



ACT
Government



Annual Report 2020-2021

Education Directorate

The Education Directorate acknowledges the Ngunnawal people as the traditional owners and custodians of the Canberra region. The region is also an important meeting place and significant to other Aboriginal groups.

We also acknowledge and pay respect to the Wreck Bay peoples as traditional owners and custodians of the land on which the Jervis Bay school is located.

We respect the Aboriginal and Torres Strait Islander people, particularly our Aboriginal and Torres Strait Islander staff, and their continuing culture and contribution they make to the Canberra region and the life of our city.

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Information about the Directorate and an electronic version of this annual report can be found on the website: www.education.act.gov.au.

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Foreword



It has been a big year for ACT public education.

Our public education system continues to grow, this year providing education to over 50,000 children and young people, and in February 2021 we opened Evelyn Scott School, Canberra's 89th public school.

I continue to be inspired by the personal stories I hear from students, teachers and school communities every day about the ways education makes a difference to them, and in turn inspires them to realise a lifelong love of learning.

This year we have continued our focus on what matters most – **equity, access and inclusion** for all

children and young people in our schools. This has meant strengthening our partnerships with communities, listening to students about their needs and empowering our educators to be great at what they do – making life-changing contributions on an everyday basis.

We have built on our commitment to provide a **fair start for every child**. In August 2020 we launched *Set up for Success: An Early Childhood Strategy for the ACT*, a nation-leading plan focused on the crucial early years of a child's development.

Every child has a unique background and circumstances, and their learning and development should be nurtured and supported to give them the **best start on their education journey**.

Under this strategy, we are implementing the first phase of the ACT Government's commitment to provide **universal access to quality early childhood education** for all three year-olds in the ACT. To support this, we continue to develop a highly skilled early childhood workforce and have introduced Early Childhood Community Coordinators to support pathways into the three year-old initiative. Our partnerships have grown too, as we **connect with community organisations** to ensure these important initiatives reach those most in need.

This was a year in which our public schools moved one step further in our *Future of Education* journey, with the conclusion of phase one of the Strategy in 2020. Reflecting on phase one and looking ahead to the next phase of this 10-year strategy, we are focusing on **putting students at the centre** of our decision making.

In the past year, we have enhanced our approach to supporting student wellbeing and equity, continuing our implementation of the Safe and Supportive Schools policy and the Positive Behaviour for Learning framework. We have supported student agency, **encouraging student voice** in decision making through the Minister's Student Congress and supported students to make informed decisions about their interests, learning, and transitions beyond schooling.

We continue to embed Cultural Integrity in all ACT public schools to ensure our schools are culturally safe and supportive places for all students. We have supported this through new educator inductions, providing

additional guidance to teachers on **embedding Aboriginal and Torres Strait Islander histories and cultures** in our schools and promoting our Student Aspirations Program.

In 2021, the Directorate has also reached the completion of its *Strategic Plan 2018-2021: A Leading Learning Organisation*. This plan has guided the way we have worked over the past four years to deliver on our aspirations under the *Future of Education* and *Set Up for Success*. In those four years, we have been more connected to our community, more attentive to the voice of students, and more united in our leadership. I am excited by where our next four years will take us.

Our ACT public school system is rich with stories of children and young people achieving success and fulfillment in their education. This is only possible through the dedication and care of our educators and Directorate staff. I am sincerely grateful for all the work they do to give ACT children and young people the experience of a thriving education community.

Katy Haire

Director-General

The background features a large, stylized white letter 'A' centered on a light purple gradient. A thick, dark purple diagonal line runs from the top-left corner towards the center. Below the 'A', there are several overlapping, semi-transparent purple geometric shapes, including a triangle and a trapezoid, creating a layered effect.

Part A

Transmittal Certificate

Transmittal Certificate



Ms Yvette Berry MLA
Minister for Early Childhood Development
Minister for Education and Youth Affairs
ACT Legislative Assembly
London Circuit
Canberra ACT 2601

Dear Minister

2020-21 Education Directorate Annual Report

This report has been prepared in accordance with section 6(1) of the *Annual Reports (Government Agencies) Act 2004* and in accordance with the requirements under the *Annual Reports (Government Agencies) Directions 2021*.

It has been prepared in conformity with other legislation applicable to the preparation of the Annual Report by the Education Directorate.

I certify that the information in the attached report and information provided for whole of government reporting is an honest and accurate account and that all material information on the operations of the Education Directorate has been included for the period 1 July 2020 to 30 June 2021.

I hereby certify that fraud prevention has been managed in accordance with Part 2.3 of the *Public Sector Management Standards 2006* (see section 113 of the *Public Sector Management Standards 2016*).

Section 13 of the *Annual Reports (Government Agencies) Act 2004* requires that you present the Annual Report to the Legislative Assembly within 15 weeks after the end of the reporting year. However, under section 14, the Chief Minister has granted an extension of the time when the report must be presented by you to the Legislative Assembly. The Chief Minister has granted the extension to the Legislative Assembly sitting day on 2 December 2021.

The annual reports of the following public sector bodies are included as annexed reports:

- The ACT Board of Senior Secondary Studies; and
- The ACT Teacher Quality Institute.

Yours sincerely

A handwritten signature in black ink that reads 'Katy Haire'.

Katy Haire
Director-General
Education Directorate
16 November 2021

A large, stylized, light purple letter 'B' is centered on the page. The letter is composed of a white outline and a solid light purple fill. The background features abstract geometric shapes in shades of purple and pink, including a thick diagonal line in the top left and various overlapping shapes in the bottom left and right.

Part B

Organisational overview and performance

Organisational Overview

Our Vision, Mission and Values

The ACT Education Directorate is a leading learning organisation where people are valued and work together to develop and deliver educational services to empower each child and young person in the ACT to learn for life. We share a belief in the life-changing impact of education and this belief fuels our high-level commitment to children and young people that attend our schools.

The Education Directorate shares the ACT Public Service values of respect, integrity, collaboration and innovation. These values shape behaviours and actions when supporting children and young people in schools. These values apply across all areas of the Directorate to share the work that people do to support each other.

Role, Functions and Services

The Education Directorate is dedicated to facilitating quality education services across the ACT through:

- the provision of government learning institutions in the form of public preschools, primary, secondary, specialist schools and colleges;
- access to quality teaching, specialised learning programs and wellbeing supports for individual student needs;
- enrolment and support of international students; and
- the regulation of non-government schools, home education and early childhood education and care services.

The Education Directorate supports the ACT Government and Minister to meet their obligations under the following two portfolios:

Yvette Berry MLA

Minister for Education and Youth Affairs
Minister for Early Childhood Development.

As stewards of the ACT education system, the Education Directorate works actively with a range of partners and stakeholders including the ACT Board of Secondary Studies, the ACT Teacher Quality Institute, the ACT Principals' Association, Catholic Education Archdiocese of Canberra and Goulburn, Association of Independent Schools, ACT Council of Parents & Citizens Association, ACT Australian Education Union, University of Canberra, Australian National University and the Aboriginal and Torres Strait Islander Elected Body.

Organisational Structure

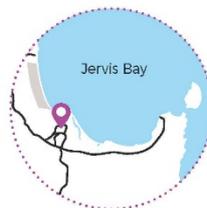
The Education Directorate's organisation structure underwent changes during the reporting period, with the departure of Ms Margaret McKinnon, Executive Group Manager, Business Services in early 2021 and Mr Ross Hawkins, Executive Group Manager, Service Design and Delivery in mid-2021. Ms Kate McMahon is now undertaking the Executive Group Manager, Service Design and Delivery role, while Ms Meghan Oldfield was the Executive Group Manager, Business Services during the reporting period.

Organisation Chart



Figure 1: Our School Network

Where are our public schools?



Note:
Jervis Bay School is included in the North/Gungahlin Network.

BELCONNEN NETWORK

- 1** Early childhood school
- 15** Primary schools
- 2** Combined schools
- 3** High schools
- 2** Colleges
- 1** Specialist school

NORTH/GUNGAHLIN NETWORK

- 1** Early childhood school
- 12** Primary schools
- 3** Combined schools
- 2** High schools
- 2** Colleges
- 1** Specialist school

TUGGERANONG NETWORK

- 1** Early childhood school
- 12** Primary schools
- 3** Combined schools
- 2** High schools
- 2** Colleges

SOUTH/WESTON NETWORK

- 2** Early childhood schools
- 14** Primary schools
- 1** Combined school
- 3** High schools
- 2** Colleges
- 2** Specialist schools

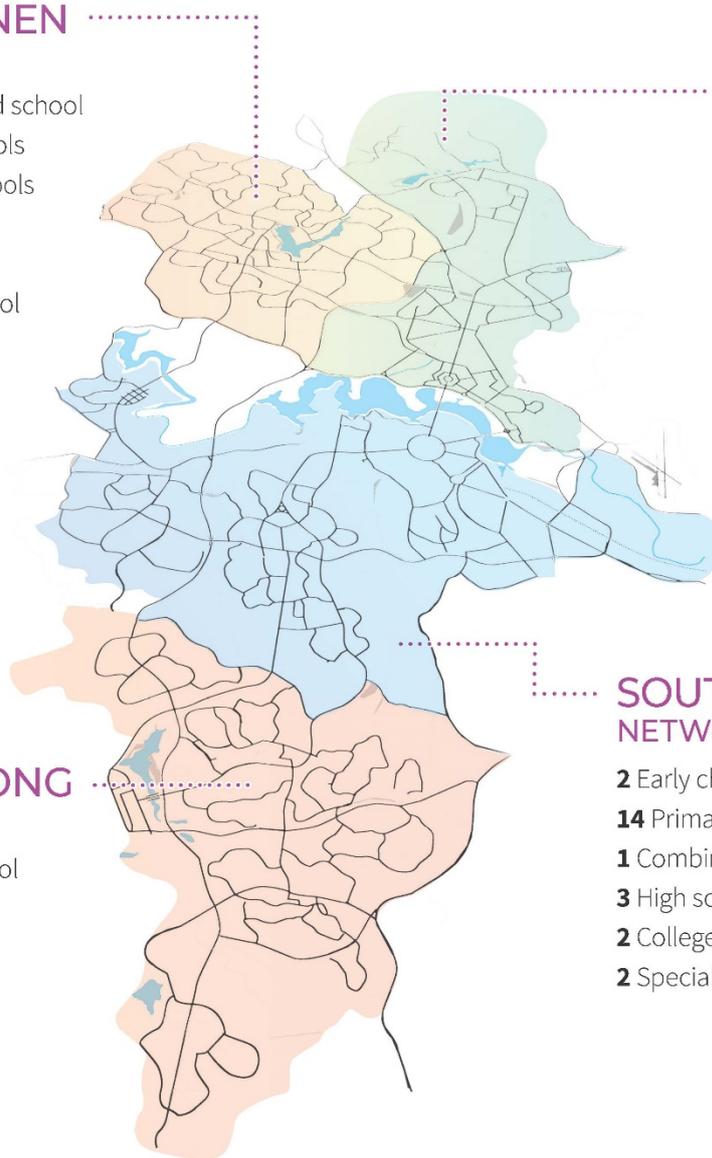


Figure 2: Education Directorate Fast Facts

Education Directorate Fast Facts

Our Schools



89
PUBLIC
SCHOOLS

\$97 million
infrastructure
expenditure



**8,177 Education
staff** including
4,004 teachers

Our Students



MORE THAN
50,000
STUDENTS



4,640 preschool enrolments for 2021



27,574 primary school enrolments for 2021



12,253 high school enrolments for 2021



6,686 college enrolments for 2021



**2,710
students**
awarded a Year 10
Certificate in 2020



**2,733
students**
Year 12 graduates
in 2020

Our Environment and Planning

The Education Directorate delivers the Government's priorities through the *Future of Education— An ACT Education Strategy and Set up for Success: An Early Childhood Strategy for the ACT*.

Launched in 2018, the *Future of Education Strategy* sets out the ACT Government's long-term vision for education over the next ten years and aims to ensure all ACT schools are equitable, accessible, inclusive and enable student agency. The *Future of Education Strategy* has four foundations:

- Students at the Centre;
- Empowered Learning Professionals;
- Strong Communities for Learning; and
- Systems Supporting Learning.

The *Future of Education Strategy* continued to set the Directorate's direction over the past year. The first phase implementation covered the first three years, 2018-2020, and is now complete. The *Future of Education First Phase Evaluation Report* is the first output of the *Future of Education Strategy's* Evaluation Framework; a deliverable of the Phase One Implementation plan. Highlights of phase one implementation are discussed under the Summary of Performance section of this report.

Phase two implementation of the *Future of Education Strategy* spans years 3-5 and is due to commence in late 2021.

In August 2020, the ACT Government launched *Set Up for Success: An Early Childhood Strategy* for the ACT (*Set Up for Success*). This 10-year plan is set out over three phases and outlines the ACT Government's commitment to providing quality early childhood education for all children, recognising that children's early years set the groundwork for their lifetime learning.

Set Up for Success is informed by overwhelming national and international evidence, as well as feedback from children, families, experts and the early childhood sector, about the importance of quality early childhood education in giving children the best start in life. *Set Up for Success* is underpinned by the *National Quality Framework* and the *Early Years Learning Framework: Belonging, Being, and Becoming*.

Set Up for Success has four foundations:

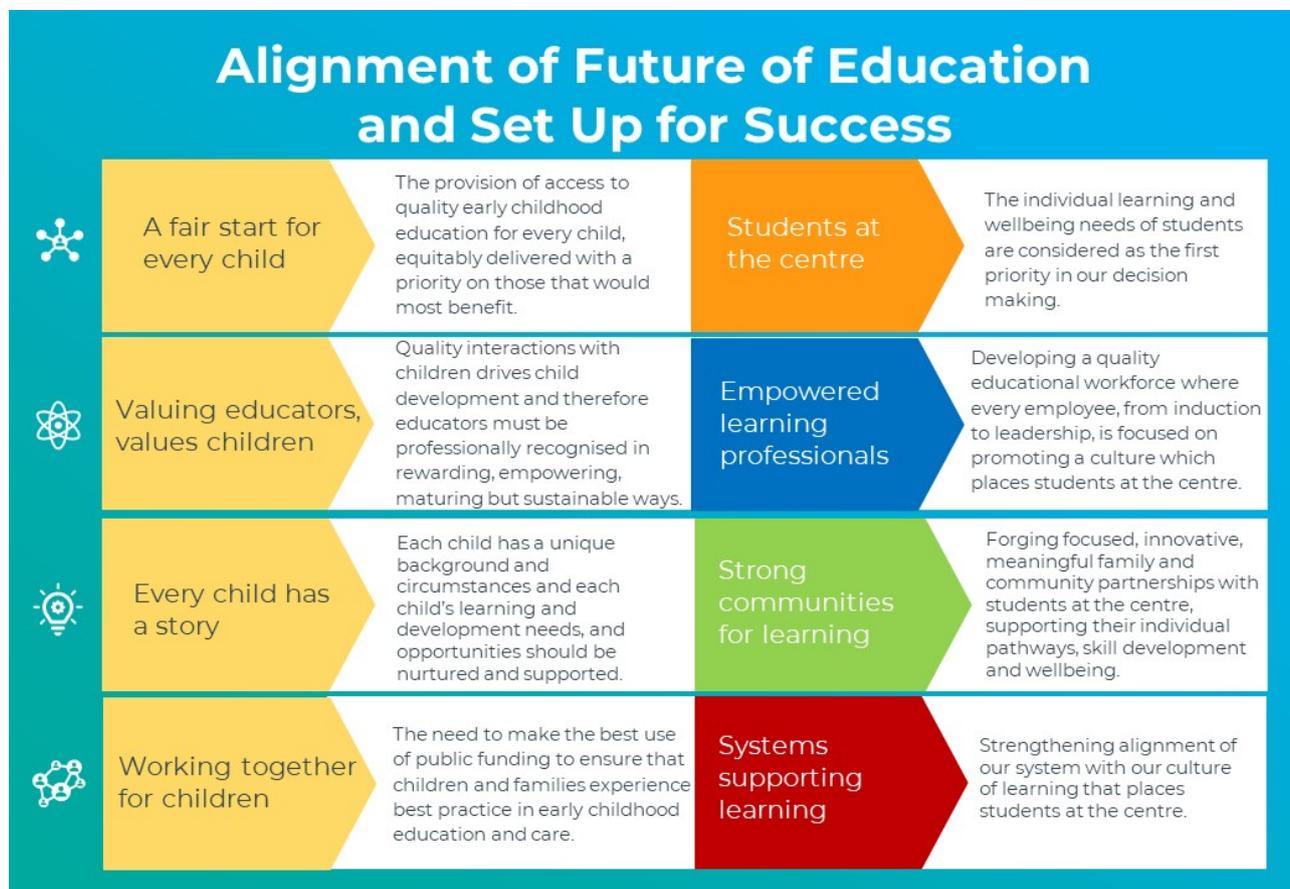
- A fair start for every child – ensuring access, equity and affordability of early childhood education;
- Valuing educators, values children – enhancing the workforce through education, qualification and skills development;
- Every child has a story – fostering seamless transitions and supporting children's diverse needs; and
- Working together for children – connecting systems and services to maximise benefits to children.

These align with the foundations and principles of the *Future of Education Strategy*.

The *Future of Education Strategy* partners with *Set Up for Success* and recognises that genuine equity of opportunity is only delivered through consistent and sustained collaborative effort, working with key partners from the earliest years of a child's educational journey.

The graphic below illustrates how the foundations of both strategies are aligned.

Figure 3: Alignment of Future of Education and Set Up for Success foundations



The *Education Directorate Strategic Plan 2018-2021: A Leading Learning Organisation* (the Strategic Plan) describes core goals the Directorate is working towards to develop the capabilities needed to deliver the *Future of Education* and *Set Up for Success*.

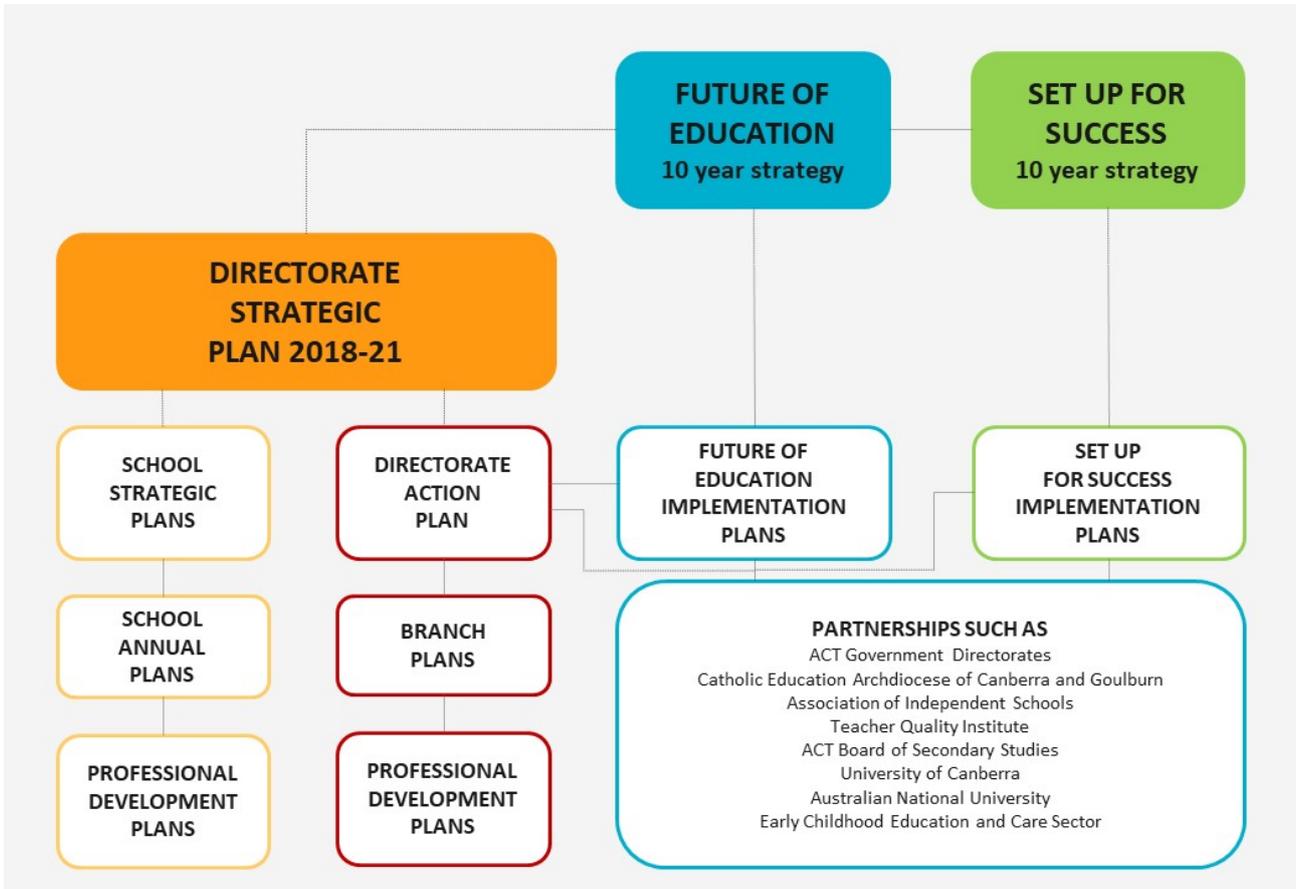
The Strategic Plan has five core goals:

- Schools where students love to learn;
- Investing in early childhood;
- Evidence informed decisions;
- Learning Culture; and
- United Leadership.

Annual planning for both schools and the Education Support Office (ESO) is aligned with *Future of Education* and *Set Up for Success* to ensure every child and young person in the ACT is empowered to learn for life.

The graphic below shows how the Education Directorate's planning framework underpins the delivery of the *Future of Education* and *Set Up for Success* strategies, from school and Directorate planning, through to individual staff professional development plan

Figure 4: ACT Education Directorate Strategic Landscape



Response to the COVID-19 pandemic

The COVID-19 pandemic has presented a generational challenge, with the potential to impact significantly on the health and wellbeing of children and young people.

Throughout the pandemic the Education Directorate's focus has been to ensure the continuity of education to children and young people in the ACT; to ensure staff and students' safety and wellbeing; and to minimise the impacts of the pandemic on the ACT education and early childhood sectors.

After a period of remote learning, schools resumed on-campus learning in term 2 2020. To support the return to on-campus learning, the Education Directorate released a 'roadmap' for ACT public schools based on the ACT Government's COVID-19 recovery plan. The roadmap set out a plan for further easing of restrictions on school activities and parent/carer engagement, in line with the broader easing of restrictions across the ACT.

Schools were supported to manage the workforce and financial impacts with additional staff being recruited through the Jobs for Canberrans program. Additional cleaning services continued, including the provision of cleaning supplies, such as hand sanitiser. The increased cleaning services and supplies ensured that recommendations made by the ACT Chief Health Officer in relation to cleaning of Directorate facilities were met, and that students, staff and other users of the facilities (such as hirers of school facilities) were kept safe.

In 2021, schools have operated in a "COVID-normal" environment with operations guided by the latest advice from the ACT Chief Health Officer and the Australian Health Protection Principal Committee. The Education Directorate has continued to support schools to be responsive to any changes to operations, with a COVID-Normal School Requirements document published to the Directorate website providing advice, guidance, and support for managing and responding to COVID-19 in schools. The Education Directorate recognises the social and emotional impacts the COVID-19 pandemic has had on the Canberra community and will continue to offer support to students experiencing barriers to their education.

While the ACT was very fortunate to have had very few cases of COVID-19, the outbreaks throughout the year in other jurisdictions highlighted the continued need for vigilance and planning to respond to potential outbreaks in the ACT. The Education Directorate undertook scenario planning work to ensure the stability of student learning if the situation in the ACT changes. Scenarios considered include a snap lockdown of up to five school days, confirmed case/s at one or more schools, and community-wide transmission.

Education Support Office workplaces remained COVID-safe with physical distancing, additional cleaning throughout the day, and check-in requirements to enable contact tracing if required. Staff travel was restricted, with international travel prohibited and essential domestic travel only able to proceed if approved by the Director-General.

The Education Directorate acknowledges, and has considered, the accelerated change to the way we work and how this significant change may have affected the mental health of staff. It is important that staff maintain social connection during home-based working. A range of resources are available to staff providing advice about maintaining wellbeing.

A dedicated intranet page provides access to a range of different resources covering school requirements – including information on excursions, COVID Safety Plans for events, vaccinations and supporting wellbeing.

In recognition of the work undertaken to keep our schools safe during the pandemic, Education Directorate staff received two awards in the 2020 ACT Public Service Awards. The Incident Management Team was acknowledged with a Special Recognition Award for leading schools and the Education Directorate through the COVID-19 pandemic. The Senior Director, School Cleaning Services also received an award in the Leadership category for strong leadership and effective stakeholder engagement to establish the School Cleaning Service and ensuring ACT public schools are clean and safe for all who use them.

Moments in Time initiative



From April to July 2020, the Directorate undertook the Moments in Time initiative, led by Katy Haire, Director-General. The initiative gave students the opportunity to capture their experience, the significant impact COVID-19 was having on them and any insights they may have for students in the future.

Every week over the ten-week initiative a different writing prompt was released for students to respond to through a journal entry. Those taking part in the Moments in Time initiative could submit their journal entry online to form an archival journal for future students and the wider Canberran community. Over the course of the initiative the Directorate received 108 student submissions, six parent submissions and seven teacher submissions.

Summary of Performance

Summary of 2020-21 achievements and activities

The Education Directorate made considerable progress during 2020-21 while addressing significant local and global challenges. During 2020-21, the first phase of implementation of the *Future of Education Strategy* was concluded and evaluated, and the *Set Up for Success Strategy* was released.

The implementation of the first phase of the *Future of Education Strategy* spanned three years from 2018 to 2020. At its conclusion an evaluation was conducted allowing insights and achievements to inform phase two implementation. Insights gained from this phase of implementation indicate that while progress has been made, there is a continuing need to focus efforts on inclusion, student wellbeing, strengthening partnerships with school communities and learning gain for all students. Despite the challenges associated with the pandemic, progress has been made against the *Future of Education* vision.

Key highlights include:

- implementation of the Positive Behaviours for Learning program in 75 per cent of ACT public schools;
- continued implementation of the Continuum of Education Supports in all high schools;
- the expansion of flexible education options with increased access to the government's Muliyan program for 30 high school students who could not attend their usual school;
- inclusion and wellbeing supports provided through onsite access to psychologists in all ACT public schools;
- 179 teachers engaged in face-to-face professional learning workshops on the Australian Curriculum General Capabilities;
- the delivery of professional learning on the Australian curriculum including the National Literacy and Numeracy Learning Progressions and the unpacking of the Australian Curriculum Achievement Standards and curriculum design; and
- major infrastructure and capital works projects undertaken to modernise facilities and better meet the learning needs of communities.

During the first phase implementation (2018-2020), the Education Directorate improved or sustained overall measures of inclusivity for students with those who strongly identified with their school increasing from 58 per cent in 2018 to 64 per cent in 2020, while students who perceived strong levels of support and safety remained stable.

Phase one implementation of the *Set Up for Success Strategy* was progressed throughout 2020-21 after the strategy's release in August 2020. The following initiatives were progressed in this time:

- continuing to provide quality early childhood education for three year-olds;
- establishing Communities of Practice;
- delivering trauma informed training;
- reforming the Early Childhood Degree Scholarship program;
- trialling Out of School Hours Care for preschool children in the preschool environment;
- piloting an approach to effective transitions; and
- co-designing a process with Aboriginal and Torres Strait Islander communities for Koori preschool.

2021-22 Outlook

The Education Directorate's priorities for 2021-22 have been identified through the *Future of Education* phase two plan and the *Set up For Success* phase one implementation plan. The Directorate will implement the identified priorities of government as well as other key initiatives and whole of government strategies through a new strategic planning approach.

The new approach focuses on how schools and the Education Support Office will work together to achieve priorities for Education and Early Childhood Development, through integrated planning cycles across schools and the Education Support Office, with the *ACT Wellbeing Framework* as an overarching focus. The next Strategic Plan will articulate how the Education Directorate will implement the *Future of Education* phase two plan and *Set Up for Success* phase one implementation plan. Consultation with relevant stakeholders is currently underway and the new Plan will be launched in early 2022.

Future of Education phase two will further focus on inclusion, student agency, wellbeing, strengthening partnerships with school communities and learning gain. These priorities demonstrate the commitment of the ACT Education system to taking an evidence-based approach to ensure educational excellence for every child and young person.

Set up for Success phase one implementation plan will focus on the initiatives that will be delivered under phase one of the strategy and will be built on through phases two and three. Each initiative connects with one of four foundations:

- A fair start for every child
- Valuing educators, values children
- Every child has a story
- Working together for children

These four foundations reflect the fundamental priorities for early childhood education in the ACT over the next ten years. Implementation will be informed by ongoing evaluation and monitoring of achievements and impact.

Internal Accountability

Senior Executives

Director-General

The Director-General leads the Education Directorate and the network of ACT public schools to implement the *Education Act 2004*. The Director-General is responsible for promoting high quality education for ACT children and young people, overseeing the operation and governance of ACT public schools, and overseeing the registration of non-government schools and home education.

The Director-General also holds responsibility for the Directorate's strategic direction, including ensuring the implementation of whole of government strategies.

In addition, the Director-General has a role in the leadership of the ACT Public Service as a member of the ACT Public Service Strategic Board.

Deputy Director-General

The Deputy Director-General leads ACT public schools, deputises for the Director-General, and holds responsibility for the delivery of education services through student centred learning and teaching initiatives, and digital strategy and direction.

The Deputy Director-General holds accountability for school operations, student wellbeing, teaching and learning practices and student outcomes. Support services are provided in the areas of curriculum delivery, early childhood education and pedagogy, digital strategy, health, student inclusion and wellbeing, vocational education and training (VET), pathways and transitions, Aboriginal and Torres Strait Islander education, international education, complex case management, and flexible education.

Deputy Director-General, System Policy and Reform

The Deputy Director-General System Policy and Reform leads the Strategic Policy, Enrolments and Planning, Analytics and Evaluation, and Education and Care Regulation and Support functions of the Directorate.

The Deputy Director-General, System Policy and Reform has responsibility for strategic reforms, including inclusive education, schools and early childhood reforms, in addition to advising on national education reforms and associated bilateral agreements, leading the coordination of the ACT's participation in national assessment programs and providing quality data and analytics to inform school and system improvement in addition to strategic school capacity planning and enrolment policy and procedures.

The Group is also responsible for a range of regulatory and registration functions including:

- the regulation of early childhood education and care sector through the ACT Regulatory Authority, the Children's Education and Care Assurance Unit;
- the registration and regulation of Non-Government Schools;
- Home Education registration and support for children and families in home education; and
- the registration and compliance of all Territory schools for Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS), as required of the ACT under Commonwealth law.

Executive Group Manager, Business Services

The Executive Group Manager, Business Services is responsible for leading the Infrastructure and Capital Works, Governance, Communications, Engagement and Government Support, People and Performance, the School Cleaning Service and the Strategic Finance and Procurement functions of the Directorate.

Executive Group Manager, School Improvement

The Executive Group Manager, School Improvement is responsible for leading ACT public schools through supporting School Leaders and progressing the Directorate's school improvement cycle.

The Executive Group Manager leads a range of school improvement activities to ensure that schools are supported with evidence-based practice to grow and develop their schools as modern, enjoyable and effective learning environments for all students. The role is critical in strengthening ACT public schools as vibrant, innovative and high functioning learning communities.

Executive Group Manager, Service Design and Delivery

The Executive Group Manager, Service Design and Delivery has responsibility for policy development, service design and integration ensuring the provision of high-quality education services to ACT public school students, schools and the community.

The Executive Group Manager also has responsibility for: student engagement and wellbeing, disability services and inclusion, including the provision of allied health services to support the wellbeing of students in all of our schools, the Directorate's digital strategy which supports learning and teaching across our schools, VET supports and opportunities, careers and transitions coordinated services, teaching and learning, and the provision of services to international students studying within public schools.

Remuneration for senior executives

All executives employed by the Education Directorate were paid in accordance with the determinations of the ACT Remuneration Tribunal.

The ACT Remuneration Tribunal is an independent statutory tribunal with responsibility for setting the remuneration, allowances and entitlements for public officials in the ACT including the ACT Government. Further information can be found at <https://www.remunerationtribunal.act.gov.au>.

Significant Committees of the Directorate

Governance Committees

Executive Governance Committee

The Executive Governance Committee (EGC) supports the Director-General as the responsible officer of the Education Directorate reporting to the Minister under section 19 of the *Public Sector Management Act 1994*.

The EGC provides leadership, direction and guidance to the Directorate and provides oversight of the Directorate’s policy and strategy, governance, risk and compliance frameworks. Supporting the EGC are several sub-committees.

Table 1: Executive Governance Committee Sub-Committees

Executive Governance Committee					
Work Health and Safety Sub-Committee	Security and Emergency Management Sub-Committee	Digital Strategy Sub-Committee	Evaluation Sub-Committee	Planning Sub-Committee	Finance Sub-Committee

Work Health and Safety Sub-Committee

The Work Health and Safety Sub-Committee (WHSSC) provides due diligence of the Directorate’s occupational health and safety management system.

The WHSSC supports the Director-General in discharging their responsibilities under the *Work Health and Safety Act 2011* and provides oversight of the Directorate’s Work Health and Safety Consultative Committee.

Security and Emergency Management Sub-Committee

The Security and Emergency Management Sub-Committee provides endorsement of program initiatives and assists the Director-General on security, emergency management, business continuity and related risk management and compliance issues across the Directorate.

Digital Strategy Sub-Committee

The Digital Strategy Sub-Committee (DSSC) provides advice on the development and implementation of digital and ICT strategies, programs and policies. The DSSC makes recommendations to EGC through the Deputy Director-General about digital and ICT strategic directions, policies, and proposals for system wide ICT initiatives.

Education Evaluation Sub-Committee

The Education Evaluation Sub-Committee ensures the ACT Government Evaluation Policy and Guidelines are implemented across the Directorate, guides the development of evaluation plans and schedules and reports on progress against the Directorate’s Annual Evaluation Plan.

Education Planning Sub-Committee

The Education Planning Sub-Committee is responsible for school infrastructure planning, including:

- identifying and preparing for future school infrastructure requirements and developing new infrastructure proposals for the Minister and the Government's consideration;
- oversight of progress on projects of strategic significance and an escalation pathway for issues arising through to EGC;
- delivering the Government agreed infrastructure measures; and
- effectively administering the ACT public schools with respect to capacity and demand.

Finance Sub-Committee

The Finance Sub-Committee is responsible for providing advice and support around financial management and compliance to the Executive Governance Committee. Advice may include:

- branch and division forecasted positions post annual budget allocations and ongoing impacts on branch or division allocation;
- implementation of election commitments including budget initiatives, funded and unfunded outcomes and impacts on the Directorate's position;
- operational program changes or innovation ideas prior to implementation, as any potential underspends within branches/divisions may need to be redirected to support the Directorate financial pressures and these activities may not be agreed as a priority in 2020-21;
- policy consideration that may have financial impacts; and
- compliance related matters, where this would affect the financial operations of the Directorate.

Consultative Committees

Directorate Consultative Committee

The Directorate Consultative Committee (DCC) provides consultation and communication processes between staff, senior managers and unions regarding change management proposals in the workplace; the sharing of information across the Directorate; and provides a forum for consultation.

The membership of the DCC includes four to six staff representatives, one or two union representatives from the Community and Public Sector Union, United Workers Union and the Australian Education Union, four to six Directorate representatives and other specialists upon invitation.

Work Health and Safety Consultative Committee

The Work Health and Safety Consultative Committee provides advice on the ongoing development and implementation of the Education Directorate's work health and safety policies, procedures and safety priorities; considers health safety and wellbeing performance; considers specific injury prevention and injury management advice and initiatives; provides advice on high level strategic initiatives to address injury data trends; reviews statistical data and identifies the Directorate's risk profile trends through reported hazards, incidents/accidents, injuries or diseases.

Engagement and Advisory Committees

Principals' Advisory Group

The Principals' Advisory Group (PAG) is a consultation and communication group representing all public school Principals. It considers key strategic, policy and operational matters and provides advice to the Director-General, Senior Executive and schools.

ACT Minister's Student Congress

The ACT Minister's Student Congress is an opportunity for ACT public school students to come together to discuss issues which matter to them and affect their education. The Congress is led by a student elected executive team with support from the Education Directorate. This team facilitates the Congress which is held twice a year and represents the wider student body with the Minister for Education.

The Minister's Student Congress provides students with opportunities in leadership, advocacy, networking and organisational skills. The Congress Executive meets twice a term to evaluate the previous congress and use that information to plan the upcoming congress.

Aboriginal and Torres Strait Islander Education Advisory Group

The ACT Aboriginal and Torres Strait Islander Education Advisory Group supports the Education Directorate by providing advice on policy formulation and program facilitation and implementation in ACT public schools and early childhood education settings. The Group contributes to national discussion relating to Aboriginal and Torres Strait Islander Education.

Disability Education Reference Group

The Disability Education Reference Group is a community consultative forum convened by the Education Directorate Director-General. The purpose of the reference group is to provide a forum for information sharing and for key community stakeholders to contribute to the formulation of policy and advice in relation to the education of students with a disability in ACT public schools.

Performance Analysis

Overview

Table 2: Performance Analysis Overview

Strategic Objective	Strategic Indicator	Comment on 2020-21 Performance	More Information
Strategic Objective 1 – To promote greater equity in learning outcomes in and across ACT public schools	Strategic Indicator 1(a) Reduction in the equity gap between the most advantaged and less advantaged students in reading	Due to COVID-19, the NAPLAN 2020 testing did not occur. As a result, no performance data is available to report for 2020.	Output Class 1 page 26. Strategic Objective 1(a), page 22.
	Strategic Indicator 1(b) Reduction in the equity gap between the most advantaged and less advantaged students in numeracy	Due to COVID-19, the NAPLAN 2020 testing did not occur. As a result, no performance data is available to report for 2020.	Output Class 1 page 26. Strategic Objective 1(b), page 22.
Strategic Objective 2 – To facilitate high quality teaching in ACT public schools and strengthen educational outcomes	Strategic Indicator 2(a) ACT public schools gain for Years 3 to 5 in reading	Due to COVID-19, the NAPLAN 2020 testing did not occur. As a result, no performance data is available to report for 2020.	Output Class 1 page 26. Strategic Objective 2(a) page 23.
	Strategic Indicator 2(b) – ACT public schools gain for Years 3 to 5 in numeracy	Due to COVID-19, the NAPLAN 2020 testing did not occur. As a result, no performance data is available to report for 2020.	Output Class 1 page 26. Strategic Objective 2(b) page 24.
	Strategic Indicator 2(c) – ACT public schools gain for Years 7 to 9 in reading	Due to COVID-19, the NAPLAN 2020 testing did not occur. As a result, no performance data is available to report for 2020.	Output Class 1 page 26. Strategic Objective 2(c) page 24.
	Strategic Indicator 2(d) – ACT public schools gain for Years 7 to 9 in numeracy	Due to COVID-19, the NAPLAN 2020 testing did not occur. As a result, no performance data is available to report for 2020.	Output Class 1 page 26. Strategic Objective 2(d) page 24.
Strategic Objective 3 – To centre teaching and learning around students as individuals	Strongly Identified with their school by group, ACT public schools	The Directorate achieved its targets of; student target of 61, achieved 66; staff target of 92, achieved 92; and parent/carer target of 74 achieved 82.	Output Class 1 page 26. Strategic Objective 3 page 25.

Strategic Objectives and Indicators

The Education Directorate's three strategic objectives outlined in the 2020-21 budget were guided by the development of the *Future of Education Strategy*.

Strategic Objective 1 – To promote greater equity in learning outcomes in and across ACT public schools

The ACT public education system is underpinned by the right of all children to access high quality education. Individual personal circumstances create socio-educational differences among the students and explain more than a quarter of variations in student education outcomes. It is recognised that not all children are able to access the same educational advantages when starting their education. Some children receive at-home and early childhood education, others first access education at the start of preschool or kindergarten. Children may also experience adversity at different stages of their education journey. The difference in access may be the result of socio-economic factors, physical or mental health or disability, cultural backgrounds or familial circumstance.

This measure reaffirms the ACT Government's commitment to equity in the public education system. This measure shows that difference, expressed as the difference in average NAPLAN points across all four NAPLAN year levels.

Due to COVID-19, the NAPLAN 2020 testing did not occur. As a result, no performance data is available to report for 2020.

Table 3: Strategic Indicator 1(a) Reduction in the equity gap between the most advantaged and less advantaged students in reading

	2016	2017	2018	2019	2020 Target	2020 Actual
Equity Gap	48 ¹	45 ¹	57 ¹	52	51	N/A ²

¹ 2018 is the baseline year for this new measure. This aligns with the ACT's move to more precise assessment through NAPLAN online. Historical data from 2016 have been retrospectively calculated for reference and have limited comparative value.

² Due to COVID-19 the NAPLAN testing did not occur. As a result, no performance data is available to report for 2020.

Source: ACT Education Directorate, unpublished data

NAPLAN scores in reading representing the performance gap between less advantaged groups of students (those where highest level of parental education is less than university degree) and the most advantaged group of students (those with parents with a university qualification or above) for students in ACT public schools. As reducing the gap is the goal, lower numbers indicate improvement.

Table 4: Strategic Indicator 1(b) Reduction in the equity gap between the most advantaged and less advantaged students in numeracy

	2016	2017	2018	2019	2020 Target	2020 Actual
Equity Gap	45 ¹	37 ¹	45 ¹	44	43	N/A ²

¹ 2018 is the baseline year for this new measure. This aligns with the ACT's move to more precise assessment through NAPLAN online. Historical data from 2015 have been retrospectively calculated for reference and have limited comparative value.

² Due to COVID-19 the NAPLAN testing did not occur. As a result, no performance data is available to report for 2020.

Source: ACT Education Directorate, unpublished data

NAPLAN scores in numeracy representing the performance gap between less advantaged groups of students based on parental education (those where highest level of parental education is less than a university degree) and the most advantaged group of students (those with parents with a university qualification or above) for students in ACT public schools. As reducing the gap is the goal, lower numbers indicate improvement.

Strategic Objective 2 – To facilitate high quality teaching in ACT public schools and strengthen educational outcomes

The *Future of Education Strategy* sets the objective for the Education Directorate to ensure students succeed through the delivery of high-quality learning that engages students and supports the development of learning for life. This will be achieved through collaborative learning, and by developing cohesive relationships between schools, communities and whole of government.

The Directorate is also strengthening pedagogy (teaching practice) to respond to diversity and build learner capabilities as well as content knowledge. Progress in student learning gain is an important measure of evaluating educational outcomes. Drawing on the concept of a year’s learning for a year’s teaching, these strategic indicators measure the growth in learning of our students.

To measure the growth in student outcomes over time in the education system, the Directorate compares the NAPLAN mean reading scores of children in year 3 (or year 7) with the NAPLAN mean reading scores of the same children when they have reached year 5 (or year 9).

Students generally experience a higher gain in their early years of schooling as they develop a foundational understanding of new concepts in numeracy and literacy. This is reflected in the national NAPLAN scale which reflects double the gain between year 3 and 5 students compared with gain between year 7 and 9 students.

Due to COVID-19, the NAPLAN 2020 testing did not occur. As a result, no performance data is available to report for 2020.

Table 5: Strategic Indicator 2(a) ACT public schools gain for years 3 to 5 in reading

	2014-16 Actual	2015-17 Actual	2016-18 Actual	2017-19 Actual	2018-20 Target	2018-20 ¹ Actual
Year 3	439	441	440	446	442	N/A
Year 5	515	520	522	520	526	N/A
Gain	76	79	82	74	84	N/A

¹ Due to COVID-19 disruption, the NAPLAN 2020 testing did not occur. As a result, no data is available to report for 2018-20 gain cycle.

Source: ACT Education Directorate, unpublished data

Table 6: Strategic Indicator 2(b) – ACT public schools gain for years 3 to 5 in numeracy

	2014-16 Actual	2015-17 Actual	2016-18 Actual	2017-19 Actual	2018-20 Target	2018-20 ¹ Actual
Year 3	415	411	412	421	416	N/A
Year 5	498	497	497	499	506	N/A
Gain	83	86	85	79	90	N/A

¹ Due to COVID-19 disruption, the NAPLAN 2020 testing did not occur. As a result, no data is available to report for 2018-20 gain cycle.

