLCs have participated in this professional learning.
- Kingsford Smith School has developed the Umbagong Garden. The garden represents the axe grinding grooves that can be found along Ginninderra Creek which is a well-known spot for the students. The garden includes native plants that are used as weaving materials. Once fully established, the students will be using these plants to do weaving workshops. The school has developed a learning guide aligned to the Australian Curriculum so the garden can be used as a resource for all years within the school. The students all look after the garden with the primary school Yarruwalla Group being the main caretakers.
- Several schools have been engaging with Yurbay to create gardens celebrating Aboriginal cultures and knowledges. The Namadgi School garden reflects the Namadgi National Park. It has native plants that grow in the park and rock formations symbolising Booroomba rocks and Yankee Hat. The school in conjunction with Adam Shipp also wrote lesson guides for teachers to use with their classes.
- At Melrose High School, teachers from each subject area have been meeting with the Aboriginal and Torres Strait Islander Education Officer to workshop ideas to embed Aboriginal and Torres Strait Islander histories and cultures into their learning program.
- At Ngunnawal Primary School, each class has created personalised Acknowledgments of Country and have displayed them in their classrooms.

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Lead Directorate: Education

Portfolio/s Education & Early Childhood Development

TOPIC: EXTENSION PROGRAMS

Background:

ANU Extension Programs

- The ACT Government contributes funding for extension H-courses provided by the ANU via Deed of Grant between the ANU and the Education Directorate.
- Available courses include; Physics, Specialist Mathematics, Biodiversity, Chemistry, Engineering, Astrophysics, Advanced Music Classic, Advanced Music Jazz, Japanese, Indonesian, Chinese, and Korean.
- There are no provisions within the current Deed of Grant that prescribes which courses ANU is required to offer.

ANU – H-Course Music

- ANU will be ceasing the Music H-Course due to a reduction in funding from artsACT.
- The ACT Government recognises that the arts play a major role in the development of students' understanding about cultures, beliefs and practices; creativity; critical thinking; aesthetic knowledge; and communication skills.
- ACT public schools deliver quality arts education programs to engage, inspire and enrich students' learning. All ACT schools K-10 deliver the Australian Curriculum: The Arts.
- 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. There are also a number of community organisations that provide in-school music programs.
- 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).

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Lead Directorate: Education

- ACT students also access a range of other government funded music programs including through Music For Canberra at the Ainslie Arts Centre, and music engagement activities by the Canberra Symphony Orchestra.

UC Extension Programs

- Within the 2019-20 Budget the ACT Government has committed to the creation of extension programs through the University of Canberra.
- In partnership with the University of Canberra, the Government will provide accelerated pathways for gifted and talented students. Disciplines under consideration to be included in this program include; behavioural science, design, psychology, commerce and exercise science.

Gifted and Talented Education

- 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 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.
- Schools provide information on their school website about their implementation of the policy, and appoint a liaison officer as 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.
- Since 2015, Gateways Education has been engaged to support the implementation of the current policy by delivering teacher professional learning, research papers and written articles for school newsletters. Related materials are available 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.

Related Facts/Figures:

- The Minister for Arts and Government Officials met with ANU Executives on 5 February 2019 in the hope of finding a funding resolution for the Music H Course. No agreement to

Cleared as complete and accurate: 07/06/2018
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Lead Directorate: Education

BUDGET ESTIMATES BRIEF

continue H Music courses has been achieved at this point. Education Directorate has written to ANU to continue discussion to look for a for a positive resolution.

- Education Directorate has been involved in the Review of the ANU Extension Program and is hopeful that the Review Report will provide a way forward to enhance and strengthen the existing program and course offerings.
- As Members will be aware, Ms Le Couteur tabled two petitions (18-18 and 24-18) in the Assembly on 29 November 2018 about reinstating for the Music for Colleges funding. Petition 18-18 was referred to (the Committee) as it received over 500 petitioners (907). Minister Ramsay and I met with the Committee on 9 April 2019 to discuss the Petitions and the Music H Course.
- The ACT Legislative Assembly Standing Committee on Education, Employment and Youth Affairs resolved to inquire into the Cessation of the Music for Colleges course and I am cooperating with the Committee in its Inquiry.
- The Inquiry, as well as the ANU Review of the Extension Program will hopefully provide clear advice on the way forward for these valuable courses.

Example:

- The ANU Music Course was accredited by BSSS as a H course and accredited by ANU as being able to contribute to an undergraduate degree. This means that successful completion of the course counts towards a student's ATAR if the student is in a tertiary stream and counts towards the student's degree if the student goes on to study music as ANU.

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Cleared by: Executive Branch Manager

Lead Directorate: Education

Portfolio/s Education & Early Childhood Development

TOPIC: SCIENCE, TECHNOLOGY, ENGINEERING AND MATHS (STEM)**Background:**

- The ACT Education Directorate supports teachers to align implementation of the Australian Curriculum with the goals of the National STEM School Education Strategy, with a focus on building teacher capability to engage their students in authentic, inquiry-based STEM learning. The ACT Government has established the Academy of Future Skills to help build this capability through various programs and initiatives.
- As the southside hub of the Academy of Future Skills, the Centre for Innovation and Learning gives classroom teachers the opportunity to work shoulder-to-shoulder with expert educators to implement the Australian Curriculum and engage students with STEM content and capabilities, such as collaboration, critical thinking and creativity.
- A northside hub of the Academy of Future Skills will open later this year at University of Canberra Senior Secondary College Lake Ginninderra. The tender for refurbishment of science labs has been awarded to IQON Pty Ltd, with building scheduled to commence in July 2019.
- I had the pleasure of launching Science Mentors ACT on 9 May 2019, as a flagship program highlighting the industry partnerships and student pathways established under the Academy. This program partners students in years nine to 12 with academics and industry professionals to conduct rich science investigations. Of the 56 students undertaking projects this year, almost 50 per cent are girls.
- Initiatives such as Cyber Taipan, the Australian National University School Enrichment programs, F1 in Schools and the upcoming grants program for girls in STEM are also providing greater STEM opportunities for all ACT public school students.

Related Facts/Figures:

- The ACT Government recognises that Canberra public school students will increasingly require STEM skills and capabilities, such as problem solving, creativity and collaboration, as they progress through their schooling to further education, training and employment.
- In December 2015, Education Council (EC) endorsed the National STEM School Education Strategy 2016-2026 (the Strategy). The two goals of the Strategy are to ensure all students finish school with a strong foundational knowledge in STEM and related skills, and that students are inspired to take on more challenging STEM subjects.

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Cleared by: Executive Branch Manager

Lead Directorate: Education

BUDGET ESTIMATES BRIEF

- Under the Strategy, the STEM Partnerships Forum (the Forum) has provided recommendations for national collaborative action to promote student engagement and achievement in STEM. Ms Meg Brighton, Deputy Director-General, represented the ACT on the Forum.
- Forum priorities align with work the Directorate is currently progressing, in particular the Future of Education initiative, the Academy of Future Skills, the rollout of Chromebook devices to all years 7 to 11 ACT public school students, and teacher scholarships for STEM and languages.

Example:

- At the Centre for Innovation and Learning, ACT public school teachers work alongside an expert educator to plan and implement inquiry-based STEM programs for their students. Through coaching, teachers increase their capability to deliver the Australian Curriculum and develop students' STEM skills and capabilities.
- Since commencing operations at the beginning of 2018, Centre staff have worked closely with over 170 teachers from 18 schools to build capability through in-school coaching, pedagogical support and mentoring while using the facilities to deliver the Australian Curriculum in STEM disciplines.
- The award-winning building of the Centre stands as a provocation to visiting teachers and students to explore and solve problems using STEM. The latest technology and multiple specialist teaching spaces support Centre staff and visiting teachers to bring out the best in their students.
- One primary school teacher in Tuggeranong, who has engaged with the Centre's staff since the beginning, has noted a marked increase in her confidence and pedagogical practice in teaching STEM subjects. By co-delivering STEM units in her school and at the Centre, this teacher has continued to develop her practice and enhance student engagement and deep learning in STEM subjects.
- Beginning as a program at Melrose High School in 2008, Science Mentors ACT is now offered to year 9 to twelve students from all ACT public schools. Students nominate a scientific field of interest and are then paired with a mentor who supports them to undertake an extended investigation. The current cohort of students are investigating fields as diverse as astronomy, pathology and ecology. This real-world, authentic learning experience connects students with STEM role models and serves as a first step towards further STEM study.
- ■■■ Science Mentors ACT student is participating in the program for the ■■■ time this year. ■■■ spoke at the Science Mentors awards evening last year about the way the program has helped ■■■ realise ■■■ potential and passion for science. The program has given ■■■ an authentic understanding and appreciation of the reporting and fieldwork that scientists do, and has provided a pathway to ■■■ preferred college. ■■■ attributes ■■■ success to the credibility and reliability of the Science Mentors program.
- The ACT Government acknowledges the importance of engaging girls and young women in STEM pathways. The Academy will offer \$200,000 in upcoming scholarship grants to encourage girls to participate in STEM.

Cleared as complete and accurate: 06/06/2018
Cleared by: Executive Branch Manager

Lead Directorate: Education

TOPIC: SUSPENSIONS IN ACT PUBLIC SCHOOLS**Background:**

- The Education Directorate consulted with the ACT community to review the Directorate's Suspension, Exclusion and Transfer Policy and support documents. Feedback from the consultation process has been incorporated into the updated policy documents that are due to be published in term two. The revised policy updates guidance to school on suspension, exclusion and transfer including strategies to reduce suspensions.
- The review considered national and international literature and practice and the revised policy includes a focus on a prevention and early support 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), multi-disciplinary teams who 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.

Example:

- ACT Public Schools suspension data is currently published on the Directorate's website on the Safe and Supportive Schools Page.
- Principals may suspend students from ACT Public Schools for up to 15 continuous days and 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 appropriate support, for example from a psychologist.
- A re-entry meeting must be convened by the principal on return to school.
- The principal may recommend to the Director-General that a student be *transferred* to another government school. 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.

BUDGET ESTIMATES BRIEF

Related Facts/Figures:

Suspension Data Source: Planning and Analytics Branch, ACT Education Directorate 2019.

Each year, the Directorate records and analyses suspension data to assist with planning and improvement. * *Please Note: Suspension data for 2018 is sourced from the new school administration system currently being implemented in ACT public schools and are not directly comparable to data in previous years.*

Year		Primary Schools	High Schools	Colleges
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
2018*	Total Enrolments	24,762	11,571	6,524
	Suspension Incidents	818	1,291	36
	<i>Incidents per 100 Students</i>	3	12	1
	Suspension Days	1,500	2,744	133
	<i>Days per 100 Students</i>	6	25	1
	Students Suspended	419	559	10
	<i>Suspension Rate</i>	1.6 percent	5.1 percent	0.2 percent

Cleared as complete and accurate: 05/06/2019
 Cleared by: Executive Branch Manager
 Sam Seton
 Lead Directorate: Education

Portfolio/s Education & Early Childhood Development

TOPIC: Performance of the ACT Education System**Background:**

- 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.
- Recent external analysis has asserted that ACT government high school students are, on average, 8-12 months behind students in comparable schools nationally in writing and numeracy and that in reading, the students lagged 3-4 months behind.
- The suggestion of ‘under performance’ is based on ACARA determined ‘statistically similar schools’ as the basis of comparison. There is a question of whether ICSEA values are calculated in a way that accurately reflects disadvantage, especially in smaller jurisdictions. This issue was formally raised with ACARA by the ACT in 2018. The issue is complex and is subject to ongoing analysis being undertaken by ACARA and the ACT Education Directorate. Definitive judgements as to ‘under performance’ cannot be made ahead of the outcome of this analysis
- Nevertheless, since 2016, the Government and the Directorate have openly acknowledged the importance of equity of outcomes and the overall plateauing of NAPLAN results and these issues have been pursued by the media on a number of occasions.
- In 2018, the *Future of Education Strategy* was released, setting the roadmap for continued focus and investment over the next 10 years. The Strategy places students at the centre of their learning with a focus on ensuring a high standard of literacy and numeracy because these skills are the gateway to a much broader range of skills and capabilities.

Related Facts/Figures:

- 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.

Cleared as complete and accurate: 06/06/2019
Cleared by: Executive Branch Manager
Robert Gotts
Lead Directorate: Education

BUDGET ESTIMATES BRIEF

- 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).

Example:

- 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.

Portfolio/s Education & Early Childhood Development

TOPIC: Accountability Indicator and Strategic Objective amendments

Background:

- The accountability indicators were reviewed and one indicator has been removed and the descriptors of the indicators amended to provide greater clarity in line with the recommendations from the Auditor General's report ACT Government strategic and accountability indicators.

Accountability Indicator

- The 2018-19 indicator for apparent retention of Aboriginal and Torres Strait Islander retention 7-12 was rolled into an indicator for all students (Apparent retention of public school students from year 7 to year 12) reflecting that the Government has the same high expectations for all students.
- The strategic objectives and indicators have been changed to reflect the new 2018-21 Strategic Plan and the Future of Education strategies.

Strategic Indicators

1. Equity

- The equity measure is a whole of ACT public education system measure that shows the difference in outcomes achieved between the most advantaged students and less advantaged students in the ACT. With this measure, smaller numbers are better.
- Addressing issues of equity is a long-term strategy, whereby we are looking to see the gap reduce over time. It is recognised that not all children are able to access the same educational advantages when starting their education.

2. Learning Gain

- Learning gain is a measure of whether a student is achieving a year's worth of growth for each year of schooling. Students generally experience a higher gain in their early years of schooling as they develop a foundation and understanding of new concepts in numeracy and literacy.
- To measure the growth in student education outcomes over time, the Directorate compares the mean NAPLAN reading or numeracy scores of students. Targets for the ACT are set with reference to nationally predicted NAPLAN gain scores in year 3 (or year 7) with the mean NAPLAN reading or

numeracy scores of the same children when they have reached year 5 (or year 9).

- Targets for the ACT are set with reference to national NAPLAN domain gain scores for the cohort year level range (for instance years 3 to 5 derived by ACARA).
- For reading, we have set aspirational targets 10% higher than the national expected gain as the ACT typically records greater gain in this domain than achieved nationally.
- Performance in numeracy has traditionally been weaker in the ACT, and results reported in the Budget paper reflect this history. Targets for numeracy have been set to at least achieve the nationally predicted gain for numeracy. Targets will be increased in the future as we report improving numeracy gain outcomes.

3. School Identity

- School identity is as a sense of belonging. The more positive school climate is from the perspective of the student, the greater the sense of student identity with the school and their sense of belonging.
- Australian and international research indicates that school climate has an impact on student learning and wellbeing outcomes. This research also points towards a positive school climate protecting students who face socio-economic barriers to success.
- School identity is a spectrum from very high levels of identity to lower levels of identity and as such is not analogous to a simple yes/no response

Related Facts/Figures:

- Please refer to Budget statement F, p5-10, tables 2 to 10.

Portfolio/s Education & Early Childhood Development

TOPIC: Occupational Violence (Enforceable Undertaking)

Background:

- The Future of Education strategy has at its core an acknowledgement of the human diversity amongst students and supporting and valuing teachers as expert professionals who are highly skilled at working with students on their learning journey. Critical to this approach, is our commitment to fostering physically and psychologically safe and respectful learning environments.
- In July 2017, the Education Directorate released its Occupational Violence Management Policy and Plan that provided increased focus and support for staff in managing safety. This approach was developed in close consultation with staff and the Australian Education Union.
- In September 2018, the Territory entered into an Enforceable Undertaking, which had a commitment to fully implement the Education Directorate's Occupational Violence Policy and Management Plan.
- This budget initiative supports that commitment by providing for additional staff to embed a risk management approach that improves work health and safety resources and approaches in our schools.

Related Facts/Figures:

- The investment in supporting the safety of our staff and students through these activities is approximately \$2.375 million, and significant progress has been made in delivering the strategies agreed under the EU.
- Over the past two years, nearly \$8 million was spent or committed to improving work health and safety in the Directorate and in July 2017 the Education Directorate released its Occupational Violence Policy and Occupational Violence Management Plan.

Example:

- This initiative provides additional resources to support teachers, learning support assistants and principals in removing or mitigating against the risk of occupational violence. It provides additional on the ground staff to support schools in assessing risk and putting controls in place.

Portfolio/s Education & Early Childhood Development

TOPIC: HEALTH AND SAFETY REQUIREMENTS

Background:

- Under the the *Enforceable Undertaking* dated 28 September 2018, a total of \$10.045 million has been committed to improving work health and safety in the Directorate.
- Along with a significant effort to address the strategies within the *Enforceable Undertaking*, a range of injury prevention and management programs are now in place across the Directorate to enhance overall WHS performance.
- The Directorate has made considerable effort to assist its workers to fulfil their safety obligations. Improvements have been made by reviewing the governance arrangements and the Directorate's safety management system. Including updating tools and resources, providing targeted training, and enhancing consultation and communication across the Directorate.
- This sustained effort has raised safety awareness in both schools and the Education Support Office with improved incident reporting as a result.

Related Facts/Figures:

- Incident reporting is critical for the Directorate to monitor our workplace hazards, the risk they pose and the effectiveness of the controls that are in place to address them, providing a way to minimise further risk of injury or harm.
- Incident reporting across the Directorate has increased over time, demonstrating improved confidence across the Directorate in reporting of incidents.
- Budget Estimate Brief 20. Workplace injury numbers 2014-2018 provides further breakdown of incident numbers and Lost Time Injuries (LTIs).

Portfolio/s Education & Early Childhood Development

TOPIC: Workplace Injury Numbers

Background:

- RiskMan reporting was introduced in mid-2015 with the finalisation of the system in 2016 and 2017.
- The Education Directorate now has a strong reporting culture represented by the increase of incident reports.
- LTI is defined as an incident that has resulted in a loss of one day or more off work.

Related Facts/Figures:

- The overall number of incidents reported during 2014/15 to 2017/18 has increased over time with the growth of the overall workforce, from 724 in 2014/15 to 3162 in 2017/18.
- Proportionally the number of LTIs to total incidents reported have decreased from 14 % (101 LTI / 724 incidents reported) down to 7% (221 LTI / 3162 incidents reported) during this same period.

TOPIC: TEACHING STAFF ENTERPRISE AGREEMENT

Talking Points

- The *ACTPS Education and Training Directorate (Teaching Staff) Enterprise Agreement 2014-18* (Agreement) expired on 30 September 2018. In accordance with the Agreement, bargaining for a new enterprise agreement commenced on 31 January 2018.
- On 28 August 2018, the Education Directorate and the Australian Education Union (AEU) commenced bargaining meetings with a commitment to an Interest-Based Bargaining framework. This negotiation framework is grounded on the identification of shared priorities as well as a process for solutions-focused dialogue between the parties to identify desired outcomes and related proposals.
- On 10 May 2019, the AEU Branch Council held a unanimous resolution to formally accept the revised Government Offer and for the new enterprise agreement to progress to Consideration Period and Voting.

Related Facts/Figures:

- The proposed new Teaching Staff Enterprise Agreement has a significant investment into the teaching workforce to enable delivery of high quality public education services, comprising:
 - salary increases of three percent per annum for all teaching classifications which results in a cumulative increase of 12.58 percent, over the life of the Agreement; and
 - workforce initiatives strengthening supports for teachers and school leaders.
- The proposed salary increases will see ACT Classroom Teachers become the highest paid across all Australian jurisdictions from 1 July 2019. Teacher and school leaders on the Superannuation Guarantee will see their superannuation contributions increase to 11.5% by 1 October 2020. Further, teacher and school leaders who choose to contribute at least 3% of their salary to their superannuation, bringing the contribution to 12.5% for eligible employees. This effectively places ACT teachers and school leaders with the second highest superannuation benefit nationally, only marginally behind QLD and significantly ahead of NSW and Vic.
- In the proposed new Agreement, ACT public primary schools will have a reduction of 30 minutes in face-to-face teaching hours per week commencing July 2020. This means that from 2020, ACT will have the lowest face-to-face teaching hours for primary teachers nationally.
- Further, New Educators will have a reduction in face-to-face teaching of 30 minutes per week in their second and third years of teaching and will participate in a comprehensive one-week induction program prior to commencement in their respective schools.
- The government have committed to increasing professional supports for principals to harness and cultivate impactful school leadership allowing them to focus on instructional leadership delivering on their school improvement strategy.

Example:

- Following a successful vote from the teaching workforce and Fair Work Commission's certification of the new Teaching Staff Enterprise Agreement, the Directorate, in conjunction with the AEU, will undertake implementation of all relevant commitments under the Agreement.

Portfolio/s Education & Early Childhood Development

TOPIC: Principal Recruitment**Background:**

- The principal selection process is provided clause W3 of the *ACTPS Education and Training Directorate (Teaching Staff) Enterprise Agreement 2014-2018* (Agreement).
- The selection process and criteria are based on the *ACT School Leader Capability Framework* and the Australian Professional Standard for Principals which sets out the professional practice, capabilities and behaviours for school leaders to effectively drive the school improvement agenda and deliver better outcomes for all students.
- The Joint Selection Committee for all principal recruitments will require an AEU representative as a member of the panel.

Related Facts/Figures:

- The ACT Public School System currently has 92 principal positions, comprising:
 - Early Childhood Schools 5
 - Primary Schools 52
 - High Schools 11
 - Colleges 8
 - Combined Schools 12*
 - Specialist Schools 4

It is noted that Amaroo* and Harrison* have existing additional principal positions to strengthen support for P-10 schools with significant student enrolment.

- There are currently four permanent principal position recruitments in process for Caroline Chisholm School, Wanniasa School, Jervis Bay School and Charles Weston School.

Cleared as complete and accurate: [Click here to enter a date.](#)
Cleared by: [Choose an item.](#)

Lead Directorate: Education

Portfolio/s Education & Early Childhood Development

TOPIC: Workforce Casualisation

Background:

- Consistent with the ACT Public Service Joint Government-Union Insecure Work Taskforce, the Education Directorate is committed to promoting permanent employment and job security for employees within the Directorate.
- The Taskforce has four directorate and union representatives, the Executive Branch Manager, People and Performance Education is one of the members of the Taskforce.

Related Facts/Figures:

- The Education Directorate has the second highest number of temporary employees and only second to Canberra Health Services. Further, the Education Directorate has the highest number of casual employees across the ACT Public Service.
- This is consistent with the nature of services delivered by the Directorate, specifically the school's operational and workforce requirements.
- It is noted that, although there is significant number of casual employees in the Directorate, the engagement rate of casual work is marginal and the second lowest across all Directorates, only second to Elections ACT.

Example:

- The Directorate will implement the recommendations/outcome from the joint Government-Union Taskforce to convert temporary and casual employment to permanency, where appropriate.

Portfolio/s Education & Early Childhood Development

TOPIC: UC Affiliated Schools Program**Background:**

- As a key initiative under the Future of Education Strategy, the University of Canberra (UC) Affiliated Schools Program (the Program) will continue to support the development of teaching and learning in ACT public schools and further enrich the learning culture of the Directorate.
- The Program will enhance outcomes in ACT public schools through:
 - school-based pre-service teacher education clinics
 - professional experience placements for pre-service teachers
 - UC facilitated professional learning for teachers
 - school-based research projects to meet system and school needs
 - scholarships for teachers and school and non-school based leaders to undertake a Masters of Education.
- All ACT public schools, their students and staff will benefit from a close relationship between UC and the Directorate. The 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 learning, resources, evidence-based programs and other leading initiatives.

Related Facts/Figures:

- The ACT Government is providing \$4.5 million over four years for the Program.
- The ACT Government contribution to the Program is \$250,000 in 2018-19; \$750,000 in 2019-20; \$1.5m in 2020-21; and \$2.0m in 2021-22. UC will allocate funding to support initial teacher education, teacher professional learning and joint research projects.

Example:

- I had the pleasure of launching the Program with UC last year at one of the 25 ACT public schools working in partnership with UC over a five-year period.
- Pre-service teacher clinics or Pedagogical Content Knowledge (PCK) units took place in secondary schools for the first time this year across a range of subject areas. In semester one, twenty-two clinics were held across two early childhood, 15 primary and 4 high school/colleges.
- The seven-month 'Teachers as Researchers' professional learning program commenced on 1 April 2019 with a session on developing a greater understanding of multiple measures of data. School research projects are aligned to Future of Education strategic goals and range in topics from STEM and EAL/D to cultural integrity, gender equality and

Cleared as complete and accurate: 06/06/2018
Cleared by: Executive Branch Manager

Lead Directorate: Education

BUDGET ESTIMATES BRIEF

inclusion. I am looking forward to the conference in October where the school teams will present their research projects.

- The first round of teacher scholarships to undertake a Master of Education through the UC have been awarded. The thirty scholarship recipients participated in the first intensive program during the April school holidays.
- The six-day face-to-face intensive period saw participants complete up to two units from a choice of 'Leading Coaching and Mentoring in Education', 'Education for Inclusion', 'Leading and Sustaining Professional Learning Communities' and 'Issues and Challenges in School Improvement: International Perspectives'. Feedback from participants has been very positive.

Cleared as complete and accurate: 06/06/2018
Cleared by: Executive Branch Manager

Lead Directorate: Education

Portfolio/s Education & Early Childhood Development

TOPIC: CAR PARKS & TRAFFIC SAFETY PROGRAM

Background:

- 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.
- 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.
- Following receipt of the February 2018 school census data, the parking requirements of all ACT public schools was reviewed. These requirements will be reviewed again during June 2019 following completion of the school census data analysis.

Portfolio: Education & Early Childhood Development**ISSUE: BUDGET 2019-20 SCHOOLS CAPITAL WORKS****Background:**

- More than \$25 million has been invested to modernise Belconnen High School from 2015 to 2019.
- Since the 2017-18 Budget, over \$18 million has been invested to modernise Narrabundah College.
- The 2018-19 Public School Infrastructure Upgrade program has invested over \$26.1 million expanding and upgrading schools in all regions.