Source: ACT Education Directorate, unpublished data

Table 7: Strategic Indicator 2(c) – ACT public schools gain for years 7 to 9 in reading

	2014-16 Actual	2015-17 Actual	2016-18 Actual	2017-19 Actual	2018-20 Target	2018-20 ¹ Actual
Year 7	563	566	558	563	560	N/A
Year 9	597	596	599	592	600	N/A
Gain	34	30	41	29	40	N/A

¹ Due to COVID-19 disruption, the NAPLAN 2020 testing did not occur. As a result, no data is available to report for 2018-20 gain cycle

Source: ACT Education Directorate, unpublished data

Table 8: Strategic Indicator 2(d) – ACT public schools gain for years 7 to 9 in numeracy

	2014-16 Actual	2015-17 Actual	2016-18 Actual	2017-19 Actual	2018-20 Target	2018-20 ¹ Actual
Year 7	552	551	556	561	556	N/A
Year 9	593	594	600	594	603	N/A
Gain	41	43	44	33	47	N/A

¹ Due to COVID-19 disruption, the NAPLAN 2020 testing did not occur. As a result, no data is available to report for 2018-20 gain cycle.

Source: ACT Education Directorate, unpublished data

Strategic Objective 3 – To centre teaching and learning around students as individuals

The *Future of Education Strategy* recognises the importance of developing students as individuals and creating a learning environment adapted to their needs. Children enter the education sector with diverse range of strengths and needs and the Directorate will respond and adapt the teaching approaches to increase student outcomes.

The Education Directorate recognises that quality peer relationships, and a sense of school belonging, positively impact the outcomes of students. There is a positive correlation between a stronger identification between a student and their school, and the outcomes that the student achieves. Similarly,

positive staff identification and parent/carer identification with the school has a beneficial impact on wellbeing and school culture.

Table 9: Strategic Indicator 3 - Strongly Identified with their school by group, ACT public schools

	2018 Actual %	2019 Actual %	2020 Target %	2020 Actual %
Student	60	60	61	66
Staff	91	89	92	92
Parent/Carer ¹	N/A	73	74	82

¹ Due to changes in the calculation the assessments of school identification for parent/carer, 2018 and 2019 are not directly comparable.

Source: ACT Education Directorate, unpublished data

In 2020, school identification was high as a result of an increased sense of belonging to the school community due to the COVID 19 experience. It is anticipated that in 2021 results will return to the historical trajectory.

The experience of lockdown and learning from home had the effect of causing students to place a higher value on the day-to-day communal experience of school life. This is evidenced by the increase in 2020 of school identification, which measures a respondent’s sense of belonging and connectedness to the school community. While it is possible that this elevated sense of belonging may continue, particularly if further lockdowns ensue, it is more likely that school identification will return to pre-COVID levels in the coming years.

Output Classes

Output Class 1: Public School Education

February 2021 Census

The February 2021 census of ACT schools recorded 81,874 students enrolled in ACT public and non-government schools, an increase of 1,458 students (1.8%) since February 2020. From February 2017 to February 2021, enrolments increased by 6,466 students (8.6%). Public schools accounted for 62.5 per cent of the total student population.

For ACT public schools, there were 51,153 students enrolled in February 2021, representing an increase of 881 students (1.8%) since February 2020.

At February 2021, there were 2,728 Aboriginal and Torres Strait Islander students enrolled in ACT schools, an increase of 83 students (3.1%) compared with 2020. Public school enrolments increased by 52 (2.5%) children and young people to 2,157 students representing 79.1 per cent of all enrolments of Aboriginal and Torres Strait Islander children and young people in ACT schools.

Cross-border enrolments in ACT public schools

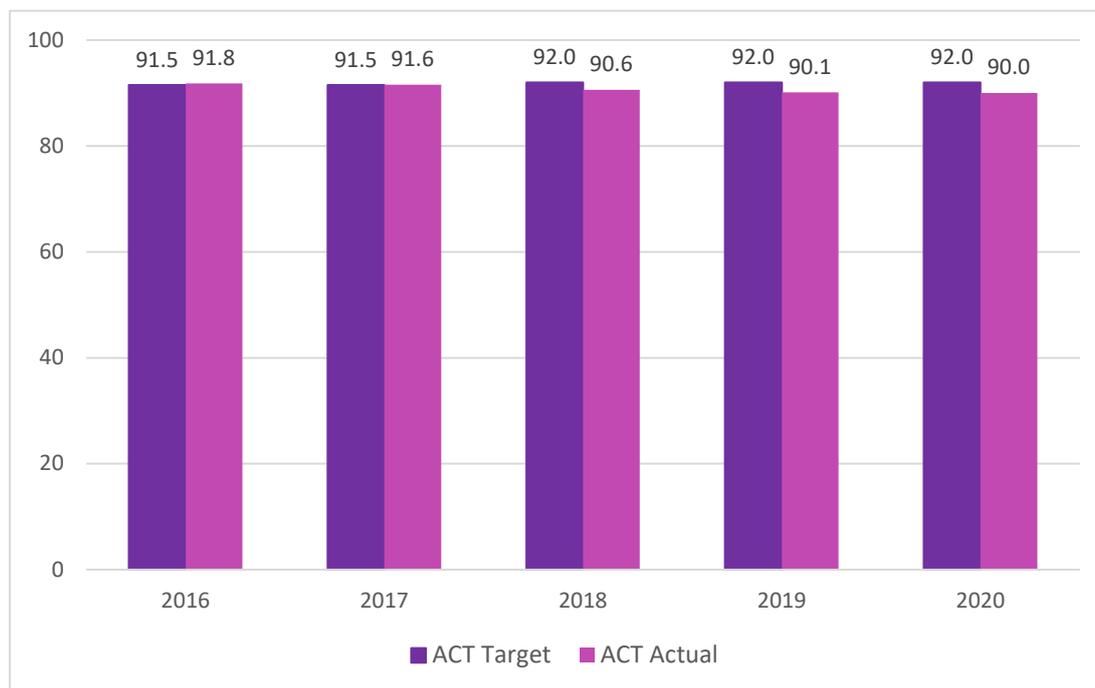
The number of cross-border enrolments in ACT public schools over the last five years remains consistent at between 1,400 to 1,800 students. There was a slight increase in the total student numbers (108 extra students, or 0.1 per cent increase) between 2020 and 2021. Over the longer term, there has been a small decline in cross-border enrolments from 1,804 in 2017 to 1,507 in 2021. This represents as a proportion of all enrolments from 3.9 per cent in 2017 to 2.9 per cent in 2021.

Student Attendance

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

Student attendance was affected by COVID-19 during 2020, and rates are not comparable to those of previous years. ACT public schools were pupil-free from 24 March 2020 till the end of term 1. For several weeks of 2020 term 2, students were engaged in remote learning, with daily wellbeing checks. Students were considered as attending by participating in the wellbeing check, or by submitting assessments.

Figure 5: Attendance rate of public school students years 1 to 10, 2016 to 2020



¹ ACT Government school data from 2018 onwards were derived from a school administration system in the process of implementation. Care should be taken when comparing the data for years before 2018.

Source: ACT Education Directorate, audited Accountability Indicators Output Class 1: Public School Education, School Participation.

Student Retention

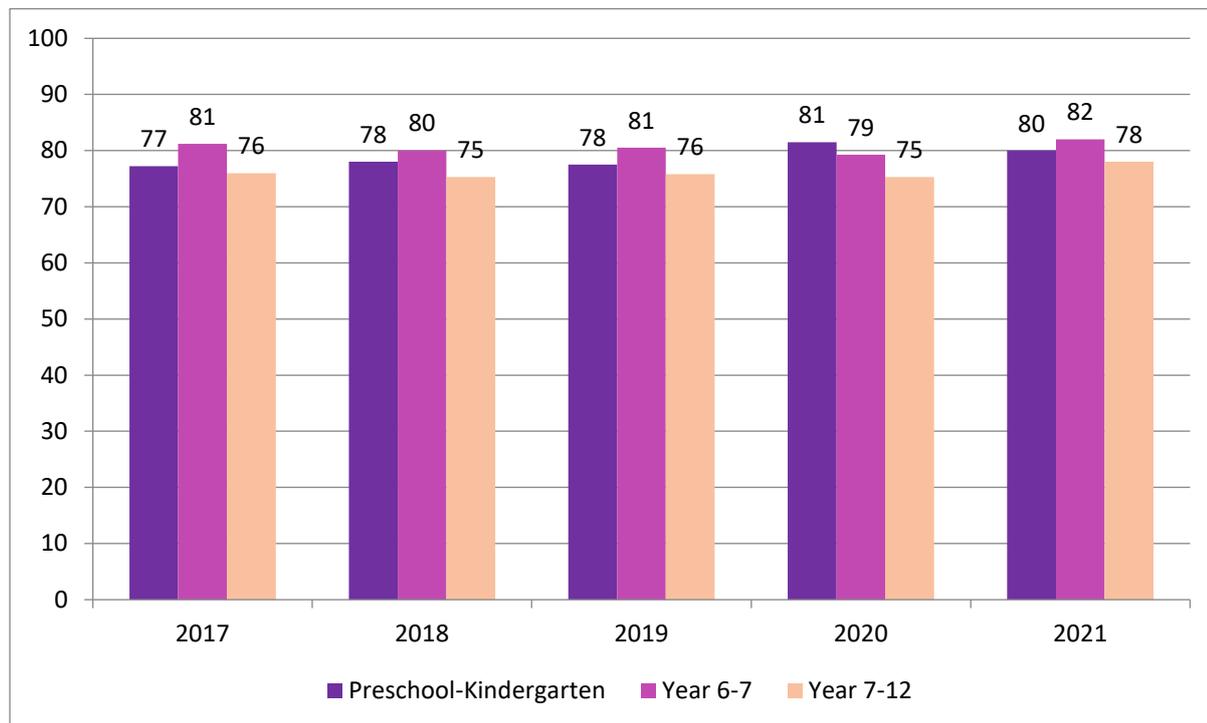
The student retention rate (real retention) represents the number of children continuing in ACT public education (at the February school census of a given year) as a proportion of the number of children enrolled in the prior year level (at the August school census). The proportion of students continuing in ACT public education from preschool to kindergarten, year 6 to year 7, and year 7 to year 12 fluctuated slightly between 2017 and 2021.

Real retention rates in public schools in the current cycles were consistent with previous results. From 2020 to 2021, student retention of preschool students to kindergarten fell slightly, while year 6 to year 7 and year 7 to 12 has increased slightly.

Real retention is affected by a number of factors including but not limited to:

- migration out of the ACT;
- inter-sector (affiliation) transfer;
- children of diplomats and short-term international exchange students returning to their place of origin; and
- students who undertake year level acceleration or repetition.

Figure 6: Real retention rates in public schools from preschool to kindergarten, year 6 to year 7 and year 7 to year 12, 2017 to 2021



Source: ABS Cat 4221.0 Schools Australia, Table 64a Capped Apparent Retention Rates

Output 1.1 Public Primary School Education

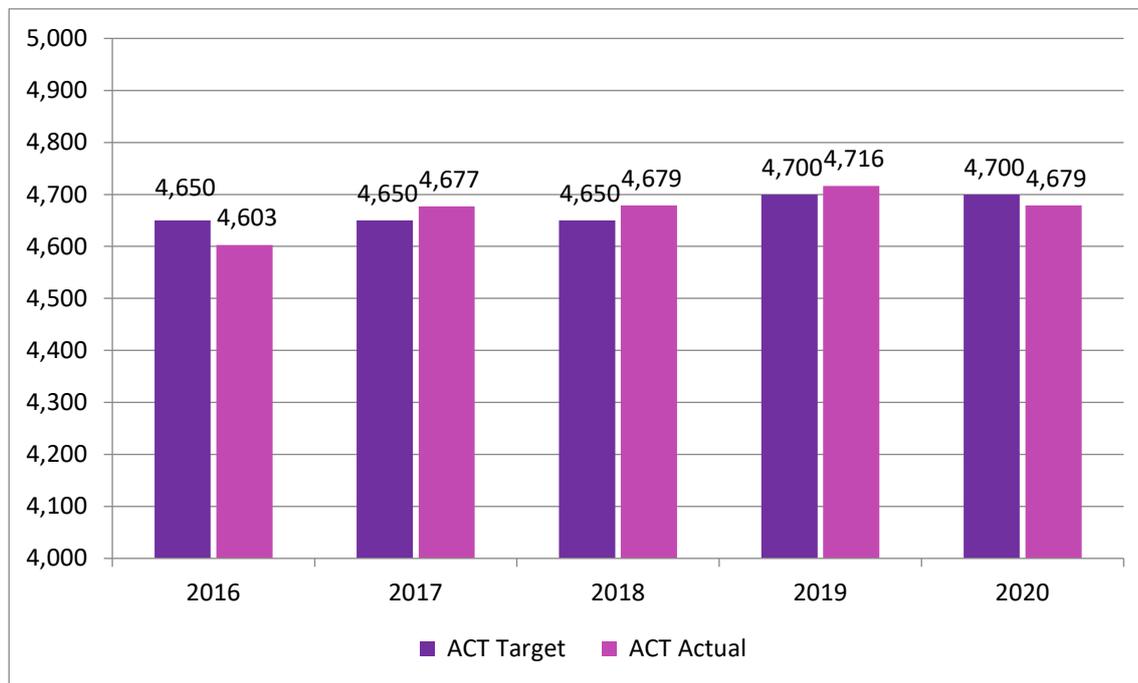
Public primary school education spans the years from preschool to year 6. Learning opportunities in the primary years are designed to allow each student success and to achieve high quality learning outcomes.

Each school maximises opportunities for students to develop knowledge, understanding, skills and values through implementing curriculum, assessment and reporting using the ACT curriculum framework, the Australian Curriculum and the Early Years Learning Framework. Schools partner with parents, carers and the community to enhance student outcomes.

The Education Directorate is responsible for the regulation of early childhood education and care services. Assessment and monitoring of early childhood education and care services contributes to ensuring quality education and care is provided to children that access these services. Early childhood education and care services include ACT public preschools, independent preschools, family day care, long day care and school age care programs.

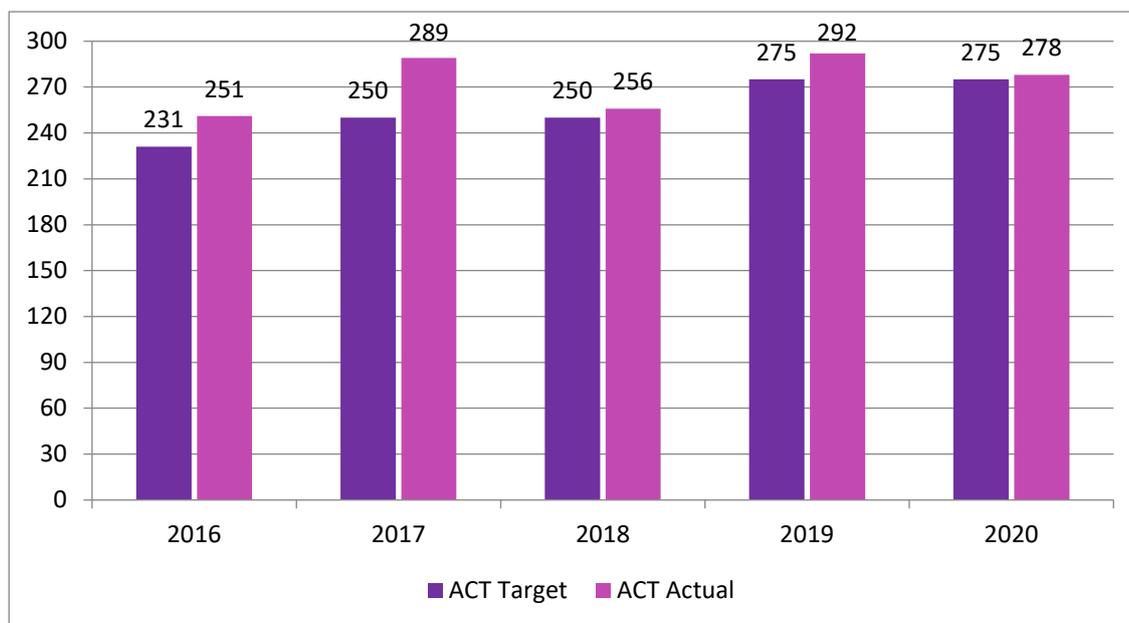
Preschool Enrolments

Figure 7: Number of enrolments in preschool in public schools, 2016 to 2020



Source: ACT Education Directorate, audited Accountability Indicators Output Class 1: Public School Education, Early Childhood Education (a)

Figure 8: Number of enrolments of Aboriginal and Torres Strait Islander children in Preschool in public schools, 2016 to 2020



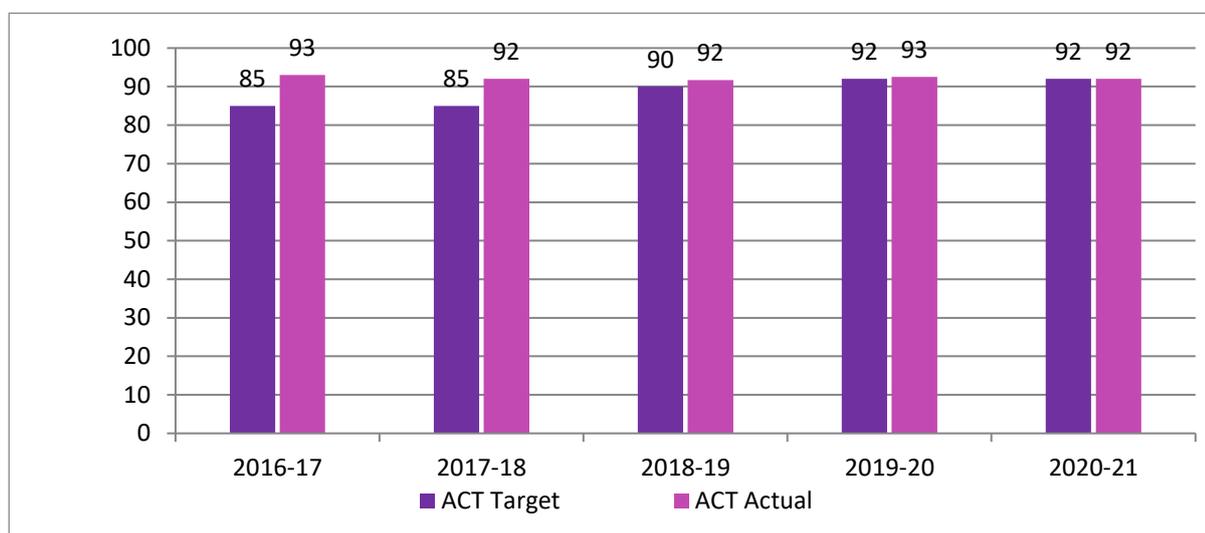
Source: ACT Education Directorate, audited Accountability Indicators Output Class 1: Public School Education, Early Childhood Education (b)

Output 1.2 Public High School Education

Public high school education covers years 7 to 10. Each school organises its curriculum to maximise opportunities for students to develop the knowledge, understanding, skills and values articulated in the Australian Curriculum.

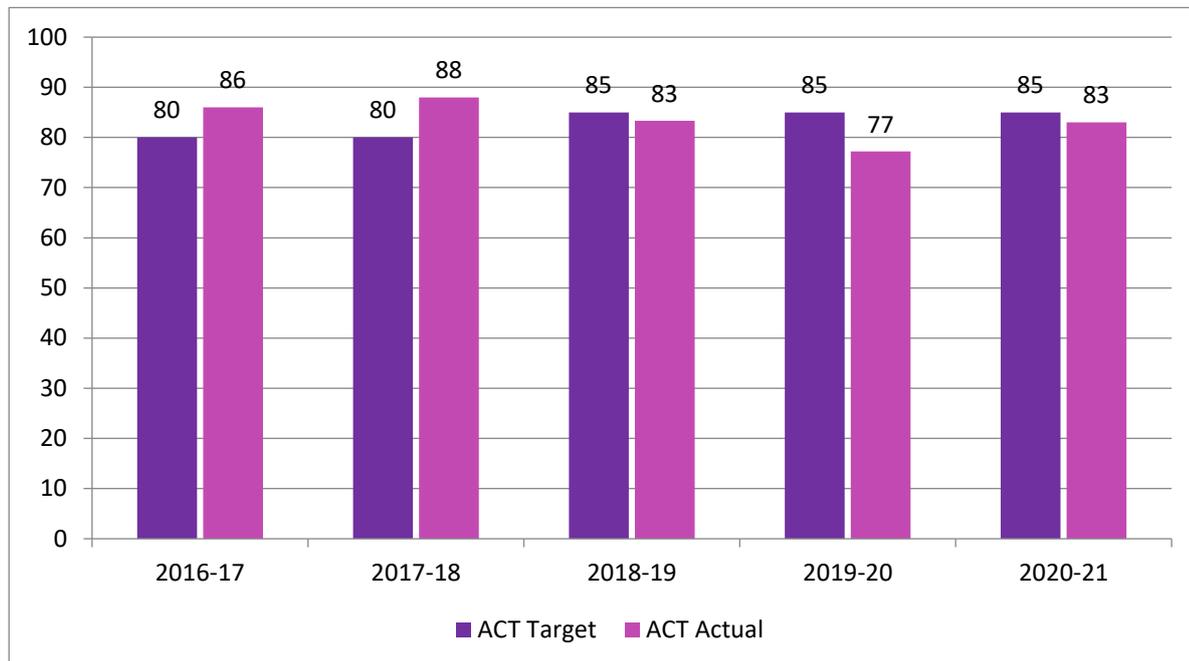
ACT public high schools offer a comprehensive education across all key learning areas. The focus is on providing challenging and engaging learning, building relationships based on mutual trust and respect and connecting students to the outside world. School programs develop students' critical thinking, problem solving, interpersonal and teamwork skills to empower students to contribute positively to their community. Schools continue to build relationships with parents, carers and the community to improve student outcomes.

Figure 9: Percentage of year 10 students who proceed to public secondary college education, 2016-17 to 2020-21



Source: ACT Education Directorate, audited Accountability Indicators Output Class 1: Public School Education, Senior Secondary Education (a)

Figure 10: Percentage of year 10 Aboriginal and Torres Strait Islander students who proceed to public secondary college education, 2016-17 to 2020-21



Source: ACT Education Directorate, audited Accountability Indicators Output Class 1: Public School Education, Senior Secondary Education (b)

Of the 120 Aboriginal and Torres Strait Islander students in year 10 in 2020, 100 proceeded to public secondary college education in 2021, a result of 83 per cent. The small number of students in the Aboriginal and Torres Strait Islander cohort results in large percentage variances from a change in circumstances for a very small number of students and therefore must be interpreted with this in mind.

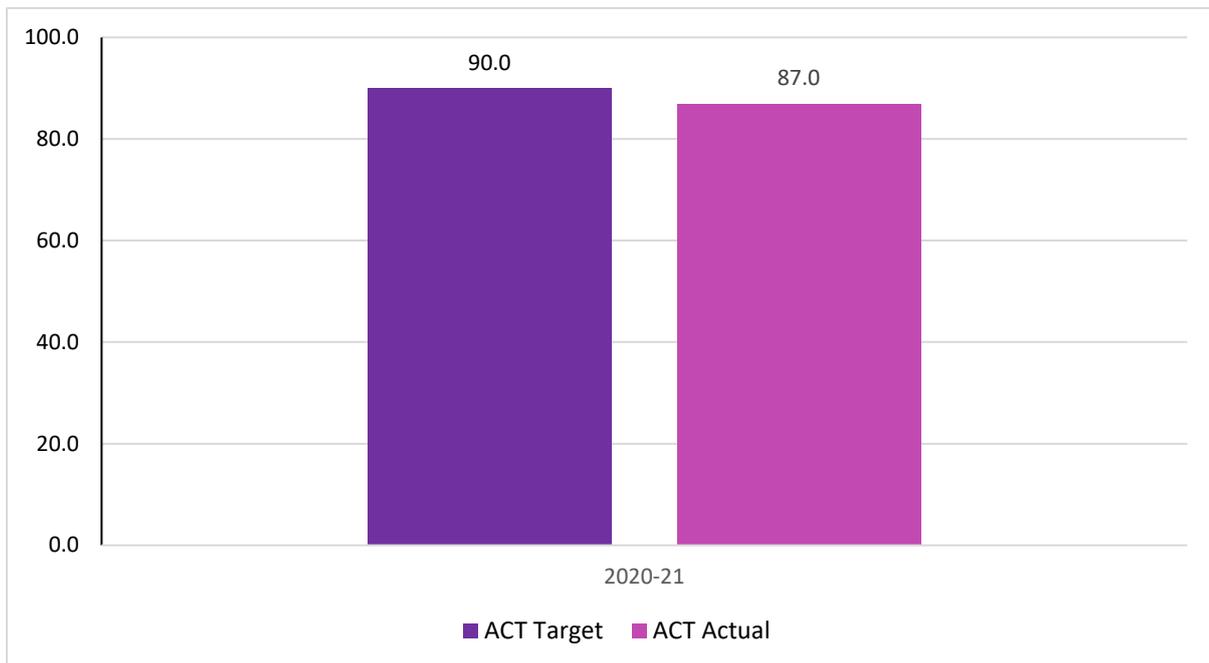
Output 1.3 Public Secondary College Education

Public secondary college education covers years 11 and 12. ACT public secondary colleges offer courses catering for a broad range of student needs and interests. Courses are accredited by the ACT Board of Senior Secondary Studies (BSSS). Students can obtain an ACT Senior Secondary Certificate on successful completion of year 11 and 12 studies. Students can also choose to obtain an Australian Tertiary Admissions Rank (ATAR) and may also achieve a recognised vocational certificate.

Year 12 certification outcomes

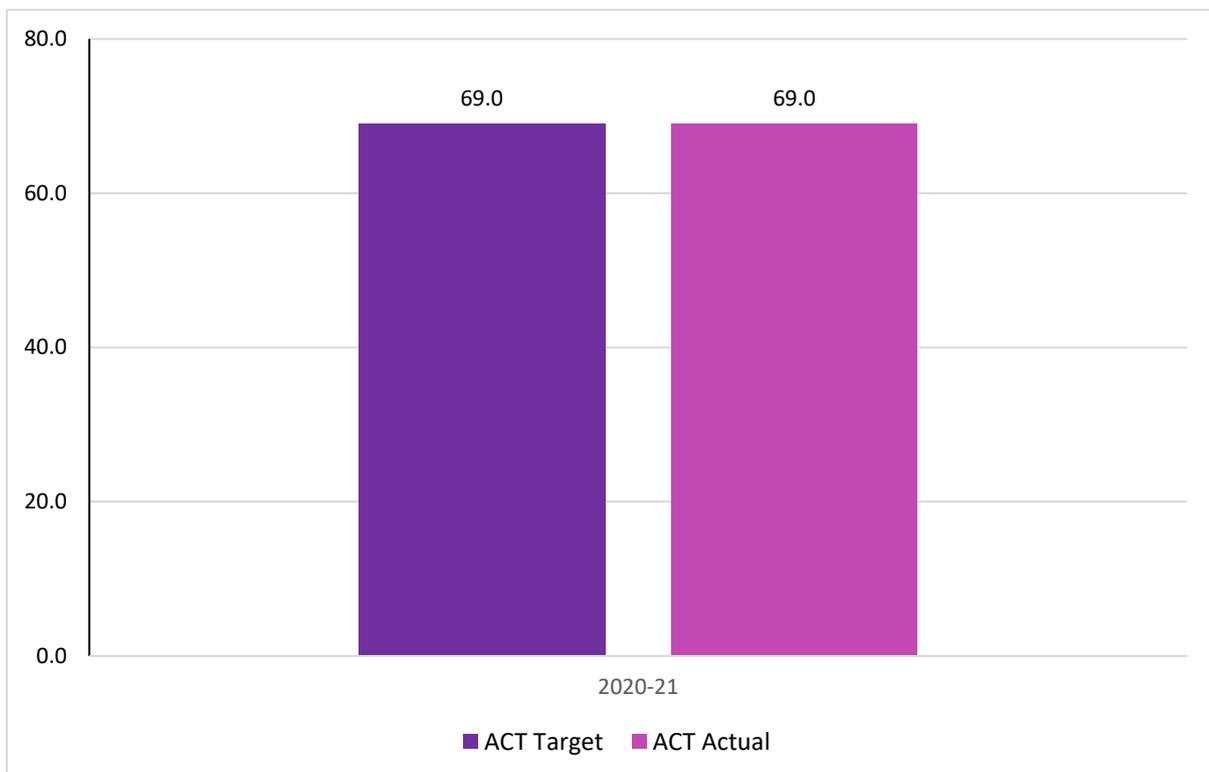
The Directorate commenced two new accountability indicators in the 2020-21 budget to measure year 12 outcomes in the attainment of an ACT Senior Secondary Certificate. The following graphs include the 2020-21 results and target.

Figure 11: Percentage of year 12 students in public schools who received an ACT Senior Secondary Certificate



Source: ACT Education Directorate, audited Accountability Indicators Output Class 1: Public School Education, Senior Secondary Education (j)

Figure 12: Percentage of year 12 Aboriginal and Torres Strait Islander students in public schools who received an ACT Senior Secondary Certificate



Source: ACT Education Directorate, audited Accountability Indicators Output Class 1: Public School Education, Senior Secondary Education (k)

Output 1.4 Disability Education in ACT Public Schools

A range of programs are available in ACT public schools for students with a disability. These include access to specialist schools, specific classes or units in mainstream schools, and participation in mainstream classes with the support to access the educational programs offered by the school. Students accessing a disability program have an Individual Learning Plan (ILP). The ILP is developed in partnership between the school, family, student (where appropriate) and other professionals.

Parents and schools work together in developing and reviewing each student's ILP, which identifies educational goals. Student progress against the ILP is reviewed annually or more frequently as required.

The Education Directorate provides personal care support in ACT public schools, as an in-kind contribution to the National Disability Insurance Scheme.



Student and Staff member at Malkara School.

Output Class 2: Non-Government Education

The Education Directorate contributes to the maintenance of standards in non-government schools and home education through compliance and registration, and the accreditation and certification of senior secondary courses through the Board of Senior Secondary Studies. The Directorate also undertakes the administration and payment of the Commonwealth and ACT Government grants to registered ACT non-government schools.

Non-government school education

During the reporting period:

- a total of 48 non-government schools (29 Catholic systemic schools and 19 independent schools) were registered or provisionally registered by the Registrar of Non-government schools to operate in the ACT;
- the registrations of Communities@Work – Galilee School, St Edmunds College, Radford College, St Francis Xavier College, Holy Family Primary School, Sacred Heart Primary School, and St John the Apostle Primary School were renewed for 2021-2025;
- the registrations of Islamic School of Canberra and Taqwa School were renewed for 2021;
- Islamic School of Canberra was registered for year 10 as an additional educational level;
- Communities@Work – Galilee School was registered for years 11 and 12 as additional educational levels; and
- Canberra Jewish school, (a school provisionally registered for 2020 and 2021) notified the Registrar of Non-government schools that it would not continue to operate in 2021.

At the end of the reporting period a total of 47 non-government schools (29 Catholic systemic schools and 18 independent schools) were registered to operate in the ACT.

Home education

The selection of home education as an alternative to school education is a parental choice in the ACT and across Australia; a small number of ACT parents register their children for part-time home education in conjunction with the children also attending school.

Home education can be for short or longer-term periods depending on the circumstances, needs of the family and compliance with obligations.

It should be noted that this reporting is a point of time for the February 2021 census with 395 ACT resident children and young people registered for home education. This does not reflect that the need for home education may fluctuate throughout the year to reflect a child or families' needs.

The growth noted in recent years in home education registration numbers continued to be apparent during 2020-21, but as a proportion of all enrolled students in all schools, it has stayed consistently small.

Table 10: Home education registrations as at annual February census

Year	2017	2018	2019	2020	2021
Number of registered students	271	302	305	322	395
Annual % growth	8	11	1	5.5	22.7
As a % of total enrolled students in all schools	0.4	0.4	0.4	0.4	0.5

Source: ACT Education Directorate, *Censuses of ACT schools, February 2017 – 2021*

Following amendments to the *Education Act 2004* in late 2019, the legislated requirement for students new to home education to be provisionally registered was removed and the Director-General was required to notify parents of the outcome of applications for home education within 28 days of a complete application being received.

During the reporting period 264 applications for new registrations from ACT resident children were received; 100 per cent of these applications were approved; and less than 1 per cent of applicant parents were not notified of the outcome of the application within 28 days of the complete application being received. No home education registrations were cancelled during the reporting period.

In addition to registering children and young people for home education, during the reporting period authorised persons from the Education Directorate met (either face-to-face, via video conferencing, or through online instructional webinars) with the parents of over 250 registered children and young people. These meetings provided:

- information to parents new to home education or returning to home education since changes to requirements came into force;
- support for parents in the tailoring of home education activities to the educational and social-emotional needs of individual children and young people; and
- assurance to the Director-General that parental compliance with the conditions of registration (as outlined in the *Education Act 2004* and *Education Regulations 2005*) was regularly and systematically reviewed.

Future of Education

Launched in 2018, the *Future of Education Strategy* sets out the ACT Government's long-term vision for education for the next ten years and aims to ensure all ACT schools are equitable, accessible, inclusive and enable student agency.

The *Future of Education Strategy* has four foundations:

- **Students at the Centre**- The individual learning and wellbeing needs of students are considered as the first priority in our decision making;
- **Empowered Learning Professionals** - Developing a quality educational workforce where every employee, from induction to leadership, is focused on promoting a culture which places students at the centre;
- **Strong Communities for Learning** - Forging focused, innovative, meaningful family and community partnerships with students at the centre, supporting their individual pathways, skill development and wellbeing.; and
- **Systems Supporting Learning** - Strengthening alignment of our system with our culture of learning that places students at the centre.

The *Future of Education Strategy* continued to set the Directorate's direction over the past year. The following section of the report describes key activities and achievements against the four foundations of the *Future of Education Strategy*.

Students at the Centre

The individual learning and wellbeing needs of students are considered as the first priority in our decision making.

Student Wellbeing

The Education Directorate's *Safe and Supportive Schools* policy commits ACT public schools to being safe, inclusive, welcoming and supportive communities that promote connectedness, student and staff wellbeing. The policy guides the Directorate's approach to minimising bullying in schools with a focus on prevention and early intervention. During the year, a range of preventative and responsive actions took place to minimise bullying and its impacts.

The Education Directorate's Safe and Supportive School Contact Officers (SASSCOs) are a crucial support for students and school communities. They contribute to proactive strategies to counteract bullying and harassment; provide support to students; respond to complaints; promote the use of data; and share expertise and resources with members of staff.

Schools are required to have at least two trained SASSCOs. This year, SASSCOs were provided with additional resources to equip them in their roles. This included information about preventing and responding to racism, respectful relationships, consent and wellbeing.

A new comprehensive online professional learning package for SASSCOs has been developed and will be delivered in July 2021 on a dedicated portal page. The learning package covers a broad range of areas including how SASSCOs can effectively respond to incidents of bullying, to strategies that will help them support schools to prevent bullying and harassment.

The *Safe and Supportive Schools* policy also provides schools with guidance on supporting students requiring more intensive support for behaviour. This includes students who require an individualised approach to positive behaviour support (PBS) and the development of a PBS Plan. During 2020-21 ongoing collaboration with the Office of the Senior Practitioner has seen the Education Directorate develop resources to support schools to plan for students with complex behaviours of concern, and wherever possible, eliminate the use of restrictive practices.

Safe and Inclusive Schools Initiative

The Safe and Inclusive Schools Initiative was established in 2018 and delivered by Sexual Health and Family Planning ACT. The initiative supports schools to create and maintain safe and inclusive environments for all students including young people that are same sex attracted, intersex or gender diverse.

The initiative supported publication of the *Supporting Students Affirming Gender at School – Good Practice Guide* to assist schools to support students to affirm their gender. The guide was launched on 17 May 2021 to coincide with International Day Against Homophobia, Bi-phobia, Intersexism and Transphobia (IDAHOBIT). The guide specifically addresses the ways in which school communities can be proactive in gender-inclusive practice, and support students who are transgender and gender diverse when they decide to share or express their gender identity at school. A factsheet is also included in the guide that provides advice on how to put gender inclusive practice into action such as the correct use of pronouns and preferred names, ensuring all students have non-discriminatory access to all facilities, activities, programs, and services at school.

Student Forum at Gungahlin College

The Directorate hosted a forum on 1 April 2021 to seek student input on the findings of the *Writing Themselves In 4* Research and action that could be taken to improve the educational experience for LGBTIQ+ students.



Around 60 students attended the forum from ACT public high schools and colleges with key stakeholders including A Gender Agenda, Meridian, the Office for LGBTIQ+ Affairs, the ACT Children’s Commissioner, the ACT Youth Coalition and Members from the ACT Youth Advisory Council and LGBTIQ+ Ministerial Council.

Key actions identified for the Directorate to progress include:

- LGBTIQ+ representation in sexuality education and across other areas of the curriculum such as history, English, science, humanities and social sciences;
- improved teacher confidence and education around gender diversity, the importance of pronouns and addressing homophobic and transphobic behaviours;
- accessible gender inclusive facilities and signage for bathrooms and changerooms; and
- inclusive forms and administrative systems that reflect the diversity of families and gender identities.

These actions align with work the Education Directorate is undertaking to ensure our students feel safe at school, that appropriate wellbeing supports are in place, students see themselves reflected in the curriculum and that schools have good policy guidance on creating safe and inclusive learning environments.

Positive Behaviour for Learning

Implementation of the Positive Behaviour for Learning (PBL) framework continues across ACT public schools. The PBL framework is a whole-school approach which promotes positive behaviour across a school and helps schools develop safe and supportive learning environments.

The three-tier system of supports provides explicit teaching of expected behaviours and establishes clear and consistent boundaries. Staff take a proactive, preventative approach to ensure all students receive the appropriate level of support to help them to be successful at school.

During 2020 the Australian National University (ANU) undertook research to determine whether students in ACT public schools that have implemented the PBL's Tier 1 interventions had better mental health outcomes, greater learning engagement and an improvement in school climate and school identification. The research project involved 12 ACT public schools with the results suggesting that students in a PBL setting had better outcomes than student in schools who had not yet adopted PBL.

Seventy-five per cent of schools have commenced PBL implementation, with all ACT public schools planned to commence implementation of the PBL framework by December 2021.

Career Pathways and Vocational Education and Training

ACT public schools provide a wide range of career education services and vocational education and training (VET) programs. All students from year 5 to year 12 in ACT schools can develop their own personal pathways plan through the ACT Pathways website. In 2020-21 there were 3,839 new users who registered for the Pathways website. A total of 6,783 users accessed the Pathways website during this time.

VET programs include nationally accredited courses delivered by one of four ACT public school Registered Training Organisations (RTOs), the Canberra Institute of Technology (CIT) and private RTOs, as well as Australian School-based Apprenticeships (ASbAs).

At 30 June 2021, 387 ACT public school students were undertaking an ASbA, across qualifications from 19 national training packages.

The Education Directorate continued to refine VET offerings in 2020-21 including collaboration with RTOs and local industry to undertake innovative VET programs that provide quality experiences for ACT public school students and meet industry demand. For example:

- In 2021 the ACT public school RTO in the Tuggeranong network partnered with CIT and the Motor Traders Association to deliver a Panel and Paint program to students from years 9 to 12. This 12-week program provided students with hands-on learning and an opportunity to connect directly with local employers.
- In 2021 the Directorate commenced work on the 'Understanding the Building and Construction Industry Program'. This program is being led by the Community Services Directorate, in partnership with the Education Directorate and the National Association for Women in Construction (NAWIC). The project is being supported by the National Careers Institute (NCI) and was one of only 13 projects announced nationally by the NCI, from over 600 applications received by the NCI in 2020.

Technology Enabled Learning

ACT public schools emphasise the use of ICT, and learning ICT skills, to ensure that students develop their capacity to analyse information, solve problems, and communicate effectively in a highly digital society. The use of Chromebook devices supports students and teachers in aligning to these objectives of the Australian Curriculum.

The Education Directorate's Technology Enabled Learning (TEL) program ensures equity of access to technology for ACT public secondary students. Irrespective of family circumstances, every student attending an ACT public secondary school is eligible to participate in the TEL program.

To support the program, the Directorate deployed over 3,300 devices to students who were new to ACT public secondary schools at the start of 2021, maintaining almost 22,000 active devices for secondary students. The Directorate also refreshed 8,295 devices that were provided as part of the initial rollout in 2018. This brings the total number of devices distributed to secondary students since 2018 through the program to over 34,000.

Minister's Student Congress

The Minister's Student Congress (Congress) is a conduit for student voices from ACT public schools to the Minister. Congress is a conversation platform for students, which supports them to explore issues of significance for them and their education.

Over the last year, Congress has broadened its engagement approach beyond the face-to-face meeting model. In August 2020, students met with the Minister via online video conference on the topic of learning from home and transition back to the classroom. Student Executive, who are representatives elected at Congress, also met with students in small focus groups ahead of the online video conferences, to hear and capture diverse student experiences.

In May 2021, Congress met in person to explore the topic of creating respectful school environments and identified projects they can do to strengthen the respectful environments in their schools.

Congress is collaborating closely with the ACT Youth Advisory Council (YAC) to ensure the needs and aspirations of students in ACT schools and other young Canberrans up to 25 years can be addressed in local and national policy conversations. Student Executive members and the YAC worked together on the recent

Congress and the ACT Youth Assembly held in June 2021 and discussed topics including inclusive society, environment and sustainability, resilience, rights and respectful relationships and youth employment.

Legal aid support in College

The Education Directorate engaged Legal Aid ACT to offer free and confidential services to ACT college students and their families from term 3, 2020.

During terms 3 and 4 2020, the service supported over 570 young people, family members and/or school staff through drop ins, classroom sessions and/or meetings.

The pilot received favourable feedback from students and colleges. Schools advised that the service is providing students with improved understanding of their legal rights and the support required to improve or change their circumstances.

Aboriginal and Torres Strait Islander Youth Engagement Program

The Aboriginal and Torres Strait Islander Youth Engagement Program, developed from the Boomanulla Enrichment Project, is a pilot program initially established in 2020 as part of the Education Directorate's COVID-19 response. The program has since changed to a case management model, working individually with Aboriginal and Torres Strait Islander students to engage them in learning through outreach.

As at June 2021, the program employs three staff, including an educator and two Indigenous Engagement Officers. The team has a student-centred approach and focuses on transitions and personalised learning plans by providing support for students and their families to engage in education or an alternative pathway. The program is currently working with 23 students, ranging from year 1 to year 10, from both the north and south of Canberra, and is working closely with Aboriginal and Torres Strait Islander organisations and other community organisations to meet the students' needs.

Further information on Aboriginal and Torres Strait Islander initiatives can be found in the Aboriginal and Torres Strait Islander Reporting section of this report.

International Women's Day student event



The event included guest speakers who challenged gender stereotypes to find success in their field, and workshops on project development, storytelling and the art of the pitch delivered by experts from the University of Canberra's 50/50 by 2030 Foundation and officers from the Education Directorate.

The final part of the day saw 18 school groups present their school's project to the audience and vote on the three ideas students believed could be implemented across ACT schools. These three selected project ideas were then pitched to a panel of Education Directorate executives, with all three ideas endorsed to be implemented in their schools on a trial basis.

The first project is already underway at Canberra High School – 'Making Periods Normal'. The trial provides access to free period products and education regarding menstruation for students and teachers.

Canberra College's project proposes to normalise discussions around consent, and Harrison School's project is striving for positive body image with the 'Evergreen Empowerment Tree' project.

Psychology Early Intervention Team programs 2020-21

All ACT public schools have a school psychologist available to support students, families and the broader school community. School psychologists work across the behavioural, social, emotional and learning domains to support student learning and wellbeing. The work of school psychologists is informed by an early intervention and prevention model which is ecologically informed. This approach means that all areas of a student's life, including their family, classroom, and their peer relationships, are considered in supporting their wellbeing. School psychologists form an important part of the mental health approach in the community by identifying and working with personal difficulties early in the life of the problem,

responding to an immediate crisis, working with school staff to put in preventative strategies at the whole school level, and referring to other specialist agencies for more severe mental health issues.

In addition to psychologists in schools, a central early intervention team of psychologists complements service provision through implementation of the following group programs to secondary school students and their families. In 2020-21 programs offered from this team included:

- Flexible Minds program – for students to build coping skills to better manage difficult emotions;
- Overcoming Anxious School Refusal parenting program;
- Boundaries Without Conflict parenting program – for parents of students in years 7 to 12 who display aggressive and challenging behaviours; and
- Chilled Skills – 14-week emotion regulation skills program that aims to reduce self-harm behaviours in students.

In 2020, in collaboration with ACT Health, the Youth Aware Mental Health Program (YAM program) was delivered by trained instructors to approximately 2,247 year 9 students across 14 ACT high schools (1,247 public, 760 Catholic and 240 independent school students). This roll out is continuing in 2021 and an evaluation of the YAM program has been initiated by the Black Dog Institute in collaboration with ACT Health Office for Mental Health and Wellbeing, the Education Directorate and the Australian National University (ANU).

Enrolment information sessions (students with disability transition points)

2022 enrolment information sessions were held in April and May 2021 for current and prospective students with disability, their families and the community. These sessions shared information about enrolment options across all ACT public schools to support transition for students with disability. A range of public facing communications were shared to inform schools, parents, students and the general public about the sessions for their awareness.

Inclusive education transition information sessions in 2021 provided an important opportunity for students with disability and their families to seek information about enrolment options, positive transition recommendations and information about how individual needs are met in ACT public schools. These sessions are planned to continue in the future to ensure students and families have access to the information they need regarding enrolment options.

Empowered learning professionals

Developing a quality educational workforce where every employee, from induction to leadership, is focused on promoting a culture which places students at the centre.

Enabling Pedagogies

Pedagogies describe the methods and practice of teaching in ACT public schools. Through enabling pedagogical practice, the Education Directorate supports school leaders and teachers to deliver school strategic priorities and to improve student learning outcomes. A new online enabling pedagogies resource detailing its six guiding principles was published in term 3 2020. Since then, two pedagogy coaches have worked with 53 schools across the ACT to promote the pedagogical support available from the Directorate.

Ten schools have engaged with or requested, bespoke professional learning for their whole staff. In addition, accredited online professional learning modules have been created for two of the guiding principle areas – assessment, and student-centred learning. During term 2, 2021 the Directorate delivered its first four workshops for assessment and feedback. Initial feedback received from the post-completion survey was extremely positive, with 93 per cent of participants rating the format of the workshops as a highly effective way of learning.

Finding the Balance – mathematics and numeracy strategy

The *Finding the Balance* mathematics and numeracy strategy for ACT public schools has been piloted in 2021. The strategy is an Education Directorate initiative to support school improvement in relation to mathematics and numeracy. As part of the strategy, 75 numeracy leaders from 18 ACT public schools are participating in ongoing professional learning that aims to improve their self-efficacy to lead mathematics and numeracy improvement and enact school-wide change processes.

The strategy has engaged the expertise of Professor Peter Sullivan, reSolve Maths by Inquiry, Bruce Ferrington, the Academy of Future Skills and the Directorate’s School Improvement Instructional Mentors to co-develop and co-deliver sessions that are targeted to the needs of participating schools. Data and feedback gathered throughout the 2021 pilot will inform refinements to the strategy for 2022.

Academy of Future Skills

The Education Directorate’s Academy of Future Skills team has extended its reach during 2020-21, working across primary schools, high schools, colleges and in specialist settings. Academy staff have worked in 41 schools and with 167 teachers. Ten professional learning sessions have been delivered to 222 participants on a range of topics and 11 bespoke sessions on science, technology, engineering and mathematics (STEM) integration in primary school were provided to University of Canberra pre-service teachers.

Demand for Academy STEM services continues to grow, including teacher coaching and mentoring, curriculum and assessment support, borrowing of specialist equipment and excursions to the Academy hubs - Mungga-iri Jingee and Dhawura Ngadjung.

Aboriginal and Torres Strait Islander Education Officers and Cultural Integrity Coordinators

Over the reporting period, there have been approximately 20 school-based staff including Cultural Integrity Coordinators (CICs) and Aboriginal and Torres Strait Islander Education Officers (IEOs) working across ACT public schools. These staff work to:

- provide strategic support and build the capability of the school leaders and classroom teachers to improve their knowledge and practice of Cultural Integrity; and
- build strong collaborative relationships and develop and source teaching and learning resources related to Aboriginal and Torres Strait Islander histories and culture.

Further information can be found in the Aboriginal and Torres Strait Islander Reporting section of this report.

Leadership Development

The *Empowered Learning Professionals Leadership Plan* is in its fourth year of implementation. Each year the Education Directorate facilitates a leadership capability development series for leaders at all levels cascading from principals to deputy principals to executive teachers. Principals continue to comment positively on the cascading model that supports all leaders in their school to have shared knowledge, understandings and approaches that streamline the improvement work at all levels.

In the second half of 2020, leadership engagement forums were focussed on principals and deputies through online workshops. Interactive forums for the almost 500 School Leader Cs (SLCs) resumed in 2021 when they could be held face-to-face in COVID-safe groupings.

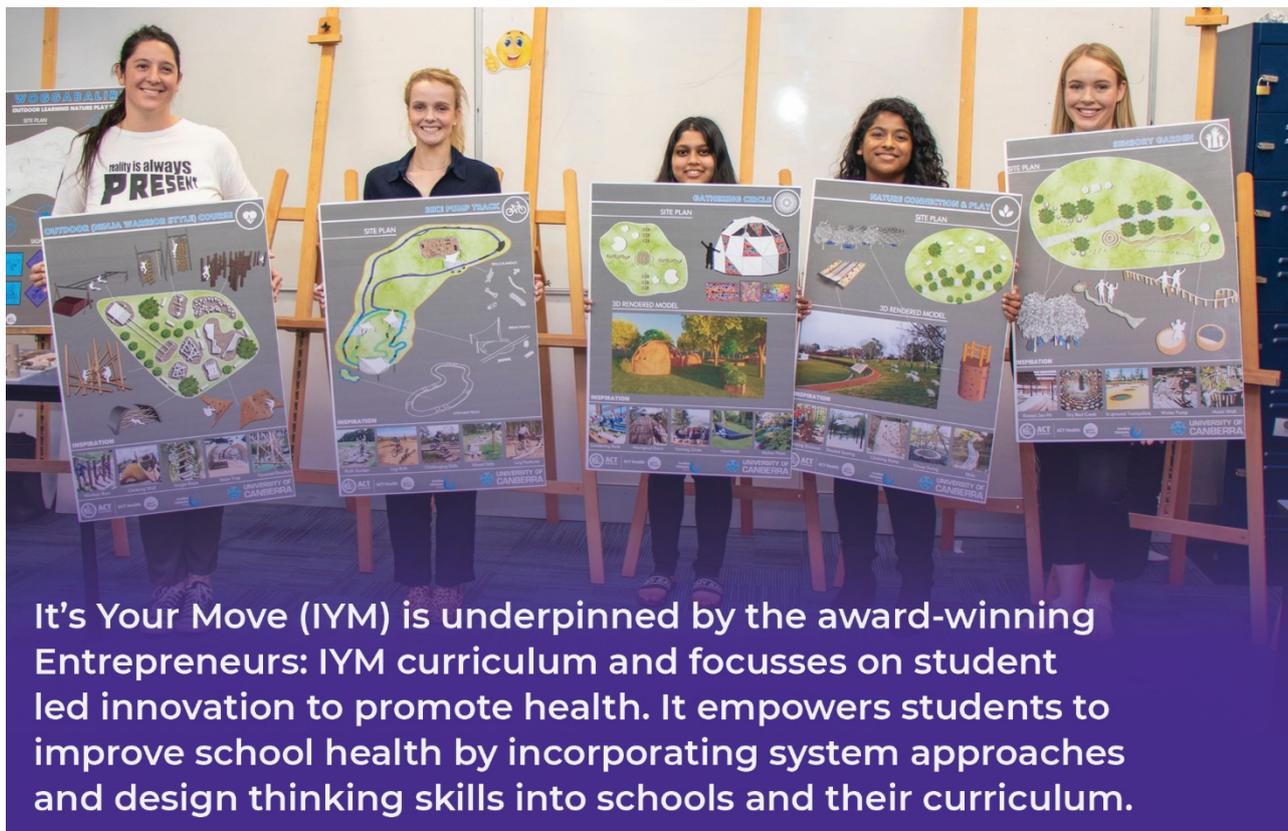
International and national experts in school improvement were engaged to lead the improvement workshops and included Emeritus Professor Helen Timperley, Dr Linda Bendikson and Dr Kylie Lipscombe. The key themes for capability development over 2020 and 2021 were:

- strengthening structures, culture and conditions so everyone knows their impact on student learning;
- evidence and data for improvement (multiple sources of evidence and monitoring impact);
- a sharp and narrow improvement focus (school review and performance);
- cycles of inquiry to drive improvement (the Spiral of Inquiry); and
- harnessing teacher and leader collaboration and collective efficacy (professional learning communities).

All capability development sessions are underpinned by cultural integrity and inclusion.

The Annual Leadership Survey data for end of 2020 indicates very high levels of principal satisfaction with 83 per cent agreeing *I am confident my leadership team can implement effective Professional Learning Communities*, and 92 per cent agreeing *they have greater knowledge and understanding of Multiple Sources of Evidence*.

It's Your Move Outdoor Environment Project – Caroline Chisholm School



Caroline Chisholm School is participating in ACT Health's Outdoor Environment project. The project is aiming to upgrade the school's physical environments and systems to better support a physically active lifestyle and improve mental health outcomes for students and staff. There will be a strong focus on outdoor learning spaces, integration of physical activity and cultural influences to impact positively on health and wellbeing.

Students consulted with the school community to understand what limits senior students from being more active to inform the outdoor environment design process. Working in partnership with the University of Canberra, the students designed five outdoor environment concepts that encourage physical activity and wellbeing. The designs include a bike track, nature play space, gathering area and sensory garden. Funds are allocated to the infrastructure build phase with the project due to be completed in 2021.

Master of Education Capital Region Scholarships – first cohort graduation

Twenty-one teachers and school leaders graduated with a Master of Education from the University of Canberra through the Capital Region Program on 20 April 2021. This is the first cohort of scholarship recipients to graduate from the program. There are a further 62 active scholarship recipients completing this course as at June 2021. Through the Affiliated Schools partnership, ACT teachers and school leaders are offered the opportunity to undertake a Master of Education, jointly funded by the Education Directorate and the University of Canberra. The scholarship program focuses on improving student outcomes by providing educators with a deeper pedagogical understanding and the opportunity to analyse and conduct research relevant to the teaching profession.

The Master of Education program has been designed in collaboration with the Education Directorate. The units have a focus on key foundation areas of the ACT Government's *Future of Education Strategy*. Teachers and school leaders completing the course either conduct academic research or undertake Highly Accomplished and Lead Teachers (HALT) certification. Participation in the program is building the capacity of the system, not only for the individuals, but their colleagues at schools and across systems.

Affiliated Schools Research Program

The ACT Government has provided \$2 million over four years for collaborative research projects involving University of Canberra (UC) researchers and Affiliated Schools to undertake research aligned to our *Future of Education Strategy*. There are currently four collaborative research projects underway between Affiliated Schools and UC. These projects will be completed toward the end of 2021 and 2022. Publication of research outcomes will be shared via academic journals and internally with school-based staff.

Teacher Librarian Scholarships

A new program commenced in 2021 to provide an additional 25 Teacher Librarians in ACT public schools and scholarships for teachers to undertake a Master of Education (Teacher Librarianship). Six scholarships were awarded in April 2021 under the first round of the program. Round 2 of the program will run in the second half of 2021.

Annual Leadership symposium

The annual leadership symposium is an important event under the *Future of Education's Empowered Learning Professionals Leadership Plan 2018-2021*. The 2020 annual leadership symposium was planned for term 3, however was postponed due to the COVID-19 pandemic. The 2021 symposium proceeded in March with 700 leaders participating in forums over five days. The annual symposium is for leaders at all levels in schools and the Education Support Office.

The 2021 symposium theme '*Leading from the Middle with Precision not Prescription*' was shaped to ensure our system improvement work had greater precision at every layer, and for the 'middle' to now grasp the lead in terms of improvement work.

The forums were led through live remote delivery by Emeritus Professor Helen Timperley and Auckland University colleague Dr Linda Bendikson bringing the balance between academic research and school leadership experience. The symposium exit survey found:

- 94 per cent of participants strongly agreed or agreed that the 2021 symposium theme linked effectively to their work as a system or school leader;
- 85 per cent of the participants strongly agreed or agreed that the presenters provided them with the motivation and strategies to continue to work with others to shape effective learning for students; and
- 80 per cent of the participants strongly agreed or agreed the time to discuss, reflect and plan with the leadership group was valuable to support our improvement work.

Targeted Learning for Teachers for Technology Enabled Learning

The Education Directorate has continued to build on the significant professional learning uplift that was part of the remote learning response in April 2020. Significant work was undertaken in semester 2 of 2020 to provide proactive and timely support to schools as they deployed a 'blended' or 'hybrid' digital learning

environment. In 2021, the Directorate has facilitated extensive digital learning induction training for new educators, both as part of the start of year induction, and as an ongoing series of workshops throughout terms 2 and 3.

Strong communities for learning

Forging focused, innovative, meaningful family and community partnerships with students at the centre, supporting their individual pathways, skill development and wellbeing.

Communities of Practice

Under the first phase of the three year-old preschool initiative, 16 Community of Practice (CoP) sites were established between ACT public schools and early childhood education and care (ECEC) services. The CoP partnerships were established to build educators' knowledge of supporting children and families across the two settings and ensures transitions are seamless for them. Community of Practice were encouraged to continually engage through shared meeting, visiting each other's sites, sharing key documents, identifying opportunities for shared professional learning and collaborative planning. Each Community of Practice was provided with a plan to support implementation and as tool to foster shared expertise, set goals and create new pathways for connection through transitions for children in the three year-old initiative.

At the end of 2020, feedback received from schools in the Community of Practice was collected on successes, challenges, and next steps in the partnership. A number of schools reported working with their partnered ECEC service to support the enrolment process for children in the three year-old preschool initiative ensuring accurate information being shared and families being supported to navigate the process. Schools also took the opportunity to engage with early childhood educators at ECEC services who have extensive knowledge of the *National Quality Framework*. Feedback received from schools also indicated that the CoP partnerships shared resources, pedagogy and environments with some partnerships having joint incursions or events.

These 16 Community of Practice partnerships will continue to develop and build their relationship over the course of 2021 with ongoing support and workshops.

The Out of School Hours Care trial for preschool

In February 2020, the Education Directorate launched a preschool Out of School Hours Care (OSHC) trial at Duffy Primary School (with Woden Community Services Inc.), Giralang Primary School (with YMCA Canberra Giralang After School Care), Monash Primary School (with Communities@Work Monash Out of School Hours Care) and Palmerston District Primary School (with Communities@Work Palmerston Out of School Hours Care).

Preschool children remained in their preschool room and the qualified OSHC and preschool educators transitioned in and out. This allowed educators and families to connect more easily, to share important information about children and meant they had fewer transitions resulting in a more seamless day of learning. In the *After-hours Care Trial for ACT Public Preschool Students in 2020 Final Evaluation Report* published in early 2021, all participants expressed a desire to continue the program with positive outcomes

for both children and families. The Directorate is working on expanding this model in more ACT public schools.

Namadgi School – Digital Learning Design Challenge



In December 2020, students representing seven ACT public schools participated in a digital design challenge at Namadgi School to contemplate, design and pitch their vision for classrooms of the future.

The students' pitches highlighted the need for learning environments to accommodate mental health and wellbeing, accessibility, inclusion, creativity and critical thinking, personalisation, and contextualisation of learning.

Student responses have been summarised and shared across multiple teams within the Education Directorate, informing work programs for 2021. A similar style of event is being explored for term 4, 2021.

eSafety

The Education Directorate is committed to developing students' knowledge and skills when learning in an increasingly complex digital world. The Australian Curriculum supports students to confidently use ICT tools and platforms to create and respectfully communicate ideas, access research and data appropriately and connect and collaborate with peers. The Education Directorate has continued to promote visibility and understanding of its *Acceptable use of ICT policy* via termly eSafety reminders. These student-designed messages support the public education system to keep online safety and digital citizenship visible in the digital environment.

In the reporting period, seven parent information forums have been facilitated both in person and online, and 'ThinkUKnow' family and community resources and online sessions have been conducted throughout the year, where access to eSafety strategies, support and protective measures were presented to families. A dedicated eSafety officer continues to support schools in embedding eSafety within learning and community engagement in school through school professional learning, student workshops, and parent and community engagement sessions.

In February 2021, ACT public school students participated in live virtual classrooms facilitated by the Office of the eSafety Commissioner and gained a better understanding of the current issues they faced in the online world and the avenues through which they could seek support regarding online safety. The Education Directorate has strengthened its partnerships with the Office of the eSafety Commissioner and the Australian Federal Police and accesses their suite of resources and expertise to inform robust teaching and learning of essential knowledge and skills to students and teachers.

To support student safety while learning with technology at school and at home, the Directorate has updated web filter settings, aligning the filtering to age-appropriate categories, and extended the filtering to the device level, meaning that filtering rules are consistent on ACT Education Chromebooks at school and at home.

Supporting Parent Engagement Grants

The Supporting Parent Engagement Grant Program strengthens parent engagement in ACT public schools. The grant program increases the business acumen and enterprise skills of ACT public school parent and citizen (P&C) associations to run effective businesses; and to build efficacy of ACT public school P&C associations to strengthen family-school partnerships and embed effective parent engagement strategies.

During 2020-21, four rounds of grants were completed, with 35 applicants receiving a total of \$478,499 to enhance parent engagement and business acumen in ACT public schools. Applications were received from P&C associations and schools across the sectors (including primary school, preschool to year 10 and college) and included a range of initiatives. The Evatt Primary School P&C grant is an example of increased parent engagement through the refurbishment of an existing space at the school. 'The Nest' was recently opened and has resulted in an increase in the P&C business acumen through their uniform shop and enhanced parent engagement with higher attendance at parent information sessions.

Round five of the Supporting Parent Engagement Grant Program closed during the reporting period and it is expected that the remaining funds will be expended on the current applications.

Further information about grants can be found in the Community Engagement section of this report.

Red Hill Primary School – Voyager Park Precinct

Students at Red Hill Primary School can now enjoy the new Voyager Park precinct, which includes a football field and bike track, a shade structure and playground. The Voyager Park was a joint-funded project with Red Hill Primary School and the school's P&C.



Red Hill Primary School and their local community identified a desire for improved access to suitable open space for students and a broader community desire for a range of recreation facilities. The Voyager Park precinct was designed and developed by the Education Directorate and the Red Hill School P&C, with the bike track, oval and shade structure opened to students in May 2021.

Work Experience and Vocational Learning Options

Workplace learning refers to both work experience (WEX) and structured workplace learning through participation or observation of work under the supervision of an employer. In 2020-21 there were 1,772 WEX placements registered in ACT high schools and colleges. An additional 100 structured workplace learning placements were also registered, and a total of 379 new employers were added during this time.

Vocational learning and VET in secondary school equips students with the skills they need to gain meaningful employment and supports students in making choices about future school subjects and their transition to further education or employment after school.

Vocational Learning Options (VLOs) are career education programs delivered to ACT public secondary school students in years 9 to 12. In 2020-21 there were 11 VLOs delivered to 169 students across nine industry course areas. VLOs are delivered in partnership with RTOs and provide students with the opportunity to gain a Statement of Attainment through nationally accredited training.

Feedback and Complaints

The Directorate has continued its focus on strengthening its complaints management framework. In the first half of 2021 this involved refining the intake, triage and referral processes for handling complaints received through the Feedback and Complaints unit. New web content was also developed to provide clear and accessible information about how to raise concerns with the Directorate and what people can expect from the complaint management process.

Further information on complaint management can be found in the Investigation of Complaints section of this report.

Systems supporting learning

Strengthening alignment of our system with our culture of learning that places students at the centre.

Priority Enrolment Areas

Priority Enrolment Areas (PEA) are designed to promote equity of access to educational opportunity for all students. In 2020-21 the Education Directorate continued to manage local school enrolment through PEAs providing families who live within their boundary certainty of entitlement to their local school for kindergarten to year 12.

PEAs are reviewed annually, with changes in 2020-21 made to accommodate new schools or changes in enrolment demand, including standardised enrolment criteria and increased transparency for families about enrolment options available to them. During 2021 several changes to PEA were established for 2022 enrolments in Gungahlin, the Inner North and Molonglo. These changes were communicated through the Education Directorate website to ensure community awareness of enrolment options.

In 2020-21 the Education Directorate maintained Category 'A' and 'B' schools to manage high demand, with Category A schools generally not able to accept students from outside their enrolment area, and Category B schools having some capacity to accept students from out of their enrolment area, subject to meeting specified criteria.

The NSW pathway schools continued to provide NSW residents living in the surrounding region certainty about which ACT public schools could offer them enrolment.

Standardised preschool criteria and processes ensured that students were offered a preschool place as close to their home as possible while maximising available capacity at school sites. Preschool enrolments are an ongoing area of reform with a view to bringing them into alignment with kindergarten to year 12 arrangements.

School Improvement Reviews

The Education Directorate has a systematic approach to school improvement, working in partnership with school leaders and external experts to embed evidence-based decision making in ACT public schools. This includes a five-year cycle of school improvement planning which is outlined in a School Improvement Plan, deployed in annual action plans, and reflected in annual impact reports. At the end of the five-year cycle, ACT public schools undergo an external review. These reviews are anchored in the National School Improvement Tool (NSIT), developed by the Australian Council of Educational Research (ACER). School Reviews are led by ACER reviewers and as such, provide the public school system with objective analysis of school performance against the NSIT.

2020-2021 School Review Activity

Fifteen schools underwent review between July and December in 2020. Several schools scheduled for review in 2020 requested to postpone to early 2021 due to the impact of COVID and other school-based factors.

In seven of the 15 schools reviewed during 2020, the ACER lead reviewer conducted their role remotely, due to interstate travel restrictions or jurisdictional lockdowns. In these cases, the review teams were rebalanced to meet the additional technical challenges, and where possible, an experienced ACT school principal was appointed to act as a backup for the lead reviewer and to ensure probity of the process. Care was taken in such cases to ensure that the school itself was not disadvantaged or felt there was any diminishing of the immediacy or quality of the feedback provided.

Eighteen schools were reviewed in the first half of 2021. Following feedback from schools and from the lead review agency ACER, reviews were scheduled earlier in the year than had been the case previously. All 2021 reviews were conducted by a lead reviewer in person. For the majority of schools reviewed in 2021 this was the second time they had undertaken a NSIT review process.

As a result of the timing change, 33 schools underwent a school review during this reporting period.

Table 11: Schools by sector that completed a school review in 2020-21

Type of school	2020	2021
Primary schools	9	9
High schools	1	3
Colleges	3	1
P-10 schools	2	2
Specialist schools	0	3
TOTAL	15	18

Source: Education Directorate, School Planning & Review team schedule

The ACER methodology for a school review includes the requirement that review teams interview all school leaders, over 85 per cent of teachers and school support staff, as well as a broad range of students and parents of the school community.

Review Findings and Recommendations

After the ACER quality assurance and moderation processes were completed, each reviewed school received a final School Review Report. The report executive summary provides a set of affirmations, commendations and recommendations.

Table 12: Summary of strengths

	2020	2021
Strengths	Domain 1: An explicit school improvement agenda	Domain 1: An explicit school improvement agenda
	Domain 3: A culture that promotes learning	Domain 4: Targeted use of school resources
	Domain 5: An expert teaching team	Domain 5: An expert teaching team
	Domain 8: Effective pedagogical practices	Domain 7: Differentiated teaching & learning
	Domain 9: School-community partnerships	Domain 9: School-community partnerships

Source: 2020 & 2021 School Review Reports

Table 13: Summary of areas for improvement

	2020	2021
Areas for further improvement	Domain 2: Analysis and discussion of data	Domain 2: Analysis and discussion of data
	Domain 4: Targeted use of school resources	Domain 3: A culture that promotes learning
	Domain 6: Systematic curriculum delivery	Domain 6: Systematic curriculum delivery
	Domain 7: Differentiated teaching & learning	Domain 8: Effective pedagogical practices

Source: 2020 & 2021 School Review Reports

The key system improvement work emerging from the 2020-2021 review processes is:

- continue supporting schools to narrow their improvement focus;
- enact professional learning to build skills in analysis and use of data and evidence;
- further support schools to draw out the general capabilities and cross-curriculum priorities within the Australian Curriculum; and
- continue to build the capacity of our schools to deploy effective pedagogical practice, particularly those that allow for differentiated teaching and learning.

Post-review supports to schools

At the conclusion of the review, individual school planning sessions were conducted by the ACER lead reviewer to unpack the NSIT recommendations. The School Planning and Review team then tailored workshops with each school leadership team to interrogate their students’ performance data. Schools reviewed in 2020 have drafted their next five-year improvement plans (2021-2026); and schools reviewed in 2021 are in the process of identifying their improvement priorities, targets, and strategies for their 2022-2027 improvement plans.

Opening of Evelyn Scott School

Evelyn Scott School was opened in February 2021 in Denman Prospect. It is Canberra's 89th public school and second zero emissions school.

The school includes integrated learning environments for all students, a cafeteria/canteen, a general-purpose double gymnasium with seating for 300 people, a sporting oval and hardcourts, a library/resource centre, out of school facilities, outdoor learning and play areas, and secure bicycle parking and storage.

Upon opening in term 1, 2021 the school was able to cater for 88 preschool and 600 primary school students, providing capacity for quality public education in a high-growth region.

Stage 2 of the construction of Evelyn Scott School will provide high school accommodation for an additional 600 year 7 to year 10 students, ready for the start of the 2023 school year.



Drone image of Evelyn Scott School construction.

School Administration System rollout

The Education Directorate has implemented a new School Administration System (SAS), to provide improved and more efficient school administration ICT infrastructure. During the 2020-21 financial year the Enrolments and Finance modules were successfully deployed to all ACT public schools. The modules that have been released and are being successfully utilised by schools include:

- Attendance – enables roll marking and provides summary reports of student attendance throughout the year. The module also enables the automatic notification via text message to parents and carers of students that have not attended school on that day.
- Notifications – enables SMS and email notifications to parents, enhancing communication with schools.
- Wellbeing – allows the logging of positive and negative incidents in order to review and monitor student behaviour; and storing additional information for such as Individual Learning Plans.
- Timetabling – enables the creation and development of student timetables and teacher planning. This module is predominantly used in high schools and colleges.
- School Level Analytics – allows schools to query and analyse data from modules they are currently using so they get insights into areas requiring extra attention, intervention and supports and can act earlier and with more precision.
- Academic Reporting – includes a ‘mark book’ to record student progress and generate end of semester reports.
- Enrolment – manages statistics, reporting and all stages of student enrolments.
- Finance – enables schools to manage family financial contributions, school budgets and school-based purchasing.

Set Up for Success – An Early Childhood Strategy

In 2020, *Set Up for Success: An Early Childhood Strategy* for the ACT (*Set Up for Success*) was launched. This 10-year plan is set out over three phases and outlines the ACT Government's commitment to providing quality early childhood education for all children, recognising that children's early years set the groundwork for their lifetime learning.

Set Up for Success has four foundations:

- A fair start for every child – ensuring access, equity and affordability of early childhood education;
- Valuing educators, values children – enhancing the workforce through education, qualification and skills development;
- Every child has a story – fostering seamless transitions and supporting children's diverse needs; and
- Working together for children – connecting systems and services to maximise benefits to children.

The following section describes key actions and achievements under the *Set up for Success*.

A fair start for every child

The provision of access to early childhood education for every child, equitably delivered with a priority on those that would most benefit.

Providing free quality early childhood education and care

The Education Directorate is implementing the first phase of the ACT Government's commitment to provide universal access to quality early childhood education for all three year-olds in the ACT. The first phase is providing up to 500 places of 15 hours per week, 48 weeks per year of free, quality Early Childhood Education and Care (ECEC) to priority three year-old children – those experiencing vulnerabilities or disadvantage – and providing up to 100 places for Aboriginal and Torres Strait Islander three year-olds in Koori Preschool to provide culturally safe and relevant early learning.

The first phase commenced in January 2020 and was impacted by the COVID-19 pandemic. Children's placements were paused during March and April 2020 and recommenced in May 2020.

As of June 2021, priority children are offered places through 18 providers representing 58 ECEC services. The three year-old initiative has had 235 children referred to the program with 174 children having taken a place in a partnership ECEC service since the initiative commenced. There are currently 101 children accessing early childhood education and care through the initiative. Sixty-one children were supported to transition into four year-old preschool in 2021.

Valuing educators, values children

Quality interactions with children drives child development and therefore educators must be professionally recognised in rewarding, empowering, maturing but sustainable ways.

Early Childhood degree scholarship program

In 2021, four new applicants were supported to undertake an Early Childhood Teaching degree as part of the Early Childhood Degree Scholarship program with a further four scholarships expected to be awarded by the end of 2021. As at June 2021, there were 20 scholarship holders studying towards a degree in early childhood education. Since the introduction of early childhood scholarships in 2014, 31 scholarship holders have successfully completed their early childhood degrees. Scholarships of up to \$25,000 are offered over four years full time or eight years part time. The scholarship also supports employers to backfill staff when students undertake practical training in different settings.

For more information on the scholarship program see page 61 – Early Childhood Education and Care Scholarships Program.

Supporting children affected by trauma

In July 2020, the Education Directorate engaged the Australian Childhood Foundation to develop a suite of resources for the early childhood education and care sector to support workforce capability in trauma responsive practice. The trauma informed training is designed to build understanding, strengthen existing practices, and create networks in early childhood education and care to enhance the learning, development, and wellbeing of all children.

The suite of resources includes online training modules, webinars, relational exchange professional readings and ongoing professional support networks. In 2021, 170 places were offered to services partnering in the three year-olds initiative to participate in the online training modules. A Champions Support Network was established to mentor 25 early childhood education and care practitioners in leading trauma responsive practices. Three professional support networks were established to support 75 early childhood education and care educators to transform and embed trauma responsive practices across the ACT.

Every child has a story

Each child has a unique background and circumstances and each child's learning and development needs, and opportunities should be nurtured and supported.

Early Childhood Community Coordinators

In early 2021 two Early Childhood Community Coordinators were engaged to facilitate and nurture referral pathways for priority children into the three year-old initiative. They work with referrers, services and families to ensure referrals and placements are ongoing. They also provide early learning pedagogical support and transition guidance to educators in ECEC settings and schools.

Warm Referrals

The Education Directorate, Community Services Directorate, ACT Health Directorate, Canberra Health Services, Justice and Community Safety Directorate and community organisations are working closely together to identify priority three year-old children (those experiencing vulnerability and disadvantage).

This involves practitioners who are already connected with children and families acting as 'warm referrers'. Warm referrers support families to access the three year-old initiative by assisting them to complete the referral form, which is then submitted to the Education Directorate Placement Pathway Group for consideration. Warm referrers may continue to be involved in the placement process by acting as the main point of contact for the family, or by supporting the family to engage and build relationships with the ECEC service or supporting access to other wrap-around human services the family may benefit from.

From January 2020, tailored sessions have been delivered to more than 350 potential warm referrers across government and community organisations including:

- Community Services Directorate;
- Justice and Community Safety Directorate;
- Canberra Health Services;
- Marymead;
- Onelink;
- Uniting Care;
- Catholic Care;
- The Smith Family;
- Salvation Army;
- Barnardos;
- St Vincent de Paul;
- Migrant and Refugee Resettlement Service;
- Companion House;
- Cerebral Palsy Alliance;
- Reach Out Canberra;
- EACH NDIS Services; and
- outreach services including food pantries, housing support, advocacy through NDIS applications, social and therapeutic activities, and women's domestic violence refuges.

Working together for children

The need to make the best use of public funding to ensure that children and families experience best practice in early childhood education and care.

Co-designing with Aboriginal and Torres Strait Islander communities

The Koori Preschool co-design is a key deliverable of the first phase of the *Set Up for Success Strategy*. In August 2021, the Education Directorate commenced the co-design process, led by proud Ngiyampaa and Wiradjuri woman, Shona Chapman. This was guided by the *Koori Pre Co-design Cultural Safety Framework*, developed by the project team to guide all aspects of the co-design work, and was shaped by three Ngunnawal words - ngarambay which means "to listen, hear, perceive"; dhuni which means "to talk"; and binyin which means "to find".

The binyin (findings) which inform the *Koori Pre Cultural Safety Framework* come from ngarambay (listening and hearing) and dhuni (yarning) with children and adults from each of the Koori Preschools as well as representatives from community organisations, peak bodies, schools, government, and community. The *Koori Pre Cultural Safety Framework* was developed from the co-design process as a guiding document to

enhance and enrich how we engage with each other, work together, learn from one another, make decisions, and understand and enact what matters to children, families, and community. It is guided by four cultural safety commitments: place, people, Mob and way.

Education and Care Services National Law – ACT Regulatory Authority

The *National Quality Framework* (NQF) for the education and care sector includes the *Education and Care Services National Law* (the National Law) and regulations and a consistent approach to the regulation and quality assessment of the education and care sector. The Director-General is the ACT's Regulatory Authority. The functions of the Regulatory Authority are delegated to Children's Education and Care Assurance (CECA).

As at 30 June 2021, the ACT had 370 education and care services approved under the National Law. The National Law places obligations on CECA to undertake investigations, compliance monitoring, enforcement actions, and assessment and rating against the *National Quality Standard* (NQS).

Quality Assurance

As at 30 June 2021, of the 370 approved services, 333 had a quality rating, representing approximately 95 per cent of services. The capacity of the sector is approximately 29,500 full time places for children.

The positioning of education and care services in the ACT that had been assessed against the four rating levels were:

- 148 (44.4%) services had achieved an 'exceeding' rating;
- 105 (32%) services had achieved a 'meeting' rating;
- 78 (23%) services had a 'working towards' rating; and
- 0 (0%) services had a 'significant improvement required' rating.

During 2020-21, 73 services were assessed and rated, with approximately 77 per cent of ACT services with a quality assessment have a rating of 'meeting' or above. This is consistent with figures from 2020. The percentage of services with a 'working towards' rating has continued to decline slightly to 23 per cent from 25 per cent in 2020, 30 per cent in 2018 and 47 per cent in 2017.

In addition to the above assessments, two services or 0.6 per cent, sought and achieved an 'excellent' rating. This level of achievement is sought by the education and care services and has additional requirements outside of the other rating levels.

Audit and Risk Management

During the 2020-21 financial year, CECA carried out 143 compliance audits compared to 223 compliance audits in 2019-20. CECA conducted 12 risk audits where incidents required a rapid response compared to 23 risk audits the previous financial year.

Compliance audits were suspended on 23 March 2020 due to the COVID-19 pandemic; audits did not recommence until 22 July 2020. A new audit schedule was developed to target higher risk services at this point. Compliance audits with higher risk services were conducted as a priority from end of July 2020 to end of October 2020.

Investigations

In 2020-21, CECA assessed 1,516 notifications of incidents or complaints at services. Of those notifications, 49 matters were investigated. Other matters were managed appropriately by the providers or were not relevant to the National Law.

At the end of June 2021, approximately 19 investigations were in progress. 49 investigations were closed during the year, of which five were carried over from 2019-20.

Major areas of investigation were allegations of harm to children, non-compliant staffing arrangements, inadequate supervision and missing or unaccounted for children.

Compliance Actions

CECA had taken 128 compliance actions as at 30 June 2021. Compliance actions range from administrative letters; conditions on provider or service approvals; enforceable undertakings; emergency action notices; compliance directions; compliance notices, suspensions or cancellations of provider or service approvals; and prohibition of individuals.

Educate and Inform Functions

CECA has a statutory obligation to educate and inform the education and care sector of its responsibilities under the NQF. This year, CECA expanded communications beyond provider and service management level to increase reach to educators who work directly with children, through the CECA Facebook page.

CECA's overall engagement with the sector includes tailored and targeted messaging to educate, inform and engage the sector with relevant education and care content and opportunities. This included increased ability to distribute critical and time sensitive information to the sector during the progress of the COVID-19 pandemic.

Early Childhood Education and Care Scholarships Program

The ACT Government continues to support the growth of qualified staff for the education and care sector, with particular attention being given to the changes in qualification requirements for early childhood educators under the NQF.

In order to support the sector's commitment to continuous improvement under the NQF and against the NQS, the ACT Government funds the Education Directorate for the Early Childhood Degree Scholarship Program.

The scholarship program provides for four scholarships per year, each to a maximum value of \$25,000 for the life of the scholarship. The scholarships support full-time study over four years or part-time study over eight years. Additional funding of up to \$4,000 per scholarship is available to support employers to backfill students while they undertake the practical component of their study.

An additional \$4,000 per scholarship is also available for students to attend a four-week placement with CECA as part of their final year of study. This funding will help providers and students by increasing capability and capacity in knowledge of compliance and governance frameworks expected by the National Quality Framework.

The program also enables employers to partner with the Directorate to provide an equivalent contribution to a scholarship, thereby creating the option of two scholarships for the cost of one.

In June 2021 there were 20 scholarship holders studying towards a degree in early childhood education. Since the introduction of early childhood scholarships in 2014, 31 scholarship holders have successfully completed their early childhood degrees.

CECA is representing the ACT education and care sector in the development of the *Children’s Education and Care National Workforce Strategy*, a ten-year plan (2021–2030). Sector issues, priorities and potential actions and initiatives have been identified through a co- design process and circulated for public consultation prior to finalisation of the strategy.

Scrutiny

Auditor-General reports

Table 14: ACT Auditor-General's Report 2016-17 Financial Audits Financial Results and Audit Findings Report No. 11/2017

Recommendation	Action	Status
<p>The Audit Office issued an unqualified audit report on the Directorate’s 2016-17 financial statements.</p> <p>The Audit Office reported two previously unresolved audit findings:</p> <ul style="list-style-type: none"> • salary reports distributed to schools and business units did not always have evidence of review. This control weakness increases the risk of erroneous or fraudulent salary payments not being promptly detected and corrected; and • the Directorate's school administration system (Maze) does not have the capability to generate audit logs showing the activities of users accessing the system and its data. The Directorate also does not have a documented policy for the review of audit logs. 	<ul style="list-style-type: none"> • Salary reports – the Directorate is continuing to reinforce compliance in this area; and • Audit logs – the Directorate will address this as part of its replacement of the school administration system. 	In progress

Table 15: Auditor-General's Report 2016-17 Financial Audits Computer Information Systems Report No. 4/2018

Recommendation	Action	Status
<p>12. Monitoring of Audit Logs</p> <p>a) The Education Directorate should:</p> <p>i) incorporate procedures for the review of audit logs in the new</p>	<p>The Directorate will address this as part of the planned replacement of Maze with the new School Administration System.</p>	In progress

Schools Administration System;
and

ii) perform periodic reviews of
audit logs in accordance with
these procedures.

Table 16: ACT Auditor-General’s Report Physical Security Report No. 6/2018

Recommendation	Action	Status
6. The Education Directorate should, on completion of its Threat and Security Risk Assessment and Security Plan, increase awareness of physical security risk for school-based staff and implement a long-term rolling program of site-specific security risk assessments. Government Response - Agreed and action commenced.	A range of physical security measures are continuing to be implemented across ACT public schools. The measures are designed to harden the existing physical security controls already in place. Security risk assessments will continue to be undertaken as part of a rolling program. In addition, the Directorate is collaborating with the Justice and Community Safety Directorate to implement a suite of security guidance materials for staff.	In progress

Table 17: ACT Auditor-General’s Report Five ACT Public Schools’ Engagement with Aboriginal and Torres Strait Islander Students, Families and Community Report No. 7/2018

Recommendation	Action	Status
7. The Education Directorate should finalise and implement the next Aboriginal and Torres Strait Islander employment and support action plan and, in so doing, give particular emphasis to increasing the number of, and support provided for, Aboriginal and Torres Strait Islander teachers and school leaders. Government Response – Agreed	The Directorate’s Aboriginal and Torres Strait Islander Staff Network were engaged to develop a comprehensive Aboriginal and Torres Strait Islander Employment Action Plan (the Plan). The Plan was considered by the EGC in early 2020 with further work to be completed to prioritise actions over three years. Due to the impacts of the response to COVID-19, this work was postponed. The Directorate is currently developing its next Reconciliation Action Plan (RAP), which is to be considered by Executive Management in July 2021. It was determined that the timing of the finalisation and implementation of the Plan should align to the launch of the Directorate’s RAP to ensure that the two action plans are complementary in nature and ensure a cohesive strategic approach.	In progress

Table 18: ACT Auditor-General’s Report 2017-18 Financial Audits - Financial Results and Audit Findings Report No. 12/2018

Recommendation	Action	Status
The Audit Office issued an unqualified audit report on the Directorate’s 2017-18 financial	Salary reports – the Directorate is continuing to reinforce compliance in this area; and	In progress

Recommendation	Action	Status
<p>statements and an unqualified report of factual findings on its 2017-18 statement of performance.</p> <p>The Audit Office reported that the Directorate did not resolve the two previously reported audit findings relating to:</p> <ul style="list-style-type: none"> the review of salary reports which has been reported since 2013-14. Salary reports distributed to schools and business units did not always have evidence of review. When these reports are not evidenced as being reviewed there is a higher risk that incorrect or fraudulent salary payments will not be promptly detected and addressed; and the Directorate's school administration system (Maze), as it does not have the capability to generate audit logs showing the activities of users accessing the system and its data. The Directorate also does not have a documented policy for the review of audit logs. This increases the risk that erroneous or fraudulent changes to the system or data will not be promptly detected and rectified. This audit finding was first reported in 2011-12. 	<p>Audit logs – the Directorate will address this as part of its replacement of the school administration system.</p>	
<p>No new audit findings were identified in 2017-18.</p>		

Table 19: ACT Auditor-General's Report 2017-18 Financial Audits - Computer Information Systems Report No. 4/2019

Recommendation	Action	Status
<p>10. Monitoring of Audit Logs</p> <p>e. The Education Directorate with respect to MAZE should:</p> <ol style="list-style-type: none"> incorporate procedures for the review of audit logs in the new Schools Administration System; and perform periodic reviews of audit logs in accordance with these procedures. 	<p>The Directorate will address this as part of the planned replacement of Maze with the new School Administration System which is expected to be operational in late 2021.</p>	<p>In progress</p>

Table 20: ACT Auditor-General’s Report Maintenance of ACT Government School Infrastructure Report No. 11/2019

Recommendation	Action	Status
<p>1. The Education Directorate should revise Module 7 of the School Management Manual to clearly identify responsibilities for repairs and maintenance activities between the Infrastructure and Capital Works Branch and schools, and in doing so ensure that there is consistency and clarity in language in both Module 7 and the building condition assessments reports.</p> <p>Government Response – Agreed</p>	<p>A revision of Module 7 of the School Management Manual, in conjunction with the review of the School Operational Allowance agreement, will be underway by Quarter 4 2021.</p>	<p>In progress</p>
<p>2. The Education Directorate should complete the development of property quality standards and incorporate them into the asset management system. Property quality standards should then be used to assess the performance of assets and identify if the assets are being appropriately used, maintained and are fit for purpose.</p> <p>Government Response – Agreed</p>	<p>Works to develop and enhance Education’s strategic asset management functions (which includes review and updating of the existing property standards) is underway by an external consultant. Updates are expected to be completed and implemented from Quarter 4 2021.</p>	<p>In progress</p>
<p>3. The Education Directorate should develop operational asset management plans for its school infrastructure assets. The plans should contain information to inform long term strategic asset planning for the Education Directorate and should address matters such as responsibility for the asset, arrangements for monitoring asset performance, operational training and estimated operating costs.</p> <p>Government Response – Agreed in principle</p>	<p>An external consultant has been engaged to undertake work on Education’s asset management system. Drafts of the Strategic Asset Management Framework, Plan and supporting documentation have been received. Further work with Education’s Executive Management Team is required before these documents can be finalised. Development of Operational Asset Management plans will follow.</p>	<p>In progress</p>
<p>4. The Education Directorate should prepare and execute comprehensive annual maintenance plans for school infrastructure assets, which outline the specific tasks which are to be undertaken during the year as well as the estimated resources and cost of maintenance activities. The annual maintenance plans should</p>	<p>Network Support Officers are working with schools to review the school-based maintenance plans, identify new actions through site inspections and document maintenance actions and expected costs for the year ahead.</p>	<p>In progress</p>

Recommendation	Action	Status
<p>align with, and support, operational asset management plans to be developed as part of Recommendation 3.</p> <p>Government Response – Agreed</p>		
<p>5. The Education Directorate should:</p> <p>a) recommence its rolling program of building condition assessments; and</p> <p>b) populate its asset management information system, SPM Assets, with the results of the building condition assessments in order to facilitate and inform asset maintenance planning.</p> <p>Government Response – Agreed</p>	<p>a) Network Support Officers are working with schools to review the school-based maintenance plans, identify new actions through site inspections and document maintenance actions and expected costs for the year ahead.</p> <p>b) An SPM Assets Data Manager position has been created with responsibility for property assessment data integrity, quality and management of the outputs from item a) above</p>	<p>In progress</p>
<p>6. The Education Directorate should develop baseline data for the cost of activities undertaken under the Service Level Agreement. Expectations should be developed for the benefits that the Service Level Agreement aims to provide and the expectations should be periodically reviewed to inform the performance of the Service Level Agreement.</p> <p>Government Response – Agreed</p>	<p>Performance under the Service Level Agreement was reviewed at regular intervals throughout 2020 and into 2021. A number of learnings are being incorporated into an update of the agreement being developed to better align the agreement with the updated Strategic Asset Management Plan. The revised Service Level Agreement will reflect the new operating environment, specifically incorporating the provision of capital works and enhanced service delivery reporting. It is expected the changes be developed and agreed on during the remainder of 2021.</p>	<p>In progress</p>
<p>7. The Education Directorate should state the purpose and scope of the Specific Works Program and prepare guidelines and funding criteria. Record keeping should be improved with all funding decisions comprehensively recorded.</p> <p>Government Response – Agreed</p>	<p>The usefulness of the Specific Works program has been reviewed. The process for allocating projects within this program was amended when the School Operational Allocation (SOA) was finalised in 2016. Since the introduction of the SOA, the specific works program transitioned to projects that were an ICW responsibility (i.e., external painting and electrical switchboard upgrades) rather than school requests.</p>	<p>No longer required</p>
<p>8. The Education Directorate should review:</p> <p>a) the methods used to record repair and maintenance activities, and the expenditure on repairs and maintenance, with a view to achieving consistent and consolidated reporting; and</p> <p>b) the operation of the School Operational Allocation, to</p>	<p>a) During 2020 the SPM Assets asset management system capability was reviewed, which identified opportunities to record activities within the system. The creation of an SPM Assets Data Manager is a key step in using this capability. The recent introduction of XERO accounting software in schools will also improve reporting on school-based maintenance costs.</p>	<p>In progress</p>

Recommendation	Action	Status
determine why schools exceeded their maintenance component allocations in 2017 and 2018.	b) A detailed review of School Operational Allocation expenditure is expected to be undertaken in Q4 2021	
Government Response – Agreed		

Table 21: ACT Auditor-General’s Report 2018-19 Financial Audits - Financial Results and Audit Findings Report No. 10/2019

Recommendation	Action	Status
<p>The Audit Office issued an unmodified auditor’s report on the Directorate’s 2018-19 financial statements and an unmodified limited assurance report on its 2018-19 statement of performance.</p> <p>The Audit Office reported that the Directorate did not resolve the two previously reported audit findings relating to:</p> <ul style="list-style-type: none"> the review of salary reports which has been reported since 2013-14. Salary reports distributed to schools and business units did not always have evidence of review. When these reports are not evidenced as being reviewed there is a higher risk that incorrect or fraudulent salary payments will not be promptly detected and addressed; and the Directorate’s school administration system (Maze), as it does not have the capability to generate audit logs showing the activities of users accessing the system and its data. The Directorate also does not have a documented policy for the review of audit logs. This increases the risk that erroneous or fraudulent changes to the system or data will not be promptly detected and rectified. This audit finding was first reported in 2011-12. 	<p>Salary reports – the Directorate is continuing to reinforce compliance in this area; and</p> <p>Audit logs – the Directorate will address this as part of its replacement of the school administration system.</p>	In progress
No new audit findings were identified in 2018-19.		