The 2019-20 Budget:

- \$29.447m allocated for the construction of the expanded Franklin Early Childhood School to include years 3 to 6.
- \$43.913m allocated to construct a new primary school in Throsby. 2019-20 funding of \$1.195m to progress design and procurement activities.
- \$6.442m allocated to provide more places at Gold Creek School (senior campus). 2019-20 funding of \$750k to progress design and procurement activities.
- \$1.269m provided to expand facilities at Gungahlin College for the 2020 school year.
- \$8.504m provided for 'More Places for Students at Northside Schools' including:
 - 50 places at Amaroo School in addition to the already funded 100 places;
 - 50 places at Hawker Primary School;
 - 50 places at Lyneham High School; and
 - 200 places at Gungahlin College (for the 2021 school year).
- \$4.853m provided over 3 years for planning and feasibility activities for Canberra's future school needs.

TOPIC: CONDITION OF ACT PUBLIC SCHOOLS

Background:

- 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 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 for repairs and maintenance. This funding is for physical infrastructure costs covering minor repairs and maintenance works.
- As at the end of May 2019, the Repairs and Maintenance budget for 2018-19 was fully committed.

Related Facts/Figures:

- Over the four financial years from 2017-18, \$85 million will be 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.
- The 2018-19 Public School Infrastructure Upgrade (PSIU) program expenditure is estimated to be \$26.1 million.

Portfolio/s Education & Early Childhood Development

TOPIC: HEATING & COOLING IN ACT PUBLIC SCHOOLS

Background:

- In the 2016 Election, ACT Labor committed to fund \$85m in ACT public school capital upgrades over the next four years. This program includes 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 during the 2016-17 summer.
- 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 over several years started in 2017-18. This approach prioritises schools according to a risk matrix.
- All schools have an extreme temperature management plan to keep students and staff comfortable, as required by ACT Education Directorate policy, *Procedures for Managing Extreme Temperatures in ACT Public Schools*.
- 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.

Portfolio/s Education & Early Childhood Development

TOPIC: ASBESTOS CONTAINING MATERIAL IN ACT PUBLIC SCHOOLS

Background:

- The Directorate has well developed processes for the management of hazardous materials in ACT public 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.
- Asbestos containing material is removed in accordance with WorkSafe ACT requirements by licensed contractors who are monitored by an independent NATA registered laboratory. 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. The report was then distributed in September 2018.
- Although in use for some years, the current method of asbestos tracking and management is currently under examination in an effort to modernise processes and reporting. An electronic application is being investigated by key staff, and will consider school requirements and legislative obligations.
- There are 69 public schools, including Jervis Bay School, 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.

Portfolio/s Education & Early Childhood Development

TOPIC: SCHOOL VANDALISM / CCTV IN SCHOOLS**Background:**

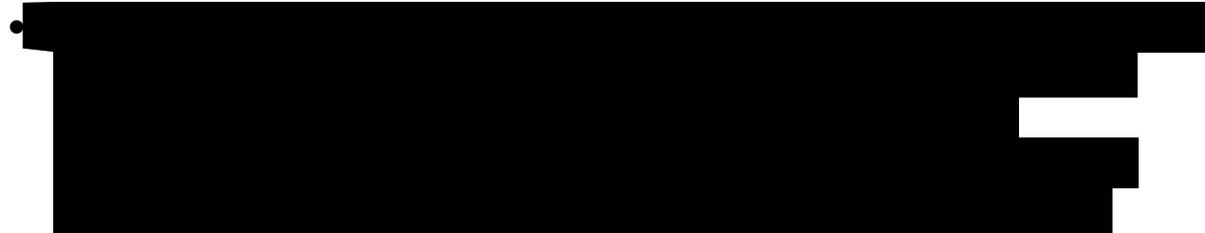
- A total of 76 ACT public school sites (out of 91) have a partial or full perimeter security fence. The decision to install a partial or full perimeter security fences on school sites is based on the safety and security needs of each individual school. The ACT Government does not have a mandatory requirement that all schools must be fenced.
- The Education Directorate has an ongoing program of security fencing works that are usually initiated by each schools' executive. Before the fencing works are considered for approval to proceed by the Directorate the school principal, Board Chair and P&C President must sign a joint letter confirming the need for a fence and must undertake a formal consultation process with their school community that results in over-whelming support for the fence.
- Where schools decide not to install a security fence, the Directorate will work with the school to examine the need for other security measures to address any security risks or response to any security incidents. This can include: security lighting; strengthened glazing; window security mesh; security monitoring systems and security patrols after hours, on weekends and during school term breaks.
- In early 2019 the Directorate engaged a subject matter expert to undertake a feasibility study to consider CCTV as an option in schools for asset protection purposes. The study incorporated site specific assessments at a select number of schools experiencing asset damage and theft.
- Following the feasibility study, the Directorate engaged a subject matter expert to undertake site specific protective security risk assessments at a number of schools. The assessments are designed to enhance protective security measures.
- The draft feasibility study report has been provided to the Directorate and is being considered.

Portfolio/s Education & Early Childhood Development

TOPIC: Cleaning Contractors in Schools

Background:

- 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 government takes this commitment seriously and has made the decision that from 2020 school cleaners will be directly employed by the ACT Government. This decision was supported by Cabinet in March 2019 and an implementation plan is currently being developed by the Directorate.



- The Directorate is working on a transition plan to extend potentially two of the current four contracts for a seven month period until end January 2020, including development of a recruitment approach for school cleaners.
- The Directorate is investigating options including the transfer of business and the development of a greenfields Enterprise Agreement for school cleaners.
- Consultation with key stakeholders such as United Voice and existing Contractors commenced on 19 March 2019. [REDACTED] have been notified that the Directorate does not intend to extend their contract beyond 30 June 2019. [REDACTED] have declined the offer to extend.

Related Facts/Figures:

- 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.
- 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 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.

Cleared as complete and accurate: 07/06/2019
Cleared by: Choose an item.

Lead Directorate: Education

BUDGET ESTIMATES BRIEF

- As part of the service agreement between the four contractors and the Education Directorate, audits are to be undertaken throughout the contract period.
- These audits were conducted in May and a follow up WHS audit was undertaken in October 2018. A follow up audit of [REDACTED] and [REDACTED] will be conducted in 2019.
- 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.

Cleared as complete and accurate: 07/06/2019
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Lead Directorate: Education

Portfolio/s Education & Early Childhood Development

TOPIC: School Planning / Capacity**Background:**

- The Directorate has a permanent team responsible for school infrastructure planning, which 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 works with other areas of government to plan for new and expanded schools, including with the Environment, Planning and Sustainable Development Directorate regarding the availability of land for schools.
- The Directorate is responsible under the Education Act for registration of new non-government schools. However, non-government schools arrange their own site planning and construction through the Environment, Planning and Sustainable Development Directorate.
- Non-infrastructure solutions to school capacity are considered first (such as changes to enrolment practices) or in tandem with permanent and non-permanent additions to school infrastructure.
- 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.

Related Facts/Figures:

- Public school enrolments across the ACT are projected to grow at an average 3 per cent per annum over the period 2019-28. Growth will continue in Gungahlin and Molonglo as people take up residence in new suburbs; growth will also continue in areas of urban infill, including the City-and-Gateway and the light rail stage 1 corridors.
- Gungahlin is one of the fastest growing regions in Australia and the 2019-20 Budget will respond through funding the construction of a new primary school in Throsby by 2022, and planning for a new high school in Kenny by 2023. Franklin Early Childhood School will be expanded by 400 places into a full primary school by 2021. Gold Creek School Senior Campus will increase its permanent capacity by 200 places for the beginning of the 2022 school year. Additional staff areas and specialist science teaching facilities will be provided at Gungahlin College by the start of 2020.
- The 2019-20 Budget will also invest in expanding schools across the city, including adding more than 350 places through the deployment of flexible, high-quality transportable classrooms to manage potential enrolments peaks.

Cleared as complete and accurate: 06/06/2019
Cleared by: Executive Branch Manager

Lead Directorate: Education

BUDGET ESTIMATES BRIEF

- The government continues to plan strategically for student growth across Canberra, not only in new suburbs but also urban infill areas like the inner north, Belconnen and South Canberra.

Example:

- The new Margaret Hendry School in the Gungahlin suburb of Taylor opened for first term 2019, with capacity for 600 students from K-6. Budget commitments in previous years will see a new primary school open in Denman Prospect (Molonglo) at the beginning of 2021.
- Pressure is being relieved on some schools through active management of enrolment policy, including prioritising enrolment at local schools.
- The government is also working towards the release this year of a site in Wright for a non-government school.

Cleared as complete and accurate: 06/06/2019
Cleared by: Executive Branch Manager

Lead Directorate: Education

Portfolio/s Education & Early Childhood Development

TOPIC: Enrolments Policy Management (2020)

Background:

- The Directorate has not changed its policy on enrolments. It has always been the case, as required under the *Education Act 2004*, that children living in the priority enrolment area (PEA) of a school are enrolled first. Out of area enrolments have always been “subject to capacity”.
- Due to growth in the public school system, the Education Directorate has had to manage the PEA system of enrolments more actively than in previous decades.
- Some schools are no longer able to accept “out of area” enrolments, whereas in past years they might have had capacity to do so. The Directorate has given the community very clear and transparent information on this through its website and communications materials about the opening of enrolments for the 2020 school year.
- There are a small number of schools with special circumstances that do not have a PEA 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), and the five early childhood schools.
- Preschool is not compulsory but is encouraged. All four-year old children in the ACT can access 15 hours per week of free early childhood education at a public preschool.

NSW students

- It is the responsibility under law for the NSW government to provide schooling for NSW resident students. Nevertheless, in recognition of the great economic and social value that our cross-border neighbours bring to the ACT, this government has always made room for NSW resident students in our public schools.
- New arrangements were made for NSW resident students to ensure that they could still access the ACT school system, but only in schools with guaranteed capacity to take them. This was the creation of the “NSW Pathway Schools”, which first took effect for this year’s student intake (2019) and is continuing for the 2020 intake.
- For new NSW students applying for ACT public schools, applications are now directed towards two zones, a southern zone, centred on

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Lead Directorate: Education

Tuggeranong, and a northern zone, centred on Belconnen. Within each of these zones, places are provided for NSW resident students in a defined set of schools and colleges.

Related Facts/Figures:

- Canberra's public school enrolments have been growing at a fast rate over several years, and the growth is projected to continue at around 3% pa over the next decade.
- This is the result not only of the population growth that we already know about in the Territory, but also because of more families choosing public schools, rather than non-government schools.
- ACT public schools have been identified for the purposes of enrolment into two categories – Category A and Category B. Information on which schools are category A or B is readily available on the Education website.
- Category A schools are not able to accept general applications for out of area enrolment, primarily due to their capacity for students both now and in the near future. Category B schools have some capacity to accept out of area enrolments. Exceptional circumstances, based on student wellbeing, will be considered by all schools.
- As at February 2019, 1,553 NSW students are attending public schools in Canberra. Of these, 485 (31.2%) are enrolled in the pathway schools.
- The ratio of public to non-government enrolments (K-12) is 61-39 for 2019, having climbed from its low point in 2011 of 57-43.
- PEAs are reviewed annually. There were no changes made for the 2020 intake.
- Changes will occur in 2021, with the introduction of new schools into the system and the expansion of Franklin ECS into a P-6. These changes will be notified in due course on the Directorate website.

Example:

- Enrolments for the 2020 school year opened at 6am on Monday 29 April. Every child from Kindergarten to Year 12 is guaranteed a place at their local public school, regardless of when they apply.
- All four year old ACT children are guaranteed a place in a public preschool, but not necessarily their preferred preschool, due to capacity constraints at some sites.
- The NSW pathways system gives NSW families certainty over enrolment, in an environment where some schools are unable to take out of area students.
- This government continues to add new capacity into the system in a planned and responsible way, through expansions to existing schools and construction of new ones. For example, the Margaret Hendry school in north Gungahlin opened this year and construction will commence soon on the next school in the Molonglo Valley at Denman Prospect. It will open in 2021.

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Lead Directorate: Education

Portfolio/s Education & Early Childhood Development

TOPIC: SCHOOL ADMINISTRATION SYSTEM PROJECT**Background:**

- The new School Administration System (SAS) is a major business application for the Directorate and is essential to the business continuity of all ACT Public Schools
- The contract defined a staged delivery of functionality over a three-year period until July 2019, followed by a managed services component to manage the implementation for a further three years
- F1, F2.1 and F2.2 included the following modules:
 - Wellbeing
 - Incident Management (positive, negative, and medical)
 - Attendance
 - Timetabling
 - Analysis
 - Continuum Tracker
 - Curriculum Reference
 - Academic Reporting (2019 rollout schedule, based on school readiness)
 - Markbook (2019 rollout in partnership with Academic Reporting)
- The latest update is on track to be deployed by July 2019. This update allows for the full functionality of SAS to be enabled for schools on a rolling basis.
- SAS includes a new finance system for school based accounting. This system will provide process, billing, and invoice uniformity across all schools.

Related Facts/Figures:

- In FY2016/17 the project was allocated a \$10m budget over three years. Currently on budget.

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Lead Directorate: Education

Example:

- Once complete, SAS will provide the Directorate with enhanced data and reporting capabilities.
 - SAS will improve incident reporting and the ability to actively manage incidents, including those relating to occupational violence, with a greater degree of granularity and trend analysis.
- The contract is being actively managed to provide improvements to managed services, production support, and ongoing feature improvement.
- The Academic Reporting module is currently active in 36 schools
 - It is being used to generate reports for Semester 1-2019. This provides a common template and layout for consistency across schools.
 - Continuous assessment can be enabled to allow parents to measure student performance throughout the year.
- The next stage of implementation focuses on high value enterprise and public facing functionality.
 - A Parent Portal will be launched, which will greatly reduce the number of physical notes and memos being sent home with students.
 - A new financial management system will be rolled out, which enforces standard accounting principles.

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Cleared by: Executive Branch Manager Kristen Foster

Lead Directorate: Education

Portfolio/s Education & Early Childhood Development

TOPIC: INTERNATIONAL STUDENTS

Background:

- At 30 May 2019, there are 552 full fee paying international students. These students hold visa subclass 500 (school sector) and are protected under the *Education Services for Overseas Students Act 2000* (ESOS) legislation.
- International student tuition fees are based on cost recovery. Current per annum charges are \$4,200 for pre-school, \$11,100 for primary, \$14,500 for high school and \$16,200 for college. Short stay enrolments are for 5 to 10 weeks at \$420 per week.
- Section 26 of the *Education ACT 2004* provides for fees to be charged to residents who hold a temporary visa under Section 30(2) of the *Migration Act 1958 (Commonwealth)* unless in an identified fee exempt category (eg. humanitarian visa).
- The Chief Minister agreed that, from 2016, the Directorate will exempt the tuition fees for the dependants of those undertaking a postgraduate degree by research.
- In cases of demonstrated financial hardship or a significant change in circumstances after a visa has been granted, tuition fees may be waived for the dependants of temporary residents.

Related Facts/Figures:

- The Education Directorate has the welfare responsibility for 169 students in homestay, 53 in the Family, Friends and Relatives program and 36 students living independently. Another 294 students are in the care of Department of Home Affairs approved guardians (eg parents).
- The 2019 cohort of full fee paying international students comprises 280 from China, 64 from Vietnam, 39 from South Korea, 22 from India, 12 from Hong Kong and 11 from Nepal. There are lesser numbers from various other countries.
- In the current calendar year, the Directorate has processed 241 fee exemptions and waived tuition fees for [REDACTED] students.

Portfolio/s Education & Early Childhood Development

TOPIC: LAND RELEASE FOR NON-GOVERNMENT SCHOOLS

Background:

- Detail of the proposed land release and timing of the release is the responsibility of the Minister for Planning.
- 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.
- In line with a new approach agreed by Government, non-government school sites will be released 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 2018-19 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.

ACT schools data, 2019

Table 1: Number of schools by sector, 2019

	Public	CE*	Ind**	Total
Primary	57	24	3	84
Combined (Primary/Sec)	8	0	13	21
Secondary	19	5	2	26
Specialist schools	4	0	0	4
Total	88	29	18	135

* CE includes Catholic systemic schools.

** Ind: Independent schools including Catholic non-systemic schools.

Table 2: Number of students, 2019*

	Public	CE	Ind	Total
Number of students by year level				
Preschool	4,641	590	857	6,088
Kindergarten	4,171	1,197	674	6,042
Year 1	4,118	1,165	708	5,991
Year 2	3,891	1,250	731	5,872
Year 3	3,826	1,293	740	5,859
Year 4	3,674	1,289	917	5,880
Year 5	3,448	1,198	952	5,598
Year 6	3,358	1,194	960	5,512
Primary Total	31,127	9,176	6,539	46,842
Year 7	3,027	1,163	1,541	5,731
Year 8	2,920	1,071	1,507	5,498
Year 9	2,775	1,020	1,457	5,252
Year 10	2,876	941	1,497	5,314
Year 11	3,241	675	1,211	5,127
Year 12	3,093	642	1,160	4,895
Older	93	na	na	93
Secondary Total	18,025	5,512	8,373	31,910
Total	49,152	14,688	14,912	78,752
Number of full-fee paying overseas students				
Primary	130	18	86	234
Secondary	400	73	73	546
Total	530	91	159	780
Number of Aboriginal and Torres Strait Islander students				
Primary	1,272	205	67	1,544
Secondary	725	139	119	983
Total	1,997	344	186	2,527

Source: Education Directorate, Census of ACT schools, February 2019.

*A small number of students attend more than one school.

na - Not applicable.

Summary Statistics for Canberra Schools

June 2019

For more information please contact Performance and Systems on 6205 9317.

Table 4: Number of students, 2015-2019*

	2015	2016	2017	2018	2019
Public					
Preschool	4,592	4,456	4,567	4,597	4,641
Primary (K-6)	22,442	23,630	24,739	25,762	26,486
Secondary	9,947	10,258	10,571	11,062	11,598
Senior secondary	6,446	6,487	6,680	6,524	6,427
Total	43,427	44,831	46,557	47,945	49,152
Non-government					
Preschool	975	1,213	1,181	1,367	1,447
Primary (K-6)	13,830	13,802	14,019	14,134	14,268
Secondary	9,797	9,835	9,840	9,931	10,197
Senior secondary	3,888	3,830	3,811	3,765	3,688
Total	28,490	28,680	28,851	29,197	29,600
Students by level of schooling					
Preschool	5,567	5,669	5,748	5,964	6,088
Primary (K-6)	36,272	37,432	38,758	39,896	40,754
Secondary	19,744	20,093	20,411	20,993	21,795
Senior Secondary	10,334	10,317	10,491	10,289	10,115
Total	71,917	73,511	75,408	77,142	78,752
Full-fee paying overseas					
	570	640	755	779	709
Aboriginal and Torres Strait Islander students					
	2,082	2,174	2,308	2,401	2,527

Source: Education Directorate, Census of ACT schools, February 2015-2019.

*A small number of students attend more than one school.

Table 5: Teacher-student ratios by state/territory, 2014-2018 DOCUMENT 37

	NSW	Vic	Qld	SA	WA	Tas	NT	ACT	Aust
Public									
Primary									
2014	15.6	15.3	15.3	14.9	16.2	14.8	12.2	13.3	15.4
2015	15.8	15.3	14.8	14.9	15.7	15.4	13.0	14.6	15.3
2016	15.6	14.8	14.5	14.9	15.4	15.0	12.6	14.7	15.0
2017	15.8	14.8	14.4	14.6	15.6	14.8	12.3	15.6	15.0
2018	15.4	14.6	14.2	14.5	15.7	14.8	12.6	14.9	14.8
Secondary									
2014	12.4	12.5	12.5	13.1	12.6	13.1	11.5	12.1	12.5
2015	12.5	12.6	12.7	13.2	13.4	13.4	11.9	11.6	12.7
2016	12.5	12.5	12.5	13.3	12.6	13.2	11.9	11.8	12.6
2017	12.4	12.3	12.4	12.9	12.4	13.1	12.4	12.3	12.4
2018	12.3	12.1	12.2	12.7	12.6	12.9	12.1	12.3	12.3
Non-government									
Primary									
2014	16.6	14.6	17.4	16.1	16.8	16.0	15.3	16.5	16.2
2015	16.3	14.6	16.5	16.2	15.5	15.5	15.5	16.1	15.7
2016	16.1	14.2	16.4	16.0	15.3	15.3	14.7	16.0	15.5
2017	15.8	14.1	16.0	15.9	15.1	15.1	14.6	16.0	15.3
2018	15.5	13.9	15.9	16.5	14.9	14.9	14.6	16.3	15.1
Secondary									
2014	11.8	11.1	12.2	11.7	10.7	11.5	10.5	12.2	11.5
2015	11.7	11.1	12.4	11.5	12.1	11.4	10.5	12.1	11.7
2016	11.5	11.0	12.2	11.3	11.9	11.4	10.3	12.1	11.5
2017	11.4	11.0	12.1	11.2	11.8	11.2	10.5	12.0	11.4
2018	11.3	10.9	12.0	10.8	11.6	11.0	10.5	11.9	11.3

Source: ABS, 4221.0 Schools Australia, 2014 to 2018 (Table 53a).

Note: Full-time equivalent students divided by full-time equivalent teachers.

Table 6: Year 10-12 apparent retention rates by state/territory, 2014-2018

	NSW	Vic	Qld	SA	WA	Tas	NT	ACT	Aust
Public									
2014	72.5	79.8	80.6	86.6	87.0	70.1	68.8	107.6	78.6
2015	72.6	81.2	82.1	91.1	79.0	73.8	62.5	100.0	79.2
2016	72.0	81.7	82.7	95.3	78.3	73.4	65.1	100.0	79.5
2017	73.0	80.4	82.9	91.2	81.7	74.1	73.6	100.0	79.8
2018	71.4	79.9	83.7	88.4	83.9	76.5	66.9	100.0	79.2
Non-government									
2014	85.5	90.2	94.7	94.7	84.5	67.9	66.6	76.9	88.6
2015	85.0	89.7	94.1	93.8	83.8	68.7	66.3	77.5	88.0
2016	85.0	89.5	94.8	93.3	83.7	66.1	62.4	77.6	87.9
2017	84.1	91.9	95.8	92.4	84.9	66.4	63.9	74.7	88.5
2018	83.4	91	94.3	94.3	86.6	66.7	61.5	75.5	88.0

Source: ABS, 4221.0 Schools, Australia 2018 (Table 64a).

Note: Full-time students only.

Table 7: Number of full-time equivalent teaching staff by gender and sector, 2014-2018

	2014		2015		2016		2017		2018	
	Male	Female								
Public										
Primary	243	1367	229	1315	256	1359	262	1331	275	1461
Secondary	531	788	552	850	557	851	551	831	552	864
Total	774	2,155	781	2,165	813	2,210	813	2,161	827	2,325
Catholic schools										
Primary	103	410	104	422	99	425	98	433	102	425
Secondary	274	388	274	385	267	390	256	386	272	392
Total	377	798	378	807	366	815	353	819	374	817
Independent schools										
Primary	58	257	60	272	64	276	75	271	74	273
Secondary	186	260	190	267	185	277	186	292	186	286
Total	244	517	250	539	249	553	262	563	260	559
Grand Total	1,395	3,471	1,409	3,511	1,427	3,578	1,428	3,543	1,460	3,700

Source: ABS, 4221.0 Schools, Australia 2018 (Table 51a).

Note: For ACT only.

Table 8: NAPLAN Student mean scale score by year level and domain, 2018

		Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
		ACT	Australia	ACT	Australia	ACT	Australia	ACT	Australia	ACT	Australia
Year 3	ACT	447	411	414	414	442	419				
	Australia	434	407	418	408						
Year 5	ACT	521	466	497	508	498					
	Australia	509	465	503	504	494					
Year 7	ACT	558	511	546	551	558					
	Australia	542	505	545	544	548					
Year 9	ACT	596	555	588	587	603					
	Australia	584	542	583	580	596					

Source: National Assessment Program, Literacy and Numeracy (NAPLAN), preliminary, 2018, mean score.



BUDGET ESTIMATES BRIEF

Portfolio: Education & Early Childhood Development

ISSUE: 2019-20 Capital and Recurrent Initiative Descriptors

Background:

- The 2019-20 Budget funded ten new recurrent initiatives and eight new capital initiatives, along with recurrent funding associated with the capital initiatives. A snapshot is provided below.

2019-20 Budget RECURRENT	2019-20 \$'000	Over 4 Years
ACT Early Childhood Strategy	2,166	10,910
Delivering an Accelerated Path for Gifted and Talented Students to the University of Canberra	-	767
Delivering Secure Local Jobs for School Cleaners	1,179	3,598
Ensuring Teachers and School Staff are Safe at Work	1,034	1,832
More Support to Meet Individual Student Needs	9,938	41,576
Reforms Arising from the Future of Education Strategy	989	4,193
Strengthening Mental Health Care in ACT Public Schools	720	3,007
Training ACT Government Frontline Workers to Respond to Family Violence	6	281
Planning for a New College on Canberra's Northside	600	800
Supporting Smarter Working in the New ACT Government Office Projects	633	633
TOTAL RECURRENT INITIATIVES	17,265	67,597
RECURRENT FUNDING ASSOCIATED WITH CAPITAL INITIATIVES		
Delivering a New High School at Kenny	500	500
Delivering a New Primary School at Throsby	-	3,191
Expanding Franklin Early Childhood School	-	2,024
More Places for Students at Gold Creek School's Senior Campus	-	64
More Places for Students at Northside Schools	-	173
Planning for Canberra's Future School Needs	750	1,500
TOTAL RECURRENT FUNDING ASSOCIATED WITH CAPITAL INITIATIVES	1,250	7,452
TOTAL RECURRENT INCLUDING FUNDING ASSOCIATED WITH CAPITAL INITIATIVES	18,515	75,049
2019-20 Budget CAPITAL		
Expanded Facilities for Gungahlin College	1,269	1,269
Delivering a New Primary School at Throsby	1,195	43,913
Delivering Energy-Efficient Heating Upgrades for ACT Public Schools	2,300	15,964
Delivering Secure Local Jobs for School Cleaners	1,610	1,610
Expanding Franklin Early Childhood School	2,000	29,447
More Places for Students at Gold Creek School's Senior Campus	750	6,442
More Places for Students at Northside Schools	4,404	8,504
Planning for Canberra's Future School Needs	883	2,053
TOTAL CAPITAL	14,411	109,202

Cleared as complete and accurate: 07/06/2019

Cleared by:

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BUDGET ESTIMATES BRIEF

Related Facts/Figures:

- Recurrent initiative descriptors as they appear in Budget Paper 3 are at [Attachment A](#).
- Capital initiative descriptors as they appear in Budget Paper 3 are at [Attachment B](#).
- The *Schools for our Growing City* (included in the above) omnibus to facilitate increasing enrolments in key growth areas across the ACT includes:
 - 6 capital and 2 recurrent initiatives;
 - \$91.6 million in capital funding over four years;
 - \$8.2 million in recurrent funding over four years; and
 - an increase in Education Directorate FTE of 36.75 over four years.