Table 22: ACT Auditor-General’s Report 2018-19 Financial Audits - Computer Information Systems Report No. 2/2020

Recommendation	Action	Status
<p>Monitoring of Audit Logs</p> <p>Since 2011-12, the Audit Office has reported to the Education Directorate that Maze (the school administration system used by ACT public schools to process and record the revenue and expenses of schools) does not have the capability to generate audit logs on user access to the system and changes made to its data and therefore audit logs cannot be reviewed. This weakness continued to exist in 2018-19. This increases the risk that erroneous or fraudulent changes to the school administration system and data will not be promptly detected and rectified.</p>	<p>The Directorate will address this as part of the planned replacement of Maze with the new School Administration System.</p>	<p>In progress</p>

Table 23: ACT Auditor-General’s Report 2019-20 Financial Audits - Financial Results and Audit Findings Report No. 10/2020

Recommendation	Action	Status
<p>The Audit Office issued an unmodified auditor’s report on the Directorate’s 2019-20 financial statements and an unmodified limited assurance report on its 2019-20 statement of performance.</p> <p>The Directorate partially resolved an audit finding relating to the review of salary reports and did not resolve an audit finding relating to the review of audit logs for its school administration system. Two new audit findings were identified:</p> <ul style="list-style-type: none"> Bank signatories who can make payments using cheques or electronic funds transfer from the Directorate’s bank accounts are sometimes not current ACT Government employees. Whilst payments require authorisation of two bank signatories, this increases the risk of fraudulent payments being made from the Directorate’s bank accounts; and 	<p>Salary reports – the Directorate is continuing to reinforce compliance in this area;</p> <p>Audit logs – the Directorate will address this as part of its replacement of the school administration system;</p> <p>Bank signatories – the Directorate will address this audit finding; and</p> <p>Statement of Performance result – The shift to remote learning as part of the ACT Government’s response to the COVID-19 pandemic occurred at the time this annual Individual Learning Plans (ILPs) Audit would usually be conducted and at a time where the Directorate was supporting schools to prioritise a focus on the immediate learning and wellbeing needs of students. This impacted the timeframes for the conduct of the ILPs Audit. The return to face-to-face learning has now provided an opportunity for a continuation of the ILP audit process. An ILP audit will be undertaken in 2021 and results will be provided in the next reporting period.</p>	<p>In progress</p>

Recommendation	Action	Status
<ul style="list-style-type: none"> A result was not measured in accordance with the <i>Financial Management Act 1996</i> in the statement of performance for the accountability indicator: 'Disability Education - Individual Learning Plans completed for students in special and mainstream schools who access special education service'. 		

ACT Auditor-General's Report Teaching Quality Report No. 6/2021 – A progress update will be provided in the 2021-22 annual report following tabling of the government response.

ACT Auditor-General's Report Procurement Exemptions and Value for Money Report No. 7/2021 – A progress update will be provided in the 2021-22 annual report following tabling of the government response.

Legislative Assembly Committee reports

Table 24: Government Response to the Report of the Select Committee on Estimates 2017-18 on the Inquiry into Appropriate Bill 2017-18 and the appropriation (Office of the Legislative Assembly) Bill 2017-18 including the Government Response to the Pegasus Economic Report review of the ACT Budget 2017-18

Recommendation	Action	Status
<p>117. The Committee recommends that the ACT Government take appropriate action to rectify any shortfalls identified through the annual 'new teacher survey'.</p> <p>Government response – Agreed</p>	<p>The <i>ACTPS Education Directorate (Teaching Staff) Enterprise Agreement 2018-2022</i> provides a five-day Induction Program for new educators to ensure that they are effectively supported, prepared and informed of their responsibilities and entitlements as they begin their teaching career.</p> <p>The Induction Program commenced from January 2020 and an online evaluation assessment process is in place to gain insight and input from our new educators.</p>	Completed
<p>121. The Committee recommends that the ACT Government investigate options for encouraging more members of the community to become Learning Support Assistants.</p> <p>Government response – Agreed</p>	<p>In 2019, the Directorate introduced a Learning Support Assistant Scholarship Program to support Directorate employees to gain Certificate IV in Education Support qualifications. In 2019, there were 37 participants and 31 participants in 2020.</p>	Completed

Table 25: Standardised Testing in ACT Schools Report Title - Standing Committee on Education, Employment and Youth Affairs - March 2019 - Report 5

Recommendation	Action	Status
<p>1. The Committee recommends that the Education Directorate continue to recognise that standardised testing, including NAPLAN, is a valuable diagnostic tool when used appropriately.</p> <p>Government response - Agreed</p>	<p>The Directorate continues to participate in the National Assessment Program suite of standardised testing. NAPLAN 2021 proceeded as planned in May 2021</p>	Completed
<p>2. The Committee recommends that the Minister for Education and Early Childhood Development explore, through Education Council, whether the Index of Community Socio-Educational Advantage (ICSEA) values are being calculated in a way that accurately reflects disadvantage, especially in smaller jurisdictions.</p> <p>Government response – Agreed in principle</p>	<p>In March 2020, the Australian Education Senior Officials Committee (AESOC) agreed to the establishment of a joint project between the Australian Curriculum and Reporting Authority (ACARA) and the Directorate. The project assesses whether an anomaly in the operation of the Socio-Educational Advantage (SEA) index would materially impact inter-jurisdictional NAPLAN comparisons involving the ACT.</p>	In progress
<p>12. The Committee recommends that the Education Directorate investigate ways it can better utilise standardised testing data to improve academic outcomes.</p> <p>Government response – Agreed</p>	<p>The Directorate is investigating ways to better deliver results and improved advice to schools on the outcomes of standardised testing.</p>	In progress
<p>14 The Committee recommends that the ACT Education Directorate work more closely with ACARA on further development and delivery of online NAPLAN testing with a view to delivering results to schools and parents faster than current practice.</p> <p>Government response - Agreed</p>	<p>The ACT has transitioned to NAPLAN Online with 100% of schools participating online in 2021. Along with other jurisdictions, the ACT is in discussions with ACARA on improvements to NAPLAN testing, including the delivery of results, that can be recommended to Education Ministers for approval.</p>	In progress
<p>16. The Committee recommends that further consideration be given to how NAPLAN results are made available and whether publication on the My School website is an appropriate repository of such information.</p> <p>Government response - Agreed</p>	<p>The ACT Government participated in a review of NAPLAN including reporting along with Queensland, Victoria, and NSW.</p> <p>Recommendations from this and other reviews will be considered by Education Ministers in 2021.</p> <p>Outcomes from the joint ACT-ACARA Socio-Educational Advantage (SEA) project may impact on My School 2021 reporting.</p>	In progress
<p>18. The Committee recommends that the Minister for Education and Early Childhood Development explore with Education Council whether a sampling approach is more appropriate than a full student cohort NAPLAN testing.</p>	<p>The issue of a sampling approach rather than full cohort testing for NAPLAN is one of the issues that will be considered by Education Ministers during 2021</p>	In progress

Recommendation	Action	Status
Government response - Agreed		

Table 26: Management and Minimisation of Bullying and Violence in ACT Schools - Standing Committee on Education, Employment and Youth Affairs - September 2019 - Report 6

Recommendation	Action	Status
<p>1. The Committee recommends that the ACT Government partner with community agencies to provide independent support and guidance to students and their families when preparing for a formal restorative conference following incidents of bullying or violence.</p> <p>Government response - Agreed</p>	<p>The Directorate will continue to strengthen the use of restorative practices in ACT schools as a means of supporting positive school culture based on positive relationships, safety and wellbeing.</p> <p>The Directorate continues to work with other agencies in increasing staff capability and confidence when using restorative practices in response to incidents requiring this form of resolution.</p>	In progress
<p>3. The Committee recommends that the ACT Government endorse a small range of Social Emotional Learning programs to operate in conjunction with Positive Behaviour Learning that support schools respond to childhood trauma, behaviour management and violence in schools. Following this endorsement activity, all ACT public schools are required to implement Directorate nominated programs.</p> <p>Government response - Agreed</p>	<p>The Directorate's <i>Safe and Supportive Schools Policy</i> requires every ACT public school to explicitly teach social skills and positive behaviours in accordance with the Australian Curriculum. This is undertaken as one of the seven essential features of the PBL framework.</p> <p>The Directorate guides schools to the Be You website from Beyond Blue, which lists endorsed SEL programs.</p>	Completed
<p>5. The Committee recommends that the ACT Government continue to recruit additional school psychologists and provide psychological support services outside school hours and in school holidays.</p> <p>Government response – Agreed in principle</p>	<p>The Directorate established a multidisciplinary model of supports including allied health professionals to complement the work of psychologists and enhance the supports for students and schools. Noting the importance of school psychologists, the Directorate established additional senior psychologist positions to increase the ratio of psychologists to students. There is strong stakeholder engagement with community agencies and other Directorates that help boost psychology services in schools</p> <p>In addition, the Directorate established additional positions for social workers, speech and language pathologists, occupational therapists, and physiotherapists. A full-time occupational therapist and speech language pathologist have been employed in each of the 4 Network Student Engagement Teams (NSET).</p> <p>All ACT public schools have access to a school psychologist. As of June 2021,</p>	Completed

Recommendation	Action	Status
	<p>schools are supported by 81.6 FTE of psychology services.</p> <p>As part of the public mental health system, after-hours support is available through Access Mental Health for children and young people. This service is available 24 hours a day, seven days a week. Information-sharing and linkages between Child and Adolescent Mental Health Services and school youth health nurses are also being strengthened.</p>	
<p>7. The Committee recommends that the ACT Government investigate the increased use of support workers to provide structured play options at breaks for students with complex needs and challenging behaviours.</p> <p>Government response – Agreed</p>	<p>The Directorate continues to support schools through coaching of school staff, developing behaviour and individual learning plans with school staff, professional learning and consultation and advice to teachers and school leaders. Playground strategies are considered as part of the broader supports for schools and individual students.</p>	<p>In progress</p>
<p>10. The Committee recommends that the ACT Government ensure all schools have a sensory space available for children with complex needs, distinct to a breakout area for all students.</p> <p>Government response- Agreed</p>	<p>Sensory spaces are introduced in schools when a need is identified. The characteristics of these spaces differ across schools and classrooms and can change on a regular basis as they are highly dependent on the needs of students at any given time.</p> <p>As such, schools may be making modifications to their sensory spaces every day to provide adjustments that best support students to feel safe, calm and relaxed in their environment. This could include, for example, having beanbags, blankets and pillows available to create temporary quiet spaces on the periphery of a classroom or providing dedicated withdrawal spaces in areas separate to the classroom with low lighting and noise. Allocating specific areas of the playground for quiet and sensory seeking activities is another strategy available to schools.</p> <p>Schools work with the Directorate and families to ensure the space is appropriate and students are often invited to personalise these spaces with their own items, decorations and activities that may assist them to feel calm.</p>	<p>Completed</p>
<p>11. The Committee recommends that the ACT Government expand the current flexible offsite</p>	<p>The Directorate has reviewed the existing strategy for provision of</p>	<p>Completed</p>

Recommendation	Action	Status
education program and ensure availability on the northside. Government response – Agreed in principle	alternative education programs. Flexible Education has been expanded and is available to all students with transport support available.	
18. The Committee recommends that the ACT Government introduce a parent self-reporting portal for incidents relating to bullying, violence and occupational violence. Government response – Agreed in principle	The Directorate encourages parents to raise incidents of bullying, school-based violence and occupational violence with their school. There are processes in place that give parents the opportunity to raise complaints or concerns regardless of their nature with the Directorate. This is through an online feedback and complaints form or through direct contact with the Feedback and Complaints phone line. The Directorate will provide a link to information on how to provide feedback and complaints on the Parent Portal which is currently being piloted.	In progress
19. The Committee recommends that the ACT Government introduce a student self-reporting portal for incidents relating to bullying, violence and occupational violence. Government response – Agreed in principle	The Directorate encourages students to raise incidents of bullying, school-based violence and occupational violence with their school, which may include reporting to their teacher, a school counsellor or a school psychologist. There are processes in place that give students the opportunity to raise complaints or concerns regardless of their nature with the Directorate. A link to information on how to provide feedback and complaints will be published on the Digital Backpack in term 3 to support easy access for students.	In progress
20. The Committee recommends that the ACT Government provide increased support to principals to ensure consistency in reporting of bullying and violence. Government response - Agreed	Through enhanced functionality offered by the School Administration System, principals are now able to ensure greater consistency in centralised recording of both positive and negative student incidences.	Completed

Table 27: Report on Annual and Financial Reports 2018-2019 - Standing Committee on Education, Employment and Youth Affairs – March 2020 - Report 8

Recommendation	Action	Status
1. The Committee recommends that the Government update the Assembly by the end of first term 2020 with the number of three-year-old students who were offered placements in an ACT government school in a	The Directorate has reported on the number of children who were offered placements and the number of children who are enrolled in the three year-old	Completed

Recommendation	Action	Status
preschool program and how many three-year-old students were enrolled. Government response – Agreed in principle	preschool program in the 2020-21 Annual Report.	
2. The Committee recommends that the Government report to the Assembly by the end of first term 2020 on the ACT schools that are accepting placements for three-year-olds in 2020 and 2021. Government response – Agreed in principle	The three year-old preschool program is initially being delivered by non-government early childhood education and care services rather than schools. The Directorate has reported the number of early childhood education and care services participating in the three year-old preschool program in the 2020-21 Annual Report.	Completed
3. The Committee recommends that the Education Directorate collect centrally and include in its Annual Report details of the flexible learning and alternative education options on offer to ACT students including the number of students; range of school years; and number of teachers. Government response – Agreed	The Directorate published the details of the flexible learning and alternative education options on offer to ACT students including the number of students supported in the 2019-2020 Annual Report.	Completed
4. The Committee recommends that the Government report to the Assembly by the last sitting day of June 2020, what curriculum programme is being used in flexible learning classes. Government response – Agreed in principle	All ACT schools, including flexible learning, follow the Australian Curriculum.	Completed
5. The Committee recommends that the Government report to the Assembly by the last sitting day of June 2020, on additional training and qualifications provided to or required by teachers engaged in flexible learning education settings in the ACT. Government response – Agreed in principle	All Flexible Education teachers are qualified educators. Training in trauma informed response and meeting complex needs is available to staff as required.	Completed
6. The Committee recommends that the Government report to the Assembly by the last sitting day of June 2020 on how many schools are now using the Positive Behaviour for Learning (PBL) module and how many teachers have received training in PBL. Government response – Agreed in principle	75% of ACT public schools are committed to implementing the Positive Behaviour for Learning (PBL) framework. The PBL team facilitates training workshops in Tier 1 and Tier 2 supports to school based PBL teams. It is the role of these teams, along with support from their PBL external coach, to train their whole school staff in these associated elements of PBL.	Completed
7. The Committee recommends that the Education Directorate work to ensure that schools have access to youth workers, social	The Directorate continues to collaborate with ACT Health, the Community Services Directorate	In progress

Recommendation	Action	Status
<p>workers and chaplains, as well as psychologists, if requested by students or staff.</p> <p>Government response – Agreed in principle</p>	<p>and the Office for Mental Health to strengthen information sharing and linkages. This includes:</p> <ul style="list-style-type: none"> • promotion and distribution of health and wellbeing services and resources (mental health referral pathways) to schools, psychologists and families. • development of the operational procedures of Adolescent Mental Health Assessment and referrals to the School Youth Health Nurse Program. • participation in the review of the Child Development Service. <p>The release of the Youth Navigation Portal for Mental Health services is planned for September 2021.</p> <p>In 2021, the Directorate is funded for 81.6 FTE psychologists and 22.0 FTE allied health professionals within NSET.</p> <p>ACT public schools have transitioned from the National School Chaplaincy Program. Non-government schools continue to participate in the program. The Directorate continues to support student wellbeing through a range of supports including wellbeing teams that include allied health professionals, psychologists and youth and social workers</p>	
<p>8. The Committee recommends that the Government report to the Assembly by the last sitting day of June 2020 on progress in adopting the recommendations outlined in the Committee Report into the Management and Minimisation of Bullying and Violence in ACT schools.</p> <p>Government response – Agreed in principle</p>	<p>The Directorate consistently reported to the assembly throughout 2020 on bullying and violence in schools. The Directorate reported on its 2020 progress against the committee’s recommendations through the Annual report.</p>	<p>Completed</p>
<p>10. The Committee recommends that the Education Directorate continue to roll out the University of Canberra Affiliated Schools Program.</p> <p>Government response – Agreed in principle</p>	<p>The Affiliated Schools Program continues to be implemented in partnership between the ACT Government and the University of Canberra (UC).</p> <p>The Affiliated Schools Program is the first program of its kind nationally and reflects a significant investment by the ACT Government in the professional learning and capability of ACT</p>	<p>Completed</p>

Recommendation	Action	Status
	public school teachers. There are currently 26 schools directly involved, including 10 full program schools.	
<p>11. The Committee recommends that the ACT Government continues to provide flexible and secure employment options for workers. Government response – Agreed in principle</p>	<p>In December 2019, the Directorate finalised a 12-month work program to implement the <i>ACTPS Policy on Taskforce Conversion to Secure Forms of Employment</i> (Conversion Policy). It is also noted that the Directorate has successfully progressed conversion of temporary teachers through the internal teacher ratings system since July 2019, outside of but within the Insecure Work Taskforce intent and principles. In November 2020, the permanent conversion for Stage 1 employees was endorsed by the Head of Service. Stages 2 and 3 of the work program will be finalised in July and September 2021, respectively.</p>	<p>In progress</p>
<p>12. The Committee recommends that the ACT Government continue to support the expansion of the higher education sector and University of Canberra. Government response - Agreed</p>	<p>The UC Accelerated Pathways Program was launched in 2021, providing equitable access to higher education pathways for ACT college students; incentivising local students to remain in Canberra for tertiary study.</p> <p>As part of the Affiliated Schools Program, the Directorate offers up to 30 scholarships for teachers and school leaders to undertake a Master of Education at UC through the Capital Region Scholarships Program. 22 teachers graduated in 2020 with a Master of Education through this scholarship program. 57 teachers are currently undertaking a Master of Education through the Program.</p>	<p>Completed</p>
<p>13. The Committee recommends that the ACT Government explore further options to collaborate with the University of Canberra. Government response - Agreed</p>	<p>In 2021 collaboration between ACT Government and University of Canberra has been furthered through the commencement of the University of Canberra Accelerated Pathways Program; this partnership has resulted in the provision of equitable tertiary pathway opportunities for ACT college students.</p> <p>The Affiliated Schools Research Program supports collaborative</p>	<p>Completed</p>

Recommendation	Action	Status
	research projects between UC researchers and ACT teachers and school leaders. About \$2 million is allocated for joint commissioned research projects. The first four projects were commissioned late 2020.	

Table 28: Standing Committee on Education, Employment and Youth Affairs, Report on Inquiry into Youth Mental Health in the ACT. August 2020 Report 9

Recommendation	Action	Status
1. The Committee recommends the ACT Government provide mental health training to teachers and principals so that they can recognise signs of mental health issues in students such as depression and anxiety and know what action to take. Government response - Agreed	<p>Currently, schools are supported by 81.6 FTE of psychology services.</p> <p>Senior School Psychologists within the Directorate deliver professional learning to educators to help support them in supporting our students.</p> <p>The Directorate promotes the national Be You online resources delivered by Beyond Blue that are available to develop the capability of staff. Currently 93% of all ACT schools are registered with Be You. Be You is also able to work with individual schools who request this partnership.</p>	Completed
2. The Committee recommends that the ACT Government recruit more school psychologists. Government response – Agreed in principle	<p>All ACT public schools have access to a school psychologist.</p> <p>Mental health referral pathways are being strengthened with information-sharing and linkages between Child and Adolescent Mental Health Services and school youth health nurses also being enhanced.</p>	Completed
3. The Committee recommends that the ACT Government recruit more youth workers in schools. Government response – Agreed in principle	<p>All ACT public schools have access to school psychologists along with allied health.</p> <p>The Directorate recognises the value of Social and Youth Workers in all ACT schools and recognises that supervision to manage and support the proposed workforce will be required.</p>	In progress
5. The Committee recommends the ACT Government improve privacy for students	<p>Privacy forms a key part of service delivery for a health professional. Information</p>	In progress

Recommendation	Action	Status
<p>accessing counselling services at schools. Government response - Agreed</p>	<p>collected from a student is confidential and only shared under exceptional circumstances (in situations of risk or when permitted by law). The Directorate will explore whether a perception of 'privacy' might impede students seeking counselling services. Strategies may include appropriate placement of the psychologist's office and increased visibility of a psychologist to normalise help seeking behaviour.</p>	
<p>9. The Committee recommends the ACT Government also provide access to school-based mental health resources and expertise to non-government schools, where there is a demonstrated need. Government response – Agreed in principle</p>	<p>The Directorate has a strong relationship with the CEO of Catholic Education and ACT Independent Schools. Resources and supports are shared, including supports such as postvention planning after a critical incident when requested. Additional Services such as Youth Aware Mental Health (YAM) are being actively sought by non-government schools. An appointed education suicide prevention officer funded by ACT Health is available to provide the needed support to all Non-Government Schools. CEO and AIS schools also have access to Be You resources which are specifically targeted at supporting teachers in assisting young people with mental health concerns.</p>	<p>Completed</p>
<p>10. The Committee recommends that the ACT Government consult with the Galilee School on the support they need as they work with young people's mental health issues. Government response – Agreed in principle</p>	<p>The Directorate supports both Catholic Education and Independent Schools at their request. The Galilee School (as an Independent school) can contact the Directorate for supports if they believe this is of benefit to their school community.</p>	<p>Completed</p>
<p>63. The Committee recommends that the ACT Government integrate wellbeing into the curriculum through evidence-based mental health programs and e-mental health, including cognitive behavioural therapy, that help students cope with stress and boost self-</p>	<p>The ACT Government promotes wellbeing through evidence-based programs that align with the Australian Curriculum. These programs target social and emotional skills, resilience</p>	<p>In progress</p>

Recommendation	Action	Status
<p>esteem, increasing mental health literacy and preventing bullying. Government response - Agreed</p>	<p>and mental health literacy; to help students develop skills to cope with stress and to help promote help seeking behaviour.</p> <p>Schools utilise social and emotional learning programs which are appropriate for the needs of students and the school community.</p> <p>The Directorate's <i>Safe and Supportive Schools Policy</i> requires every ACT public school to explicitly teach social skills and positive behaviours in accordance with the Australian Curriculum. This is undertaken as one of the seven essential features of the PBL framework.</p>	
<p>64. The Committee recommends that the ACT Government expand mental health awareness and education programs in ACT government schools. Government response – Agreed in principle</p>	<p>The Directorate continues to work with ACT Health to explore mental health service offerings for children and young people in schools. This has assisted in the delivery of programs such as Youth Aware Mental Health (YAM). Non-government schools have been supported to establish their Countering Violent Extremism guide and processes</p> <p>Schools already have access to a range of supports for teachers and students. As more evidence-based frameworks and programs are available these are reviewed and provided to schools, to ensure that schools continue to have access to the most contemporaneous resources.</p>	<p>Completed</p>
<p>66. The Committee recommends that the ACT Government roll-out the mental health promotion program which is found to be most effective for 8-12 year olds as a matter of urgency, including to non-government schools. Government response – Agreed in principle</p>	<p>The Directorate and ACT Health are committed to continually reviewing evidence-based programs in schools and will work together to ensure appropriate programs are available.</p> <p>The Directorate also has Question, Persuade, Refer available to parents which develops parent skills in identifying mental health risk and supporting their children.</p>	<p>In progress</p>

Recommendation	Action	Status
	<p>The Office for Mental Health and Wellbeing are reviewing service provisions that exists for students in this age range. The Directorate will support this review and work on recommendations with ACT Health.</p> <p>The Directorate works closely with non-Government schools, to share best practice and approaches to mental health and health promotion.</p>	

Table 29: Report of the Selection Committee on Estimates 2019-20 on the Inquiry into Appropriation Bill 2019-2020 and the Appropriation (Office of the Legislative Assembly) Bill 2019-2020. July 2019

Recommendation	Action	Status
<p>158. The Committee recommends that the ACT Government provide more detail on delivery and timing of the introduction of preschool education to three year old's, including the proposed year of introduction for the total cohort, the number of available spaces for the total cohort, the location of such classes, staffing and hours of operation.</p> <p>Government response - Agreed</p>	<p>A key initiative of <i>Set Up for Success</i> is phased in free, universal access to early childhood education for all three year-old children in the ACT. Phase one commenced in 2020, providing up to 500 places for priority children – those experiencing vulnerability or disadvantage – in participating early childhood education and care (ECEC) services; and up to 100 places for Aboriginal and Torres Strait Islander three year-olds in Koori Preschool.</p>	Completed
<p>159. The Committee recommends that the ACT Government provide details of how disadvantaged students will be identified for eligibility for three year old preschool education; how such students will be funded and at what schools or other centres such education will be delivered.</p> <p>Government response – Agreed</p>	<p>The first phase of the quality early childhood education for three year-olds as an initiative under <i>Set Up for Success: An Early Childhood Strategy</i>, has been funded through the 2019-20 and 2020-21 ACT Budgets. Priority children – those experiencing vulnerability or disadvantage – are identified through a warm referral process and are offered a place in a participating early childhood education and care (ECEC) service that meets their needs, location,</p>	Completed

Recommendation	Action	Status
	as well as other factors specific to the child and family.	

Table 30: Report on Annual and Financial Reports 2017-18 - Standing Committee on Education, Employment and Youth Affairs. March 2019 Report 4

Recommendation	Action	Status
<p>13. The Committee recommends that Education Directorate give consideration to more detailed reporting on retention rates for Aboriginal and Torres Strait Islander students between preschool, years 6-7 and from year 7 to year 10.</p> <p>Government response - Agreed</p>	<p>Reporting on retention of all students is reported each year in the annual report.</p>	<p>Completed</p>
<p>22. The Committee recommends that the Education Directorate enact the four recommendations made in the Caple Report, including:</p> <p>Key recommendation 1. Provide better targeted training and support for staff in schools who work with students with complex needs.</p> <p>Key recommendation 2. Utilise a Workplace Health and Safety compliant risk assessment process and a case work approach for students and families with the most complex needs.</p> <p>Key Recommendation 3. Review the options for a more suitable centrally controlled incident reporting tool for occupational violence to improve the quality and amount of data captured as well as to improve the useability and access to the data.</p> <p>Key Recommendation 4. Develop closer working relationships with Universities to ensure pre-educators and early educators are provided placements and support to teach students with complex needs.</p> <p>Government response - Agreed</p>	<p>The Education Directorate is implementing a mandatory work health and safety training package; role specific work health and safety training; and strengthening site specific work health and safety training based on the site's specific work health and safety risk assessments and identified mitigations.</p> <p>The Education Directorate Occupational Violence Management Plan articulates a risk management approach to supporting safety in schools and managing risk. Using this approach, the Directorate has implemented a case management response for those students with the most complex needs.</p> <p>The Directorate has developed a centralised process for analysing data related to workplace health and safety incidents, complex needs and behaviours, and occupational violence risk.</p> <p>The Directorate is working closely with the University of Canberra to deliver the <i>Future of Education Strategy</i> initiative, Affiliated Schools Program. The Program is designed to strengthen pre-service and in-service, including early career, teacher capability and further enrich the learning culture of the Directorate.</p> <p>The components of the program are to host professional experience placements and school-based teacher education clinics; university delivered professional learning; scholarships for masters-level study; school-based coordinators in full program affiliated schools; and research programs. There are specific elements of inclusion and equity throughout the program and pre-service teachers are benefitting from the ability to work with students, including those with complex needs, early in their education.</p>	<p>In progress</p>

Recommendation	Action	Status
<p>23. The Committee recommends that the Education Directorate continue to implement the recommendations from the Ombudsman’s report into reportable conduct in the ACT.</p> <p>Government response - Agreed</p>	<p>Final report was submitted to the ACT Ombudsman in December 2019.</p>	<p>Completed</p>

Table 31: 2020-21 ACT Budget and the Appropriation Bill 2020-2021 - Standing Committee on Education and Community Inclusion – April 2021 - Report 1

Recommendation	Action	Status
<p>2. The Committee recommends that the ACT Government continue to provide free legal services in ACT public colleges and look to further opportunities to expand this service to ACT public high schools in the future.</p> <p>Government response – Agreed in-principle</p>	<p>The Education Directorate engaged Legal Aid ACT to offer free and confidential services to ACT college students and their families from term 3, 2020.</p> <p>The pilot received favourable feedback from students and colleges. Schools are very appreciative of how the service is providing students with improved understanding of their legal rights and the support required to improve or change their circumstances.</p>	Completed
<p>3. The Committee recommends that the Education Directorate expands its partnership with Legal Aid to provide education sessions in ACT public high schools on legal issues relevant to high school-aged children.</p> <p>Government response – Agreed in-principle</p>	<p>The partnership with Legal Aid continues to offer specialist legal advice to vulnerable students and their families. As expansion of the partnership will be revied by the Directorate in the future.</p>	Completed
<p>4. The Committee recommends that the ACT Government continues to support teacher librarians and considers further ways to enhance libraries in ACT public schools.</p> <p>Government response – Agreed in-principle</p>	<p>A new program to provide an additional 25 Teacher Librarians in ACT public schools and scholarships for teachers to undertake a Master of Education (Teacher Librarianship) commenced in 2021. Six scholarships were awarded in April 2021, under the first round of the program.</p> <p>Round 2 of the program will run in the second half of 2021.</p>	Completed
<p>5. The Committee recommends that the ACT Government expedite the feasibility study for further college capacity in north Canberra, and if required, construction of further college facilities in Canberra’s north.</p> <p>Government response - Agreed</p>	<p>Consideration is being given to college demand responses on Canberra’s northside to meet future anticipated enrolment growth in public education at the college level. A Priority Enrolment Area One-Way Shared Zone has been established for residents of Gungahlin who may also apply to enrol to attend Dickson College in 2022. This arrangement will support long term demand management across both Dickson College and Gungahlin College and the Directorate will continue to monitor enrolment patterns and growth in this region as well as considering future capacity and growth responses.</p>	In progress

Risk Management

The Education Directorate faces a broad range of potential strategic, operational, fraud and corruption risks, and is committed to effective and efficient identification, treatment, and monitoring of risks. A review and update of the Directorate's Strategic Risk Register was conducted in the latter part of 2020. As part of the review, Senior Executive sought to raise awareness of risk management principles and consider risk at every level within the organisation.

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

- a Risk Management Framework that is consistent with the Territory approved Framework, the *Whole of Government Risk Management Policy 2019*, and the *International Standard for Risk Management ASO 31000*;
- a *Risk Appetite and Tolerance Statement*;
- the *Strategic Risk Profile*;
- school compliance reporting;
- implementing and monitoring the processes for managing occupational violence and associated risk assessments;
- *Fraud and Corruption, Prevention and Response Plan 2019-20*;
- the annual internal audit program;
- detailed policies and controls, such as the Director-General's Financial Instructions and the *School Management Manual*; and
- detailed financial operating procedures and practices.

The Education Directorate's risk management functions are managed by the Governance Branch. It encourages a positive risk culture by supporting staff to engage with risk to help achieve the strategic objectives of the Directorate. The Directorate is committed to, and places a high priority on, effective risk management across all functions promoting 'better practices'.

The Executive Governance Committee and the Audit Committee receive regular risk management reports, providing an overview of strategic risks, allocating responsibilities, and reviewing the corresponding mitigation strategies. These committees also assist with the allocation of resources and set timeframes to ensure appropriate mitigation and monitoring strategies are implemented.

Monitoring and reporting on risk management occurs through:

- regular monitoring of outcomes by the Directorate's Senior Executive;
- Audit Committee oversight;
- frequent reporting to the Executive Governance Committee;
- regular reporting to the Audit Committee; and
- implementing internal and external audit recommendations.

Internal Audit

During 2020-21 the *Audit Committee Charter* and *Internal Audit Charter* were reviewed and endorsed by the Audit Committee and approved by the Director-General. These charters reflect ACT Government requirements and the Institute of Internal Auditors better practice guidance.

As determined by the Audit Committee Charter, the Director-General appoints all members of the Committee and approves associated remuneration for external members. The Audit Committee’s membership during 2020-21 comprised of three external independent members (including the Chair) and an internal non-member advisor/observer (the Deputy Director-General role).

The Audit Committee’s responsibilities are to:

- oversee the internal audit function and ensure its effectiveness in accordance with ACT Legislation and Government policies and standards;
- periodically review the *Internal Audit Charter* to ensure appropriate authority, access and reporting arrangements are in place;
- ensure internal audit or other review function activity is planned, coordinated and documented;
- review internal audit reports and provide advice to the Director-General on significant issues identified and actions to be taken; and
- monitor management’s responses to findings and the extent to which recommendations are implemented.

The Audit Committee met five times during 2020-21.

Table 32: Audit committee membership and meetings in 2020-21

Name of Member	Position	Meetings eligible to attend	Meetings attended
External Members x 3 ongoing			
Maria Storti	Independent Member (Chair)	5	5
Sue Chapman	Independent Member	5	4
Greg Field	Independent Member	5	5
Internal Member x 1 ongoing			
David Matthews	Non-Member advisor/observer (A/g Deputy Director-General)	5	5

Source: Education Directorate, Chief Internal Auditor, Audit and Assurance

Four internal audits/reviews were tabled at the Audit Committee in 2020-21:

- Assurance map;
- G-suite controls review;
- Curriculum risk review; and
- Reportable conduct processes review.

The Education Directorate engages external auditors to conduct or support some audits, which are sourced from the ACT Government panel of external audit service providers.

Fraud Prevention

The Education Directorate's fraud and corruption prevention strategies address the requirements of the *ACT Public Service Integrity Policy* and incorporate the *Fraud Control Framework* and the *Fraud and Corruption, Prevention and Response Plan*. The Director-General's Financial Instructions (Integrity and Reporting) and the School Management Manual (Fraud Control and Auditing) describe the fraud and corruption control processes for undertaking risk assessments, delivering education and awareness programs, and recording/reporting fraud.

The *Fraud and Corruption, Prevention and Response Plan* covers the period 2021 to 2022. Risks identified in the plan and mitigation strategies are reported to the Director-General and the Audit Committee. This ensures that the potential for fraud or corruption is mitigated with appropriate controls.

The Executive Branch Manager, Governance is the Directorate's Senior Executive Responsible for Business Integrity Risk (SERBIR). The SERBIR reports to the Director-General and Audit Committee on matters of fraud and integrity.

The Directorate, in conjunction with the Australian Education Union, developed the Teachers' Code of Professional Practice. An online training module, consistent with the new Code, is available as part of the Directorate's mandatory online learning package.

The general obligations of public service employees (obligations) applying to all ACT Public Service staff are outlined in Section 9 of the *Public Sector Management Act 1994* (PSM Act) and the *ACTPS Public Sector Management Standards 2016* (PSM Standards). A link to the *PSM Act* and *PSM Standards* is provided with any application for employment in the Directorate. These obligations are supported by the *ACTPS Code of Conduct*.

Any person applying for employment with the Directorate is required to acknowledge that they have read and will comply with the provisions of Section 9 of the *PSM Act*, Section 153(1) of the *Crimes Act 1900* (ACT) and Section 244 of the *PSM Act*. They are also required to acknowledge the potential consequences of breaching these requirements. Nothing in this acknowledgement is taken to discourage the disclosure of conduct that is 'disclosable conduct' as defined in the *Public Interest Disclosure Act 2012*.

The *PSM Act*, the *PSM Standards*, the ACTPS Code of Ethics and the Teachers' Code of Professional Practice are all available on the Directorate's website and intranet.

Over the reporting period, the Education Directorate has actively engaged with the Integrity Commission to promote fraud and corruption prevention. This has included building the understanding of the executive governance team of their reporting obligations under the *Integrity Commission Act 2018* and the importance of embedding integrity in their work roles.

Five cases of possible fraud were referred to the SERBIR in the reporting period. In four of these cases, the allegations of fraud were investigated, no fraud was established/found, and the cases were closed. One case was referred to the Integrity Commission as a possible fraud matter.

Freedom of Information

Requests under ACT legislation

Freedom of Information reporting as required by the *Freedom of Information Act 2016* (FOI Act), which commenced on 1 January 2018, is provided as follows:

Table 33: Open Access Information - Section 96 (3) (a) (i), (ii) and (iii)

Open Access Information	No
Number of decisions to publish Open Access information	33
Number of decisions not to publish Open Access information	0
Number of decisions not to publish a description of Open Access information withheld.	0

Source: ACT Education Directorate

Table 34: FOI Applications received and decision type - Section 96 (3) (a) (iv), (vii), (viii) and (ix)

FOI Applications received and decision type	No
Number of access applications received.	47
Number of applications where access to all information requested was given.	3 (includes 1 decision carried over from 2019-20)
Number of applications where access to only some of the information requested was given (partial release).	38 (includes 6 decisions carried over from 2019-20)
Number of applications where access to the information was refused.	3

Source: ACT Education Directorate

There were seven applications on hand on 1 July 2020 and four undecided applications on 30 June 2021.

The number of decisions made in accordance with section 35 of the FOI Act during 2019-20 was 46. In addition, three applications were withdrawn, and one application was transferred in full to another Directorate.

Two of the applications received by the Directorate during 2019-20 were for records held by the Teacher Quality Institute.

Numerous requests for access to personal information are processed by the Directorate under the *Information Privacy Act 2014* and the Access Student Records Policy available on the Directorate's website. This enables requests for routine records, such as academic reports and student attendance information, to be handled outside of the formal FOI process, providing a faster response to the applicant.

Table 35: FOI processing timeframe - Section 96 (3) (v) and (vi); Section 96 (3) (d)

FOI processing time	No
Total applications decided within the time to decide under section 40.	30 (includes 4 decisions carried over from 2019-20)
Applications not decided within the time to decide under section 40.	16 (includes 3 decisions carried over from 2019-20)
Number of days taken to decide over the time to decide in section 40 for each application.	Number of days for each application was 31, 51, 10, 7, 26, 32, 6, 3, 19, 38, 9, 10, 15, 2, 1, 1

Source: ACT Education Directorate

Extensions were negotiated and agreed with the applicant in accordance with section 41 of the FOI Act, in all but one case. The requirements specified at section 39 of the FOI Act for a decision not made in time were met for that application.

Table 36: Amendment to personal information - Section 96 (a) (x) and Section 96 (3) (e)

Number of requests made to amend personal information, and the decisions made (e.g. amended, refused, notation added to record, other).	0
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Source: ACT Education Directorate

Table 37: Reviews – Section 96 (3) (b); Section 96 (3) (c)

Number of applications made to ombudsman under section 74 and the results of the application (e.g. affirmed, varied, set aside and substituted, withdrawn, other).	4 – 1 decision upheld, 1 decision varied, 2 decisions pending
Number of applications made to ACAT under section 84 and the results of the application (e.g. affirmed, varied, set aside and substituted, withdrawn, other).	0

Source: ACT Education Directorate

Table 38: Fees - Section 96 (3) (f)

Total charges and application fees collected from access applications	Nil
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Source: ACT Education Directorate

Requests under Commonwealth legislation

The Directorate also processes Freedom of Information requests under the *Freedom of Information Act 1982* (Cth) in accordance with the *Education and Care Services National Law (ACT) Act 2011* and associated regulations. This applies to requests for records held by the ACT Regulatory Authority, Children’s Education

and Care Assurance, relating to the regulation of preschools, family day care, long day care and out of school hours care.

During 2020-21:

- five applications were received;
- two application was carried over from 2019-20;
- the decision for one application was pending on 30 June 2021; and
- the outcomes for the five applications processed during the year were partial release of information (4), access refused (1) and application withdrawn (1).

Further information is available in the National Education and Care Services Freedom of Information and Privacy Commissioners and Ombudsman Annual Report available at <https://necsopic.edu.au/>.

Lodging an FOI request

Information about how to make an access application under Freedom of Information legislation is available on the Directorate's website at https://www.education.act.gov.au/about-us/freedom_of_information.

The Education Directorate's Disclosure Log provides information about the access applications that have been processed, including a copy of the decision and documents released to the applicant. The Disclosure Log does not include information about any access applications seeking personal information and does not disclose the applicant's personal information. The Disclosure Log is available at https://www.education.act.gov.au/about-us/freedom_of_information.

Community Engagement and Support

Community Engagement Activities

COVID-19 continued to be a key feature of the Education Directorate's engagement with school communities in 2020-21. School and Directorate websites and social media platforms, as well as school newsletters and emails, were the channels used to provide updates to families and carers about changes to COVID-19 restrictions and how they applied to activities and family engagement in ACT public schools.

The following project-specific community engagement activities were undertaken in the reporting period.

New public school in Molonglo (Evelyn Scott School)

The Directorate consulted with the Canberra community to choose the name, logo and uniform for Canberra's newest school, Evelyn Scott School.

The community engagement program ran between 31 July to 23 August 2020 using the ACT Government's Your Say online voting function, resident drop-in sessions, emails and social media

The engagement process saw 5,068 views via the Your Say site, with 1,979 unique visitors. 362 people voted on the name and uniform options. Six posts were made on Facebook and 29 people attended the two community sessions in early August 2020. Overall, 426 items of feedback/votes were received.

Feedback from the community was taken into account to decide on the name: Evelyn Scott School, the blue/black uniform and the Australian Reed Warbler logo.



Students at Canberra's newest school, Evelyn Scott School

Modernisation of Campbell Primary School

The Directorate continued to engage the local community during the modernisation of Campbell Primary School. Regular updates were provided through school and community newsletters, a drop-in session in February 2021 and briefings to stakeholders about the design of the new learning spaces at the school.

New public high school in the Gungahlin suburb of Kenny

The Education Directorate consulted with the local community and stakeholders providing the opportunity to learn more about the masterplan design for the new school.

The pre-Development Application consultation period was open between 23 March to 7 April 2021, and a range of channels were used to inform the local community about the plans for the new school. These included website content, a drop-in session, an online presentation and Question and Answer, individual briefings, letterbox drop to 400 homes near the school site, social media posts and emails.

The Directorate used the feedback to clarify the information available about the design of the school and facilities that will be available to the local community.

School fences

The Education Directorate has collaborated with several schools looking to install new or additional fencing. In order to support the consultation process with the schools, the Directorate liaised with Parents and Citizens Associations, School Boards, families and the community.