Cleared as complete and accurate: 07/06/2019

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BUDGET ESTIMATES BRIEF

Attachment A

Education Directorate – Recurrent Initiative Descriptors

ACT Early Childhood Strategy

	2019-20	2020-21	2021-22	2022-23	Total
	\$'000	\$'000	\$'000	\$'000	\$'000
Expenses	2,166	3,360	2,652	2,732	10,910
Offset	-1,250	-2,575	-2,652	-2,732	-9,209
Net Expenses	916	785	0	0	1,701

The Government will deliver the first phase of our Early Childhood Strategy, the first ACT strategy targeting early childhood education and care.

Delivering an accelerated path for gifted and talented students to the University of Canberra

	2019-20	2020-21	2021-22	2022-23	Total
	\$'000	\$'000	\$'000	\$'000	\$'000
Expenses	0	182	260	325	767

In partnership with the University of Canberra, the Government will provide accelerated pathways for gifted and talented students in the disciplines of behavioural science, design, psychology, commerce and exercise science. This initiative will add to the range of extension courses on offer through the ACT Government's existing partnership with the Australian National University.

Delivering secure local jobs for school cleaners

	2019-20	2020-21	2021-22	2022-23	Total
	\$'000	\$'000	\$'000	\$'000	\$'000
Expenses	1,179	793	806	820	3,598
Depreciation	181	362	362	362	1,267
Total Expenses	1,360	1,155	1,168	1,182	4,865
Associated Capital	1,610	0	0	0	1,610

The Government will transition externally contracted school cleaning services to a Territory-run service by establishing a cleaning workforce within the Education Directorate. This will deliver better job security and working conditions for school cleaners, helping deliver on the Government's commitment to provide secure local jobs.

Ensuring teachers and school staff are safe at work

	2019-20	2020-21	2021-22	2022-23	Total
	\$'000	\$'000	\$'000	\$'000	\$'000
Expenses	1,034	798	0	0	1,832

The Government is committed to improving work health and safety and addressing occupational violence. In July 2017, the Education Directorate released its Occupational Violence Policy and Management Plan, developed in close consultation with the Australian Education Union. This additional funding will strengthen implementation of the Plan by providing further training to support staff, building on other initiatives and investment in this important area.

More support to meet individual student needs

	2019-20	2020-21	2021-22	2022-23	Total
	\$'000	\$'000	\$'000	\$'000	\$'000
Expenses	9,938	10,236	10,543	10,859	41,576

The Government will support the educational needs of all students through funding the equivalent of 92 full-time learning professionals and support staff. This funding will support Canberra's growing school population (P-12) including support and reasonable adjustments for students with additional needs such as students with a disability and other needs based supports.

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BUDGET ESTIMATES BRIEF

Attachment A

Planning for a new college on Canberra's northside

	2019-20	2020-21	2021-22	2022-23	Total
	\$'000	\$'000	\$'000	\$'000	\$'000
Expenses	600	200	0	0	800

The Government will undertake a feasibility and design study for a further college facility in North Canberra. This will cater for continuing growth in college enrolments and respond to the changing demographics of Gungahlin and the Inner North.

Reforms arising from the Future of Education Strategy

	2019-20	2020-21	2021-22	2022-23	Total
	\$'000	\$'000	\$'000	\$'000	\$'000
Expenses	989	814	1,178	1,212	4,193

The Government will progress implementation of the Future of Education Strategy by providing more support for students with complex needs and challenging behaviours.

Strengthening mental health care in ACT public schools

	2019-20	2020-21	2021-22	2022-23	Total
	\$'000	\$'000	\$'000	\$'000	\$'000
Expenses	720	740	762	785	3,007

The Government will permanently fund four full-time school psychologists and one administrative support worker to promote student wellbeing and better mental health among young Canberrans.

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BUDGET ESTIMATES BRIEF

Attachment B

Education Directorate – Capital Initiative Descriptors

Delivering a new high school at East Gungahlin

	2019-20	2020-21	2021-22	2022-23	Total
	\$'000	\$'000	\$'000	\$'000	\$'000
Capital – Provision	0	NFP	NFP	NFP	NFP
Associated Expenses	500	0	0	0	500
Associated Expenses – Transport Canberra and City Services Directorate	1,500	0	0	0	1,500
Associated Expenses – Provision	0	0	0	NFP	NFP
Total Expenses	2,000	0	0	0	2,000

The Government will prepare to deliver a new high school in East Gungahlin to provide places for around 1,000 students in years 7 to 10. The new high school will help provide more capacity as the Gungahlin community grows up and will open in 2023.

The capital cost of this initiative has been withheld in order to secure value for money when the Government approaches the market.

Delivering a new primary school at Throsby (EDU CW05b)

	2019-20	2020-21	2021-22	2022-23	Total
	\$'000	\$'000	\$'000	\$'000	\$'000
Capital	1,195	19,761	21,859	1,098	43,913
Depreciation	0	0	438	878	1,316
Associated Expenses	0	0	1,522	1,669	3,191
Total Expenses	0	0	1,960	2,547	4,507

The Government will construct a new primary school at Throsby to help meet continuing growth in public school enrolments in Gungahlin. The preschool to year 6 school will be ready to take students at the start of the 2022 school year.

The capital cost of this initiative has been withheld in order to secure value for money when the Government approaches the market.

Delivering energy-efficient heating upgrades for ACT public schools (EDU-CW02)

	2019-20	2020-21	2021-22	2022-23	Total
	\$'000	\$'000	\$'000	\$'000	\$'000
Capital	2,300	3,991	4,789	4,884	15,964
Depreciation	115	315	554	798	1,782

The Government will upgrade and modernise heating systems at nine ACT public schools to improve comfort for staff and students. These works will be undertaken at: Forrest Primary School, Mount Stromlo High School, Red Hill Primary School, Fadden Primary School, Alfred Deakin High School, Wanniasa Hills Primary School, Lyneham Primary School, Hawker College and Telopea Park School.

Expanded facilities for Gungahlin College (EDU CW05f)

	2019-20	2020-21	2021-22	2022-23	Total
	\$'000	\$'000	\$'000	\$'000	\$'000
Capital	1,269	0	0	0	1,269
Depreciation	0	25	25	25	75

The Government will expand teaching and support facilities at Gungahlin College by adding teaching spaces, administration areas and a specialist science laboratory. These expansion works are scheduled for completion ahead of the 2020 school year.

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Education



BUDGET ESTIMATES BRIEF

Attachment B

Expanding Franklin Early Childhood School (EDU CW05a)

	2019-20	2020-21	2021-22	2022-23	Total
	\$'000	\$'000	\$'000	\$'000	\$'000
Capital	2,000	24,000	3,447	0	29,447
Depreciation	0	253	589	589	1,431
Associated Expenses	0	393	762	869	2,024
Total Expenses	0	646	1,351	1,458	3,455

The Government will expand the Franklin Early Childhood School from a P-2 school into a full P-6 school from 2021, ensuring students can stay on at this local school throughout their primary years.

More places for students at Gold Creek School's senior campus (EDU CW05d)

	2019-20	2020-21	2021-22	2022-23	Total
	\$'000	\$'000	\$'000	\$'000	\$'000
Capital	750	2,214	3,478	0	6,442
Depreciation	0	0	64	129	193
Associated Expenses	0	0	0	64	64
Total Expenses	0	0	64	193	257

The Government will add more capacity at Gold Creek School's senior campus, so more Gungahlin students can find a place at their local school. This expansion is scheduled for completion by the 2020 school year.

More places for students at northside schools (EDU CW05g)

	2019-20	2020-21	2021-22	2022-23	Total
	\$'000	\$'000	\$'000	\$'000	\$'000
Capital	4,404	4,100	0	0	8,504
Depreciation	0	44	129	170	343
Expenses	0	0	44	129	173
Total Expenses	0	44	173	299	516

The Government will provide additional transportable classrooms that can be deployed rapidly to respond to enrolment growth at individual ACT public schools. These transportable classrooms will initially be used to add capacity at North Gungahlin Primary School, Hawker Primary School, Lyneham High School and Gungahlin College.

Planning for Canberra's future school needs (EDU CW05h, EDU CW05i)

	2019-20	2020-21	2021-22	2022-23	Total
	\$'000	\$'000	\$'000	\$'000	\$'000
Capital	883	715	455	0	2,053
Associated Expenses	750	750	0	0	1,500

The Government will undertake feasibility studies for new and expanded school capacity in growth regions across Canberra. This will include consideration of capacity within existing school sites in the City and Gateway area, and mapping of future student demand in residential growth areas in west Belconnen, the Molonglo Valley, south-east Canberra and the Belconnen and Woden town centre areas.

Cleared as complete and accurate: 07/06/2019

Cleared by:

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Lead Directorate:

Education

Portfolio: Education & Early Childhood Development**ISSUE: COMMONWEALTH EDUCATION FUNDING****Background:**

- In December 2018 the ACT Government signed a bilateral agreement around schools funding and reform principles with the Commonwealth.
- The bilateral agreement makes a commitment to transition government schools to their share of Commonwealth funding under the Schooling Resource Standard (SRS) by 2023 with non-government schools transitioned by 2029. This provides long term certainty for schools surrounding Commonwealth and Territory funding arrangements.
- The Commonwealth's funding to ACT public schools is currently lower than 20 per cent of the SRS baseline. However, as they are a minor funding provider to this sector, the anticipated annual increases to this sector are relatively small.
- 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.
- The Commonwealth announced through their 2019-20 Budget that total funding for education will grow from approximately \$19.9 billion in 2019 to \$25.9 billion in 2023 and \$32.4 billion by 2029. This equates to an increase of 63% in Commonwealth funding over 10 years.
- 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 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 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).
- The Commonwealth's 2019-20 Budget has been developed in line with the proposed reforms and legislative changes.

Related Facts/Figures:

- 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.

Example:

- 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.

	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.
- 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.

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Portfolio/s: Education and Early Childhood Development

ISSUE: NATIONAL FUNDING PICTURE FOR EARLY CHILDHOOD

Background:

National Partnership on Universal Access to Early Childhood Education (NP UAECE)

- 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.
- The Australian Government has indicated publicly that it will not enter into a NP UAECE beyond 2020 unless its issues regarding confidence in attendance data and what the Australian Government calls 'double funding' is resolved.
- Double-funding is about providers who receive funds under the NP UAECE as well as funds under Family Assistance Law.
- The ACT Government is the major contributor of access to four year-old preschool by providing 12 hours a week of free. The National Partnership provides an additional three hours which gets us to 15 hours of free preschool a week for four year olds.
- The proposed extension to the NP UAECE for 2020 incorporates a review of National Partnership arrangements. The Terms of Reference to this review has yet to be determined.
- The proposed extension provides additional funds for Universal Access until the end of 2020.

Attendance Data

- The ACT Government, along with all States and Territories, has raised concerns about the methodology used to draw attendance data. Attendance of children at centre based services is captured in a one week window and attendance of children attending a government preschool is captured in a two week window and averaged across the two weeks.
- This attendance data is then extrapolated across 40 weeks for government preschools, and the number of operating weeks for centre based services to provide an indication of attendance across the year.

- 

National Partnership for the National Quality Agenda

- On 30 December 2018, the Australian Government unilaterally ceased funding the National Quality Agenda (NQA) National Partnership. This partnership was developed to deliver a robust and nationally consistent regulatory framework for early childhood education and care.
- The Australian Government took the view that the intent of the NP has now been achieved. States and Territories do not share that view.
- Regulatory functions are the purview of the State and Territories.
- The Australian Government advised that it will not offer regulatory support, but continue to assist Government through ACECQA. As such an independent NP was established between the Australian Government and ACECQA.

ACECQA

- In 2018, Education Council commissioned a review of Australian Children's Education and Care Quality Authority (ACECQA). The review is led by the Early Childhood Policy Group (ECPG), under Education Council. ECPG engaged KPMG to undertake the review.
- Previously ACECQA's funding was under the NP NQA. When the NP ended, the Australian Government funded ACECQA directly. [REDACTED]

Related Facts/Figures:

National Partnership on Universal Access to Early Childhood Education

- On 2 April 2019, the Australian Government announced in the Commonwealth Budget it will provide \$453.1 million national to extend the National Partnership on Universal Access to Early Childhood Education for the 2020 calendar year and to undertake the related National Early Childhood Education and Care Collection in 2021.
- The ACT Government has committed approximately \$26.5 million in 2018-19 to provide the first 12 hours of free government preschool for four year olds.

ACECQA

- In correspondence to ACECQA in 2018, then Minister Birmingham committed funding of \$13.5 million a year, until 2020.
- No further funding commitments to ACECAQ for the National Quality Agenda have been made beyond June 2020.

Example:

- In 2019, over 4,641 four year-olds are participating in Government preschools.
- ACECQA provides the National IT System used by all State and Territory Regulatory Authorities. This holds records for 15,902 education and care services that operate under the National Quality Framework across Australia.

Cleared as complete and accurate: 05/06/2019

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BUDGET ESTIMATES BRIEF

Portfolio: Education & Early Childhood Development

ISSUE: FUNDING FOR ACT PUBLIC SCHOOLS AND NON-GOVERNMENT SCHOOLS

Background:

- The 2019-20 ACT Government Budget provides a 7 per cent increase in funding from the 2018-19 Estimated Outcome for ACT public schools with total funding of \$757.117 million.
- The 2019-20 ACT Government Budget provides a 1 per cent decrease in funding from the 2018-19 Estimated Outcome for ACT non-government schools with total grant funding of \$318.604 million.

Related Facts/Figures:

- Recurrent funding to ACT public schools in 2019-20 is budgeted to be \$757.117million. This represents an increase of \$51.201 million or 7 per cent over the 2018-19 Estimated Outcome.
- Recurrent funding to ACT non-government schools in 2019-20 is budgeted to be \$318.604 million. This represents a decrease of \$1.720 million or 1 per cent below the 2018-19 Estimated Outcome. In addition, the ACT Government will provide support services through the Non-Government Schools office within the Education Directorate in 2019-20.
- Movements in Commonwealth and ACT funding between 2018-19 and 2019-20 are a result of each government's respective transition to their share of the Schooling Resource Standard (SRS).
- The following tables provide details:

Public School Education	2018-19	2019-20	Increase	Increase
	Estimated Outcome	Budget		
	\$'000	\$'000	\$'000	Percent
ACT Government ^{1,2}	598,120	637,257	39,137	7%
Australian Government ³	107,796	119,860	12,064	11%
Total	705,916	757,117	51,201	7%
Student Numbers ⁴	47,945	49,152	1,657	3%

	\$	\$	\$	Percent
<i>ACT Government Per Student Funding</i>	12,475	12,965	490	4%
<i>Australian Government Per Student Funding</i>	2,248	2,439	190	8%
TOTAL Per Student Funding	14,723	15,404	680	5%

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.

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BUDGET ESTIMATES BRIEF

4. February 2018 and February 2019 Census data. Includes preschool students, as they are funded by government.

Non-Government Education	2018-19	2019-20	Increase	Increase
	Estimated Outcome	Budget		
	\$'000	\$'000	\$'000	Percent
ACT Government ^{1,2,3}	71,671	71,872	201	0%
Australian Government ^{3,4}	248,653	246,732	(1,921)	-1%
Total	320,324	318,604	(1,720)	-1%
Student Numbers ⁴	29,338	29,338	0	0%

	\$	\$	\$	Percent
<i>ACT Government Per Student Funding</i>	2,443	2,450	7	0%
<i>Australian Government Per Student Funding</i>	8,475	8,410	(65)	-1%
TOTAL Per Student Funding	10,918	10,860	(59)	-1%

Notes:

- 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).
- Includes Australian Government grants provided to non-government schools through Controlled Recurrent Payments.
- The Commonwealth is currently reviewing elements of the funding model and the forward years of ACT Government Grants will align with the final outcome of the review and the Bilateral Agreement between the ACT and the Commonwealth on Quality Schools Reform.
- Excludes preschool students as they are not funded by government. Non-government student enrolments are taken from the Commonwealth's August 2018 Census.

SRA in ACT public schools

- The SRA is the ACT Government's needs-based funding model used to provide staffing resources to ACT Public Schools. The Directorate commenced the implementation of the SRA in 2016.
- The SRA utilises similar loadings to the Commonwealth SRS, however, the loadings use different data sets specific to the ACT.
- The School Operational Allocation (SOA) is a component of the SRA and provides for operational costs such as energy and water.
- It is important to note that the SRA is the funding model used to fund ACT Public Schools **NOT** the Commonwealth SRS. The Commonwealth SRS only calculates Commonwealth funding contributions to States and Territories. This funding is incorporated into the SRA model.
- The SRA funding model is summarised in the diagram below, and outlines the funding components under each element:

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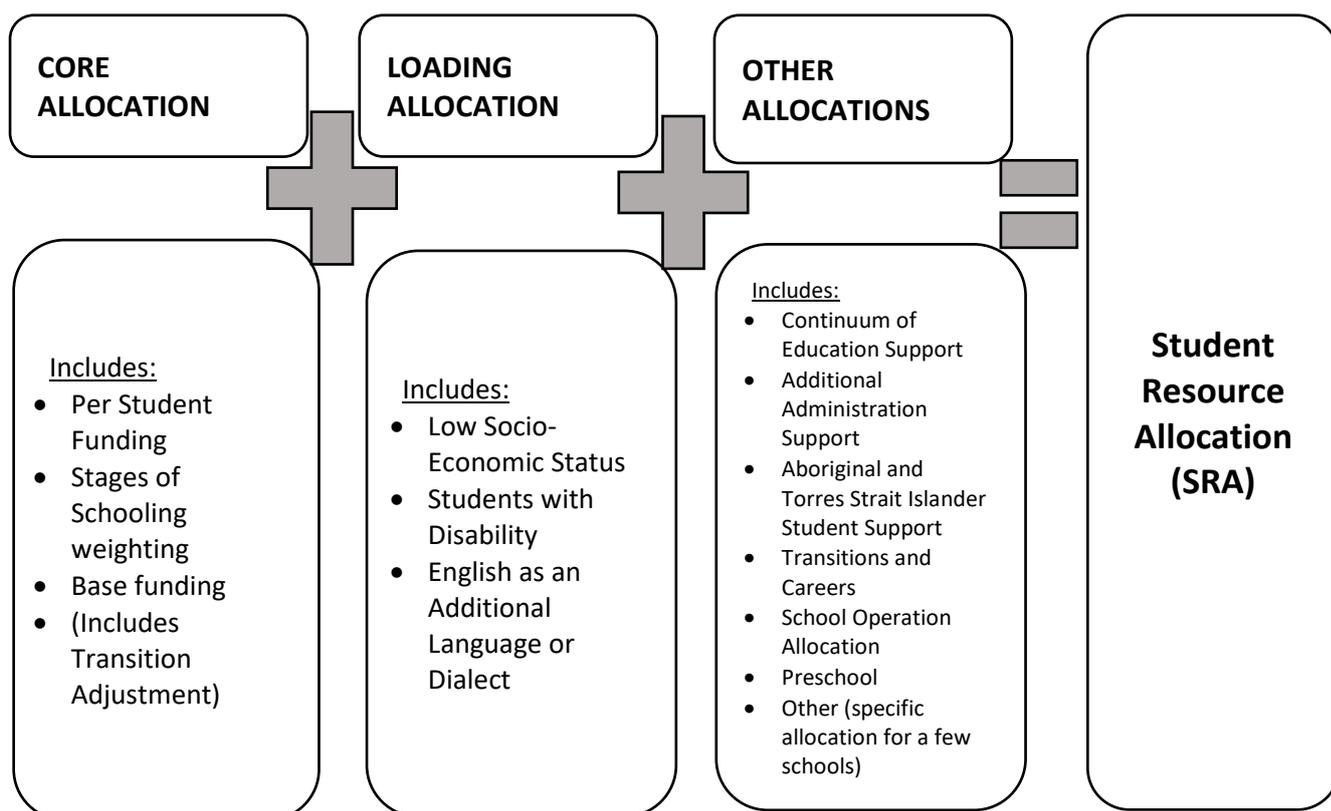
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Education

BUDGET ESTIMATES BRIEF



Example/Supporting Information:

- In order to ensure that funding continues to flow to all ACT schools, in December 2018 the ACT Government signed a bilateral agreement around schools funding and reform principles with the Commonwealth.
- The bilateral agreement makes a commitment to transition both government and non-government schools to their share of the SRS by 2023. This provides long term certainty for schools surrounding Commonwealth and Territory funding arrangements.
- The ACT Government is reducing its recurrent funding for ACT public schools to meet its share (80 per cent) of the SRS whilst the Commonwealth Government is increasing its recurrent funding to meet its share (20 per cent) of the SRS.
- The ACT Government is reducing its recurrent funding for ACT non-government schools to meet its share (20 per cent) of the SRS as is the Commonwealth Government (80 per cent).

BUDGET ESTIMATES BRIEF

ATTACHMENT A

Portfolio: Education & Early Childhood Development**ISSUE: Estimates Committee Report Recommendations 2018-2019****Background:**

- ACT Legislative Assembly agreed to establish Select Committee on Estimates 2018-2019 on 22 March 2018.
- The Committee held public hearings over 11 days from 15 to 29 June 2018 inclusive, the Education Directorate appeared on 25 June 2018.
- 9th Select Committee Report was released in July 2018.
- The Education Directorate were provided 18 Questions on Notice (QON) and six Questions Taken on Notice, summary list and responses are at Attachment A.
- The Education Directorate received ten specific recommendations in the Report, the response to the recommendations is at Attachment B.
- The following matters were considered by the Select Committee regarding *ACT Public Schools* during the Budget Estimate Hearings held 25 June 2018, further detail on these matters is at Attachment C:
 - Future of Education
 - Early Childhood Education
 - Chromebooks
 - Capital Works, Upgrades and Capacity
 - Disability Education and Health Matters
 - NAPLAN
 - Mental Health Support
 - School Landscaping
- The following matters were considered by the Select Committee regarding *ACT Non-Government Schools* during the Budget Estimate Hearings on 25 June 2018:
 - registration and re-registration processes, criteria, timing and review;
 - funding for special needs and disability education in non-government schools; and
 - engagement with the non-government school sector around new schools.

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BUDGET ESTIMATES BRIEF

ATTACHMENT A

**Summary List of Question on Notice and Questions Taken on Notice
Budget Estimates Hearings 2018-19**

Type of Question	No	Received Date / Hearing Date (QTON)	Asked By	Subject	Answer Date
QON	402	27/06/2018	Milligan	ATSI Education	18/07/2018
QON	423	28/06/2018	Lee	School psychologists	12/07/2018
QON	424	28/06/2018	Lee	Narrabundah College Modernisation	12/07/2018
QON	425	28/06/2018	Lee	Early Childhood Education	12/07/2018
QON	426	28/06/2018	Lee	Neville Bonner School	10/07/2018
QON	427	28/06/2018	Lee	School Participation	12/07/2018
QON	428	28/06/2018	Lee	Early Childhood Education - Universal Access	13/07/2018
QON	429	28/06/2018	Lee	VET in Schools	12/07/2018
QON	430	28/06/2018	Lee	Future of Education Allocation	13/07/2018
QON	431	28/06/2018	Lee	Cost per student	13/07/2018
QON	471	29/06/2018	Le Couteur	Reconciliation Action Plan	09/07/2018
QON	472	29/06/2018	Le Couteur	Education translation and interpreting funding	13/07/2018
QON	473	29/06/2018	Le Couteur	Future of Education process	12/07/2018
QON	474	29/06/2018	Le Couteur	Cultural Integrity in Schools	12/07/2018
QON	475	29/06/2018	Le Couteur	ATSI Secondary & Tertiary Scholarships	12/07/2018
QON	476	29/06/2018	Le Couteur	The Early Childhood Strategy and the Future of Education	09/07/2018
QON	477	29/06/2018	Le Couteur	Training and Practice in Inclusive Education	12/07/2018
QON	478	29/06/2018	Le Couteur	Weston Preschool	09/07/2018
QTON	258	25/06/2018	Lee	Services and supports for students with disability	09/07/2018
QTON	259	25/06/2018	Lee	Ratios of school psychologists/ allied health professionals to students - future enrolment projections	09/07/2018
QTON	260	25/06/2018	Le Couteur	Schools tree audits - same arborist	09/07/2018
QTON	261	25/06/2018	Le Couteur	Pesticide use on school grounds	09/07/2018
QTON	466	28/06/2018	Lee	Red Hill Oval (Now Education Facility) - Public access	10/07/2018
QTON	467	28/06/2018	Lee	Red Hill Oval - Cost of maintenance / TCCS hand over the Red Hill Oval to Education	12/07/2018