Consultation has been undertaken with Charles Weston School, UC High School Kaleen, Giralang Primary School, Caroline Chisholm School (junior and senior campuses) and Majura Primary for an internal fence.

Hazardous materials

The Education Directorate hosted a series of evening drop-in sessions in May 2021 to provide the community with information on hazardous materials management in ACT public schools and an opportunity to speak to experts in the field. Four drop-in sessions were held across Canberra at a centrally located College in each of the ACT's four school regions.

The Directorate used the insights gained to improve the way it communicates with school communities about the management and removal of Hazardous Materials in ACT public schools.

Community Support Initiatives: Grants and Sponsorship

Table 39: 2020-21 Grants

Recipient	Project Purpose/Summary	Term of Grant	Amount
ACT Children's Week	Run by the ACT Children's Week Committee, this initiative provides seeding grants of up to \$200 to organisations to celebrate and promote Children's Week. It also invites schools to nominate individuals and groups for awards acknowledging local Canberrans who have made a difference to children and young people. The Directorate provides the Committee with a grant to contribute to the annual cost of this initiative.	Annual grant	\$10,000
History Teachers Association	National History Challenge Prize encourages students to engage in research and inquiry-based learning to discover history of the world through an examination of an event or person in terms of a theme. The prize winner, the best entry in the ACT receives a	2020-22	\$500

Recipient	Project Purpose/Summary	Term of Grant	Amount
	medal, prize money and attends the National Ceremony each November.		
Belconnen Arts Centre	A sponsorship was provided for NAIDOC in the North events.	Annual sponsorship	\$3,000
Dickson College	A sponsorship to support North Cluster celebration.	Annual sponsorship	\$1,000
Australian Children's Television Foundation	Education support to schools. Access to Australian Children's Television Foundation film and video resources, lesson plans, classroom materials, online resources and professional learning for all sectors in the ACT.	Ongoing – renewed annually	\$16,948
Mura Awards recipients	An initiative that recognises the achievements of Aboriginal and Torres Strait Islander students, which supports the <i>Future of Education</i> and Cultural Integrity in ACT public schools.	Ongoing award program; award periods covers 2021 school year.	\$26,000
Secondary Scholarship Program recipients	The Directorate provides scholarships to Aboriginal and Torres Strait Islander students that are interested in pursuing a career in post-year 12 study and/or pursuing a vocational pathway.	Ongoing scholarship program; scholarship period covers the 2021 school year.	\$95,000
Tertiary Scholarship Program recipients	The Directorate provides scholarships to Aboriginal and Torres Strait Islander recipients undertaking an approved teaching or health degree.	Ongoing scholarship program; scholarship period covers the 2021 school year.	\$65,000
ANU Extension Program	The Directorate provides a grant to the ANU Extension Program to support students across the full range of extension subjects. The Australian Government is the primary source of funding for the ANU Extension Program through the Commonwealth Grants Scheme.	Three-year Deed of Grant – 22/12/2020 – 31/12/2022	\$109,091
The ACT Council of Parents and Citizens Associations Inc	The Directorate provides an annual grant to facilitate consultation with parents and citizens with an interest in public school. The Association uses the financial assistance to: support affiliate Associations; promote parent participation in ACT Government schools; advise the Government on views, expectations and concerns of parents; and support participation on relevant committees and working parties.	Five-year Deed of Grant paid annually – 1/7/2019 – 30/6/2024	\$220,844

Recipient	Project Purpose/Summary	Term of Grant	Amount
National conference sponsorship – CONASTA 69 - Australian Science Teachers Association Conference	The Directorate provided support for the national science teachers conference - CONASTA 69 to be held in Canberra in September 2021.	One-off funding for 2021	\$5,000
Supporting Parental Engagement Grants	The Supporting Parent Engagement Grant Program provides individual grants of up to \$20,000 to enhance family-school partnerships as well as strengthen P&C association governance and capability to effectively operate businesses (e.g.: canteens, uniform shops).	Successful grants will be paid out until funds are exhausted. Grant payment began in 2020-2021	\$478,499
Early Childhood Degree Scholarship Program recipients	The Directorate provide scholarships to recipients undertaking an Early Childhood Teaching Degree.	Ongoing scholarship program; scholarship period covers four years (full time)/eight years (part time) study	\$68,020

Source: ACT Education Directorate

Aboriginal and Torres Strait Islander Reporting

The Education Directorate continues to deliver positive outcomes for Aboriginal and Torres Strait Islander students, supporting all students to ensure they have a safe and supportive school environment. The Directorate also continued to strengthen Cultural Integrity by supporting services within schools and the Education Support Office.

In 2020-21 the Directorate maintained delivery, refinement and lead on a best practice induction process for new educators. In January 2021, approximately 200 new educators engaged in a full day of professional learning on Cultural Integrity. This included a range of workshops to share ideas for embedding Aboriginal and Torres Strait Islander perspectives in teaching. It also provided opportunities for networking with people and services to assist staff on their Cultural Integrity journey.

The Directorate evaluated and revised its Cultural Integrity Continuum to become a Cultural Integrity Framework, incorporating feedback from staff to create an improved guiding document for Cultural Integrity in ACT schools. Language was revised to reiterate that Cultural Integrity is everyone's responsibility, to create a reflection phase, to demonstrate the interconnection between various domains, and to make clearer that Cultural Integrity is an ongoing journey.

The Education Directorate has this year established an Embedding Aboriginal and Torres Strait Islander histories and cultures page on the new Service Portal (intranet), creating an accessible central site for teachers to access the Cultural Integrity Framework, relevant teaching and curriculum resources, resources on Ngunnawal country and opportunities to join book club professional learning run in schools.

The work is led by Aboriginal and Torres Strait Islander Education Officers (IEO) and Cultural Integrity Coordinators (CICs) and continues to support teachers and schools on their Cultural Integrity journey. Some best practice examples include:

- an IEO arranging for high school students to visit primary school students to read a selection of Indigenous stories, engaging primary students in creative activities as a part of Indigenous Literacy Day celebrations;
- Canberra High School's Indigenous Art Club designed a mural, spanning across four walls, with each wall representing the houses at the school. The animals and plants included are all native and local; and
- staff at Alfred Deakin High School commenced a 'Cultural Integrity Faculty Challenge', seeking to implement cultural perspectives in their classes and personal lives, supporting the delivery of the Aboriginal and Torres Strait Islander cross-curriculum priority.

The Education Directorate continues to provide professional learning opportunities to teachers to develop their cultural competence and integrity. These include:

- Cultural Competence online training through the Centre for Cultural Competence offered to school based staff, Education Support Office staff, P&C and school board members. Building cultural competence is a means of supporting staff to overcome barriers and develop workplaces that have Cultural Integrity.
- Sally Lawrence – *Building Cultural Capability* workshops to support teachers and school-based staff to identify their own cultural bias and take steps towards building their cultural capability. Resources and

teaching pedagogies that assist teachers to embed Aboriginal and Torres Strait Islander perspectives in their teaching and learning programs are shared through these programs.

- On Country Walks provide opportunities for participants to engage with community members to share knowledge of Country, to learn about the Country we live, learn and work on and to develop an understanding of First Nations People's ongoing care and connection to Country.
- Languages Workshops are an introduction to Australian languages, including Ngunnawal, where participants learn how to give a Ngunnawal Acknowledgement of Country, including the protocols around this.
- Grant Sara Workshops – *To understand our present, we must understand our past*. This workshop unpacks our true collective history and challenges individuals' assumptions. It delves into the impact of government actions relating to cultural genocide on Aboriginal and Torres Strait Islanders. It strongly encourages participants to view our history through an Indigenous lens and consider the impact of intergenerational trauma.
- Engoori training is a strength-based approach that supports school leaders to commence or continue a journey of shared leadership for supporting sustainable school transformation. It is a valuable tool for teams who are willing to embrace and address complex challenges.

The Directorate has also established an Aboriginal and Torres Strait Islander Student Aspirations Program Service Portal page outlining the various bursaries, scholarships and events available to Aboriginal and Torres Strait Islander students through the Student Aspirations Program. This provides extra support and another communications channel for teachers to connect their students to the Program.

Through the Student Aspirations Program, tertiary scholarships of up to \$20,000 were provided for Aboriginal and Torres Strait Islander students undertaking degree programs in health or education in an ACT university. In 2021, seven scholarships were awarded – five to teaching students and two to health students.

Secondary Scholarships of up to \$4,000 were provided to Aboriginal and Torres Strait Islander secondary students to support year twelve completions and pathways to further education and training. Ten students were awarded secondary scholarships in 2021.

The Mura Awards provide bursaries of \$400 to Aboriginal and Torres Strait Islander students in years 4, 5, 6, 10 and 11 who demonstrate high engagement with learning, leadership within their school community or improved achievement. Sixty-four Mura Awards were awarded over the 2020-21 reporting period.

The Education Directorate engaged a review and evaluation of the Student Aspirations Program, including the Tertiary and Secondary Scholarships and the Mura Awards, to ensure that the Program is meeting the needs of Aboriginal and Torres Strait Islander students. Various recommendations have arisen from the review and will be implemented over the next reporting period.

Three new Aboriginal and Torres Strait Islander Education Officer (IEO) positions have been created over the 2020-21 reporting period. Staff recruited to these positions work in high schools with medium to high populations of Aboriginal and Torres Strait Islander students and assist schools with programs and resources for embedding Aboriginal and Torres Strait Islander perspectives in student learning.

Dickson College is continuing its delivery of an Indigenous Languages and Culture course, the first of its kind in the ACT. Over the 2020-21 reporting period, 21 students received a minor in the course (two semesters over one year of study, completing two units of study), eight are successfully continuing in 2021 to receive a major (four semesters over two years, completing four units of study) and 16 new students enrolled in 2021 and are working towards a major or minor unit.

The Broaden Your Horizons event is an annual career education event organised as part of the Student Aspirations Program, available to Aboriginal and Torres Strait Islander students in years 9 to 12. Each year, the event focusses on a different career pathway. The focus in 2021 was 'Exploring Employment Opportunities in the Construction Industry'.

The Koori Preschool Co-design has been initiated over the 2020-21 reporting period as a key deliverable of the first phase of *Set Up for Success Strategy*. The objective is to engage with Aboriginal and Torres Strait Islander communities in the ACT and Wreck Bay to co-design the evolution of a Koori Preschool Program that meets the communities' needs and aspirations now and into the future, particularly around cultural safety and integrity. This is consistent with the commitment to self-determination in the ACT Aboriginal and Torres Strait Islander Agreement 2019 – 2028 (the Agreement) and aligned to the *Future of Education Strategy* (2018-2028) and *Strategic Plan* (2018-21).

The Education Directorate continues to meet all its reporting obligations under the Agreement. The Directorate has also submitted a Phase One (Extension) Action Plan to the Aboriginal and Torres Strait Islander Elected Body (Elected Body) outlining actions to finalise in context of the extension to Phase One due to the COVID-19 pandemic.

The Directorate has reviewed the 58 actions committed to under the Agreement. Of the 58 actions, only eleven were noted as not fully implemented and a Phase One Extension Action Plan has been developed.

Four of the eleven remaining items had proposed amendments in the Extension Action Plan which have been signed off by Elected Body representatives. One of the amendments combines two duplicate items, leaving ten remaining actions not fully implemented.

The Directorate is drafting actions for phase two of the Agreement, with work currently focussed on the Children and Young People, Community Leadership, Cultural Integrity and Inclusive Community key focus areas, as well as the significant focus areas Lifelong Learning and Economic Participation.

Student Aspirations Leadership Day



The 2020 Leadership Day event was held in November at Birrigai Outdoor School with approximately 60 students attending. Students are engaged in team building and leadership development activities to support their transition to high school and confidence in their cultural identity.

The Student Aspirations Leadership Day held annually late in term 4 each year is for years 5 and 6 Aboriginal and Torres Strait Islander students and a friend. Students participate in team building and cultural activities.

Workforce Initiatives

In May 2021, the Education Directorate commenced the development of its fourth reconciliation action plan (RAP). The development phase of the RAP is being supported by the Education Reconciliation Action Plan Working Group, which consists of representatives from the Aboriginal and Torres Strait Islander Staff Network and staff from across the Directorate. This RAP will mark the latest chapter in the Directorate's reconciliation journey and will expand on the achievements that have been made since the launch of its first RAP in 2010.

Providing genuine employment opportunities is a crucial part of ensuring a diverse and inclusive workforce to reflect the communities we serve, where every student and staff member can see their whole self thriving, succeeding, and fully participating. To align with the anticipated launch of the Directorate's new RAP in 2021-22, the Education Directorate Aboriginal and Torres Strait Islander Employment Action Plan will be implemented, with an emphasis on increasing opportunities for the employment of Aboriginal and Torres Strait Islander peoples within the Directorate. In addition, the Directorate supports and participates in the ACTPS Vocational Employment Program for Aboriginal and Torres Strait Islanders and employed two participants from the program in 2020-21.

The Education Directorate continues to provide opportunities for staff to celebrate and enhance understanding of Aboriginal and Torres Strait Islander histories, cultural practices, languages and knowledge systems, as well as encouraging participation in National Reconciliation Week and NAIDOC Week events.

Work Health and Safety

The Education Directorate is committed to ensuring a healthy and safe working environment for all by creating a supportive and positive culture whereby health, safety and wellbeing practices are embedded in all activities.

Work health and safety (WHS) is managed in accordance with the statutory provisions of the *Work Health and Safety Act 2011* and the Directorate's safety management system.

In 2020-21, the Education Directorate continued its focus on health, safety and wellbeing by progressing the priorities highlighted under the *Australian Work Health and Safety Strategy 2012-2022*, and the *Public Sector Work Health, Safety and Wellbeing Strategy 2019-2022* (the PSWHS Strategy) as a holistic and integrated approach to improve work health and safety (WHS) engagement, participation, productivity and outcomes.

The PWSHS Strategy covers five priority areas:

- Our senior leaders are focused and committed to driving health, safety and wellbeing performance as part of our organisational priorities;
- Our people are supported to be responsible for health, safety and wellbeing in the workplace and to participate fully and perform at their best in workplaces;
- Our managers are supported to drive better practice in people management for a safe, healthy and engaged workforce, to improve outcomes in work health and safety, and to support out people to remain at or to return to work;
- Our work – health, safety and wellbeing is integral to the design of our work and service and enables our people to perform at their best; and
- Our systems – the systems that support people's health, safety and wellbeing throughout their life course with the ACT Government are structured, consistent and integrated.

The Education Directorate has delivered, or continues to deliver, a number of initiatives during 2020-21 to support workers' health, safety and wellbeing including reviewing and strengthening collaboration processes and training and other guidance materials including:

- continuing to roll out and embed Positive Behaviours for Learning in ACT public schools;
- continuing collaboration between Student Engagement, People and Performance and School Operations in response to staff wellbeing and school supports;
- developing and delivering Protective Actions Training;
- delivering Targeted Team Teach in response to Occupational Violence (OV)
- ensuring Occupational Violence and Restrictive Practice Training is presented during new starter induction;
- recruiting additional Allied Health staff into the Occupational Violence and Complex Case Management Team (OVCCM);
- monitoring and analysing data to inform and improve practice and the response to preventing and reducing OV;
- strengthening a positive reporting culture across all schools to assist in identifying risk to staff proactively;
- developing data analysis tools that will provide the Directorate's Senior Executive with current incident information, support provided to staff and students and business areas involved; and

- piloting of an on-site project led by an OVCCM behavioural specialist, building the capacity of school staff through coaching and mentoring in response to student violence and the use of restrictive practice.

COVID-19 continued to present challenges throughout 2020-21 and the Education Directorate responded to those challenges by enacting public health advice, identifying WHS hazards, assessing resultant risks, and implementing suitable controls to ensure, so far as reasonably practicable, the health, safety and wellbeing of our workers, students and communities engaged with the Directorate.

Based on reported incidents, the most significant risk to health and safety of workers in ACT schools continues to be occupational violence in the form of verbal or physical abuse or aggression by students or parents. 7,315 Riskman reports were submitted in relation to occupational violence during the 2020-21 reporting period, compared to 4,873 reports in the 2019-20 reporting period.

The substantial statistical rise in reporting is attributed to a maturing safety culture within the Directorate where employees are encouraged to report incidents to ensure effective strategies are implemented to minimise the impact of the incident and the likelihood of repeat behaviour.

At the close of the 2020-21 reporting period, 80 per cent of Education Directorate employees had completed the Occupational Violence comprehensive online training module which has been designed to assist in understanding what constitutes occupational violence, the importance of reporting, and strategies to manage the risk.

The Education Directorate has invested significant resourcing into the full implementation of the Occupational Violence Management Plan which encompasses a range of strategies to manage aggressive and other unacceptable behaviours of parents and students. Wellbeing supports and resources are provided to affected staff to enable safe and sustainable resumption or continuation of duties.

Teacher and Student Safety – Enforceable Undertaking

The Education Directorate is committed to preventing Occupational Violence (OV) throughout the organisation and reducing the risks associated with OV across ACT public schools.

On 28 September 2018, the Directorate entered an Enforceable Undertaking (EU) on behalf of the Territory with WorkSafe ACT to complete a range of strategies and actions to address OV risk.

The Directorate has been working to fulfil its obligations under the Enforceable Undertaking, agreed with WorkSafe ACT. To ensure that Directorate actions were aligned with meeting the requirements of the Enforceable Undertaking, the Directorate requested and received from Ernst & Young an Assessment of Education Directorate's Response to the Enforceable Undertaking. The report supported that the significant number of actions required by the EU have been appropriately completed by the Directorate.

On 2 December 2020 the Education Directorate was advised by WorkSafe ACT that it had satisfactorily executed all requirements of the Enforceable Undertaking.

With the continued implementation of the Occupational Violence Management Policy and Plan, the Directorate's strategic planning and system framework focusses on developing and sustaining safe and supportive teaching and learning environments.

Resourcing and consultation arrangements

Dedicated work health and safety resourcing includes a Director (SOG B), two Assistant Directors of Injury Management (SOG C), two Safety Advisors (ASO 6), a Wellbeing Officer (ASO 6) and a Project Officer (ASO 5).

Consultation on work health and safety matters occurs via the Work Health Safety Consultative Committee and the network of Health and Safety Representatives. As at 30 June 2021, 108 Health and Safety Representatives and 57 Deputy Health and Safety Representatives held positions within the 107 workgroups across the Education Directorate. A monthly sitting of the Executive Governance Committee WHS Sub-Committee provides governance oversight of WHS performance and activity.

Audit activity

Table 40: Type and number of work health and safety audits undertaken during 2020-21

Type of audit	Number of audits
Comcare Self-Insurance Audit of Work Health and Safety Management System	2 (Calwell High School and UC Lake Ginninderra College)
Internal audit of Work Health and Safety Management System	9 (Alfred Deakin High School, Amaroo School, Calwell High School, Campbell Primary School, Lyons Early Childhood School, Macgregor Primary School, North Ainslie Primary School, UC Lake Ginninderra College and Yarralumla Primary School)

Source: Workplace Safety and Industrial Relations, CMTEED and People and Performance Branch, EDU

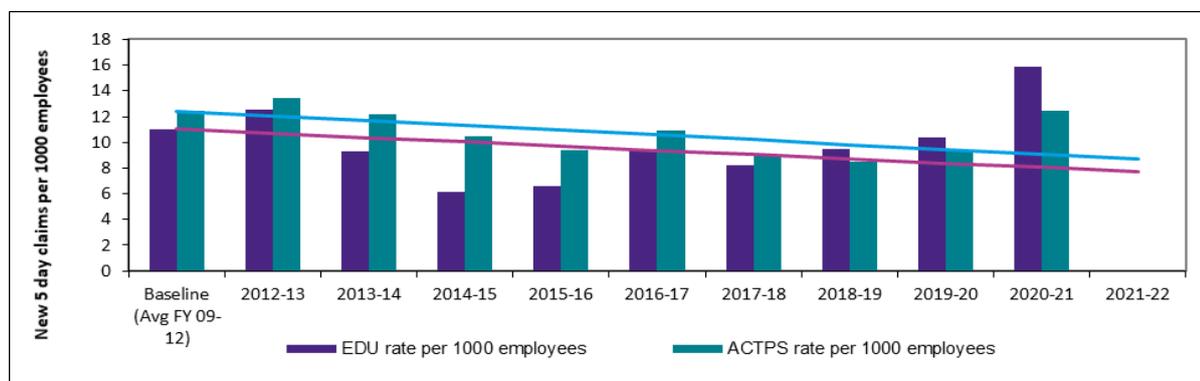
Incident reporting and notices under the Work Health and Safety Act 2011

During 2020-21 there were 9,095 incident reports lodged across the Education Directorate. In accordance with Part 3 Section 38 of the *Work Health and Safety Act 2011*, 30 events/incidents were reported to WorkSafe.

The Directorate was not issued (under Part 10 of the Act) with any improvement, prohibition or non-disturbance notices during the reporting period, nor did the Directorate fail to comply with any enforceable undertakings under Part 11 or Part 2 (Divisions 2.2, 2.3 and 2.4) of the Act.

Performance against the Australian Work Health and Safety Strategy 2012-22 targets

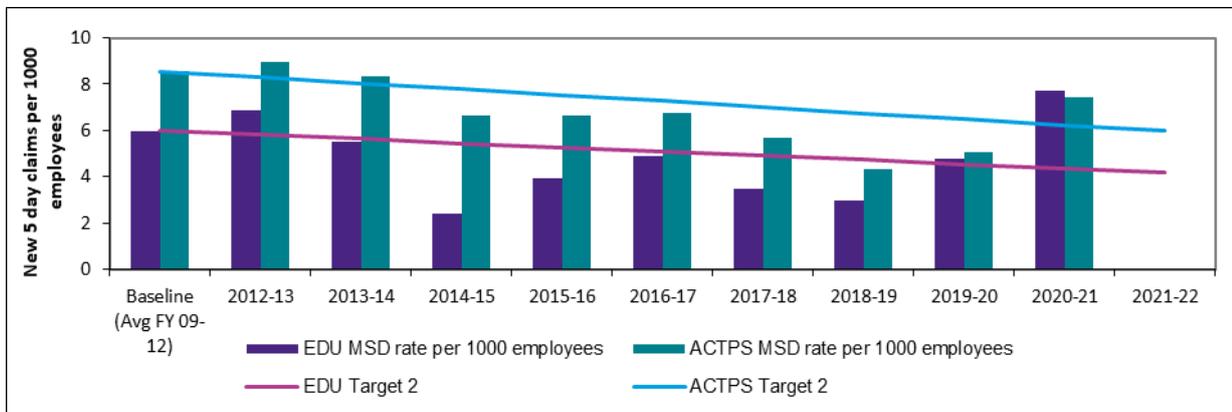
Table 41: Target 1 - reduce the incidence rate of claims resulting in one or more weeks off work by at least 30 per cent



Financial year	# new 5 day claims	Rate per 1,000 employees	Directorate Target	ACTPS # new 5 day claims	Rate per 1,000 employees	ACTPS Target
2012-13	60	12.53	10.69	274	13.42	12.08
2013-14	44	9.28	10.36	257	12.20	11.70
2014-15	31	6.17	10.03	228	10.49	11.33
2015-16	34	6.63	9.70	205	9.36	10.96
2016-17	50	9.73	9.37	243	10.91	10.58
2017-18	45	8.24	9.04	202	8.93	10.21
2018-19	54	9.45	8.71	201	8.50	9.84
2019-20	63	10.36	8.38	231	9.32	9.46
2020-21	101	15.90	9.05	325	12.46	9.09
2021-22			7.72			8.72

Source: Workplace Safety and Industrial Relations, CMTEDD

Table 42: Target 2 - reduce the incidence rate of claims for musculoskeletal disorders (MSD) resulting in one or more weeks off work by at least 30 per cent



Financial year	# new 5 day MSD claims	Rate per 1,000 employees	Directorate Target	ACTPS # new 5 day MSD claims	Rate per 1,000 employees	ACTPS Target
2012-13	33	6.89	5.81	183	8.96	8.29
2013-14	26	5.49	5.63	175	8.31	8.03
2014-15	12	2.39	5.45	144	6.63	7.78
2015-16	20	3.9	5.27	146	6.67	7.52
2016-17	26	5.06	5.09	150	6.73	7.26
2017-18	19	3.48	4.91	128	5.66	7.01
2018-19	17	2.98	4.73	102	4.31	6.75
2019-20	29	4.77	4.55	126	5.09	6.49
2020-21	49	7.71	4.37	194	7.44	6.24
2021-22			4.19			5.98

Source: Workplace Safety and Industrial Relations, CMTEDD

Human Resource Management

EDU Workforce Strategy 2021-2023

In March 2021, the Education Directorate launched the *EDU Workforce Strategy 2021-2023* (Workforce Strategy) which will make sure that the Directorate has the right workforce, with the right capabilities, in the right capacity, at the right time to deliver learning outcomes for children and young people in the ACT.

The Workforce Strategy has been designed to deliver improved planning of workforce requirements, participation, and student learning outcomes through an integrated and evidence-based workforce planning framework. It provides a shared vision for the workforce that aligns the strategic priorities and drives the capability of employees to deliver learning outcomes.

The Workforce Strategy is underpinned by six focus areas that will shape and drive actions across a three-year horizon:

1. Strategic recruitment of teachers and education professionals to meet current and emerging needs;
2. Evidence-driven and integrated workforce planning to enable our service delivery model;
3. A highly capable, skilled and future-focused workforce;
4. Leadership excellence and development at all levels;
5. Workforce Safety and Wellbeing; and
6. A diverse and inclusive workforce to reflect the communities we serve.

Workforce Profile

At 23 June 2021, the Education Directorate's total workforce was 8,177 employees. Employee numbers have increased by 496 since June 2020. The majority of additional staff were employed to meet increases in student enrolments.

The Directorate continued to provide secure employment opportunities. For the second consecutive year, the Directorate's workforce comprised over 70 per cent permanent employees. There were 164 permanent appointments made during the reporting period.

The Education Directorate has a diverse workforce and maintained its levels of employment participation from Aboriginal and Torres Strait Islander peoples and people with disability, while increasing its levels of employment participation for staff from culturally and linguistically diverse backgrounds. The proportion of employees who identify as Aboriginal or Torres Strait Islander remained at 1.8 per cent (149 people). The proportion of people with disability remained at 2.4 per cent. The proportion of culturally and linguistically diverse employees increased to 15 per cent, from 14.6 per cent in June 2020. The Directorate will continue to strengthen its inclusive employment strategies in line with the Directorate's Workforce Strategy.

The Directorate had a high female employment rate of 74.8 per cent, with females accounting for 76.6 per cent of teachers, and 72.8 per cent of school leaders.

The highest proportion of employees were in the age group 35 to 44 years being 26.9 per cent. The average age of the Directorate's workforce is 42.4 years with teachers at an average 42.2 years of age, and school leaders at an average 45.9 years of age.

The average length of service for Education Directorate employees was 8.5 years, consistent with last year. School leaders (16.6 years) and teachers (8.8 years) have an average length of service above the Directorate average.

The Directorate's workforce separation rate dropped to 4.8 per cent from 5.2 per cent in 2019-20. The separation rate of teachers (4.5 per cent) and school leaders (3.7 per cent) remains below the annual separation rate of 4.8 per cent. The decreasing annual separation rate reflects employment uncertainty during the COVID-19 pandemic.

The workforce numbers provided are reported for the pay period of 23 June 2021. The figures exclude employees not paid by the ACT Public Service and people on leave without pay. Employees who separated from the ACT Public Service prior to 23 June 2021 and received a payment have been included.

For the purposes of reporting in the Education Directorate's Annual Report, gender information is presented as male/female only. While the ACTPS recognises that there are employees who identify as a gender other than male or female, for privacy reasons this information is not included where data has been broken down by gender.

Table 43: FTE and headcount by gender

	Female	Male	Indeterminate/ Intersex/ Unspecified	Total
FTE by Gender	4,977.8	1,744.4	0	6,722.3
Headcount by Gender	6,113	2,062	0	8,175
% of Workforce	74.8%	25.2%	N/A	100.0%

¹Total headcount reflects employees who have identified gender as female or male

Source: Shared Services

Table 44: Headcount by classification and gender

Classification Group	Female	Male	Indeterminate/ Intersex/ Unspecified ¹	Total
Administrative Officers	1,857	428	0	2,285
Executive Officers	12	9	0	21
General Service Officers & Equivalent	236	346	0	582
Health Assistants	3	0	0	3
Health Professional Officers	51	6	0	57
Information Technology Officers	3	25	0	28
Professional Officers	96	16	0	112
School Leaders	593	222	0	815
Senior Officers	194	74	0	268
Teachers	3,068	936	0	4,004

TOTAL	6,113	2,062	0	8,175
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¹Breakdown by classification groups not for publication due to privacy reasons.

Source: Shared Services

Table 45: Headcount by employment category and gender

Employment Category	Female	Male	Indeterminate/ Intersex/ Unspecified ¹	Total ¹
Casual	677	249	0	926
Permanent Full-time	2,749	1,063	0	3,812
Permanent Part-time	1,700	237	0	1,937
Temporary Full-time	240	150	0	390
Temporary Part-time	747	363	0	1,110
TOTAL	6,113	2,062	0	8,175

¹Breakdown by employment category not for publication due to privacy reasons.

Source: Shared Services

Table 46: FTE and headcount by division/branch

Branch/Division	FTE	Headcount
Business Services	485.9	656
Deputy-Director General's Office	3.9	4
Director-General's Office	4.0	4
School Improvement	5,381.6	6,117
Service Design and Delivery	356.9	407
System Policy and Reform	94.5	98
Casual Staff	397.5	891
Total	6,724.3	8,177

Source: Shared Services

Table 47: Headcount by age group and gender

Age Group	Female	Male	Indeterminate/ Intersex/ Unspecified ¹	Total ¹
Under 25	412	245	0	657
25-34	1,373	560	0	1,933
35-44	1,671	525	0	2,196
45-54	1,518	387	0	1,905
55 and over	1,139	345	0	1,484

Age Group	Female	Male	Indeterminate/ Intersex/ Unspecified ¹	Total ¹
Total	6,113	2,062	0	8,175

¹Breakdown by age group not for publication due to privacy reasons.

Source: Shared Services

Table 48: Average years of service by gender

Gender	Female	Male	Indeterminate/ Intersex/ Unspecified ¹	Total
Average years of service	8.8	7.5	0	8.5

¹Not for publication due to privacy reasons.

Source: Shared Services

Table 49: Headcount by diversity group

Diversity Group ¹	Headcount	% of Total Staff
Aboriginal and/or Torres Strait Islander	149	1.8%
Culturally & Linguistically Diverse	1,228	15.0%
People with a disability	194	2.4%

¹Employees may identify with more than one of the diversity groups.

Source: Shared Services

Table 50: Recruitment and separation rates

Classification Group	Recruitment Rate	Separation Rate
Total	8.0%	4.8%

Source: Shared Services

Directorate Enterprise Agreements

ACT Public Sector Enterprise Agreements are the primary source of employment conditions for ACT Government Employees. The Education Directorate has six Enterprise Agreements covering a range of employee classifications:

- ACT Public Sector Education Directorate (Teaching Staff) Enterprise Agreement 2018-2022;
- ACT Public Sector Administrative and Related Classification Enterprise Agreement 2018-2021;
- ACT Public Sector Infrastructure Services Enterprise Agreement 2018-2021;
- ACT Public Sector Health Professional Enterprise Agreement 2018-2021;
- ACT Public Sector Technical and Other Professional Enterprise Agreement 2018-2021; and
- ACT Public Sector Support Services Enterprise Agreement 2018-2021.

Teaching Staff Enterprise Agreement

The *ACT Public Sector Education Directorate (Teaching Staff) Enterprise Agreement 2018-2022* (Teaching Staff EA) sets the platform for attracting and cultivating a teaching workforce that delivers quality teaching and learning across our public schools recognising that highly skilled, high performing teachers and school leaders are key to better outcomes for our students.

In 2020-21, the following major achievements were delivered for the teaching workforce:

- In July 2020, there was a further reduction of face-to-face teaching hours by 30 minutes for all Primary and Preschool teachers from 21.5 hours to a maximum of 21 hours per week.
- The Directorate has made incremental improvements to the processes for School Leader and Classroom Teacher Transfer, in consultation with the Australian Education Union. Further, on conclusion of the 2020 for 2021 Transfer Round Placement Panel proceedings, the Placement Panel (who also constitute the Transfer Rounds Reference Group) undertook a comprehensive review of the Transfer Round processes.

The Education Directorate has shaped a series of universal, targeted and selected wellbeing and capability supports for principals and deputy principals that has been strengthened through each of the three phases of implementation of the *Empowered Learning Professionals Plan 2018-2021*.

Phases one and two of the *Empowered Learning Professionals Leadership Plan* provided universal support with an investment in laying the foundations for a system approach to strengthening leadership at all levels bringing coherence and clarity to the capability development of school leadership teams.

Phase three was launched early in 2021 and aims to deepen work across the Directorate to develop a workforce of highly capable School Leaders who are supported at each stage and for all aspects of their career.

Directorate-specific Enterprise Agreements

On 26 March 2021, notification of the commencement of bargaining for new Enterprise Agreements reaching a nominal expiry date on 30 October 2021 occurred.

The Education Directorate intends to have an interest-based approach with negotiations on Directorate-specific claims which is centred on the individual and shared interests and responsibilities of the bargaining parties.

Insecure Work Conversion Policy

The Education Directorate has successfully progressed conversion to permanency of more than 500 temporary classroom teachers through the internal teacher ratings system since July 2019, within the principles and intent of the Insecure Work Taskforce.

Following the finalisation and implementation of the *ACTPS Policy on Taskforce Conversion to Secure Forms of Employment* (Conversion Policy) in early 2020, the Directorate has successfully progressed the conversion to permanency of five temporary administrative employees. Within the reporting period, the Directorate has converted a further 59 temporary administrative employees to permanent positions.

The Education Directorate will continue to and is actively working towards more permanent employment and job security for temporary and casual employees.

Joint Selection Committee Compliance Training

The Joint Selection Committee Compliance training is designed to support staff in recruiting the right people with the right skills. This training is mandatory for staff to complete if they will be participating or leading the recruitment of any school-based staff member as agreed between the Directorate and the Australian Education Union.

The training provides participants with information on the different roles and responsibilities of those involved in recruitment, the open recruitment process, and teacher transfer rounds. The training has been designed in line with the ACTPS Recruitment Guidelines and incorporates Education Directorate specific policies and procedures.

This training program is being offered as an online training module for participants.

Recognition and Reward for Highly Accomplished and Lead Teachers

In 2015, the reward and recognition process for teachers who achieve certification at the national Australian Standards of Highly Accomplished and Lead Teacher (HALT) career stages was established. The Teaching Staff EA recognises and financially rewards certified teachers with an additional salary increment or equivalent allowance for one year.

It is noted that there have been lower than usual certification numbers in the reporting period due to restrictions from the COVID-19 pandemic, specifically the challenges of implementing the school visit component of Module 3 of the certification process.

During the reporting period there were two successful new applicants across the ACT public school system who attained certification at the Highly Accomplished stage. Refer to the ACT Teacher Quality Institute annexed report (page 236) for further details associated with the HALT program.

Training and Development Programs

The Education Directorate has an extensive suite of development programs designed to increase workforce and leadership capability, increase talent attraction and retention through induction, entry level pathways and scholarship programs.

Learning Support Assistant Scholarship Program

The Directorate had a cohort of 36 Learning Support Assistants (LSAs) undertaking a Certificate IV in Education Support in Term 4, 2020 who are due to complete this qualification in 2021. The Certificate has a focus on building capability to work with students with complex needs and challenging behaviours. The opportunity to undertake this qualification through a funding scholarship was offered to all LSAs employed by the Directorate, including casual and temporary employees. This program will be offered again to commence in Term 1, 2022.

Teacher Scholarships Program

The Education Directorate's Teacher Scholarships Program provides teachers and school leaders with financial support to undertake further study, training and/or research to build teacher capability leading to improved student outcomes. There were 45 Teacher Scholarships awarded in 2020-21, including six scholarships to undertake a Master of Education (Teacher Librarianship) as part of the new program offering annual scholarships for teachers to specialise in teacher librarianship.

Mandatory Training

The Education Directorate requires all staff to complete the following online foundation modules. The modules are designed to support staff in understanding their obligations and ensuring that they are compliant in their day-to-day duties to ensure the Directorate fosters a safe environment for both staff and students. The following modules are available on ACTGOVLearn:

- Work Health and Safety Refresher;
- Occupational Violence in the Workplace;
- Reportable Conduct;
- Code of Conduct;
- Disability Standards for Education; and
- Keeping Children and Young People Safe.

Domestic and Family Violence Training

The ACT Government recognises that domestic and family violence is a workplace issue, and that in addition to our safety, we are all entitled to the opportunity to thrive and be successful in the workplace. No one is expected to take the place of professional support – but we should all know how to respond and direct our colleagues to professional support if needed.

All ACT Government employees must complete the online foundation modules, with additional modules for those who manage staff. Additionally, there is Tier 1 training that is designed for staff working directly with the public, those regularly working with clients affected by domestic and family violence including people who support wellbeing and Tier 2 training that is designed for staff whose work already involves supporting clients with complex needs, and support to staff in Tier 1 roles who work with other government services and specialist community services.

Leadership Programs

The Education Directorate continues to support senior leadership development, providing staff with access to:

- ACTPS Senior Executive Speaker Series;
- Executive Learning Groups;
- nomination/participation in the Australia and New Zealand School of Government Executive Program; and
- participation in whole of government talent initiatives and pilot development programs.

Studies Assistance Program

The *ACTPS Study Assistance Policy* provides assistance for staff to undertake an approved course of study in line with the operational needs of the work area and should be linked to the goals in the Strategic Plan. Studies assistance can be in the form of paid or unpaid leave to undertake study, and/or financial assistance for course costs.

In 2020-21, 28 staff were provided additional supports through the Studies Assistance Program. From this cohort, 25 were approved for paid study leave and 13 for financial assistance. Staff have undertaken areas of studies ranging from Certificate IV Education Support, Master of Disability Studies, PHD in Education, Bachelor of Science, and Master of Business Administration.

Entry Level Programs

Entry level programs support our new starters, graduates and inclusion participants with the opportunity to work within and gain a practical understanding of the work that the Directorate undertakes. Entry level programs support our talent attraction and engagement strategies.

Induction

The Education Directorate has enhanced our suite of induction programs to ensure that all employees are aware of their obligations as ACT Public Service employees and provides an overview of the strategic direction of the Directorate and how they can support delivery on our strategic objectives. Our induction programs have an explicit focus on work health and safety and wellbeing, as well as occupational violence. There are several induction programs offered:

- all staff induction sessions;
- Work Health and Safety inductions for all new and acting School Leaders; and
- Work Health and Safety induction for all new and acting Principals.

New Educator Induction

As a result of the negotiation process for the Teaching Staff EA all new educators participate in a five-day induction program prior to commencement of the school year.

In January 2021, the Education Directorate delivered the New Educator Induction Program to 150 new educators with an official address from both the Minister and the Director-General.

The Induction Program covered the following topics with most of the sessions delivered by subject matter experts from across the Directorate:

- Professional tools and Directorate essentials (including learnings related to legislative requirements);
- Cultural Integrity;
- Safety and Wellbeing; and
- Meet your network.

ACTPS Graduate Program

The Education Directorate participates in the ACTPS Graduate Program on an annual basis. The Graduate Program supports our graduates in completion of a comprehensive learning and development program, which provides them with exposure to senior leaders and regular training designed to help them to build the skills that they need for a successful career, within the Directorate or across ACT Government. In 2020 the Directorate supported two successful graduates and in 2021 have three graduates in the program.

Vocational Employment Programs

The Directorate undertakes a range of inclusion employment initiatives to recruit and retain staff to better reflect the diversity within the community. There are two ACTPS Vocational Employment Programs (VEPs) – the Aboriginal and Torres Strait Islander VEP and the Inclusion VEP (for People with Disability). The VEPs are whole of government, 12-month entry level employment programs offering an entry level career within the Directorate following successful completion of the program. The VEPs include a formal training component (certificate level qualification or a targeted training program), on the job training and workplace experience. The programs offer flexibility to accommodate a range of entry classifications, reasonable

adjustments, part-time or reduced working hours or a qualification that may take longer than 12 months to achieve.

In 2020, the VEP program was delayed until September due to the impacts of COVID-19. The Directorate has one school-based participant from the Aboriginal and Torres Strait Islander VEP and one ESO based Inclusion VEP. Following completion of the programs, participants are eligible for permanent appointment.

Reward and Recognition

The Education Directorate values and recognises the achievements of our employees. The ACT Public Education Awards recognise and celebrate outstanding achievements in public education in the ACT, covering eleven award categories.

In 2020, the Directorate received 138 eligible nominations for the 2020 Public Education Awards. Out of the nominations, twelve individuals were announced as winners across eleven categories, recognising their contribution to the ACT public education system. There were joint winners for the School Leader of the Year category in 2020. This was to acknowledge and celebrate the diversity of achievements.



The 2020 Public Education Award recipients with Minister Yvette Berry and Director-General, Katy Haire

Table 51: 2020 Public Education Award Recipients

Award	Recipient
Volunteer of the Year	Kimberly Ingram, Evatt Primary School
Outstanding Partnership of the Year	Lisa Navarro-Bustos, Northside Community Service
Leader of the Year in Aboriginal and Torres Strait Islander Education	Julie Mayhew, Turner School

Allied Health Professional of the Year	Alice Coen, Macgregor Primary School and Evatt Primary School
Education Support Office Employee of the Year	Jean Walker, Student Engagement
Education Support Person of the Year	Michael Carnovale, UC Senior Secondary College Lake Ginninderra
New Educator of the Year Award	Brianne Carrigy, Mount Stromlo High School
Early Childhood Teacher of the Year	Morgan Holland, Miles Franklin Primary School
Primary Teacher of the Year of the Year	Peta-Gai Faulkner, Gungahlin Primary Introductory English Centre
Secondary Teacher of the Year Award	Dr Roisin Boadle, Namadgi School
School Leader of the Year (joint winners)	Mandy Kalyvas, Learning and Teaching Policy and Service Design in the Education Support Office Gareth Richards, Namadgi School

Ecologically Sustainable Development

The ACT Government is committed to providing healthy and comfortable teaching and learning spaces to maximise the learning outcomes for all children. The Education Directorate acknowledges the role of Ecologically Sustainable Development (ESD) in achieving this goal, and in demonstrating our commitment to a sustainable future for our young people.

The Education Directorate's *Strategic Plan 2018-2021* provided the key driver for the modernisation and integration of sustainability priorities. The Directorate's priorities align with the ACT Government's commitment to a zero-emission future, active transport and responsible purchasing practices including waste minimisation and resource recovery, water efficiency and ethical purchasing. The Directorate's priorities are informed by the strategic priorities outlined in the *ACT Climate Strategy 2019-2025*, *ACT Sustainable Transport Strategy 2017-2021*, *ACT Nature Conservation Strategy 2012-2023*, and the *ACT Water Strategy 2014-2044*.

In 2020-21, the Office of the Commissioner for Environment and Sustainability requested that the Education Directorate respond to the State of the Environment Recommendation 1, requiring directorates to provide budget appropriation for climate change mitigation and adaptation policies. The Directorate's response to the State of the Environment Recommendation 1 outlined key budget appropriations:

- \$15.9 million to upgrade gas heating systems to low or zero emission heating systems and thermal envelope upgrades (2019-20 to 2022-23).
- \$17.96 million to upgrade roof systems including minimum R4 insulation and higher stormwater capabilities (2018-19 to 2021-22).
- \$0.85 million for building tuning and trial projects (2020-21).
- \$0.4 million for solar expansion (2020-21).

Commitment to climate change mitigation and adaptation was noted to include the integration of sustainable design principles and performance outcomes into new schools and capital upgrades at existing schools.

School-based sustainability

Information on operational consumption of resources for 2019-20 and 2020-21 for all ACT public schools is summarised below.

Table 52: School-based Sustainable Development Performance: Current and Previous Financial Year

Indicator as at 30 June	Unit	Current FY	Previous FY	% Change
Stationary energy usage				
Electricity use	Kilowatt hours	22,650,524	22,251,928	1.79%
Natural gas use (non-transport)	Megajoules	112,529,152 ¹	116,206,015	-3.16%
Diesel use (non-transport)	Kilolitres	Not applicable (n/a)	n/a	n/a
Transport fuel usage				
Electric vehicles	Number	n/a	n/a	n/a

Indicator as at 30 June	Unit	Current FY	Previous FY	% Change
Hybrid vehicles	Number	1	1	0%
Hydrogen vehicles	Number	n/a	n/a	n/a
Total number of vehicles	Number	20	20	0%
Fuel use – Petrol	Kilolitres	0.22	0.32	-31.25%
Fuel use – Diesel	Kilolitres	14.39	11.15	29.06%
Fuel use – Liquid Petroleum Gas (LPG)	Kilolitres	n/a	n/a	n/a
Fuel use – Compressed Natural Gas (CNG)	Gigajoules	n/a	n/a	n/a
Water usage				
Water use	Kilolitres	289,020 ²	375,877	-23.11%
Resource efficiency and waste				
Reams of paper purchased	Reams	57,541.60	47,856.20	20.24%
Recycled content of paper purchased	Percentage	11.31	16.55	-31.66%
Waste to landfill	Litres	n/a	n/a	n/a
Co-mingled material recycled	Litres	n/a	n/a	n/a
Paper & Cardboard recycled (incl. secure paper)	Litres	n/a	n/a	n/a
Organic material recycled	Litres	n/a	n/a	n/a
Greenhouse gas emissions				
Emissions from electricity use	Tonnes CO2-e	0	0	0%
Emissions from natural gas use (non-transport)	Tonnes CO2-e	5,799	5,988	-3.16%
Emissions diesel use (non-transport)	Tonnes CO2-e	n/a	n/a	n/a
Emissions from transport fuel use	Tonnes CO2-e	39.63	31.08	27.51%
Total emissions	Tonnes CO2-e	5,838.63	6,019.35	-3.0%

¹At the time of reporting, accrued data represented 3.34 percent across 35 school accounts.

²At the time of reporting, accrued data represented 4.44 percent across 73 water accounts.

Source: Enterprise Sustainability Platform (3 August 2021) and SG Fleet Intelligence

Energy consumption and GHG Emissions

Electricity consumption in 2020-21 totalled 22,650,524 kilowatt hours (kWh). This is an increase of 1.79 per cent from 2019-20. The increase was attributed to the opening of the first stage of the Evelyn Scott School. The increase in electricity was modest and constrained by ongoing electricity efficiency initiatives including lighting upgrades and a focus on air conditioning efficiencies.

Gas consumption totalled 112,529,152 megajoules (MJ), a decrease of 3.16 per cent from 2019-20. Total greenhouse gas (GHG) emissions for the reporting year were 5,838.63 tonnes of CO₂-e, a decrease of 3 per cent from 2019-20.

This represented a slowing of reductions in gas consumption when compared to the 12 months from 2018-19 to 2019-20, which saw a 6 per cent reduction in gas consumption and associated emissions. The slowing in emission reductions is attributed to delays in expected project commencement, completion due to COVID-19 supply chain disruption and colder weather across 2020-21 increasing the heating requirement¹.

Emission Reduction and Climate Adaptation

In 2020, the Education Directorate set a 33 per cent emission reduction target by 2025, in line with the *ACT Climate Change Strategy*. The target is supported by a commitment to 100 per cent electric operation for new schools and the integration of performance standards into capital upgrades, hazardous material management and the renewal of end-of-life heating and roof systems.

Projects completed in 2020-21 included:

- upgrade of whole school heating and cooling systems at Taylor Primary School to a low emission system;
- upgrade of heating and cooling systems in the hall and preschool at Calwell Primary School, the O'Connor Cooperative School and one wing of the Maribyrnong Primary School;
- roof upgrades at Telopea Park School and Alfred Deakin High School hall, canteen, science and technology blocks;
- building thermal upgrades (double glazing and/or airlocks at select locations) at Isabella Plains Early Childhood School, Lanyon High School, Lyneham Primary School and Yarralumla Primary School; and
- design of building thermal upgrades for Gilmore Primary School and Miles Franklin Primary School.

Climate adaptation works commenced on preschools, with the first full thermal upgrade completed on North Curtin Preschool. The project scope included ceiling insulation, modernisation of the ventilation system, upgrade of external lighting and upgrade of windows and doors to thermally broken double glazing. Ceiling insulation was also installed at South Curtin Preschool. The initiative takes a holistic view of building fabric to deliver preschools that are resilient to extreme temperatures.

Energy Efficiency

Energy efficiency and building tuning initiatives implemented in 2020-21 included:

- LED Lighting upgrades commenced at six schools;
- a classroom trial of electric Bunsen burners at Lyneham High School;
- draught proofing of external doors at three schools supported by the schools through co-investment; and
- the installation of draught proof dampers on evaporative coolers at seven school sites and nine preschools was completed to reduce heat loss in winter.

¹ Source: Degreedays.net, weather station ID YSCB: Canberra AU (149.20E,35.31S)

Renewable energy



The solar expansion at Caroline Chisholm Senior School is paired with battery energy storage.

A total of 1937.51 Megawatt hours of solar energy was generated from solar photovoltaic systems. Three schools have been omitted from this figure as generation capacity was unavailable at the time of reporting.²

Under a program to expand solar on ACT public schools, solar installations were completed at Monash Primary School (89.64kW) and Caroline Chisholm School Senior Campus (78.85kW). Battery energy storage was also completed at two school sites, Margaret Hendry School and Caroline Chisholm School Senior Campus with funding received through the Environment Planning and Sustainable Development Directorate.

The program is expected to provide long term cost mitigation against rising electricity prices and has the potential to help meet the increased electricity demand as schools phase out gas and transition to zero emission, fully electric operations.

New Schools

The Education Directorate's second zero emission operations school, Evelyn Scott School (Preschool to Year 6) opened in 2021. In addition to being all electric, the school integrated sustainable design principles including solar passive orientation, double glazing, automated LED lighting, electric boosted solar hot water, a 100kW solar array and a 210 kilolitre inground water storage tank for landscape and sports field irrigation. The building envelope included a membrane behind the internal wall and ceiling lining to prevent air leakage and provide greater thermal comfort for occupants.

² Data for solar energy production is taken from the Whole of Government Enterprise Sustainability Platform, Envisi. Data includes only data fed to the electricity grid and does not include energy used by the school on site as this is not sub-metered.



A 220 kilolitre inground water storage tank being installed at the new preschool to year 6 school in Throsby. The water harvested will reduce potable water use and keep landscapes and playing fields in good condition.

The Education Directorate’s Infrastructure Standards³ that inform new school design were reviewed and updated to reflect the intent of the *ACT Climate Change Strategy 2019-2025*, and to enhance the long-term sustainability and environmental health of new school infrastructure. The review was part of a cyclical improvement process to ensure the standards accommodate new pedagogy and technology, and advancements in sustainable school design.

Innovation

Innovation Hub for Affordable Heating and Cooling

Living Laboratories – In collaboration with the University of Wollongong, Amaroo School and Fadden Primary School were established as Living Laboratories under the Innovation Hub for Affordable Heating and Cooling (i-Hub). The i-Hub is an initiative led by the Australian Institute of Refrigeration, Air Conditioning and Heating (a not-for-profit industry body providing industry leadership in heating and cooling technologies) in conjunction with the CSIRO and supported by the Australian Government Australian Renewable Energy Agency (ARENA). The Living Laboratories will monitor and evaluate changes in thermal comfort, indoor air quality and energy efficiency before and after zero emission heating and cooling systems are trialled at the sites in 2021-22.

Integrated Design Studios – two semester-long design studios were delivered at the University of Melbourne. The studios engaged architecture and engineering students in an integrated design approach to achieving “C02 Zero” schools. Four ACT public schools provided working examples of the challenges of remodelling existing schools to facilitate modern pedagogy, thermal comfort, and zero emission operation.

³ Formerly known as the Sustainable Delivery of Public School Facilities standards.

The studios produced high quality concept designs for the remodelling of existing spaces, as well as school expansion to accommodate hypothetical future growth.

In combination, the Living Laboratories and the Integrated Design Studios have provided valuable design concepts and insights into methodologies and technology required to modernise public schools in line with the ACT Government's zero emission reduction target.



Design work from University of Melbourne student Sarah McConville. Sarah's design response applied modern pedagogy to internal spaces and incorporated thermal improvements, modern electric air conditioning and solar photovoltaics to achieve zero emission operations at Canberra High School. The design extended to external landscapes, integrating water sensitive design principles to reduce urban heat and create inspiring spaces for student social engagement.

Sustainable Transportable Buildings

Two sustainable transportable buildings were installed at Majura Primary School. The classrooms are prefabricated and modular in construction to reduce construction waste and are manufactured using sustainable building materials including recycled glass insulation, Australian manufactured insulated panels wall and floor panels, Australian manufactured composite decking made from recycled plastic and waste timber product, and double-glazed windows. The classrooms are powered entirely by roof top solar and a battery energy storage system, with excess energy being used to offset energy used at the main school.

The classrooms are fitted with an energy dashboard providing real-time data on energy use and indoor air quality, allowing students and staff to make the connection between building use and building performance. The performance of the classrooms will be independently monitored and compared to conventional relocatable classrooms under the i-Hub collaboration.

Water Consumption

Water consumption across ACT public schools in 2020-21 totalled 289,020 kilolitres which was a decrease of 23.11 per cent from 2019-20. The reduction in water consumption is attributed to higher-than-average rainfall across the ACT region with official records showing an increase of between 25 to 45 per cent higher rainfall across the region than in 2019-20⁴.

Purchasing and Resource Recovery

School purchases of paper increased by 20 per cent in the reporting year. While no analysis of the cause of increase in paper consumption has been undertaken, it is noted that paper purchased by schools has an average recycled content of 11 per cent.

In preparation for the phase out of single use plastic under the *Plastic Reduction Act 2021*, the Education Directorate installed a large scale in-vessel composting unit at Hawker College. The College was selected to host the system as the College's horticultural program provided the ideal opportunity to link school curricula to a real-world challenge – how do we process single use plastic alternatives? The system will compost single use plastic alternatives in addition to other organic waste to produce a rich compost for use at the school's horticulture centre.



Hawker College in-vessel composting unit.

⁴ Australian Bureau of Meteorology, www.bom.gov.au/climate/current/annual/act/summary.shtml

Transport

The Education Directorate worked collaboratively with the School Safety Program within Transport Canberra and City Services (TCCS) to deliver a suite of active travel programs and to provide traffic management support to schools.

The active travel programs included the School Crossing Supervisors, the Active Streets for Schools, the Ride or Walk to School and It's Your Move Safe Cycle programs. These programs combined to provide comprehensive support to educate and encourage students to walk or ride to school.

TCCS and the Education Directorate also worked closely with schools and other directorates to respond to traffic management and safety issues around schools, which included a combination of education, enforcement, and engineering treatments to create safer school environments.

Actsmart Schools

Actsmart Schools is a free program that specialises in supporting all ACT schools and their community to take climate action, reduce emissions and improve sustainability. This results in over 80,000 students across Canberra having access to specialised advice and resources to support their learning. The Actsmart Schools program provides support for schools across five focus areas to: manage their water, energy, waste, increase and protect biodiversity and reduce greenhouse gas emissions from transport.

This program provides a range of assistance including site visits and advice from specialist staff, professional learning for educators, case studies, interactive and curriculum linked resources, as well as linking schools and their community to other service providers. While the COVID-19 pandemic has impacted schools and their communities, the team were able to work collaboratively with various stakeholders including the Education Directorate to facilitate three teacher networking events, two school community networking events, four teacher professional learning sessions, two ACT public schools Business Managers networking events and 12 horticulturalist school visits.

Due to COVID-19 restrictions the annual Eco Bus Tour was adapted into a video competition for schools to showcase their climate change and sustainability actions. The winning school was Kaleen Primary School and runners up were Majura Primary School and Monash Primary School.

The third Actsmart Schools Sustainability Awards, celebrating excellence in sustainability were held in December. Student and teacher award winners came from Aranda Primary School, Kaleen Primary School, Gold Creek School, Calwell High School and Dickson College. The Sustainable School of the Year 2020 was awarded to North Ainslie Primary School, while the Leaps and Bounds Award went to Theodore Primary School.

Education Support Office based sustainability

Table 53: Education Support Office based Sustainable Development Performance Current (2020-21) and Previous (2019-20) Financial year

Indicator as at 30 June	Unit	Current FY	Previous FY	% change
Stationary energy usage				
Electricity use	Kilowatt hours	645,344	723,235	-10.77
Natural gas use (non-transport)	Megajoules	2,085,876	2,300,941	-9.35%

Indicator as at 30 June	Unit	Current FY	Previous FY	% change
Diesel use (non-transport)	Kilolitres	n/a	n/a	n/a
Transport fuel usage				
Electric vehicles	Number	14	6	133.33%
Hybrid vehicles	Number	9	17	28.57%
Hydrogen vehicles	Number	n/a	n/a	n/a
Total number of vehicles	Number	34	26	30.77%
Fuel use – Petrol	Kilolitres	9.97	6.17	61.59%
Fuel use – Diesel	Kilolitres	4.87	3.01	61.79%
Fuel use – Liquid Petroleum Gas (LPG)	Kilolitres	n/a	n/a	n/a
Fuel use – Compressed Natural Gas (CNG)	Gigajoules	n/a	n/a	n/a
Water usage				
Water use	Kilolitres	1,719 ¹	2,481	-30.71%
Resource efficiency and waste				
Reams of paper purchased	Reams	2,077.80	4,207.40	-50.62%
Recycled content of paper purchased	Percentage	83.21	82.81	0.48%
Waste to landfill	Litres	320,694	309,000	3.78%
Co-mingled material recycled	Litres	84,944	106,980	-20.60%
Paper & Cardboard recycled (incl. secure paper)	Litres	317,083	358,800	-11.63%
Organic material recycled	Litres	2,011	3,516 ²	-42.80%
Greenhouse gas emissions				
Emissions from electricity use	Tonnes CO2-e	0	0	0%
Emissions from natural gas use (non-transport)	Tonnes CO2-e	107	119	-10.08%
Emissions diesel use (non-transport)	Tonnes CO2-e	n/a	n/a	n/a
Emissions from transport fuel use	Tonnes CO2-e	36.42	22.60	61.15%
Total emissions	Tonnes CO2-e	143.42	141.60	1.29%

¹At the time of reporting, accrued data represented 12.6 percent of total water consumption at across the education support office sites.

²2019-20 Annual Report reported was in kilograms at 1206 kilograms of waste, the figure has been updated to litres as per annual reporting requirements.

Source: Enterprise Sustainability Platform (3 August 2021), SG Fleet Intelligence and Waste invoices

Energy consumption and GHG Emissions

In 2020-21 electricity consumption at ESO sites decreased by 10.77 per cent from 2019-20 and gas consumption decreased by 9.35 per cent from 2019-20. These reductions were offset by an increase in the

number of vehicles in the Directorate's fleet (see Transport below) with total greenhouse gas (GHG) emissions increasing by 1.29 per cent from 2019-20.

Water Consumption

Water consumption at Hedley Beare Centre for Teaching and Learning and Callam Offices totalled 1,719 kilolitres in 2020-21, a decrease of 30.71 per cent from 2019-20. It is noted that accrued data represented 12.6 per cent of total water consumption across Education Support Office sites. When combined with changes to building occupancy rates at the site due to COVID-19 it is difficult to determine the cause of the reduction with confidence.

Water consumption data is not available for 220 Northbourne Avenue Braddon, Nature Conservation House, Belconnen or 220 London Circuit, Civic.

Purchasing and Resource Recovery

Paper purchases by the Education Support Office fell by 50 per cent when compared to 2019-20. The decrease is attributed to the transition to work from home arrangements with the introduction of COVID-19 social distancing requirements. The recycled content of purchased paper remained consistent with 2019-20 indicating that central purchasing of recycled paper has been successfully implemented.

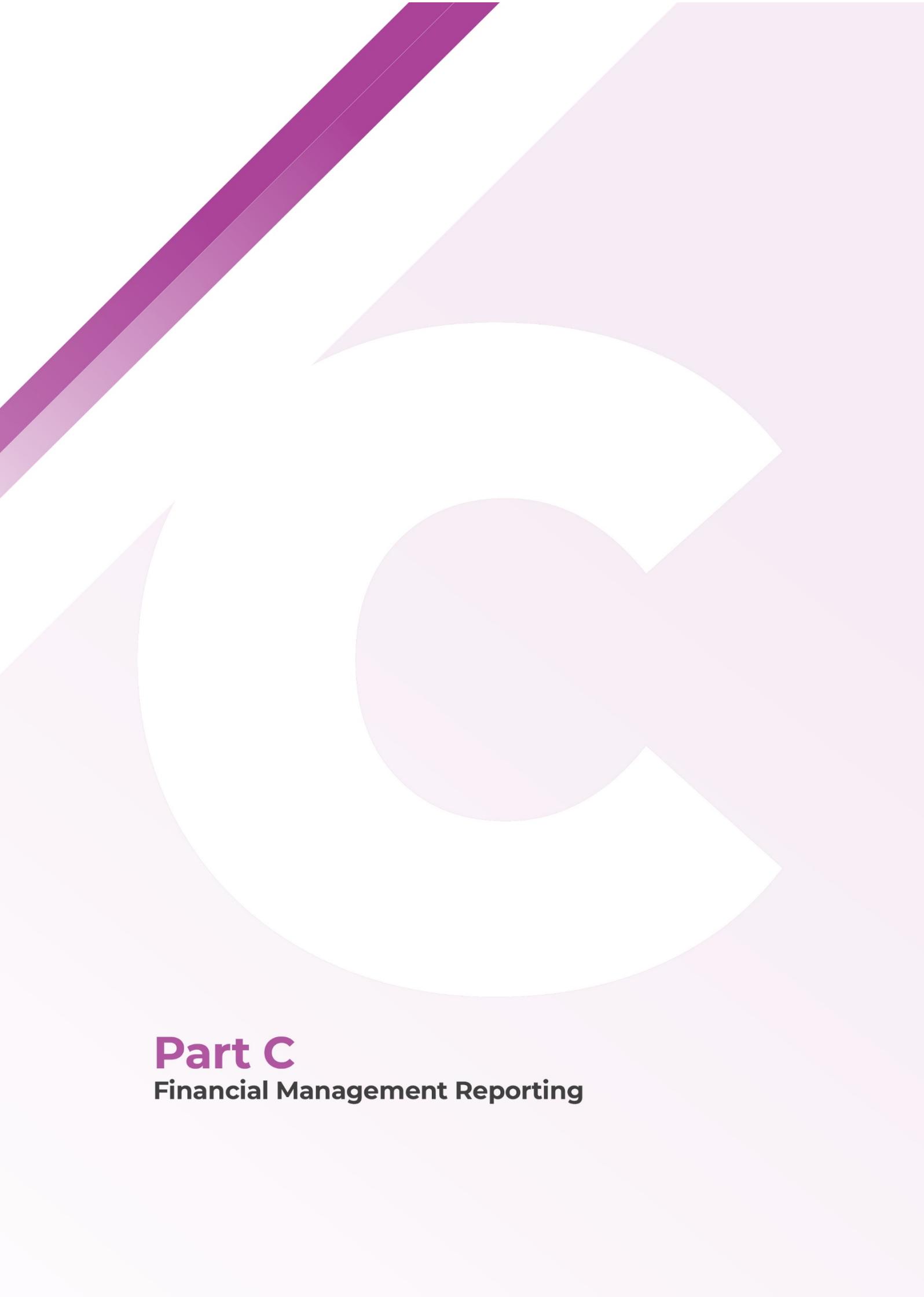
In 2020-21 there was a reduction of 20.60 per cent in co-mingled recycling and an 11.63 per cent reduction in cardboard/paper recycling. Both are attributed to the relocation of staff from 220 Northbourne Avenue to Nature Conservation House. This saw a reduction in the number of bin pickups required based on the occupied space of the building.

Transport

The Education Support Office continued the transition of the car fleet to zero emission vehicles, with end of lease and new vehicles transitioned to approved zero emission alternatives where fit for purpose. In 2020-21 the total number of vehicles in the fleet increased by 31 per cent to meet the needs of the inhouse cleaning task force. At the time of lease, no electric vehicles were available that met the operational requirement of the taskforce vehicles, and petrol vehicles were leased.

The transition of other fleet vehicles to electric alternatives saw an increase in the overall percentage of electric vehicles in the fleet from 23 per cent to 41 per cent.

Under the ACT's *Transition to Zero Emissions Vehicles Action Plan 2018-2021*, six vehicle charging stations were installed at the Hedley Beare Centre for Teaching and Learning. The charging stations are accessible by all ACT Government staff. A masterplan for the redevelopment of the Hedley Beare Centre for Teaching and Learning included a purpose-built garage and charging compound to store and charge fleet vehicles when the transition to a full electric fleet is achieved.



Part C
Financial Management Reporting

Financial Management Analysis

General Overview

The Education Directorate is a leading learning organisation where our people are valued and work together to deliver high quality early childhood education and public-school education in an accessible and inclusive environment.

As stewards of the ACT education system, the Directorate works actively with a range of stakeholders and has a highly collaborative relationship with the Catholic Education Office and the independent school sector represented by the ACT Association of Independent Schools. The Directorate also works closely with the ACT Council of Parents and Citizens Association and maintains a constructive and active working relationship with the Australian Education Union and other relevant unions. The Directorate also engages with a wide range of early childhood providers.

The Directorate will continue to deliver the Government's priorities through the second phase of the Future of Education Strategy and the implementation of Set up for Success: ACT Early Childhood Strategy.

Risk Management

The Education Directorate's Strategic Risk Register identifies key medium to long term risks related to the Directorate's operations and objectives. These risks and mitigation strategies are monitored by the Directorate's senior executive and the Audit Committee through regular engagement and frequent reporting. The key risks and mitigating strategies are as follows:

1. Education is not preparing all students for the changing and social economic future

In preparing for the changing social and economic environment there is a risk that the Directorate may not align with or reflect the expectations of the community. This risk has been amplified by the emergence of the COVID-19 pandemic. Ensuring an ongoing focus on teacher quality is of critical importance in managing this risk.

Implementation of the *Future of Education* and *Set up for Success* strategies will ensure students are equipped for social and economic participation in 2030 and beyond. The Directorate has designed its strategic framework to support all levels of the organisation to contribute to achieving outcomes linked to these strategies, including ensuring the pedagogy is evolving to meet future workforce needs.

2. Insufficient workforce capability to deliver core education services and strategic reforms

A key challenge for the Education Directorate is the shortage of teachers which is being experienced across all education sectors both locally and nationally. The Directorate has a comprehensive professional development planning process in place for school leaders and provides professional learning opportunities to staff. In addition, all new staff attend induction which includes training on key policies and procedures on commencement, complete online training in core topics such as code of conduct and work health and safety, have a professional development plan and undertake professional development training.

3. Health, safety, and wellbeing incidents across the Education Directorate are not managed appropriately

All schools actively manage work health and safety in order to deliver safe and supportive school environments. This is supported by mandatory online training for staff in Work Health and Safety, Occupational Violence in the Workplace and Keeping Children and Young People Safe.

The emergence of the COVID-19 pandemic has required the Directorate to respond quickly to changing circumstances to ensure implementation of policies and practices in line with health advice that support the safety of students, staff and the school community. It has also required a heightened focus on supporting student wellbeing.

The Directorate's Complex Case Management team provides targeted support for schools in undertaking risk assessments and implementing risk management controls in relation to students with challenging behaviours. This team takes a behavioural and therapeutic approach when working with schools to support staff and student safety. The team also monitors reports of occupational violence through RiskMan. This supports timely responses to incidents and provides an increased level of assurance that appropriate responses are in place and actioned.

The Education Directorate's complaints management framework supports management of individual complaints that relate to student wellbeing issues as well as identifying issues and trends to inform school and system improvement.

4. Inadequate prevention, preparedness, and response to environmental threats

The risks associated with aging infrastructure and management of hazardous substances and materials in schools are recognised. The Directorate has established an expert panel to advise on best practice in hazardous materials management and is engaging with school communities to support an understanding of the risks and how they are being managed.

The Education Directorate undertakes a robust program of work annually to address environmental risks and threats including bushfires; occupational violence; physical security threats; pandemics; terrorist attacks, violent extremism and workplace health and safety incidents. It has a body of relevant policies and procedures which are embedded to respond to these risks, which are regularly reviewed.

The Directorate annually reviews emergency management frameworks and plans and participates in ACT Government emergency management planning and governance forums. The Directorate also participates in territory-wide emergency exercises to support preparedness in the event of an incident. This process also identifies any improvements or changes that need to be made to the plan.

The Education Directorate participates in the whole-of-government COVID-19 Coordinator General group in response to the COVID-19 pandemic. The Directorate has engaged in extensive scenario planning in consultation with key stakeholders to ensure preparedness for changing circumstances.

5. Inadequate information, data, and records management, including acts of fraud and corruption

There is a risk that information could be accidentally or deliberately shared that could result in staff or student confidential information being exposed. There is also a risk that information is used for fraudulent activity, such as altering of information or financial gain.

The Directorate takes security, privacy and data breaches very seriously, implementing a number of activities to manage and monitor, including:

- access to business systems, cloud services and information repository is approved and reviewed regularly;
- business systems and cloud services have audit logging enabled and are monitored;
- awareness and training made available to staff and students;
- all staff and students are required to agree and sign an Acceptable Use of ICT statement;
- security assessments for all software requests to ensure Territory Privacy and Security Requirements are met;
- monitoring of security management and controls through the Directorate's Cyber Security Risk Forum and the Audit Committee;
- privacy breaches are notified to the Directorate's Governance branch for review and determination of appropriate response. The Office of the Australian Information Commissioner is also notified; and
- all security breaches, incidents or issues are reviewed and additional controls put in place.

6. Poor governance and lack of integrity

The Directorate maintains a range of committees to provide regular oversight of operations. These committees include the Executive Governance Committee and its subcommittees, comprising:

- Work Health and Safety Sub-Committee;
- Digital Strategy Sub-Committee;
- Security and Emergency Management Sub-Committee;
- Education Evaluation Sub-Committee;
- Planning Sub-Committee; and
- Finance Sub-Committee.

The Education Support Office supports schools to assess and manage risks at the school level and provides oversight and assurance through provision of compliance checklist tools and an annual program of school audits. Risks are also mapped at a network level to identify emerging risks and system-level controls.

The Directorate's Senior Executive Responsible for Business Integrity Risk (SERBIR) actively champions fraud and corruption prevention across the Directorate and pursues awareness raising opportunities for staff. This includes engagement and training for staff in collaboration with the ACT Integrity Commission and regular updates to school to support awareness of fraud and corruption risks and mitigation strategies.

Accounting Standards - Changes

There were no new or updated accounting standards that the Directorate was required to apply during the 2020-21 financial year.

COVID-19 pandemic – Impact on the Education Directorate's 2020-21 Financial Performance

The Education Directorate's 2020-21 operations continued to be impacted by the COVID-19 pandemic. The Directorate received additional funding through a number of sources in response to the management of COVID-19. Additional funding was provided through:

- the ACT Jobs and Economic Recovery Plan to support staff employed under the Jobs for Canberrans program;
- the ACT Jobs and Economic Recovery Plan to support local business to undertake minor infrastructure upgrades, repairs and maintenance work in ACT public schools;
- budget initiative funding to provide additional support to schools and the community for increased cleaning and cleaning supplies;
- access to Treasurer’s Advance to support continuation of temporary and casual staff in line with ACT Government policies; and
- funding from the Australian Government through the COVID-19 National Partnership Agreement to support schools and the community for increased cleaning and cleaning supplies required in schools during 2020-21.

The total impact on the financial performance of the Directorate was immaterial and therefore has not significantly impacted the 2020-21 financial statements. As the Directorate is primarily government funded through controlled recurrent payments, the COVID-19 pandemic is not expected to have a material impact on future financial performance.

Education Directorate Financial Performance

The Directorate managed its operations within the 2020-21 budgeted appropriation including additional funding provided through a Treasurer’s Advance, primarily associated with a true-up of funding for pay increases associated with teaching, administrative and other staff enterprise agreements and salary costs due to enrolment increases in public schools, as well as costs associated with the COVID-19 pandemic for the continuation of temporary and casual employees. Original budgets presented in the Management Discussion and Analysis reflect amounts presented in the 2020-21 Budget Papers.

The table below provides a summary of the financial operations based on the audited financial statements for 2019-20 and 2020-21.

Table 54: Net Cost of Service

Net Cost of Services	Actual	Actual	Original Budget	Budget	Forward Estimate	Forward Estimate
	2019-20	2020-21	2020-21	2021-22	2022-23	2023-24
	\$m	\$m	\$m	\$m	\$m	\$m
Total expenditure	913.7	965.3	959.6	1,017.0	1,055.5	1,089.6
Total own source revenue ¹	40.4	49.8	59.4	56.0	55.5	57.1
Net cost of services	873.3	915.5	900.2	961.0	1,000.0	1,032.9

¹Relates to Total Revenue excluding Controlled Recurrent Payments.

Source: Education Directorate’s 2020-21 Financial Statements

Net Cost of Services

The Directorate’s net cost of services for 2020-21 of \$915.5 million was \$15.3 million or 1.7 per cent higher than the 2020-21 original budget of \$900.2 million. The variance was primarily due to additional student enrolments, increased employee expenses associated with COVID-19, an increase in the present value factor applied to long service leave and additional costs and reduced revenue associated with the COVID-19 pandemic including lower international student revenue and lower revenue from the hire of facilities.

In comparison to 2019-20, the net cost of services in 2020-21 increased by \$42.2 million or 4.8 per cent. The net increase is primarily due to additional employee expenses associated with staff wage and salary increases in line with enterprise agreements, additional student enrolments, increased superannuation expenses, and additional costs and reduced revenue associated with the COVID-19 pandemic.

Operating Result

In 2020-21, the operating deficit for the Directorate was \$75.6 million and was \$1.6 million or 2.1 per cent better than the original budget deficit of \$77.2 million. The variance was primarily due to higher than anticipated revenue due to recognition of land asset transferred to the Directorate for the construction of a Primary School at Throsby (\$7.0 million).

Table 55: Line item explanation of significant variances from the original budget – Operating Statement

Variance from Budget	Actual	Original Budget	Variance
	2020-21	2020-21	
	\$m ⁽¹⁾	\$m ⁽¹⁾	\$m ⁽¹⁾
Income			
Revenue			
Controlled Recurrent Payments ²	832.9	822.9	10.0
Sales of Goods and Services from Contracts with Customers	24.1	23.9	0.2
Interest ³	0.6	1.4	(0.8)
Resources Received Free of Charge	7.6	8.2	(0.6)
Other Revenue ⁴	17.5	26.0	(8.4)
Total Revenue	882.7	882.3	0.4
Gains			
Other Gains ⁵	7.0	-	7.0
Total Gains	7.0	-	7.0
Total Income	889.7	882.3	7.4

Source: Education Directorate's 2020-21 Financial Statements

Table 56: Line item explanation of significant variances from the original budget – Operating Statement (continued)

Variance from Budget	Actual	Original Budget	Variance
	2020-21	2020-21	
	\$m ⁽¹⁾	\$m ⁽¹⁾	\$m ⁽¹⁾
Expenses			
Employee Expenses ⁶	654.2	633.7	20.5
Superannuation Expenses ⁷	101.4	97.2	4.2

Variance from Budget	Actual 2020-21 \$m ⁽¹⁾	Original Budget 2020-21 \$m ⁽¹⁾	Variance \$m ⁽¹⁾
Supplies and Services	79.0	79.1	(0.1)
Depreciation and Amortisation	74.8	77.0	(2.2)
Grants and Purchased Services ⁸	3.0	6.9	(3.9)
Borrowing Costs	0.1	0.5	(0.4)
School and Other Expenses ⁹	52.8	65.1	(12.3)
Total Expenses	965.3	959.5	5.8
Operating (Deficit)	(75.6)	(77.2)	1.6
Other Comprehensive Income			
Increase/(Decrease) in Asset Revaluation Surplus	-	-	-
Total Other Comprehensive Income			
Total Comprehensive Income	(75.6)	(77.2)	1.6

1. Figures may not add due to rounding.
2. The higher than budgeted Controlled Recurrent Payments primarily relates to additional funding provided through Treasurer's Advance for increased enrolments and additional funding to support response to management of COVID-19.
3. The lower than budgeted Interest received relates to lower interest rates on school cash balances.
4. The lower than budgeted Other Revenue mainly relates to the reduced number of school excursions due to travel restrictions related to the COVID-19 pandemic.
5. Other gains relate to the transfer of land to the Directorate for construction of a new school at Throsby.
6. Higher than anticipated employee expenditure primarily relates to increases in line with enterprise agreements, growth in staff numbers to meet increased student enrolment and need in ACT public schools, along with costs related to the Directorate's response to the management of COVID-19.
7. The higher than budgeted superannuation expenditure mainly relates to the Directorate's response to the COVID-19 pandemic.
8. The reduction against budget mainly relates to rollovers for early childhood scholarships and the National School Chaplaincy program due to timing of payments.
9. The lower than budgeted schools and other expenditure primarily relates to reduced expenditure associated with school excursions and other school activities due to COVID-19 restrictions.

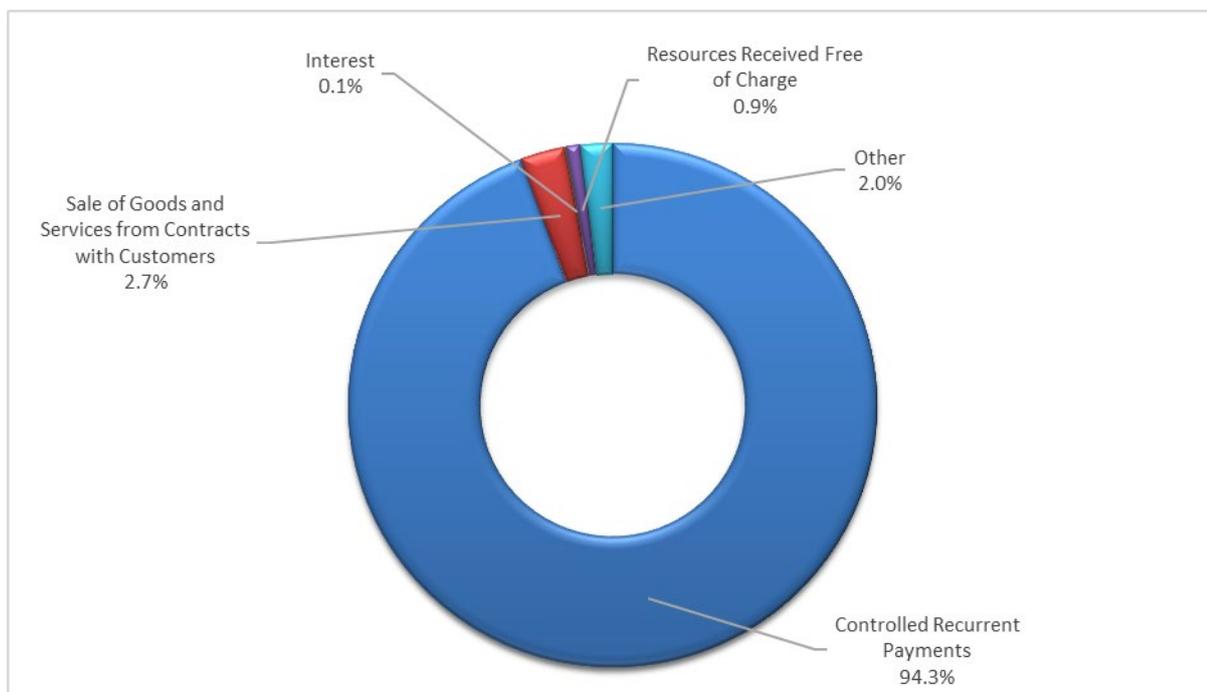
Source: Education Directorate's 2020-21 Financial Statements

Total Revenue

Components of Revenue

The Directorate's revenue for 2020-21 totalled \$882.7 million. The main source of revenue for the Directorate is Controlled Recurrent Payments.

Figure 13: Components of Revenue 2020-21



Source: Education Directorate's 2020-21 Financial Statements.

The Directorate's revenue for 2020-21 was \$7.4 million or 0.8 per cent higher than the original budget (\$882.3 million), which is materially in line with the forecast. The increase against budget primarily relates to the recognition of land asset transferred to the Directorate to accommodate a new primary school at Throsby.

In comparison to the 2019-20 actual, revenue increased by \$72.5 million or 8.9 per cent. The increased revenue from 2019-20 is primarily due to additional funding received for increased salaries and wages associated with staff enterprise agreements, Commonwealth grants and funding related to new initiatives. The Directorate also received additional revenue for support of the Jobs for Canberrans program, along with access to a Treasurer's Advance to fund the enrolment growth in schools in 2021 and other costs in response to the management of COVID-19. The increase has been partially offset by:

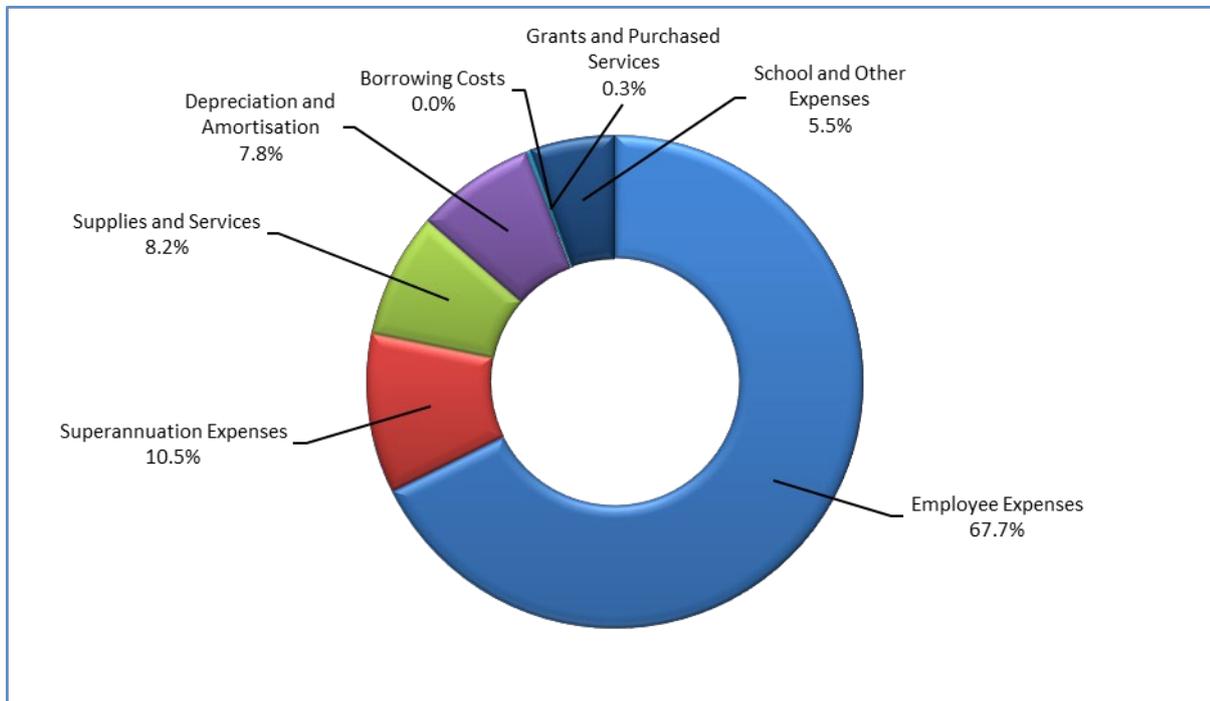
- lower revenue in schools associated with the COVID-19 pandemic; and
- decreased revenue from international students due to lower student numbers associated with the COVID 19 pandemic and a decision by the Directorate to accept a reduced number of international students to ensure equity of access for local students in a growing system.

Total Expenses

Components of Expenses

Expenses for the Directorate totalled \$965.3 million for 2020-21. As shown below, the main component of expenses is employee expenses, including superannuation.

Figure 14: Components of Expenditure 2020-21



Source: Education Directorate's 2020-21 Financial Statements.

In 2020-21, total expenses were \$5.8 million or 0.6 per cent higher than the original budget of \$959.6 million, which is materially in line with budget. The variance is primarily due to wage increases in line with staff enterprise agreements, increased support for growth in student numbers and student need, partially offset by lower than budgeted expenditure related to school activities such as school excursions, due to COVID-19 restrictions.

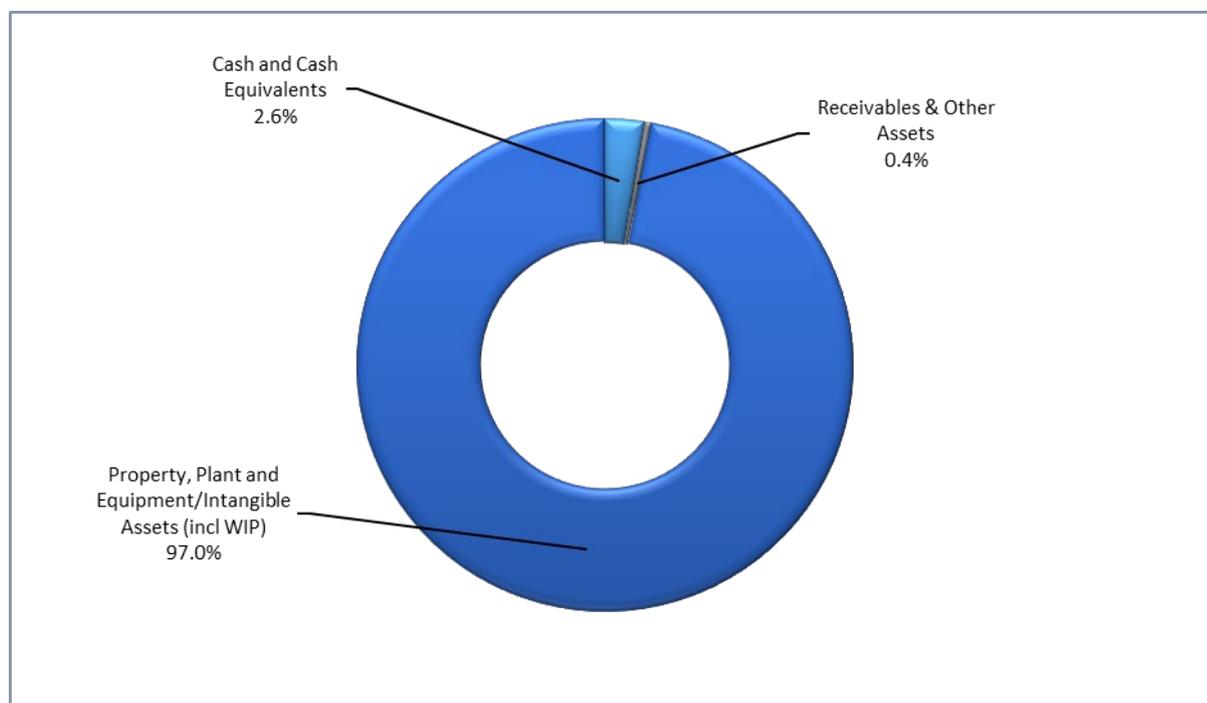
Total expenses were \$51.5 million or 5.6 per cent higher than the previous year (\$913.7 million). The increase is primarily due to additional employee expenses associated with staff wage and salary increases in line with staff enterprise agreements, higher superannuation expenses, an increase in school based support staff numbers to meet enrolment growth and student need, and expenditure associated with the Directorate's response to the management of COVID-19 in schools.

Financial Position

Components of Total Assets

The Education Directorate held most of its assets in property, plant and equipment including capital works in progress.

Figure 15: Total Assets at 30 June 2021



Source: Education Directorate's 2020-21 Financial Statements.

Comparison to 2020-21 Budget and Prior Year Actual

At 30 June 2021, the Directorate's assets totalled \$2.25 billion, which was \$1.3 million or 0.1 per cent higher than the original budget, which is immaterial. The increase in intangible assets and capital works in progress have been partially offset by the annual depreciation expense of the Directorate's assets.