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BUDGET ESTIMATES BRIEF

ATTACHMENT B

Summary of Recommendations 2018-19 Hearings

RECOMMENDATION	GOVERNMENT RESPONSE	
<p><u>Recommendation 147</u></p> <p>The Committee recommends that the ACT Government consider what work can be done to extend the life of Chromebooks provided to students in order to minimise e-waste.</p>	Agreed	<p>The ACT Government considered e-waste when planning its Chromebook initiative. In consultation with Google a three year lifespan for these devices has been set, which reflects the device manufacturing life.</p> <p>The Government will explore options for donating devices which remain useable after this time. The ACT Government also has a process of recycling e-waste through Shared Services ICT.</p>
<p><u>Recommendation 148</u></p> <p>The Committee recommends that the ACT Government create an early childhood educators' Professional Development Fund to support the ongoing need for training of specialist educators in the early childhood sector.</p>	Noted	<p>The ACT Government strongly supports professional development in the early childhood education sector. However, ultimately employers are responsible for meeting the cost of training and professional development among their workforce and should be prioritising this in their business model.</p> <p>The ACT Government is considering how it can encourage continued professional development and increased professionalism among the early childhood educator workforce as part of its Early Childhood Strategy</p>
<p><u>Recommendation 149</u></p> <p>The Committee recommends that the ACT Government undertake a feasibility study into the cost of extending ACT preschool access to three year olds.</p>	Noted	<p>The ACT Government has set a goal of incremental provision of free, universal early childhood education as a key part of the Early Childhood Strategy and has begun working towards how this can be achieved.</p>
<p><u>Recommendation 150</u></p> <p>The Committee recommends that the ACT Government ensure that school playgrounds include substantial tree cover to provide shade and allow natural play spaces, particularly in light of the climate becoming hotter and drier.</p>	Agreed	<p>The ACT Government already has a tree planting program for government schools, with the goal of providing shade to students and, where feasible, to buildings. Deciduous trees have been planted as large specimens to provide cool shade during summer and to allow solar access during winter. This program is based on a review of shade in playgrounds and is coordinated with the building tuning and heat mitigation programs occurring through Public School Infrastructure Upgrade funding</p>
<p><u>Recommendation 151</u></p> <p>The Committee recommends that the ACT Government conduct an audit of existing government preschool and primary school accommodation to determine future capacity needs and the impact extending preschool to three year olds.</p>	Agreed in principle	<p>The ACT Government is working towards the goal of free universal early childhood education as a part of its Early Childhood Strategy and has already begun considering issues associated with infrastructure capacity.</p>

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BUDGET ESTIMATES BRIEF



ATTACHMENT B

<p><u>Recommendation 152</u></p> <p>The Committee recommends that the ACT Government develop more accurate assessment tools to determine future enrolment demand in ACT Government schools in both existing and potential future suburbs.</p>	<p>Agreed in principle</p>	<p>The ACT Government undertakes enrolment projection modelling for each ACT public school. The modelling is regularly updated for the latest available data from the schools census, land release and dwelling forecasts, birth data and ABS population estimates. Demographic experts are being engaged to refine the model as required.</p>
<p><u>Recommendation 153</u></p> <p>The Committee recommends the ACT Government continue to work with a wide range of appropriate, trained professional staff, including psychologists and allied health experts, to meet the increased demand for these types of services in our schools.</p>	<p>Agreed</p>	<p>The ACT Government provides a range of supports to meet the needs of individual students. The Future of Education Strategy will include a focus on the wider needs of students that enable educational access and participation.</p> <p>Additionally the ACT Government has the Child and Adolescent Mental Health Services (CAMHS) initiative in place to meet the increased demand for psychology and allied health experts in schools.</p> <p>Government Response – 2018-19 Estimates Committee Page 60</p> <p>CAMHS provides an early intervention program which is based in ACT primary schools and works with the whole school providing professional learning for teachers, whole class social and emotional wellbeing activities and a targeted group work program for children and their parents/carers to learn ways to support their child to better regulate their emotions and behaviour. CAMHS provides a school/vocational day program for up to two terms for young people aged 12-18 which aims to reduce severity of mental health</p>
<p><u>Recommendation 154</u></p> <p>The Committee recommends the ACT Government consider increasing its target of 20 school psychologists to keep up to demand with the growing enrolments in ACT Government schools and the increasing complexity of health and social issues, to work to achieving the ratio of 1 psychologist to 500 students.</p>	<p>Agreed in principle</p>	<p>The ACT Government has funded its election commitment to provide an increase of 20 school psychologists. Need for further additional growth in school psychologists is being assessed as part of policy work already underway.</p>

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BUDGET ESTIMATES BRIEF**ATTACHMENT B**

<p><u>Recommendation 155</u></p> <p>The Committee recommends the ACT Government provide updates in Annual Reports on the progress of recruitment of school psychologists and other trained professional staff with relevant allied health expertise.</p>	Noted	The Annual Report Directions already require the publication of workforce profile information.
<p><u>Recommendation 156</u></p> <p>The Committee recommends that the ACT Government undertake an audit of all transportable buildings in use in ACT public schools to assess whether their continued use is best practice and the best, cost efficient, solution to changing enrolments in schools.</p>	Noted	Transportable classrooms are an appropriate response providing short to medium term expansion of a school during elevated enrolment demand.

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Matters considered regarding ACT Public Schools

Future of Education

- objectives of the Future of Education initiative funding and promotion of greater equity in learning outcomes;
- equity in the public education system and how this applies to all students;
- investment in teachers underpinning the strategic direction and future of education including in leadership strategy, literacy and numeracy development;
- Future of Education conversation phases of engagement and teacher engagement;
- funding for the Future of Education including a mentoring program, partnership with the University of Canberra, teacher training for graduate teachers and resourcing teachers;
- interest from other jurisdictions in the Teacher Quality initiatives and teacher registration;
- professional learning and the STEM (science, technology, engineering, maths) strategy; and
- increasing female interest and participation in STEM.

Early Childhood Education

- preschool enrolments and the target/projection compared to previous outcomes;
 - proportion of the four-year age group enrolled in preschool;
- early childhood strategy; and
 - impact of the cessation of Australian Government funding for the national quality agenda partnership;
- early childhood scholarships.

Chromebooks

- Chromebooks and equity of access to education;
- Support for students without the internet at home;
- Return of Chromebooks at the end of school; and
- E-waste implications of the three-year life of Chromebooks.

Capital Works, Upgrades and Capacity

- school roof-replacement program including:
 - prioritisation of schools and future years planning;
 - solar panels on schools, leak identification and funding for roof replacement
- school upgrades at Lake Ginninderra College, Aranda and Melba Copeland;
- Future Skills Academy and Centre for Innovation and Learning;
- assessment of maintenance requirements for the Education Directorate's property portfolio;
- progress of upgrade to Belconnen High School and lessons learnt;
- Narrabundah College modernisation, including demolition works, transportable building use and the master planning process;
- long term planning and use of transportables including the business case for purchase rather than lease;
- response to the growing ACT population and increasing enrolment numbers;

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- increasing capacity at Gungahlin schools and the establishment of a Molonglo school;
- Yarralumla Primary School and North Ainslie Primary School capacity; and
- High school curricula, course offerings and priority enrolment;

Disability Education and Health Matters

- needs based funding for students with disabilities and support for students who are not supported, or only partially supported, by the National Disability Insurance Scheme (NDIS);
- NDIS services being provided on within school hours and on school grounds by external providers;
- cost of education students with a disability and what the funding is used for;
- school resource allocation model and needs-based funding; and
- Health Access at School students.

NAPLAN

- reporting of NAPLAN strategic indicators and learning gain;
- review of the My School website and review of NAPLAN data usage; and
- impacts of reporting league tables using NAPLAN results and future of NAPLAN;

Mental Health Support

- mental health support in schools and additional school psychologists;
- allocation of psychologists across schools and the nature of support provided;
- school psychologist recruitment;
- increasing demand for psychology service in schools; and
- ratio of school psychologists to students.

School Landscaping

- heat mitigation through tree planning and landscape development plans for school grounds
- pruning of trees, tree audits and more central tree maintenance management
- shade provision for students; and
- use of pesticides or herbicides on school grounds for weed control.

Other

- Changes to superannuation and wage parameters
- Comcare premium reduction; and
- General savings.

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Portfolio: Education & Early Childhood Development**ISSUE:** Directorate Financial Performance**Background:**

- The 2019-20 Budget provides total funding of \$1.1 billion for the Education Directorate in 2019-20 and \$4.5 billion over four years (including funding for public schools and non-government schools).
- The 2019-20 total appropriation has increased by \$49.4 million or five per cent from the 2018-19 estimated outcome.
- The budget delivers on a number of the Government's election commitments including increased numbers of psychologists in schools, early childhood strategy and the future of education.
- The budget includes a significant capital works program of \$96.8 million in 2019-20 and \$329.6 million over four years (including cash funded projects) and includes funding for expansion of Franklin school to a P-6, a new P-6 School at Throsby and energy efficient heating upgrades.

Related Facts/Figures:

- Total funding for the Directorate of \$1.1 billion comprises:
- Controlled Recurrent Payments (CRP) of \$760.1 million which is primarily to fund Canberra Public Schools. The 2019-20 budget represents an increase of \$51.2 million or 7% on the 2018-19 estimated outcome.
- Capital Works of \$92.2 million for public schools. This represents an increase of \$3.8 million or 4% on the 2018-19 estimated outcome.
- Expenses on Behalf of the Territory (EBT) which is essentially grant funding to non-government schools of \$316.4 million (excludes non-government school office within the Directorate) which is primarily ACT and Commonwealth Government funding for non-government schools. This represents a decrease of \$1.3 million or 0.4% on the 2018-19 estimated outcome.
- The capital works for the Directorate are summarised in the following table:

BUDGET ESTIMATES BRIEF

Summary of 2019-20 Infrastructure Program

2019-20 Education Directorate Infrastructure Program¹

Project	Total Project Value \$'000	Pre 2019-20 Exp \$'000	2019-20 \$'000	2020-21 \$'000	2021-22 \$'000	2022-23 \$'000	Physical Completion Date
CAPITAL WORKS PROGRAM							
New Capital Works							
Expanding Franklin Early Childhood School	29,447	-	2,000	24,000	3,447	-	Sep-21
Delivering a new Primary School at Throsby	43,913	-	1,195	19,761	21,859	1,098	Feb-22
Delivering a New High School at Kenny	500	-	500	-	-	-	Jun-20
More Places for Students at Gold Creek School's Senior Campus	6,442	-	750	2,214	3,478	-	Feb-22
Planning for a New College on Canberra's Northside	800	-	600	200	-	-	Jun-21
Expanded Facilities for Gungahlin College	1,269	-	1,269	-	-	-	Feb-20
More Places for Students at Northside Schools	8,504	-	4,404	4,100	-	-	Feb-21
Planning for Canberra's Future School Needs	2,053	-	883	715	455	-	Jun-22
Planning for Canberra's Future School Needs - Feasibility	1,500	-	750	750	-	-	Jun-21
Delivering Energy-Efficient Heating Upgrades for ACT Public Schools	15,964	-	2,300	3,991	4,789	4,884	Jun-23
Delivering Secure Local Jobs for School Cleaners	1,610	-	1,610	-	-	-	Jun-20
Total New Capital Works	112,002	-	16,261	55,731	34,028	5,982	
Capital Works in Progress							
Better Infrastructure Fund	33,384	n/a	-	-	16,486	16,898	Ongoing
<i>More Schools, Better Schools Initiatives</i>							
Delivering Molonglo P-6	41,858	500	13,500	27,858	-	-	Jun-21
More Places at Gungahlin Schools	19,830	650	11,180	8,000	-	-	Jun-22
Narrabundah College Modernisation - Early Planning and Design	750	151	599	-	-	-	Jun-20
Roof Replacement Program	17,960	398	7,875	7,464	2,223	-	Jun-22
Upgrading Campbell Primary School ²	18,819	500	7,000	6,119	5,200	-	Jun-22
<i>Better Schools for Our Kids Initiatives</i>							
Public School Infrastructure Upgrades	85,000	42,065	21,135	21,800	-	-	Jun-21
Campbell Primary and Narrabundah College Facility upgrade ^{2,3}	23,866	21,697	1,859	310	-	-	Jun-22
Expanding Schools in Gungahlin	24,606	18,529	4,477	1,600	-	-	Jun-21
<i>Schools for the Future Initiatives</i>							
Caroline Chisholm School – Centre for Innovation and Learning	5,696	5,396	300	-	-	-	Feb-18
Modernising Belconnen High	23,527	23,277	250	-	-	-	Dec-19
North Gungahlin and Molonglo	28,609	27,909	700	-	-	-	Feb-19
Total Capital Works in Progress	323,905	141,072	68,875	73,151	23,909	16,898	

Cleared as complete and accurate: 07/06/2019

Cleared by:

Contact Officer Name: Lynette Daly

Lead Directorate:

Education

Ext:x52685

BUDGET ESTIMATES BRIEF

2019-20 Education Directorate Infrastructure Program - continued

Project	Total Project Value \$'000	Pre 2019-20 Exp \$'000	2019-20 \$'000	2020-21 \$'000	2021-22 \$'000	2022-23 \$'000	Physical Completion Date
INFORMATION AND COMMUNICATION TECHNOLOGY PROGRAM (ICT)							
ICT Work in Progress							
Better Schools for our Kids — Technology-Enabled Learning	10,450	8,591	1,859	-	-	-	Jun-20
Better Schools - IT Upgrade for School Administration	10,000	7,853	2,147	-	-	-	Dec-19
Supporting our School System – Improving ICT	30,647	n/a	7,518	8,220	8,375	6,534	Ongoing
School Staffing Integrated Management System	356	216	140	-	-	-	Jun-20
Total ICT Woks in Progress	51,453	16,660	11,664	8,220	8,375	6,534	
TOTAL INFRASTRUCTURE PROGRAM	487,360	157,732	96,800	137,102	66,312	29,414	

Notes:

- The table above includes projects that are funded from Controlled Recurrent Payments and from within existing resources of the Directorate.
- The projects to upgrade Campbell Primary school will be delivered together.
- The physical completion date for Narrabundah College Facility Upgrade is Jun-2020.