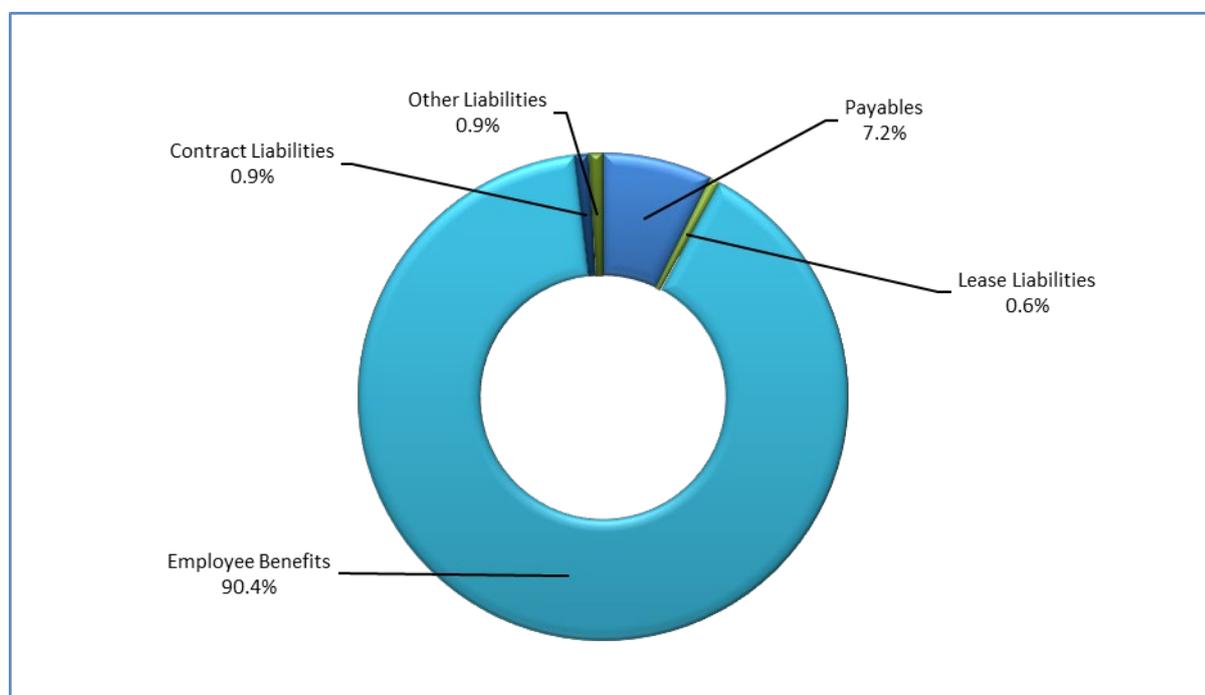
In comparison to 30 June 2020, total assets increased by \$69.6 million or 3.2 per cent primarily due to the increase in intangible assets related to increased capital works in progress, the implementation of the new Schools Administration System, partially offset by the annual depreciation expense of the Directorate's assets.

Financial Position

Components of Total Liabilities

The Education Directorate's liabilities comprised primarily employee benefits.

Figure 16: Total Liabilities at 30 June 2021



Source: Education Directorate's 2020-21 Financial Statements.

At 30 June 2021, the Directorate's liabilities totalled \$231.0 million. This was \$18.0 million or 8.4 per cent higher than the original budget of \$213.0 million. The variance is primarily due to lower than budgeted use of leave taken related to COVID-19 and leave accruals as explained previously, as well as higher payables at year-end mainly due to higher levels of accruals relating to capital works due to timing of work performed and invoicing, and lower levels of revenue received in advance from international students due to COVID-19 related travel restrictions.

In comparison to 30 June 2020, total liabilities increased by \$18.6 million or 8.8 per cent. Explanation of variances is similar to the explanations outlined above for 2020-21 actual results against the 2020-21 original budget.

Current Assets to Current Liabilities

At 30 June 2021, the Directorate's current assets (\$66.7 million) were lower than its current liabilities (\$210.7 million). The Directorate does not consider this as a liquidity risk as working capital needs are funded through appropriation from the ACT Government on a cash needs basis.

The Directorate's current liabilities primarily relate to employee benefits, and while the majority are classified under a legal entitlement as current, the estimated amount payable within 12 months is significantly lower and can be met with current assets. In addition, in the event of high termination levels requiring significant payment for leave balances, the Directorate is able to meet its obligations by seeking additional appropriation under Section 16A of the *Financial Management Act 1996*.

Table 57: Line item explanation of significant variances from the original budget - Balance Sheet

Variance from Budget	Actual 2020-21 \$m ⁽¹⁾	Original Budget 2020-21 \$m ⁽¹⁾	Variance \$m ⁽¹⁾
Current Assets			
Cash and Cash Equivalents	58.0	54.1	3.9
Receivables	5.5	5.2	0.3
Other Assets	3.2	1.3	1.9
Total Current Assets	66.7	60.6	6.1
Non-Current Assets			
Property, Plant and Equipment ²	2,092.6	2,111.6	(19.0)
Intangible Assets ³	10.4	2.1	8.3
Capital Works in Progress ⁴	80.3	74.4	5.9
Total Non-Current Assets	2,183.3	2,188.1	(4.8)
Total Assets	2,250.0	2,248.7	1.3
Current Liabilities			
Payables ⁵	16.4	11.0	5.4
Contract Liabilities	2.1	3.2	(1.1)
Lease Liabilities	0.6	0.4	0.2
Employee Benefits ⁶	191.2	179.8	11.4
Other Liabilities	0.4	-	0.4
Total Current Liabilities	210.7	194.4	16.3
Non-Current Liabilities			
Lease Liabilities	1.0	0.4	0.6
Employee Benefits	17.6	16.9	0.7
Other Liabilities	1.7	1.3	0.4
Total Non-Current Liabilities	20.3	18.6	1.7
Total Liabilities	231.0	213.0	18.0

1. Figures may not add due to rounding.
2. Decrease primarily relates to annual depreciation expense related to Directorate's assets.
3. Increase relates to the capitalisation of works related to the Schools Administration System.
4. Increase primarily relates to works for modular learning centres and other works associated with the Public Schools Infrastructure Upgrade program.

5. Increase primarily relates to higher capital works accruals.
6. Primarily due to a change in the present value factor applied to employee benefits for long service leave and the accrual impact of entitlements not taken during 2020-21.

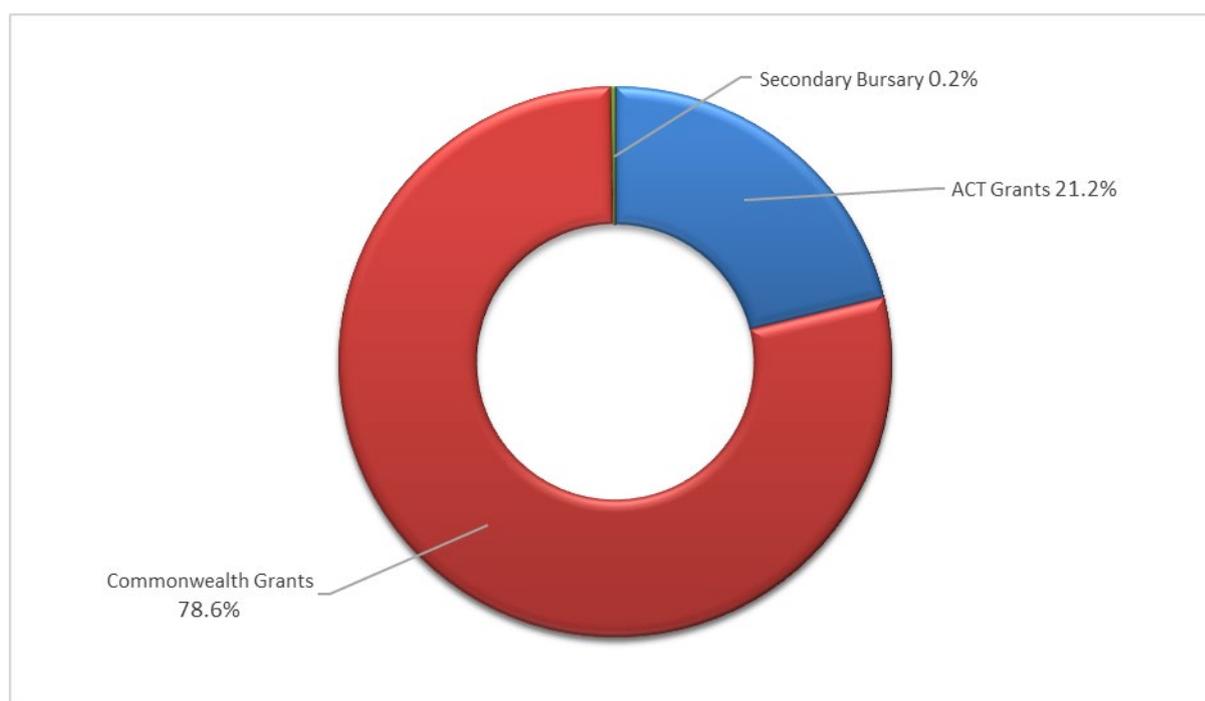
Source: Education Directorate's 2020-21 Financial Statements

Territorial Statement of Revenue and Expenses

Territorial Revenue

Total income received included revenue for expenses on behalf of the Territory, primarily for the provision of grants to non-government schools.

Figure 17: Sources of Territorial revenue



Source: Education Directorate's 2020-21 Financial Statements.

Territorial revenue is mainly comprised of funding for non-government schools from the Commonwealth and ACT Government. It also included ACT Government funding for the Secondary Bursary Scheme.

Territorial revenue totalled \$320.2 million in 2020-21, which was \$0.5 million or 0.2 per cent lower than original budget of \$320.7 million which is in line with budget.

When compared to the same period last year, total revenue decreased by \$20.9 million or 6.1 per cent primarily related to decreased funding due to the Commonwealth pre-paying some non-government school grants in 2019-20 as well as the provision of special assistance school hygiene funding, due to the COVID-19 pandemic.

Territorial Expenses

Territorial expenses comprised of grant payments to non-government schools (\$319.4 million) and payments made under the Junior Bursary Scheme (\$0.8 million). Territorial expenses in 2020-21 were \$0.5 million or 0.2 per cent lower than the original budget, which is in line with budget

When compared to the same period last year, total expenditure decreased by \$20.9 million or 6.1 per cent primarily related to decreased funding due to the Commonwealth pre-paying some non-government school grants in 2019-20 as well as the provision of special assistance school hygiene funding also in 2019-20, due to the COVID-19 pandemic.

**Financial Statements
of
Education Directorate**

**For the Year Ended
30 June 2021**

Financial Statements



AUDITOR-GENERAL AN OFFICER
OF THE ACT LEGISLATIVE ASSEMBLY 

INDEPENDENT AUDITOR'S REPORT

To the Members of the ACT Legislative Assembly

Opinion

I have audited the financial statements of the Education Directorate (Directorate) for the year ended 30 June 2021 which comprise the:

- Controlled financial statements – operating statement, balance sheet, statement of changes in equity, statement of cash flows and controlled statement of appropriation;
- Territorial financial statements – statement of income and expenses on behalf of the Territory, statement of assets and liabilities on behalf of the Territory, statement of cash flows on behalf of the Territory and territorial statement of appropriation; and
- Notes to the financial statements, including a summary of significant accounting policies and other explanatory information.

In my opinion, the financial statements:

- (i) present fairly, in all material respects, the Directorate's financial position as at 30 June 2021, and its financial performance and cash flows for the year then ended; and
- (ii) are presented in accordance with the *Financial Management Act 1996* and comply with Australian Accounting Standards.

Basis for the audit opinion

I conducted the audit in accordance with the Australian Auditing Standards. My responsibilities under the standards are further described in the 'Auditor's responsibilities for the audit of the financial statements' section of this report.

I am independent of the Directorate in accordance with the ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 *Code of Ethics for Professional Accountants (including Independence Standards)* (the Code). I have also fulfilled my other ethical responsibilities in accordance with the Code.

I believe that the audit evidence obtained is sufficient and appropriate to provide a basis for my opinion.

Responsibilities of the Directorate for the financial statements

The Director-General is responsible for:

- preparing and fairly presenting the financial statements in accordance with the *Financial Management Act 1996*, and relevant Australian Accounting Standards;
- determining the internal controls necessary for the preparation and fair presentation of the financial statements so that they are free from material misstatements, whether due to error or fraud; and
- assessing the ability of the Directorate to continue as a going concern and disclosing, as applicable, matters relating to going concern and using the going concern basis of accounting in preparing the financial statements.

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Auditor's responsibilities for the audit of the financial statements

Under the *Financial Management Act 1996*, I am responsible for issuing an audit report that includes an independent audit opinion on the financial statements of the Directorate.

My objective is to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion.

Reasonable assurance is a high level of assurance but is not a guarantee that an audit conducted in accordance with Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements.

As part of an audit in accordance with Australian Auditing Standards, I exercise professional judgement and maintain professional scepticism throughout the audit. I also:

- identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal controls;
- obtain an understanding of internal controls relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for expressing an opinion on the effectiveness of the Directorate's internal controls;
- evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Directorate;
- conclude on the appropriateness of the Directorate's use of the going concern basis of accounting and, based on audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Directorate's ability to continue as a going concern. If I conclude that a material uncertainty exists, I am required to draw attention in this report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify my opinion. I base my conclusions on the audit evidence obtained up to the date of this report. However, future events or conditions may cause the Directorate to cease to continue as a going concern; and
- evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether they represent the underlying transactions and events in a manner that achieves fair presentation.

I communicate with the Director-General regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during my audit.



Michael Harris
Auditor-General
23 September 2021

**Education Directorate
Financial Statements
For the Year Ended 30 June 2021**

Statement of Responsibility

In my opinion, the financial statements are in agreement with the Directorate's accounts and records and fairly reflect the financial operations of the Directorate for the year ended 30 June 2021 and the financial position of the Directorate on that date.



Katy Haire
Director-General
Education Directorate
23 September 2021

**Education Directorate
Financial Statements
For the Year Ended 30 June 2021**

Statement by the Chief Finance Officer

In my opinion, the financial statements have been prepared in accordance with the Australian Accounting Standards, and are in agreement with the Directorate's accounts and records and fairly reflect the financial operations of the Directorate for the year ended 30 June 2021 and the financial position of the Directorate on that date.



Peter Podnar
Chief Finance Officer
Education Directorate
22 September 2021

EDUCATION DIRECTORATE

CONTROLLED FINANCIAL STATEMENTS

FOR THE YEAR ENDED
30 JUNE 2021

**Education Directorate
Operating Statement
For the Year Ended 30 June 2021**

	Note No.	Actual 2021 \$'000	Original Budget 2021 \$'000	Actual 2020 \$'000
Income				
<i>Revenue</i>				
Controlled Recurrent Payments	4	832 854	822 888	772 491
Sales of Goods and Services from Contracts with Customers	5	24 110	23 931	14 984
Interest		585	1 396	800
Resources Received Free of Charge Schools and Other Revenue	6	7 625 17 508	8 156 25 956	6 701 17 945
<i>Total Revenue</i>		<u>882 682</u>	<u>882 327</u>	<u>812 921</u>
<i>Gains</i>				
Other Gains	7	7 008	-	4 225
<i>Total Gains</i>		<u>7 008</u>	<u>-</u>	<u>4 225</u>
Total Income		<u>889 690</u>	<u>882 327</u>	<u>817 146</u>
Expenses				
Employee Expenses	8	654 208	633 733	609 425
Superannuation Expenses	9	101 370	97 230	91 401
Supplies and Services	10	79 048	79 070	80 895
Depreciation and Amortisation	11	74 824	77 018	72 574
Grants and Purchased Services		2 956	6 885	2 688
Borrowing Costs		53	480	539
School and Other Expenses	12	52 828	65 144	56 222
Total Expenses		<u>965 287</u>	<u>959 560</u>	<u>913 744</u>
Operating (Deficit)		<u>(75 597)</u>	<u>(77 233)</u>	<u>(96 598)</u>
Other Comprehensive Income				
<i>Items that will not be reclassified subsequently to profit or loss</i>				
Increase in Asset Revaluation Surplus		-	-	106 191
Reverse Asset Impairment		-	-	7 917
Total Other Comprehensive Income		<u>-</u>	<u>-</u>	<u>114 108</u>
Total Comprehensive (Deficit)/Income		<u>(75 597)</u>	<u>(77 233)</u>	<u>17 510</u>

The above Operating Statement should be read in conjunction with the accompanying notes.

**Education Directorate
Balance Sheet
As at 30 June 2021**

	Note No.	Actual 2021 \$'000	Original Budget 2021 \$'000	Actual 2020 \$'000
Current Assets				
Cash and Cash Equivalents	13	58 030	54 089	54 448
Receivables	14	5 493	5 221	5 222
Other Assets		3 138	1 241	1 241
Total Current Assets		66 661	60 551	60 911
Non-Current Assets				
Property, Plant and Equipment	15	2 092 634	2 111 621	2 074 056
Intangible Assets	16	10 415	2 097	3 204
Capital Works in Progress	17	80 279	74 366	42 189
Total Non-Current Assets		2 183 328	2 188 084	2 119 449
Total Assets		2 249 989	2 248 635	2 180 360
Current Liabilities				
Payables	18	16 426	10 940	10 940
Contract Liabilities	19	2 109	3 234	3 187
Lease Liabilities	20	576	392	590
Employee Benefits	21	191 213	179 812	177 848
Other Liabilities	22	410	-	430
Total Current Liabilities		210 734	194 378	192 995
Non-Current Liabilities				
Lease Liabilities	20	997	334	572
Employee Benefits	21	17 576	16 916	16 751
Other Liabilities	22	1 676	1 319	2 092
Total Non-Current Liabilities		20 249	18 569	19 415
Total Liabilities		230 983	212 947	212 410
Net Assets		2 019 006	2 035 688	1 967 950
Equity				
Accumulated Funds		906 927	923 609	855 871
Asset Revaluation Surplus		1 112 079	1 112 079	1 112 079
Total Equity		2 019 006	2 035 688	1 967 950

The above Balance Sheet should be read in conjunction with the accompanying notes.

**Education Directorate
Statement of Changes in Equity
For the Year Ended 30 June 2021**

	Accumulated Funds Actual 2021 \$'000	Asset Revaluation Surplus Actual 2021 \$'000	Total Equity Actual 2021 \$'000	Original Budget 2021 \$'000
Balance at 1 July 2020	855 871	1 112 079	1 967 950	1 967 950
Comprehensive Income				
Operating (Deficit)	(75 597)	-	(75 597)	(77 232) ¹
Total Comprehensive (Deficit)	(75 597)	-	(75 597)	(77 232)
Transactions Involving Owners Affecting Accumulated Funds				
Capital Injections	126 653	-	126 653	144 970
Total Transactions Involving Owners Affecting Accumulated Funds	126 653	-	126 653	144 970
Balance at 30 June 2021	906 927	1 112 079	2 019 006	2 035 688

The above Statement of Changes in Equity should be read in conjunction with the accompanying notes.

1. The original budget for the 2020-21 operating deficit presented in the Statement of Changes in Equity includes a technical adjustment of one thousand dollars due to rounding and therefore does not reconcile to the original budget for the operating deficit presented in the Operating Statement.

Education Directorate
Statement of Changes in Equity - Continued
For the Year Ended 30 June 2021

	Accumulated Funds Actual 2020 Note No.	Asset Revaluation Surplus Actual 2020 \$'000	Total Equity Actual 2020 \$'000
Balance at 1 July 2019	852 171	997 971	1 850 142
Comprehensive Income			
Operating (Deficit)	(96 598)	-	(96 598)
Increase in Asset Revaluation Surplus	-	106 191	106 191
Reverse Asset Impairment	-	7 917	7 917
Total Comprehensive (Deficit)	(96 598)	114 108	17 510
Transactions Involving Owners Affecting Accumulated Funds			
Capital Injections	91 054	-	91 054
Net Assets Transferred in as part of an Administrative Restructure ¹	15 9 244	-	9 244
Total Transactions Involving Owners Affecting Accumulated Funds	100 298	-	100 298
Balance at 30 June 2020	855 871	1 112 079	1 967 950

The above Statement of Changes in Equity should be read in conjunction with the accompanying notes.

1. The transfer in of assets in 2019-20 is for land to accommodate a new school at Denman Prospect.

**Education Directorate
Statement of Cash Flows
For the Year Ended 30 June 2021**

	Note No.	Actual 2021 \$'000	Original Budget 2021 \$'000	Actual 2020 \$'000
Cash Flows from Operating Activities				
Receipts				
Controlled Recurrent Payments		832 854	822 888	772 491
Sales of Goods and Services from Contracts with Customers		22 472	23 931	14 244
Interest Received		585	1 396	800
Schools and Other		17 973	25 956	17 872
Goods and Services Tax Received		19 584	20 004	17 799
Total Receipts from Operating Activities		893 468	894 175	823 206
Payments				
Employees		640 961	631 606	590 836
Superannuation		100 770	97 230	90 547
Supplies and Services		76 975	70 914	70 291
Grants and Purchased Services		2 956	6 885	2 690
Schools and Other		52 488	65 045	57 250
Borrowing Costs		53	407	21
Goods and Services Tax Paid		18 996	20 004	18 188
Total Payments from Operating Activities		893 199	892 091	829 823
Net Cash Inflows/(Outflows) from Operating Activities	27	269	2 084	(6 617)
Cash Flows from Investing Activities				
Receipts				
Proceeds from the Sale of Property, Plant and Equipment		8	-	13
Total Receipts from Investing Activities		8	-	13
Payments				
Purchase of Property, Plant and Equipment		122 325	146 185	102 665
Total Payment from Investing Activities		122 325	146 185	102 665
Net Cash (Outflows) from Investing Activities		(122 317)	(146 185)	(102 652)
Cash Flows from Financing Activities				
Receipts				
Capital Injections		126 653	144 970	91 054
Payments				
Repayment of Loan		415	772	715
Repayment of Lease Liabilities - Principal		608	456	420
Net Cash Inflows from Financing Activities		125 630	143 742	89 919
Net Increase/(Decrease) in Cash and Cash Equivalents Held		3 582	(359)	(19 350)
Cash and Cash Equivalents at the Beginning of the Reporting Period		54 448	54 448	73 798
Cash and Cash Equivalents at the End of the Reporting Period	27	58 030	54 089	54 448

The above Statement of Cash Flows should be read in conjunction with the accompanying notes.

**Education Directorate
Controlled Statement of Appropriation
For the Year Ended 30 June 2021**

	Note No.	Original Budget 2021 \$'000	Total Appropriated 2021 \$'000	Total Appropriation Drawn 2021 \$'000	Appropriation Drawn 2020 \$'000
Controlled					
Controlled Recurrent Payments	4	822 888	842 054	832 854	772 491
Capital Injections		144 970	144 970	126 653	91 054
Total Controlled Appropriation		967 858	987 024	959 507	863 545

The above Controlled Statement of Appropriation should be read in conjunction with the accompanying notes.

Column Heading Explanations

The *Original Budget* column shows the amounts that appear in the Cash Flow Statement in the Budget Papers. This amount also appears in the Cash Flow Statement.

The *Total Appropriated* column is inclusive of all appropriation variations occurring after the Original Budget.

The *Appropriation Drawn* is the total amount of appropriation received by the Directorate during the year. This amount appears in the Cash Flow Statement.

Variances between 'Original Budget' and 'Total Appropriated'

Controlled Recurrent Payments

The difference between the original budget (\$822.888m) and total appropriated (\$842.054m) mainly related to a Treasurer's Advance for increased enrolments and COVID-19 Pandemic budget pressures (\$18.0m) and increased Commonwealth Government grants (\$1.166m).

Capital Injection

The difference between the original budget (\$144.970m) and total appropriated (\$144.970m) was nil.

Variances between 'Total Appropriated' and 'Appropriated Drawn'

Controlled Recurrent Payments

The difference between the total appropriated (\$842.054m) and appropriation drawn (\$832.854m) related to funds not drawn associated with Commonwealth Government grants and other savings (\$0.540m) and the transfer of funds into 2021-22 (\$8.660m) including schools for our growing city (\$2.649m), three-year-old preschool (\$1.450m), the National School Chaplaincy program (\$0.960m) and early childhood scholarships (\$0.850m).

Capital Injection

The difference between the total appropriated (\$144.970m) and the appropriation drawn (\$126.653m) was due to cash re-profiling of funding into forward years in the capital works program including expanding Franklin Early Childhood School (\$4.696m) and modular learning centres (\$4.204m).

**Education Directorate
Summary of Directorate Output Classes
For the Year Ended 30 June 2021**

	Output Class 1 \$'000	Output Class 2 \$'000	Total \$'000
2021			
Total Income	885 990	3 700	889 690
Total Expenses	(961 400)	(3 887)	(965 287)
Operating (Deficit)	(75 410)	(187)	(75 597)
2020			
Total Income	813 693	3 453	817 146
Total Expenses	(910 244)	(3 500)	(913 744)
Operating (Deficit)	(96 551)	(47)	(96 598)

The above Summary of Directorate Output Classes should be read in conjunction with pages 13 to 14.

Education Directorate
Operating Statement for Output Class 1 - Public School Education
For the Year Ended 30 June 2021

Description

This output contributes to the provision of preschool, primary, high, secondary and special school education in public schools to all enrolled students, and regulation of education and care services.

	Actual 2021 \$'000	Original Budget 2021 \$'000	Actual 2020 \$'000
Income			
<i>Revenue</i>			
Controlled Recurrent Payments	829 826	818 869	769 503
Sale of Goods and Services from Contracts with Customers	23 727	23 898	14 909
Interest	581	1 395	790
Resources Received Free of Charge	7 622	8 139	6 696
Schools and Other Revenue	17 226	25 530	17 570
<i>Total Revenue</i>	<u>878 982</u>	<u>877 831</u>	<u>809 468</u>
<i>Gains</i>			
Other Gains	7 008	-	4 225
<i>Total Gains</i>	<u>7 008</u>	<u>-</u>	<u>4 225</u>
Total Income	<u>885 990</u>	<u>877 831</u>	<u>813 693</u>
Expenses			
Employee Expenses	652 914	632 087	607 676
Superannuation Expenses	101 169	96 931	91 139
Supplies and Services	78 019	77 843	80 213
Depreciation and Amortisation	74 729	76 809	72 462
Grants and Purchased Services	1 914	5 567	2 167
Borrowing Costs	53	480	539
Schools and Other Expenses	52 602	65 144	56 048
Total Expenses	<u>961 400</u>	<u>954 861</u>	<u>910 244</u>
Operating (Deficit)	<u>(75 410)</u>	<u>(77 030)</u>	<u>(96 551)</u>

Education Directorate
Operating Statement for Output Class 2 - Non Government Education
For the Year Ended 30 June 2021

Description

This output contributes to the maintenance of standards in non-government schools and home education through compliance and registration, accreditation and certification of senior secondary courses, support and liaison with the non-government sector, administration and payment of Commonwealth Government and Territory grants for the non-government sector and the conduct of an annual non-government schools census.

	Actual	Original	
	2021	Budget	Actual
	\$'000	\$'000	2020
			\$'000
Income			
<i>Revenue</i>			
Controlled Recurrent Payments	3 028	4 019	2 988
Sale of Goods and Services from Contracts with Customers	383	33	75
Interest	4	1	10
Resources Received Free of Charge	3	17	5
Other Revenue	282	426	375
<i>Total Revenue</i>	<u>3 700</u>	<u>4 496</u>	<u>3 453</u>
Total Income	<u>3 700</u>	<u>4 496</u>	<u>3 453</u>
Expenses			
Employee Expenses	1 294	1 646	1 749
Superannuation Expenses	201	299	262
Supplies and Services	1 029	1 227	682
Depreciation and Amortisation	95	209	112
Grants and Purchased Services	1 042	1 318	521
Other Expenses	226	-	174
Total Expenses	<u>3 887</u>	<u>4 699</u>	<u>3 500</u>
Operating (Deficit)	<u>(187)</u>	<u>(203)</u>	<u>(47)</u>

**Education Directorate
Financial Statements
For the Year Ended 30 June 2021**

DISAGGREGATED DISCLOSURE OF ASSETS AND LIABILITIES

Year Ended 30 June 2021

	Output Class 1 \$'000	Output Class 2 \$'000	Unallocated \$'000	Total \$'000
Current Assets				
Cash and Cash Equivalents ¹	56 915	380	735	58 030
Receivables	5 410	83	-	5 493
Other Assets	3 112	26	-	3 138
Total Current Assets	65 437	489	735	66 661
Non-Current Assets				
Property, Plant and Equipment	2 089 963	2 671	-	2 092 634
Intangible Assets	10 215	200	-	10 415
Capital Works in Progress	80 177	102	-	80 279
Total Non-Current Assets	2 180 355	2 973	-	2 183 328
Total Assets	2 245 792	3 462	735	2 249 989
Current Liabilities				
Payables	16 401	25	-	16 426
Contract Liabilities	2 109	-	-	2 109
Finance Lease Liabilities	575	1	-	576
Employee Benefits	190 839	374	-	191 213
Other Liabilities	410	-	-	410
Total Current Liabilities	210 334	400	-	210 734
Non-Current Liabilities				
Finance Lease Liabilities	995	2	-	997
Employee Benefits	17 541	35	-	17 576
Other Liabilities	1 674	2	-	1 676
Total Non-Current Liabilities	20 210	39	-	20 249
Total Liabilities	230 544	439	-	230 983
Net Assets	2 015 248	3 023	735	2 019 006

1. Some cash and cash equivalents have been included in the 'Unallocated' column above as parts of the line item cannot be reliably attributed to the Directorate's output classes. As the amount in cash and cash equivalents held by the Directorate is comprised of a number of disparate components, no single allocation driver can be used to reliably attribute this asset class. The components include working capital, cash for un-presented cheques and for specific purpose payments.

**Education Directorate
Financial Statements
For the Year Ended 30 June 2021**

DISAGGREGATED DISCLOSURE OF ASSETS AND LIABILITIES – CONTINUED

Year Ended 30 June 2020

	Output Class 1 \$'000	Output Class 2 \$'000	Unallocated \$'000	Total \$'000
Current Assets				
Cash and Cash Equivalents ¹	53 451	539	458	54 448
Receivables	5 170	52	-	5 222
Other Assets	1 235	6	-	1 241
Total Current Assets	59 856	597	458	60 911
Non-Current Assets				
Property, Plant and Equipment	2 071 880	2 176	-	2 074 056
Intangible Assets	3 034	170	-	3 204
Capital Works in Progress	42 145	44	-	42 189
Total Non-Current Assets	2 117 059	2 390	-	2 119 449
Total Assets	2 176 915	2 987	458	2 180 360
Current Liabilities				
Payables	10 759	181	-	10 940
Contract Liabilities	3 187	-	-	3 187
Finance Lease Liabilities	589	1	-	590
Employee Benefits	177 581	267	-	177 848
Other Liabilities	430	-	-	430
Total Current Liabilities	192 546	449	-	192 995
Non-Current Liabilities				
Finance Lease Liabilities	571	1	-	572
Employee Benefits	16 726	25	-	16 751
Other Liabilities	2 090	2	-	2 092
Total Non-Current Liabilities	19 387	28	-	19 415
Total Liabilities	211 933	477	-	212 410
Net Assets	1 964 982	2 510	458	1 967 950

1. Some cash and cash equivalents have been included in the 'Unallocated' column above as parts of the line item cannot be reliably attributed to the Directorate's output classes. As the amount in cash and cash equivalents held by the Directorate is comprised of a number of disparate components, no single allocation driver can be used to reliably attribute this asset class. The components include working capital, cash for un-presented cheques and for specific purpose payments.

EDUCATION DIRECTORATE CONTROLLED NOTE INDEX

Notes Controlled Note Index List

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Note 2	Significant Accounting Policies (see Appendices A, B and C) <i>Appendix A - Basis of Preparation of the Financial Statements</i> <i>Appendix B - Significant Accounting Policies</i> <i>Appendix C - Impact of Accounting Standards Issued But yet to be Applied</i>
Note 3	Change in Accounting Policy and Accounting Estimates <i>Appendix D - Change in Accounting Policy and Accounting Estimates</i>

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Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2021

NOTE 1. OBJECTIVES OF THE DIRECTORATE

Operations and Principal Activities

The Directorate is a not-for-profit ACT Government entity (as profit is not its principal objective) that delivers education services to the ACT community. The Directorate is a leading learning organisation where our people are valued and work together to deliver high quality early childhood education and public-school education in an accessible and inclusive environment.

The Directorate is dedicated to facilitating high quality and equitable education services across the ACT through:

- the provision of government learning institutions in the form of public preschools, primary, secondary and special schools and colleges;
- access to quality teaching, specialised learning programs and well-being supports for individual student needs;
- enrolment and support of international students; and
- the registration and regulation of home education, early childhood learning centres and non-government schools.

NOTE 2. SIGNIFICANT ACCOUNTING POLICIES

Refer to the following appendices for the notes comprising significant accounting policies and other explanatory information.

- Appendix A – Basis of Preparation of the Financial Statements
- Appendix B – Significant Accounting Policies
- Appendix C – Impact of Accounting Standards Issued But Yet to be Applied

NOTE 3. CHANGE IN ACCOUNTING POLICY AND ACCOUNTING ESTIMATES

Refer to Appendix D – Change in Accounting Policy and Accounting Estimates.

NOTE 4. CONTROLLED RECURRENT PAYMENTS

	2021 \$'000	2020 \$'000
Revenue from ACT Government		
Controlled Recurrent Payments ¹	832 854	772 491
Total Controlled Recurrent Payments	832 854	772 491

1. The increase primarily relates to additional funding for pay increases associated with teaching, administrative and other staff enterprise agreements and salary costs due to enrolment increases in ACT public schools, as well as costs associated with the COVID-19 Pandemic for the continuation of temporary and casual employees.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2021

NOTE 5. SALES OF GOODS AND SERVICES FROM CONTRACTS WITH CUSTOMERS

	2021	2020
	\$'000	\$'000
ACT Government Customers		
User Charges - ACT Government ¹	10 407	413
Total Sales of Goods and Services from ACT Government Customers	10 407	413
Non-ACT Government Customers		
International Private Students Program ²	6 003	7 455
Active Leisure Centre ³	2 452	1 704
Hire of Facilities and Recreational Activities	174	539
Commonwealth National Agreements	4 499	4 318
Commonwealth Own Purpose Payments (COPE) / Specific Projects	109	222
Other	466	333
Total Sales of Goods and Services from Non-ACT Government Customers	13 703	14 571
Total Sales of Goods and Services from Contracts with Customers	24 110	14 984

1. The increase relates to funding associated with the COVID-19 Pandemic. This comprises of ACT Government Jobs for Canberrans program and Commonwealth funding provided through the ACT Health Directorate for the COVID-19 Pandemic Cleaning Services National Partnership. This revenue relates to service provisions with specific performance obligations required to be met.
2. The decrease relates to lower international student numbers.
3. The increase relates to lower revenue received in 2019-20 due to the COVID-19 Pandemic.

NOTE 6. SCHOOLS AND OTHER REVENUE

Other Revenue is mainly comprised of schools' revenue from voluntary contributions, fund raising revenue and excursion funds.

School Revenue ¹	15 856	16 447
ACT Teacher Quality Institute	1 003	997
Other Revenue	649	501
Total Other Revenue from Non-ACT Government Entities	17 508	17 945
Total Other Revenue	17 508	17 945

1. The decrease mainly relates to lower transitory revenue associated with student excursions and activities due to the COVID-19 Pandemic.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2021

NOTE 7. OTHER GAINS

Other gains are transactions that are not part of the Directorate's core activities. Other gains are distinct from other revenue, as other revenue arises from the core activities of the Directorate.

	2021	2020
	\$'000	\$'000
Gains from the Transfer of Assets ¹	7 008	4 225
Total Other Gains	7 008	4 225

1. Relates to the transfer of land from the ACT Government to accommodate the new Throsby Primary School. The 2019-20 amount relates to the transfer of land associated with the Franklin Primary School and building improvements at the Rowing Club at Lake Tuggeranong College.

NOTE 8. EMPLOYEE EXPENSES

Wages and Salaries ¹	629 480	577 211
Movement in Employee Benefits ²	10 401	21 784
Workers' Compensation Insurance Premium ³	14 327	10 430
Total Employee Expenses	654 208	609 425

1. The increase is mainly due to pay increases associated with teaching, administrative and other staff enterprise agreements and salary costs related to enrolment increases in ACT public schools. In addition, the Directorate incurred costs associated with the COVID-19 Pandemic including costs associated with the Jobs for Canberrans program and continuation of temporary and casual employees.
2. The decrease is primarily related to a reduction in the present value factor used to calculate employee benefits.
3. The increase is mainly due to an increase in the 2020-21 premium.

NOTE 9. SUPERANNUATION EXPENSES

Superannuation Contributions to the Territory Banking Account	41 993	41 887
Productivity Benefit	5 105	4 432
Superannuation to External Providers ¹	54 272	45 082
Total Superannuation Expenses	101 370	91 401

1. The increase is mainly due to increased employee costs associated with teaching, administrative and other staff enterprise agreements and salary costs related to enrolment increases in ACT public schools. In addition, the Directorate incurred costs associated with the COVID-19 Pandemic including costs associated with the Jobs for Canberrans program and continuation of temporary and casual employees.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2021

NOTE 10. SUPPLIES AND SERVICES

	2021	2020
	\$'000	\$'000
Supplies and Services		
Property and Maintenance ¹	21 235	30 875
Materials and Services ²	46 610	39 756
Travel and Transport	366	722
Administrative ³	6 127	4 615
Financial ⁴	3 297	3 705
Audit Fees Paid to the ACT Audit Office	171	147
Lease Rental Payments	1 073	1 072
Write-Off Bad Debts	169	3
Total Supplies and Services	79 048	80 895

1. The decrease is mainly due additional works undertaken during 2019-20 as part of the ACT Government's Economic Survival Package in response to the COVID-19 Pandemic.
2. The increase is mainly associated with the phased implementation of three year-old preschool program services for vulnerable students and additional costs paid to Shared Services ACT for information communication technology services.
3. The increase is mainly due to legal settlement costs.
4. Financial expenses primarily include insurance fees and copyright expenses.

NOTE 11. DEPRECIATION AND AMORTISATION

Depreciation		
Buildings and improvements to Land ¹	62 916	59 783
Plant and Equipment	9 869	10 837
Right of Use Asset Plant and Equipment	581	404
Leasehold Improvements	40	13
Total Depreciation	73 406	71 037
Amortisation		
Intangible Assets	1 418	1 537
Total Amortisation	1 418	1 537
Total Depreciation and Amortisation	74 824	72 574

1. The increase is mainly due to the full year impact of depreciation associated with new works capitalised in 2019-20.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2021

NOTE 12. SCHOOL AND OTHER EXPENSES

Mainly comprise utilities, cleaning, security and maintenance costs in schools as well as educational enrichment activities.

	2021 \$'000	2020 \$'000
School Expenses ¹	52 552	54 646
Other Expenses	276	1 576
Total School and Other Expenses	52 828	56 222

1. The decrease primarily relates to a reduction in the number of school excursions and other activities caused by the COVID-19 Pandemic.

NOTE 13. CASH AND CASH EQUIVALENTS

The Directorate holds a number of bank accounts with the Westpac Bank as part of the whole-of-government banking arrangements.

Educational Support Office Bank Accounts	6 958	5 827
School Management Accounts ¹	49 991	47 258
ACT Teacher Quality Institute Bank Account	951	1 348
Other Operations Bank Accounts	117	9
Cash on Hand	13	6
Total Cash and Cash Equivalents	58 030	54 448

1. The minor increase mainly relates to lower discretionary expenditure in schools.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2021

NOTE 14. RECEIVABLES

	2021 \$'000	2020 \$'000
Current Receivables		
Trade Receivables	2 993	2 438
Less: Expected Credit Loss Allowance	(567)	(627)
	2 426	1 811
Other Trade Receivables	491	310
Less: Expected Credit Loss Allowance	-	-
	491	310
Accrued Revenue	237	175
Net Goods and Services Tax Receivable	2 339	2 926
Total Current Receivables	2 576	3 101
Total Receivables	5 493	5 222

Expected Credit Loss / Allowance For Losses Provision Matrix

Ageing of Receivables	Days Past Due				
	Total	Not Overdue	1-30 days	31 - 60 days	>61 days
	\$	\$	\$	\$	\$
30 June 2021					
Expected credit loss rate		0.0%	0.0%	0.0%	51.0%
Estimated total gross carrying amount at default	5 493	4 100	217	75	1 101
Expected credit losses	(567)	-	-	-	(567)
1 July 2020					
Expected credit loss rate		0.0%	0.0%	0.0%	66.0%
Estimated total gross carrying amount at default	5 222	4 130	36	104	952
Expected credit losses	(627)	-	-	-	(627)

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2021

NOTE 14. RECEIVABLES – CONTINUED

The allowance for expected credit losses of trade receivables is measured based on an assessment of each debtor. The majority of the Directorate's receivables relate to good and services tax owed from the Australian Taxation Office and receivables from the Commonwealth Government and other ACT Government agencies. Therefore any impact on credit losses as a result of the COVID-19 Pandemic is expected to be minimal.

	2021	2020
	\$'000	\$'000
Reconciliation of the Allowance for Impairment Losses		
Allowance at the Beginning of the Reporting Period	627	451
Additional Allowance Recognised During the Reporting Period	85	326
Reduction in Allowance from Amounts Written-Off During the Reporting Period	(169)	(343)
Expected Credit Losses	24	193
Allowance for Losses at the End of the Reporting Period	567	627
Classification of ACT Government/Non-ACT Government Receivables		
Receivables from ACT Government Entities		
Net Trade Receivables	143	151
Net Other Trade Receivables ¹	341	163
Accrued Revenue	187	130
Total Receivables from ACT Government Entities	671	444
Receivables from Non-ACT Government Entities		
Net Trade Receivables	2 850	2 287
Net Other Trade Receivables ¹	150	147
Accrued Revenue	50	45
Net Goods and Services Tax Receivable	2 339	2 926
Less: Allowance for Impairment Losses	(567)	(627)
Total Receivables from Non-ACT Government Entities	4 822	4 778
Total Receivables	5 493	5 222

1. Mainly consists of receivables schools hold with other entities.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2021

NOTE 15. PROPERTY, PLANT AND EQUIPMENT

Property, plant and equipment includes the following classes of assets – land, buildings, improvement to land, leasehold improvements and plant and equipment.

	2021	2020
	\$'000	\$'000
Land and Buildings		
Land at Fair Value	397 315	390 307
Total Land Assets at Fair Value¹	397 315	390 307
Buildings and Improvements to Land at Fair Value	1 721 634	1 651 447
Less: Accumulated Depreciation	(62 916)	-
Total Written-Down Value of Buildings and Improvements to Land^{2,3}	1 658 718	1 651 447
Total Land and Buildings and Improvements to Land	2 056 033	2 041 754
Leasehold Improvements		
Leasehold Improvements at Cost	5 908	5 892
Less: Accumulated Depreciation	(5 711)	(5 672)
Total Written-Down Value of Leasehold Improvements	197	220
Plant and Equipment		
Plant and Equipment at Cost	171 481	157 672
Less: Accumulated Depreciation	(136 617)	(126 748)
Total Written-Down Value of Plant and Equipment³	34 864	30 924
Right-of-Use Plant and Equipment at Cost	2 501	1 562
Less: Accumulated Depreciation	(961)	(404)
Total Written-Down Value of Right-of-Use Plant and Equipment	1 540	1 158
Total Plant and Equipment	36 404	32 082
Total Property, Plant and Equipment	2 092 634	2 074 056

1. The increase relates to land transferred from the ACT Government to accommodate the Throsby Primary School.
2. The increase mainly relates to the capitalisation of assets including the Evelyn Scott School in Denman Prospect partially offset by depreciation.
3. Property, Plant and Equipment capitalised during the year is capitalised at cost.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2021

NOTE 15. PROPERTY, PLANT AND EQUIPMENT - CONTINUED

Reconciliation of Property, Plant and Equipment

The following table shows the movement of Property, Plant and Equipment during 2020-2021.

	Land \$'000	Buildings and Improvements to Land \$'000	Leasehold Improvements \$'000	Right-of-Use Plant and Equipment \$'000	Plant and Equipment \$'000	Total \$'000
Carrying Amount at the Beginning of the Reporting Period	390 307	1 651 447	220	1 158	30 924	2 074 056
Additions	-	70 187	17	1 039	13 809	85 052
Gains from the Transfer of Assets ¹	7 008	-	-	-	-	7 008
Depreciation	-	(62 916)	(40)	(581)	(9 869)	(73 406)
Write-offs/Other	-	-	-	(76)	-	(76)
Carrying Amount at the End of the Reporting Period	397 315	1 658 718	197	1 540	34 864	2 092 634

1. The increase relates to land transferred from the ACT Government to accommodate the Throsby Primary School.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2021

NOTE 15. PROPERTY, PLANT AND EQUIPMENT - CONTINUED

Reconciliation of Property, Plant and Equipment

The following table shows the movement of Property, Plant and Equipment during 2019-2020.