Cleared as complete and accurate: 07/06/2019

Cleared by:

Contact Officer Name: Lynette Daly

Lead Directorate:

Education

Ext:x52685

Portfolio: Education and Early Childhood Development

ISSUE: 2019 BUDGET COMMITMENT – ACT EARLY CHILDHOOD STRATEGY: LAYING THE FOUNDATIONS FOR STRATEGIC REFORM

Background:

- Through the 2019 Budget, the ACT Government is investing \$2.2m towards equitable access to early childhood education.
- The 2019 investment recognises the importance of early childhood education in student performance and lifelong learning outcomes.
- This investment will enable the Government to deliver the Early Childhood Strategy which will provide an improved agenda for early childhood education for children across the Territory.

Related Facts/Figures:

- The 2019 Budget investment includes:
 - delivering the first phase of 15 hours per week, 600 hours per year of free, universal quality early childhood education for three year-olds in the ACT with priority need;
 - supporting the Aboriginal and Torres Strait Islander Early Years Engagement Officers who connect families with Koori Preschool, Child and Family Centres, and schools;
 - delivering a pilot program to provide after-hours care for ACT Government for four year-old preschool children;
 - expanding the existing Koori Preschool program for four year-olds to 15 hours per week and delivering a co-design process to ensure Aboriginal and Torres Strait Islander children have high quality and culturally appropriate services;
 - expanding the Prep-for-Pre program to support parents to engage with the child's learning prior to starting school; and
 - providing subsidised training to the education and care sector to support children with trauma.

Example:

- The first phase of the universal access initiative to quality early childhood education for three year olds will begin in 2020, focussing on children who need this access the most – those experiencing vulnerabilities or disadvantage.
- The first phase will also focus on enhancing cultural safety for Aboriginal and Torres Strait Islander children by providing a Koori pre program for three year-old children.

Portfolio: Education and Early Childhood Development**ISSUE: EARLY CHILDHOOD STRATEGY****Background**

- There is an abundance of evidence that shows the benefits that quality early childhood education brings for children, families, and wider society.
- That is why the ACT Government is progressing the delivery of an Early Childhood Strategy for the Territory. The Strategy has four key elements:
 - increasing access, equity and affordability;
 - enhancing the workforce and their qualifications;
 - seamless transitions to school; and
 - maximising the benefits to children.
- The Strategy will be designed to set the ACT up for long-term educational success by ensuring every young child in Canberra has access to quality early childhood education and by building greater collaboration and connection with the school system.
- The ACT Early Childhood Advisory Council has been supporting the development of the Strategy since July 2017. The Council brings together a broad range of representatives from across our education and care sector.
- From November 2018 to April 2019 the Education Directorate undertook a comprehensive consultation process capturing qualitative data, which is being used to inform the final stages of the Strategy.

Related Facts/Figures

- The ACT Government is investing \$2.2m in 2019-20 towards equitable access to early childhood education (refer to 2019 Budget Commitment Early Childhood Strategy brief #43).

Example:

- Children's brains develop most rapidly between the ages of 0 and 5 years old. International and national evidence shows that quality education and care services for children creates a foundation for lifelong learning and wellbeing.
- Currently 20% of children experiencing vulnerabilities and/or disadvantage are not accessing education and care before starting school.
- Children who start school behind stay behind and are less likely to succeed in school and beyond.

Portfolio/s: Education and Early Childhood Development

ISSUE: **KOORI PRESCHOOL PROGRAM**

Background

- The Koori Preschool Program provides early childhood education for Aboriginal and Torres Strait Islander children aged from three to five years, focussing on cultural integrity, parent engagement, and transition to school.
- 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.
- 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

Related Facts/Figures

- 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.
- 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.
- The Indigenous identified preschool assistant position is occupied by an Aboriginal or Torres Strait Islander employee at all five Koori Preschools.
- Enrolment capacity across the five sites increased from 90 places in 2018 to 107 places in 2019, in line with the National Quality Framework educator to child ratio and physical capacity requirements.
- February 2019 Census figures show a total of 86 students enrolled in a Koori Preschool Program; with 44 students enrolled in both a Koori Preschool Program and a mainstream preschool program.

Example:

- At Ngunnawal Koori Preschool 20 three and four year old children begin each day by acknowledging they are playing and learning on Ngunnawal Country.
- Educators work closely with families to embed Aboriginal and Torres Strait Islander perspectives in all aspects of the preschool program to ensure children develop strength and pride in their identity and culture. For example, a play hospital includes bush medicine and images of Aboriginal and Torres Strait Islander medical practitioners, reflecting traditional and contemporary ways of knowing and being.

Cleared as complete and accurate: 06/06/2019
Cleared by: Executive Branch Manager
Kathryn Elton
Lead Directorate: Education

Portfolio: Education & Early Childhood Development**ISSUE:** Expansion of Franklin Early Childhood School**Background:**

- Franklin Early Childhood School (ECS) is expanding to include school for years 3 to 6, while also preserving the essential characteristics of the early childhood school model.
- Early Childhood Schools are premised on the importance of improving early years' learning and development, particularly for children with greater needs. Early Childhood Schools incorporate long day care, access to community programs and health services that support children's learning, health and wellbeing.
- Franklin's capacity will grow from 210 school age children to 600 school age children. The school incorporates a preschool with a capacity of 66 children and an Early Childhood Education and Care centre with a capacity for 150 long day-care places and 66 out of school hours places.
- The expansion of Franklin Early Childhood School gives effect to the ACT Government's commitment to meet the needs of the Gungahlin community for local school services and early childhood services.

Related Facts/Figures:

- The inclusion of years 3 to 6 will increase the capacity of the school from 200 students to 600 students in a staged expansion.
- Two transportable buildings, containing four classrooms were installed in December 2018 as part of the Better Schools for Our Kids – Expanding Schools in Gungahlin Program.
- The transportable buildings were located within the existing school site boundary, in a designated carpark area.
- The classrooms in the transportable buildings enabled students completing year 2 at the school to remain at Franklin ECS for year 3 in 2019 and year 4 in 2020.
- Enrolment Figures:

	Preschool	Kindergarten	Year 1	Year 2	Year 3	Total
2013	70	20	█	█	N/A	100
2014	99	54	22	█	N/A	182
2015	136	60	40	16	N/A	252
2016	150	69	47	29	N/A	295
2017	128	78	61	35	N/A	302
2018	124	64	66	59	N/A	304
2019	130	87	█	█	42	█

Cleared as complete and accurate: 05/06/2019

Cleared by: Executive Branch Manager

Contact Officer Name: Sean Moysey

Ext: 72143

Lead Directorate: Education

Example:

- The Franklin ECS expansion includes construction of new, permanent school buildings.
- The expansion will include development of a new multi-purpose hall / gymnasium the existing hall will be repurposed as a new library.
- The Early Childhood School philosophy will flow into the design of the expanded buildings, including:
 - ongoing community use through open spaces that encourages interactions and conversation with families and external agencies
 - maintenance of the allocation of space for the Community Coordinator to undertake their role, which is support for families to access other government and community-based support services
 - expansion of the space for the current education and care service to continue to provide before, after and vacation care to children across the school
 - maintenance of the contemporary early childhood approach to learning, by designing spaces that allow for inclusive practices for all children both indoors and outdoors.

Portfolio/s: Education and Early Childhood Development

ISSUE: EDUCATION AND CARE PLACES: AFFORDABILITY AND AVAILABILITY

Background:

- The ACT has one of the highest uptakes of early childhood education and care services in the country.
- In 2018, 59% of one year olds, 68% of two year olds and 75% of three year-olds attended centre based services.
- In February 2016, the then ACT Minister for Education (Minister Rattenbury) commissioned a review to advise Government on cost, access and quality issues related to long day care services in the ACT.
- The review found that the sector has moved from an under supply of places to an oversupply over the last few years. This oversupply of places may be as much as 20%, although the impact is not being evenly experienced across providers in the ACT.
- Education and Care services are part of a market based system. 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;
 - uneven interaction between Government and non-Government early childhood services; and
 - our small geographical footprint with higher price tolerances across the whole of the ACT.

Related Facts/Figures

- The current 357 services operating includes long day care, school aged care, family day care and Government and independent preschools.
- In 2019, 18,514 children from birth to 5 years olds were accessing an approved centre based compared to 13,045 children birth-5 years olds in 2012.
- 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 places in Government preschools and 1400 places in non-Government preschools.
- There are approximately 8,500 full time places in outside school hours care.
- Report on Government Services data shows that between 2013 and 2016 the workforce who have primary contact with children grew by almost a 1000 staff, which is approximately a 30% increase.

Cleared as complete and accurate: 05/06/2019

Cleared by: Executive Branch Manager

Contact Officer name: Sean Moysey

Ext:72143

Lead Directorate: Education

Example:

- 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. Now there are 358 centre based services in the ACT, an increase of almost 80 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 78 Government preschools.
- In addition there are 20 non-Government preschools offering approximately 1400 places for preschool aged children.
- In January 2019, Margaret Hendry School Preschool opened offering a further 132 preschool spaces for children in North Gungahlin.

Portfolio/s: Education and Early Childhood Development

ISSUE: **GROWTH IN QUALIFIED EARLY CHILDHOOD EDUCATION AND CARE (ECEC) WORK FORCE**

Background

- The ACT continues to make in increasing the professionalisation of the early childhood education and care workforce.
- On 1 February 2019, the Productivity Commission released its Report on Government Services (RoGS) in relation to early childhood, education and training.
- The workforce data used by RoGS is drawn from the Commonwealth's 2016 ECEC Workforce census. This 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. This shows an 11.2% improvement on the 2013 workforce census figures for certificate III graduates.
- The ACT Government offers scholarships of up to \$25,000 per applicant to undertake Early Childhood Teaching tertiary degree. Support is offered over four years fulltime or eight years part time. The scholarship also supports employers to backfill staff when students undertake practical in different settings.
- The ACT Government's *Skills Canberra* 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.

Related Facts/Figures

- It is important to note that the census data used by RoGS data only counted Child Care Subsidy approved services. So the figures leave out a significant group of preschool services across the country provided by Government and non-Government schools. In the ACT, as of 31 May 2019, there are 77 Government preschools and 20 non-Government preschools.
- In the ACT approximately 90% of all teachers teaching preschools programs have completed an early childhood degree.
- The RoGS data shows that between 2013 and 2016 the primary contact workforce grew by almost a further 1000 staff, which is approximately 30%.
- The 2016 ECEC Workforce census shows that in the ACT 34.4% of educators are studying towards an ECEC qualification.

Cleared as complete and accurate: 05/06/2019

Cleared by: Executive Branch Manager

Contact Officer name: Sean Moysey

Ext: 72143

Lead Directorate: Education

BUDGET ESTIMATES BRIEF

- This evidence shows that the National Quality Framework (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.

Example:

- 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.
- In 2019, [REDACTED] applicants were successfully supported to undertake an Early Childhood Teaching qualification as part of the *Early Childhood Degree Scholarship*.

Portfolio/s: Education and Early Childhood Development

ISSUE: CHILDREN'S EDUCATION AND CARE ASSURANCE (CECA) INVESTIGATIONS

Background

- CECA has a dedicated investigation team, and a team of experienced officers who assess any incidents or complaints.
- 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, the Working With Vulnerable People team and the Senior Practitioner in relation to restrictive practices.
- The ACT has historically high rates of notification, this is believed to be due to the high level of engagement with the Sector and a tendency to report lower level issues. The criteria for notification was revised in October 2017 to clarify the requirements for reporting.

Related Facts/Figures

- CECA assessed 904 incidents and complaints between 1 July 2018 and 31 May 2019. The total included 721 incidents and 183 complaints.
- The triage team determined that approximately 40 of these matters required investigation.
- The remaining matters were determined as being appropriately managed by providers and their services.
- The ACT has historically high rates of notification is consistent with the high level of engagement with the Sector and a cultural tendency to report lower level issues.
- At the end of May 2019, 41 investigations were closed of which 17 had been carried over from 2017–18. There are approximately 16 investigations ongoing.

Example:

- 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.

Portfolio/s Education & Early Childhood Development

TOPIC: Management of Complaints
Background:

- The Directorate continues to work with families, students, school based staff and representatives from ESO to support complaint resolution.
- The Directorate responds to complaints under the current complaints management framework.
- The Directorate is closely tracking each complaint to ensure progress is made towards an agreed form of resolution.
- The Directorate's data that is gathered through the complaints resolution process helps to further shape and inform the Directorate policy and processes.
- The Directorate is currently undertaking a complaints redesign process to ensure the most contemporary responses are employed to achieve appropriate resolution.

Related Facts/Figures:

- The Directorate's Families, Students, Complaints and Feedback Section has received **370** new complaints between 1 July 2018 to 12 June 2019.
- Complaints by category type and status are as follows:

Complaint Type	Current	TOTAL
Enrolment	5	39
Facilities	2	32
Inclusion & Engagement	7	26
Policy	4	29
Recruitment	1	1
School Communication	2	50
Staff Behaviour	8	85
Student Behaviour Management	6	99
Teaching & Learning	0	9
TOTAL	35	370