	Land \$'000	Buildings and Improvements to Land \$'000	Leasehold Improvements \$'000	Right -of- Use Plant and Equipment \$'000	Plant and Equipment \$'000	Total \$'000
Carrying Amount at the Beginning of the Reporting Period	358 518	1 550 637	99	-	32 258	1 941 512
Recognition of Right-of-Use Assets on initial application of AASB 16 ¹	-	-	-	1 562	-	1 562
Additions	-	64 803	134	-	9 506	74 443
Revaluation Increment	18 519	87 672	-	-	-	106 191
Gains from the Transfer of Assets ²	13 270	200	-	-	-	13 470
Depreciation	-	(59 783)	(13)	(404)	(10 837)	(71 037)
Write Offs/Other ³	-	7 918	-	-	(3)	7 915
Carrying Amount at the End of the Reporting Period	390 307	1 651 447	220	1 158	30 924	2 074 056

- For 2019-20 reporting, right-of-use assets are required to be disclosed under the relevant class of Property, Plant and Equipment. Right-of-use assets for the Directorate relate to motor vehicles classified as assets under AASB 16 – Leases.
- Transfer in of assets includes 'Net Assets Transferred in as Part of an Administrative Restructure' for land to accommodate a new school at Denman Prospect (\$9.2m), additional land for Franklin Primary School and building improvements at the Rowing Club at Lake Tuggeranong College.
- Primarily relates to the reversal of impairments from prior years.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2021

NOTE 15. PROPERTY, PLANT AND EQUIPMENT - CONTINUED

Fair Value Hierarchy

The Fair Value Hierarchy below reflects the significance of the inputs used in determining their fair value. The Fair Value Hierarchy is made up of the following three levels:

- Level 1 - quoted prices (unadjusted) in active markets for identical assets or liabilities that the Directorate can access at the measurement date;
- Level 2 - inputs other than quoted prices included within Level 1 that are observable for the asset or liability, either directly or indirectly; and
- Level 3 - inputs that are unobservable for particular assets or liabilities

Details of the Directorate's property, plant and equipment at fair value and information about the Fair Value Hierarchy as at 30 June 2021 are as follows:

2021

	Classification According to Fair Value Hierarchy			
	Level 1	Level 2	Level 3	Total
	\$'000	\$'000	\$'000	\$'000
Property, Plant and Equipment at Fair Value				
Land	-	-	397 315	397 315
Buildings and Improvements to Land	-	-	1 658 718	1 658 718
	-	-	2 056 033	2 056 033

2020

	Classification According to Fair Value Hierarchy			
	Level 1	Level 2	Level 3	Total
	\$'000	\$'000	\$'000	\$'000
Property, Plant and Equipment at Fair Value				
Land	-	-	390 307	390 307
Buildings and Improvements to Land	-	-	1 651 447	1 651 447
	-	-	2 041 754	2 041 754

Transfers Between Categories

There have been no transfers between Levels 1, 2 and 3 during the current or previous reporting period.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2021

NOTE 15. PROPERTY, PLANT AND EQUIPMENT - CONTINUED

Valuation Techniques, inputs and processes

Level 3 Valuation Techniques and Significant Unobservable Inputs

Valuation Technique: Land where there is no active market or significant restrictions is valued through the market approach.

Significant Unobservable Inputs: Selecting land with similar approximate utility. In determining the value of land with similar approximate utility significant adjustment to market based data was required.

Valuation Technique: Buildings, and improvements to land were considered specialised assets by the valuers and measured using the cost approach.

Significant Unobservable Inputs: Estimating the cost to a market participant to construct assets of comparable utility adjusted for obsolescence. In determining the value of buildings and improvements to land regard was given to the age and condition of the assets, their estimated replacement cost and current use. This required use of data internal to the Directorate.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2021

NOTE 16. INTANGIBLE ASSETS

The Directorate has internally generated software and externally purchased software.

	2021	2020
	\$'000	\$'000
Information Communication Technology Software		
<i>Internally Generated/Externally Purchased Software</i>		
Software at Cost	16 025	7 396
Less: Accumulated Amortisation	(5 610)	(4 192)
Total Information Communication Technology Software¹	10 415	3 204

1. The movement primarily relates to capitalisation of assets associated with the School Administration System.

NOTE 17. CAPITAL WORKS IN PROGRESS

Capital works in progress relate to assets under construction include buildings, infrastructure assets and software.

Capital Works in Progress	80 279	42 189
Total Capital Works in Progress	80 279	42 189

Reconciliation of Capital Works in Progress¹

The following table shows the movement of Capital Works in Progress during the reporting periods.

Balance at the Beginning of the Reporting Period	42 189	12 485
Additions ²	128 691	98 996
Capitalised to Property, Plant and Equipment ³	(90 601)	(69 292)
Carrying Amount at the End of the Reporting Period	80 279	42 189

1. The reconciliation of capital works in 2020-21 has been prepared on a gross movement basis to reflect the full amount of capital works undertaken during the year.

2. The additions include capital works and intangibles and primarily relate to works associated with the Delivering Molonglo P-10 School (primary school component), 2020-21 Public School Infrastructure Upgrades program as well as the Support our School System - Improving ICT project.

3. The capitalisation primarily relates to the Delivering Molonglo P-10 School (primary school component), Better Infrastructure Fund program, School Administration System - Maze Upgrade and Support our School System - Improving ICT project.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2021

NOTE 18. PAYABLES

	2021	2020
	\$'000	\$'000
Current Payables		
Payables	752	2 614
Accrued Expenses ¹	15 674	8 326
Total Current Payables	16 426	10 940
Payables are aged as followed		
Not Overdue	16 331	9 068
Overdue for Less than 30 Days	67	1 672
Overdue for 30 to 60 Days	2	26
Overdue for More than 60 Days	26	174
Total Payables	16 426	10 940
Classification of ACT Government/Non-ACT Government Payables		
Payables with ACT Government Entities		
Payables	249	1 443
Accrued Expenses	1 279	1 178
Total Payables with ACT Government Entities	1 528	2 621
Payables with Non-ACT Government Entities		
Payables	503	1 171
Accrued Expenses	14 395	7 148
Total Payables with Non-ACT Government Entities	14 898	8 319
 Total Payables	 16 426	 10 940

1. The increase is mainly associated with higher capital works accruals including works for Campbell Primary School Modernisation and the Evelyn Scott School.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2021

NOTE 19. CONTRACT LIABILITIES

	2021	2020
	\$'000	\$'000
Amounts Received Related to Contracts with Customers where the Performance Obligations has not yet been Satisfied	2 109	3 187
Total Contract Liabilities	2 109	3 187

1. The decrease in contract liabilities is primarily due to a decrease in international student enrolments.

Contract Liabilities Arising from Contracts with Customers

Contract liabilities relate primarily to consideration received in advance from customers in respect of educational services for international students. The balance of contract liabilities as at 30 June 2021 relates to performance obligations to be met by the Directorate to provide educational services to international students under Education Services for Overseas Students Act 2000 and the National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007.

Significant Changes in Contract Liability Balances

There have been no significant changes to contract liabilities during the financial year.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2021

NOTE 20. FINANCE LEASE LIABILITIES

The Directorate has applied AASB 16 *Leases* using the modified retrospective (cumulative catch-up) method, per ACT Accounting policy, and therefore the comparative information has not been restated and continues to be reported under AASB 117 and related Interpretations.

The Directorate has leases over a range of assets including land and buildings and IT equipment. In accordance with ACT Accounting policy, the Directorate has elected not to adopt AASB 16 to leases of intangible assets.

Information relating to the leases in place and associated balances and transactions are provided below.

Terms and Conditions of Leases

Building leases office facilities	The Directorate has two office spaces through the ACT Property Group and Chief Minister Treasury and Economic Development Directorate. In line with the ACT Accounting policy these leases are recognized in the above agencies Financial Statements. The Directorate accounts for these leases in operating lease expenses.
IT and office equipment leases	The Directorate has numerous leases for equipment, including office and IT equipment. All these leases are low value and in accordance with AASB 16 – Leases has the exemption for leases of low value assets and accounts for the expense through the Operating Statement as incurred.
Motor Vehicles	The Directorate holds 53 motor vehicle leases. The terms vary from 1 year to 4 years. These leases allow for extensions, but have no terms of renewal, purchase options or escalation clauses.

Finance Lease Liabilities associated with Right-of-Use Assets

	Motor Vehicles	Total
	\$'000	\$'000
Balance at 1 July 2020	1 162	1 162
Depreciation Charge	(581)	(581)
Additions to Right-of-Use Assets	1 031	1 031
Changes in right-of-use assets due to changes in lease liability	(39)	(39)
Impairment of Right-of-Use Assets	-	-
Balance at 30 June 2021	1 573	1 573

Lease Liabilities

The maturity analysis of lease liabilities as at 30 June 2021 based on contractual undiscounted cash flows is shown in the table below.

< 1year (\$'000)	< 1 - 5 years	< 5 years	Total undiscounted lease liabilities	Lease liabilities included in the Balance Sheet
\$'000	\$'000	\$'000	\$'000	\$'000
576	997	-	1 643	1 573

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2021

NOTE 21. EMPLOYEE BENEFITS

	2021	2020
	\$'000	\$'000
Current Employee Benefits		
Annual Leave ¹	51 607	45 524
Long Service Leave ²	125 201	121 709
Accrued Salaries ³	14 405	10 615
Total Current Employee Benefits	191 213	177 848
Non-Current Employee Benefits		
Long Service Leave ²	17 576	16 751
Total Non-Current Employee Benefits	17 576	16 751
Total Employee Benefits	208 789	194 599
Estimate of when Leave is Payable		
Estimated Amount Payable within 12 months		
Annual Leave	41 834	35 763
Long Service Leave	7 010	6 511
Accrued Salaries	14 405	10 615
Total Employee Benefits Payable within 12 months	63 249	52 889
Estimated Amount Payable after 12 months		
Annual Leave	9 774	9 761
Long Service Leave	135 766	131 949
Total Employee Benefits Payable after 12 months	145 540	141 710
Total Employee Benefits	208 789	194 599

1. The increase is primarily due to pay increases and accrued entitlement impact.
2. The increase is mainly due to the impact of pay increases and accrued entitlement partially offset by a change in the present value factor used to calculate long service leave from 113.6% in 2019-20 to 108.7% in 2020-21.
3. The increase is primarily due to an additional accrual day in 2020-21.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2021

NOTE 22. OTHER LIABILITIES

	2021 \$'000	2020 \$'000
Current Other Liabilities		
Revenue Received in Advance including Schools	10	47
Make Good Provision ¹	-	383
Capital Works Retention ²	400	-
Total Current Other Liabilities	410	430
Non-Current Other Liabilities		
Other Loans ³	1 540	1 956
Make Good Provision	136	136
Total Non-Current Other Liabilities	1 676	2 092
Total Other Liabilities	2 086	2 522

1. The reduction is due to vacating and terminating the lease at 220 Northbourne Avenue, Canberra.
2. Relates to retention held as part of construction contracts.
3. Relates to loans from the Environment, Planning and Sustainable Development Directorate for environmentally sustainable projects. The reduction in 2020-21 is due to the repayment of loans. The loans are interest free.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2021

NOTE 23. FINANCIAL INSTRUMENTS

Details of the significant policies and methods adopted, including the criteria for recognition, the basis of measurement, and the basis on which income and expenses are recognised, with respect to each class of financial asset and financial liability are disclosed in Appendix B - Significant Accounting Policies.

Interest Rate Risk

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market interest rates.

The Directorate's financial assets consist of cash and cash equivalents and receivables. As cash and cash equivalents are held in floating interest arrangements with the Territory's Banking Provider, the Directorate is exposed to movements in the amount of interest it may earn on these.

The Directorate's financial liabilities are comprised of payables and finance leases. The Directorate's exposure to interest rate risk relating to these financial assets and liabilities is shown below in the table later in this note on 'Maturity Analysis and Exposure to Interest Rates'. As receivables and payables are held in non-interest bearing arrangements, the Directorate is not exposed to movements in interest rates in respect of these financial assets and liabilities.

There have been no changes in risk exposure or processes for managing risk since the last financial reporting period.

As the Directorate's operating cash flows are not significantly dependant on interest earned from cash and cash equivalents, a sensitivity analysis of interest rate risk has not been performed.

Credit Risk

Credit risk is the risk that one party to a financial instrument will fail to discharge an obligation and cause the other party to incur a financial loss.

Financial assets consist of cash and receivables. The Directorate's maximum exposure to credit is limited to the amount of these financial assets net of any allowance made for impairment. This is shown below in the table 'Maturity Analysis and Exposure to Interest Rates'.

Cash accounts are held with high credit quality financial institutions under whole-of-government banking arrangements. Cash at bank is held with the Westpac Bank and cash not immediately required is invested with the Territory Banking Account. The Chief Minister, Treasury and Economic Development Directorate coordinates the investment of this money with various fund managers. These fund managers have the discretion to invest money in a variety of different investments within certain parameters.

The majority of receivables consist of Goods and Services Tax (GST) refunds due from the Australian Taxation Office (ATO) and ACT Government Agencies which have a strong credit history. Credit risk for investments was managed by the Directorate through only investing with the Territory Banking Account, which has appropriate investment criteria for the external fund manager engaged to manage the Territory's surplus funds and therefore the credit risk is considered low.

Education Directorate
Notes to and Forming Part of the Financial Statements
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NOTE 23. FINANCIAL INSTRUMENTS – CONTINUED

There have been no significant changes to credit risk exposure since the last reporting period. Trade receivables are measured at lifetime expected credit losses (the simplified approach).

Liquidity Risk

Liquidity risk is the risk that the Directorate will not be able to meet its financial obligations as they fall due.

The Directorate's exposure to liquidity risk is shown below in the table later in this note on 'Maturity Analysis and Exposure to Interest Rates'. This note discloses when the Directorate expects its financial assets and financial liabilities to mature.

Appropriations received to fund operations are drawn down progressively throughout the year to meet the operating requirements. Under the cash management framework, the Directorate cannot hold excess cash, however, in the event of a cash pressure, access to additional appropriation from the Territory Bank Account can be obtained.

The Directorate's exposure to liquidity risk has not changed since the previous reporting period.

Price Risk

Price risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in unit prices.

Cash and cash equivalents do not have a price risk.

The Directorate's exposure to price risk and the management of this risk has not significantly changed since last reporting period. A sensitivity analysis has not been undertaken for the price risk of the Directorate as it has been determined that the possible impact on profit and loss or total equity from fluctuations in price is immaterial.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2021

NOTE 23. FINANCIAL INSTRUMENTS – CONTINUED

Fair Value of Financial Assets and Liabilities

The carrying amounts and fair values of financial assets and financial liabilities at the end of the reporting period are:

	Note	Carrying	Fair	Carrying	Fair
	No.	Amount	Value	Amount	Value
		2021	2021	2020	2020
		\$'000	\$'000	\$'000	\$'000
Financial Assets					
Cash and Cash Equivalents	13	58 030	58 030	54 448	54 448
Receivables ¹	14	3 154	3 154	2 296	2 296
Total Financial Assets		61 184	61 184	56 744	56 744
Financial Liabilities					
Payables	18	16 426	16 426	10 940	10 940
Lease Liabilities	20	1 573	1 573	1 162	1 162
Other Liabilities	22	1 540	1 540	1 956	1 956
Total Financial Liabilities		19 539	19 539	14 058	14 058

1. Receivables reported under Financial Instruments do not include receivables relating to goods and service tax.

Education Directorate
Notes to and Forming Part of the Financial Statements
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NOTE 23. FINANCIAL INSTRUMENTS – CONTINUED

The following tables set out the Directorate's maturity analysis for financial assets and liabilities as well as the exposure to interest rates, including the weighted average interest rates by maturity period as at 30 June 2021. Except for non-current payables, financial assets and liabilities which have a floating interest rate or are non-interest bearing will mature in 1 year or less. All amounts appearing in the following maturity analysis are shown on an undiscounted cash flow basis.

As at 30 June 2021	Note No.	Weighted Average Interest Rate	Floating Interest Rate	Fixed Interest Maturing In:			Non-Interest Bearing \$'000	Total \$'000
				1 Year or Less \$'000	Over 1 Year to 5 Years \$'000	Over 5 Years \$'000		
Financial Instruments								
Financial Assets								
Cash and Cash Equivalents	13	0.74%	49 991	-	-	-	8 039	58 030
Receivables	14	-	-	-	-	-	3 154	3 154
Total			49 991	-	-	-	11 193	61 184
Financial Liabilities								
Payables	18	-	-	-	-	-	(16 426)	(16 426)
Lease Liabilities	20	2.56%	(1 643)	-	-	-	-	(1 643)
Other Liabilities	22	-	-	-	-	-	(1 540)	(1 540)
Total			(1 643)	-	-	-	(17 966)	(19 609)
Net Financial Assets			48 348	-	-	-	(6 773)	41 575

Education Directorate
Notes to and Forming Part of the Financial Statements
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NOTE 23. FINANCIAL INSTRUMENTS – CONTINUED

The following tables set out the Directorate's maturity analysis for financial assets and liabilities as well as the exposure to interest rates, including the weighted average interest rates by maturity period as at 30 June 2020. Except for non-current payables, financial assets and liabilities which have a floating interest rate or are non-interest bearing will mature in 1 year or less. All amounts appearing in the following maturity analysis are shown on an undiscounted cash flow basis.

As at 30 June 2020	Note No.	Weighted Average Interest Rate	Floating Interest Rate	Fixed Interest Maturing In:			Non-Interest Bearing \$'000	Total \$'000
				1 Year or Less \$'000	Over 1 Year to 5 Years \$'000	Over 5 Years \$'000		
Financial Instruments								
Financial Assets								
Cash and Cash Equivalents	13	0.63%	47 258	-	-	-	7 190	54 448
Receivables	14		-	-	-	-	2 296	2 296
Total Financial Assets			47 258	-	-	-	9 486	56 744
Financial Liabilities								
Payables	18		-	-	-	-	(10 940)	(10 940)
Lease Liabilities	20	1.42%	(1 209)	-	-	-	-	(1 209)
Other Liabilities	22		-	-	-	-	(1 956)	(1 956)
Total Financial Liabilities			(1 209)	-	-	-	(12 896)	(14 105)
Net Financial Assets			46 049	-	-	-	(3 410)	42 639

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2021

NOTE 23. FINANCIAL INSTRUMENTS - CONTINUED

	2021	2020
	\$'000	\$'000
Carrying Amount of Each Category of Financial Asset and Financial Liability		
Financial Assets		
Financial Assets at Amortised Cost	3 154	2 296
Financial Liabilities		
Financial Liabilities Measured at Amortised Cost	19 539	14 058

The Directorate does not have any financial liabilities in the 'Financial Liabilities at Fair Value through Profit and Loss' category and, as such, this category is not included above.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2021

NOTE 24. CAPITAL AND OTHER EXPENDITURE COMMITMENTS

Capital Commitments

Capital commitments contracted at reporting date that have not been recognised as liabilities, are as follows:

	2021 \$'000	2020 \$'000
Capital Commitments - Property, Plant and Equipment		
Payable:		
Within one year	98 572	54 136
Later than one year but not later than five years	27 559	14 673
Later than five years	1 156	1 566
Total Capital Commitments - Property, Plant and Equipment¹	127 287	70 375

1. The increase mainly relates to construction contracts for the Throsby Primary School and Franklin School.

Other Commitments

Other commitments contracted at reporting date that have not been recognised as liabilities are payable as follows:

Within one year	21 749	11 837
Later than one year but not later than five years	20 768	9 111
Later than five years	435	296
Total Other Commitments¹	42 952	21 244

1. The increase is mainly associated with information communication technology contracts and higher building lease commitments associated with the transition of accommodation for staff to the whole-of-government office block.
2. The Directorate has included commitments previously identified as operating lease commitments that are not recognised as a liability, in other commitments.

All amounts shown in the commitment note are inclusive of goods and services tax.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2021

NOTE 25. CONTINGENT LIABILITIES AND CONTINGENT ASSETS

Contingent Liabilities

As at 30 June 2021 the Directorate had contingent liabilities in relation to known personal injury cases not settled of \$5.030 million. As at 30 June 2020 the liability was \$3.758 million. The liabilities will be offset by insurance and the final settlement amounts are unknown as at 30 June 2021.

NOTE 26. INTEREST IN A JOINT OPERATION

Gold Creek Primary School operates adjacent to the Holy Spirit Primary School that is operated by the Catholic Education Office. Both schools share joint facilities including a hall/gymnasium, canteen, library, car park and meeting rooms. The shared facilities are managed by a Joint Facilities Management Committee which was created under a formal agreement in December 1995 between the ACT Government and the Catholic Education Office. All assets and liabilities relating to the shared facilities are owned by the ACT Government and Catholic Education Office in accordance with the participating share of each party, which is 53% for the ACT Government and 47% for the Catholic Education Office.

	2021	2020
	\$'000	\$'000
Share of the Jointly Controlled Operation is as follows:		
Revenue	27	91
Expenses	(146)	(172)
Operating (Deficit)	(119)	(81)
Share of Asset in the Jointly Controlled Operation		
Current Assets	42	93
Non-Current Assets	3 408	3 325
Total Assets	3 450	3 418
Current Liabilities	2	4
Total Liabilities	2	4
Net Assets	3 448	3 414

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2021

NOTE 27. CASH FLOW RECONCILIATION

	2021	2020
	\$'000	\$'000
(a) Reconciliation of Cash and Cash Equivalents at the End of the Reporting in the Cash Flow Statement to the Equivalent Items in the Balance Sheet		
Total Cash and Cash Equivalents Recorded in the Balance Sheet	58 030	54 448
Cash and Cash Equivalents at the End of the Reporting Period as Recorded in the Statement of Cash Flows	58 030	54 448
(b) Reconciliation of Operating (Deficit) to Net Cash Inflows from Operating Activities		
Operating (Deficit)	(75 597)	(96 598)
Add/(Less) Non-Cash Items		
Depreciation and Amortisation	74 824	72 574
Assets Written Off/Other Asset Adjustments	-	8
(Gain) from the Transfer of Assets	(7 008)	(4 225)
Add/(Less) Items Classified as Investing or Financing		
(Gain) from Sale of Assets	(8)	(13)
Cash Before Changes in Operating Assets and Liabilities	(7 789)	(28 254)
Changes in Operating Assets and Liabilities		
(Increase)/Decrease in Receivables	(271)	997
(Increase)/Decrease in Prepayments	(1 897)	713
(Decrease)/Increase in Payables	(2 465)	1 414
Increase in Employee Benefits	14 190	19 473
(Decrease) in Contract and Other Liabilities	(1 499)	(960)
Net Changes in Operating Assets and Liabilities	8 058	21 637
Net Inflows/(Outflows) from Operating Activities	269	(6 617)

**Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2021**

NOTE 28. RELATED PARTY DISCLOSURES

A related party is a person that controls or has significant influence over the reporting entity, or is a member of the Key Management Personnel (KMP) of the reporting entity or its parent entity, and includes their close family members and entities in which the KMP and/or their close family members individually or jointly have controlling interests.

KMP are those persons having authority and responsibility for planning, directing and controlling the activities of the Directorate, directly or indirectly.

KMP of the Directorate are the Portfolio Minister, Director-General and certain members of the Senior Management Team.

The Head of Service and the ACT Executive comprising the Cabinet Ministers are KMP of the ACT Government and therefore related parties of Directorate.

This note does not include typical citizen transactions between the KMP and Directorate that occur on terms and conditions no different to those applying to the general public.

(A) CONTROLLING ENTITY

The Directorate is an ACT Government controlled entity.

(B) KEY MANAGEMENT PERSONNEL

B.1 Compensation of Key Management Personnel

Compensation of all Cabinet Ministers, including the Portfolio Minister, is disclosed in the note on related party disclosures included in the ACT Executive's financial statements for the year ended 30 June 2021.

Compensation of the Head of Service is included in the note on related party disclosures included in the Chief Minister Treasury and Economic Development Directorate financial statements for the year ended 30 June 2021.

Compensation by the Directorate to KMP employed by the Directorate is set out below.

	2021	2020
	\$'000	\$'000
Short-term employee benefits	2 250	2 355
Post-employment benefit	318	336
Other long-term benefit	53	56
Total Compensation by the Education Directorate to KMP	2 621	2 747

- The total full time equivalent (FTE) staff identified as key management personnel in 2020-21 was 12. The total FTE key management personnel in 2019-20 was 11. The increase in 2020-21 relates to staff in temporary acting arrangements. The decrease in total remuneration is due to positions being vacant during 2020-21.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2021

NOTE 28. RELATED PARTY DISCLOSURES – CONTINUED

B.2 Transactions with Key Management Personnel

There were no disclosures made with KMP that were material to the financial statements of the Directorate.

B.3 Transactions with parties related to Key Management Personnel

There were no transactions with parties related to KMP, including transactions with KMP's close family members or other related entities that were material to the financial statements of the Directorate.

(C) TRANSACTIONS WITH OTHER ACT GOVERNMENT CONTROLLED ENTITIES

All transactions with ACT Government controlled entities are disclosed in the relevant notes to the financial Statements of the Directorate.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2021

Note 29. BUDGETARY REPORTING

Statement of Cash Flows Line	Actual 2020-21 \$'000	Original Budget ¹ 2020-21 \$'000	Variance \$'000	Variance %	Variance Explanation ²
Purchase of Property Plant and Equipment (capital works and intangibles)	122 477	146 185	(23 708)	(16)	The variance against budget is due to the ongoing Capital Works Projects and timing of payments to vendors.

1. Original Budget refers to the amounts presented to the Legislative Assembly in the original budgeted financial statements in respect of the reporting period (2020-21 Budget Statements). These amounts have not been adjusted to reflect supplementary appropriation or appropriation instruments.
2. Explanations for variations in from budget for Controlled Recurrent Payments and Capital Injection are provided in the Statement of Appropriation.
3. Statement of Changes in Equity line items are covered in other financial statement sections.
4. Material variations only are included in this note.

EDUCATION DIRECTORATE

TERRITORIAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED
30 JUNE 2021

Education Directorate
Statement of Income and Expenses on Behalf of the Territory
For the Year Ended 30 June 2021

	Note No.	Actual 2021 \$'000	Original Budget 2021 \$'000	Actual 2020 \$'000
Income				
<i>Revenue</i>				
Payments for Expenses on Behalf of the Territory	30	320 195	320 686	341 064
<i>Total Revenue</i>		<u>320 195</u>	<u>320 686</u>	<u>341 064</u>
Total Income		<u>320 195</u>	<u>320 686</u>	<u>341 064</u>
Expenses				
Grants and Purchased Services	31	320 195	320 686	341 064
Total Expenses		<u>320 195</u>	<u>320 686</u>	<u>341 064</u>
Operating Result		<u>-</u>	<u>-</u>	<u>-</u>

The above Statement of Income and Expenses on Behalf of the Territory should be read in conjunction with the accompanying notes.

Education Directorate
Statement of Assets and Liabilities on Behalf of the Territory
For the Year Ended 30 June 2021

	Note No.	Actual 2021 \$'000	Original Budget 2021 \$'000	Actual 2020 \$'000
Current Assets				
Cash and Cash Equivalents	32	604	254	254
Receivables	33	-	352	352
Total Current Assets		604	606	606
Total Assets		604	606	606
Current Liabilities				
Payables	34	604	606	606
Total Current Liabilities		604	606	606
Total Liabilities		604	606	606
Net Assets		-	-	-
Equity				
Accumulated Funds		-	-	-
Total		-	-	-

The above Statement of Assets and Liabilities on Behalf of the Territory should be read in conjunction with the accompanying notes. Net Assets and Total Equity has remained at nil, therefore a Statement of Changes in Equity on Behalf of the Territory has not been prepared.

**Education Directorate
Statement of Cash Flows on Behalf of the Territory
For the Year Ended 30 June 2021**

	Note No.	Actual 2021 \$'000	Original Budget 2021 \$'000	Actual 2020 \$'000
Cash Flows from Operating Activities				
Receipts				
Cash from Government for Expenses on Behalf of the Territory		320 192	320 686	341 076
Goods and Services Tax Received		7 268	7 145	6 991
Total Receipts from Operating Activities		327 460	327 831	348 067
Payments				
Grants and Purchased Services		320 195	320 686	341 004
Goods and Services Tax Paid		6 915	7 145	6 967
Total Payments from Operating Activities		327 110	327 831	347 971
Net Cash Inflows from Operating Activities	36	350	-	96
Net Increase in Cash and Cash Equivalents Held				
Cash and Cash Equivalents at the Beginning of the Reporting Period		350	-	96
		254	254	158
Cash and Cash Equivalents at the End of the Reporting Period	36	604	254	254

The above Statement of Cash Flows on Behalf of the Territory should be read in conjunction with the accompanying notes.

**Education Directorate
Territorial Statement of Appropriation
For the Year Ended 30 June 2021**

	Original Budget 2021 \$'000	Total Appropriated 2021 \$'000	Appropriation Drawn 2021 \$'000	Appropriation Drawn 2020 \$'000
Expenses on Behalf of the Territory	320 686	321 529	320 192	341 076
Total Territorial Appropriation	320 686	321 529	320 192	341 076

The above Territorial Statement of Appropriation should be read in conjunction with the accompanying notes.

Column Heading Explanations

The *Original Budget* column shows the amounts that appear in the Statement of Cash Flows in the Budget Papers.

The *Total Appropriated* column is inclusive of all appropriation variations occurring after the Original Budget.

The *Appropriation Drawn* is the total amount of appropriation received by the Directorate during the year. This amount appears in these financial statements, in the Statement of Cash Flows.

Variances between 'Original Budget' and 'Total Appropriated'

Expenses on Behalf of the Territory

The difference between the original budget and the total appropriated related to increased Commonwealth Government Quality Schools grants (\$0.843m) in line with the National School Reform Agreement: Australian Capital Territory Bilateral Agreement.

Variances between 'Total Appropriated' and 'Appropriation Drawn'

Expenses on Behalf of the Territory

The difference between the total appropriated and appropriation drawn mainly related to a minor transfer of funding to 2021-22 associated with ACT Government grants to non-government schools (\$1.337m).

**EDUCATION DIRECTORATE
TERRITORIAL NOTE INDEX
For the Year Ended 30 June 2021**

Note Territorial Note Index List

Income Notes

Note 30 Payment for Expenses on behalf of the Territory – Territorial

Expense Notes

Note 31 Grants and Purchased Services – Territorial

Assets Notes

Note 32 Cash and Cash Equivalents – Territorial

Note 33 Receivables – Territorial

Liabilities Notes

Note 34 Payables – Territorial

Other Notes

Note 35 Financial Instruments – Territorial

Note 36 Cash Flow Reconciliation – Territorial

Note 37 Budgetary Reporting – Territorial

Education Directorate
Notes to and Forming Part of the Financial Statements - Territorial
For the Year Ended 30 June 2021

NOTE 30. PAYMENT FOR EXPENSES ON BEHALF OF THE TERRITORY – TERRITORIAL

Under the *Financial Management Act 1996*, the Directorate receives this appropriation to fund a number of expenses incurred on behalf of the Territory, the main one being the payment of grants to non-government schools. Refer **Note 31 – Grants and Purchased Services – Territorial** for the details of the expenses.

	2021	2020
	\$'000	\$'000
Payment for Expenses on Behalf of the Territory	320 195	341 064
Total Payment for Expenses on Behalf of the Territory¹	320 195	341 064

1. The decrease from 2019-20 primarily relates to decreased funding due to the Commonwealth pre-paying some non-government school grants in 2019-20 as well as the provision of special assistance school hygiene funding, due to the COVID-19 Pandemic.

NOTE 31. GRANTS AND PURCHASED SERVICES – TERRITORIAL

	2021	2020
	\$'000	\$'000
Grants and Purchased Services		
<i>Payments for grants and subsidies were as follows:</i>		
Grants – Non-Government Schools ¹	319 416	340 354
Bursary Scheme	779	710
Total Grants and Purchased Services	320 195	341 064

1. The decrease from 2019-20 primarily relates to decreased funding due to the Commonwealth pre-paying some non-government school grants in 2019-20 as well as the provision of special assistance school hygiene funding, due to the COVID-19 Pandemic.

Education Directorate
Notes to and Forming Part of the Financial Statements - Territorial
For the Year Ended 30 June 2021

NOTE 32. CASH AND CASH EQUIVALENTS – TERRITORIAL

	2021 \$'000	2020 \$'000
Cash at Bank ^{1,2}	604	254
Total Cash and Cash Equivalents	604	254

- The Territorial accounts are programs administered by the Directorate on behalf of the Territory. Territorial accounts cannot generate an operating result and must hold nil equity balance. This means cash held at year-end is recorded as a payable owed to the Territory Banking Account. The increase in 2020-21 is due to the timing of Goods and Services Tax refund from the Australian Taxation Office.
- Under whole-of-government banking arrangements interest is not earned on cash at bank held with the Territory Banking Account.

NOTE 33. RECEIVABLES – TERRITORIAL

All receivables at 30 June 2021 are current and not overdue.

Current Receivables

	2021 \$'000	2020 \$'000
Goods and Services Tax Receivable from the Australian Taxation Office ¹	-	352
Total Receivables	-	352

- The decrease from 2019-20 is due to timing for Goods and Services Tax received into the bank account from the Australian Taxation Office.

NOTE 34. PAYABLES – TERRITORIAL

All payables at 30 June 2021 are current and not overdue.

Current Payables

	2021 \$'000	2020 \$'000
Payable to the Territory Banking Account ¹	604	606
Total Payables	604	606

- The Territorial accounts are programs administered by the Directorate on behalf of the Territory. Territorial accounts cannot generate an operating result and must hold nil equity balance. This means cash held at year-end is recorded as a payable owed to the Territory Banking Account.

Education Directorate
Notes to and Forming Part of the Financial Statements - Territorial
For the Year Ended 30 June 2021

NOTE 35. FINANCIAL INSTRUMENTS – TERRITORIAL

Terms, Conditions and Accounting Policies

Details of the significant policies and methods adopted, including the criteria for recognition, the basis of measurement, with respect to each class of financial asset and financial liability are disclosed in Appendix B - Significant Accounting Policies.

The carrying amounts for all financial assets and liabilities reflect their fair-value and are non-interest bearing. The Directorate on behalf of the Territory has no exposure to interest rate, credit, liquidity or price risk.

Education Directorate
Notes to and Forming Part of the Financial Statements - Territorial
For the Year Ended 30 June 2021

NOTE 36. CASH FLOW RECONCILIATION – TERRITORIAL

(a) Reconciliation of Cash and Cash Equivalents at the end of the Reporting Period in the Statement of Cash Flows on Behalf of the Territory to the Related Items in the Statement of Assets and Liabilities on Behalf of the Territory.

	2021 \$'000	2020 \$'000
Total Cash Disclosed on the Statement of Assets and Liabilities on Behalf of the Territory	604	254
Cash at the end of the Reporting Period as Recorded in the Statement of Cash Flows on Behalf of the Territory	604	254

(b) Reconciliation of Net Cash Inflows from Operating Activities to the Operating Result

Operating Result	-	-
Cash Before Changes in Operating Assets and Liabilities	-	-
Changes in Operating Assets and Liabilities		
Decrease in Receivables	352	84
(Decrease)/Increase in Payables	(2)	12
Net Changes in Operating Assets and Liabilities	350	96
Net Cash Inflows from Operating Activities	350	96

Education Directorate
Notes to and Forming Part of the Financial Statements - Territorial
For the Year Ended 30 June 2021

NOTE 37. BUDGETARY REPORTING – TERRITORIAL

There are no material variances against the 2020-21 Budget.

Education Directorate
APPENDIX A - BASIS OF PREPARATION OF THE FINANCIAL STATEMENTS
FORMS PART OF NOTE 2 OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2021

APPENDIX A - BASIS OF PREPARATION OF THE FINANCIAL STATEMENTS

LEGISLATIVE REQUIREMENT

The *Financial Management Act 1996* (FMA) requires the preparation of annual financial statements for ACT Government Agencies.

The FMA and the *Financial Management Guidelines* issued under the FMA, requires the Directorate's financial statements to include:

- i. an Operating Statement for the year;
- ii. a Balance Sheet for the year;
- iii. a Statement of Changes in Equity for the year;
- iv. a Statement of Cash Flows for the year;
- v. a Statement of Appropriation for the year;
- vi. an Operating Statement for each class of output for the year;
- vii. significant accounting policies adopted for the year; and
- viii. other statements as are necessary to fairly reflect the financial operations of the Directorate during the year and its financial position at the end of the year.

These general-purpose financial statements have been prepared in accordance with:

- i. Australian Accounting Standards; and
- ii. ACT Accounting and Disclosure Policies.

ACCRUAL ACCOUNTING

The financial statements have been prepared using the accrual basis of accounting. The financial statements have also been prepared according to the historical cost convention, except for non-current assets held in property, plant and equipment and financial instruments which were valued at fair value in accordance with the revaluation policies applicable to the Directorate during the reporting period.

CURRENCY

These financial statements are presented in Australian dollars, which is the Directorate's functional currency.

INDIVIDUAL NOT-FOR-PROFIT REPORTING ENTITY

The Directorate is an individual not-for-profit reporting entity.

Education Directorate
APPENDIX A - BASIS OF PREPARATION OF THE FINANCIAL STATEMENTS
FORMS PART OF NOTE 2 OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2021

CONTROLLED AND TERRITORIAL ITEMS

The Directorate produces Controlled and Territorial financial statements. The Controlled financial statements include income, expenses, assets and liabilities over which the Directorate has control. The Territorial financial statements include income, expenses, assets and liabilities that the Directorate administers on behalf of the ACT Government, but does not control.

The purpose of the distinction between Controlled and Territorial is to enable an assessment of the Directorate's performance against the decisions it has made in relation to the resources it controls, while maintaining accountability for all resources under its responsibility.

The basis of preparation described applies to both Controlled and Territorial financial statements except where specified otherwise.

REPORTING PERIOD

These financial statements state the financial performance, changes in equity and cash flows of the Directorate for the year ended 30 June 2021 together with the financial position of the Directorate as at 30 June 2021.

COMPARATIVE FIGURES

Budget Figures

To facilitate a comparison with the Budget Papers, as required by the FMA, budget information for 2020-21 has been presented in the financial statements. Budget numbers in the financial statements are the original budget numbers that appear in the Budget Statements.

Prior Year Comparatives

Comparative information has been disclosed in respect of the previous period for amounts reported in the financial statements, except where an Australian Accounting Standard does not require comparative information to be disclosed.

Where the presentation or classification of items in the financial statements is amended, the comparative amounts have been reclassified where practical. Where a reclassification has occurred, the nature, amount and reason for the reclassification is provided.

ROUNDING

All amounts in the financial statements have been rounded to the nearest thousand dollars (\$'000). Use of "-" represents zero amounts or amounts rounded down to zero.

GOING CONCERN

As at 30 June 2021, the Directorate's current assets are insufficient to meet its current liabilities. This is not considered a liquidity risk as its cash needs are funded through appropriation from the ACT Government on a cash-needs basis. This is consistent with the whole-of-government cash management regime, which requires excess cash balances to be held centrally rather than within individual agency bank accounts.

The Directorate's 2020-21 financial statements have been prepared on a going concern basis as the ongoing functions and activities of the Directorate have been funded in 2021-22 under section 7 of the *Financial Management Act 1996*.

Education Directorate
APPENDIX A - BASIS OF PREPARATION OF THE FINANCIAL STATEMENTS
FORMS PART OF NOTE 2 OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2021

GOING CONCERN - CONTINUED

The 2021-22 Budget, including forward estimates, for the Directorate, will be presented in the Legislative Assembly on 6 October 2021 and will be debated subsequent to the certification of these financial statements.

COVID – 19 PANDEMIC – IMPACT ON THE DIRECTORATE’S 2020-21 FINANCIAL STATEMENTS

The Directorate’s 2020-21 operations were impacted by the COVID-19 Pandemic. The Directorate incurred costs, from within existing resources, to provide additional support to schools and the community for increased cleaning and cleaning supplies and the continuation of temporary and casual staff.

The total impact on the Directorate’s financial performance was immaterial and has not significantly affected the 2020-21 financial statements. As the Directorate is primarily government funded through controlled recurrent payments, the COVID-19 Pandemic is not expected to have a material impact on future financial performance.

Education Directorate
APPENDIX B - SIGNIFICANT ACCOUNTING POLICIES
FORMS PART OF NOTE 2 OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2021

APPENDIX B - SIGNIFICANT ACCOUNTING POLICIES

Appendix B – Significant Accounting Policies applies to both the Controlled and Territorial financial statements.

SIGNIFICANT ACCOUNTING POLICIES – INCOME

REVENUE RECOGNITION

Revenue is recognised in accordance with AASB 15 Revenue from Contracts with Customers where the contract is enforceable and contains sufficiently specific performance obligations, otherwise revenue is in the scope of AASB 1058 Income of not-for-Profit Entities.

AASB 15

The core principle of AASB 15 is that revenue is recognised on a basis that reflects the transfer of promised goods or services to customers at an amount that reflects the consideration the entity expects to receive in exchange for those goods or services. Revenue is recognised by applying a five step model as follows:

1. identify the contract with the customer;
2. identify the performance obligations;
3. determine the transaction price;
4. allocate the transaction price; and
5. recognise revenue as or when control of the performance obligation is transferred to the customer.

Generally, the timing of the payment for sale of goods and rendering of services corresponds closely to the timing of satisfaction of the performance obligations, however where there is a difference, it will result in the recognition of a receivable, contract asset or contract liability.

None of the revenue streams of the Directorate have any significant financing terms as there is less than 12 months between receipt of funds and satisfaction of performance obligations

AASB 1058

Where revenue streams are in the scope of AASB 1058, the Directorate recognises the asset received (generally cash or other financial asset) at fair value, recognises any related amount (e.g. liability or equity) in accordance with an accounting standard and recognises revenue as the residual between the fair value of the asset and the related amount on receipt of the asset.

NOTE 4 – CONTROLLED RECURRENT PAYMENTS

Controlled Recurrent Payments are recognised as revenues when the Directorate gains control over the funding. Control over appropriated funds is obtained upon the receipt of cash.

NOTE 5 – SALES OF GOODS AND SERVICES FROM CONTRACTS WITH CUSTOMERS

Revenue from the sale of goods is recognised when the goods are physically passed to the customer as control is transferred at this point in time. Payments are generally required within 30 days of transfer of the goods.

The Directorate earns revenue from provision of education services.

Education Directorate
APPENDIX B - SIGNIFICANT ACCOUNTING POLICIES
FORMS PART OF NOTE 2 OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2021

SIGNIFICANT ACCOUNTING POLICIES – INCOME – CONTINUED

Revenue is recognised when the Directorate satisfies the performance obligations in the delivery of education services. Revenue is recognised in line with agreed terms or at a point in time when good and/or services are transferred to the customer.

A receivable in relation to these services is recognised when invoiced, as this is the point in time that the consideration is unconditional because only the passage of time is required before the payment.

SIGNIFICANT ACCOUNTING JUDGEMENTS AND ESTIMATES – REVENUE FROM CONTRACTS

The Directorate does not earn material revenue amounts from contracts with customers. The main source of revenue from contracts with customers for the Directorate is international students. The timing of satisfaction of performance obligations is based on the delivery of education services to students utilising term dates. Any revenue received in advance from international students at the end of the financial year is recognised as a contract liability.

NOTE 6 – SCHOOLS AND OTHER REVENUE

Where the Directorate receives an asset or services for significantly less than fair value then the transaction is in the scope of AASB 1058 and revenue is recognised on receipt of the asset / services.

Where services are received, the expense is recognised in the line item to which it relates.

Education Directorate
APPENDIX B - SIGNIFICANT ACCOUNTING POLICIES
FORMS PART OF NOTE 2 OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2021

SIGNIFICANT ACCOUNTING POLICIES – EXPENSES

NOTE 8 – EMPLOYEE EXPENSES

Employee benefits include:

- short-term employee benefits such as wages and salaries, annual leave loading, and applicable on cost if expected to be settled wholly before twelve months after the end of the annual reporting period in which the employees render the related services – wages and salaries, annual leave loading, and applicable on-costs;
- other long-term benefits such as long service leave and annual leave; and
- termination benefits.

On-costs include annual leave, long service leave, superannuation and other costs that are incurred when employees take annual and long service leave.

(See Appendix B – Note 21 Employee Benefits for accrued wages and salaries, and annual and long service leave).

NOTE 9 – SUPERANNUATION EXPENSES

Employees of the Directorate will have different superannuation arrangements due to the type of superannuation scheme available at the time of commencing employment, including both defined benefit and defined contribution superannuation scheme arrangements.

For employees who are members of the defined benefit Commonwealth Superannuation Scheme and Public Sector Superannuation Scheme the Directorate makes employer superannuation contribution payments to the Territory Banking Account at a rate determined by the Chief Minister, Treasury and Economic Development Directorate. The Directorate also makes productivity superannuation contribution payments on behalf of these employees to the Commonwealth Superannuation Corporation, which is responsible for administration of the schemes.

For employees who are members of defined contribution superannuation schemes (the Public Sector Superannuation Scheme Accumulation Plan (PSSAP) and schemes of employee choice) the Directorate makes employer superannuation contribution payments directly to the employees' relevant superannuation fund.

All defined benefit employer superannuation contributions are recognised as expenses on the same basis as the employer superannuation contributions made to defined contribution schemes. The accruing superannuation liability obligations are expensed as they are incurred and extinguished as they are paid.

SUPERANNUATION LIABILITY RECOGNITION

For Directorate employees who are members of the defined benefit Commonwealth Superannuation Scheme and Public Sector Superannuation Scheme, the employer superannuation liabilities for superannuation benefits payable upon retirement are recognised in the financial statements of the Superannuation Provision Account.

Education Directorate
APPENDIX B - SIGNIFICANT ACCOUNTING POLICIES
FORMS PART OF NOTE 2 OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2021

SIGNIFICANT ACCOUNTING POLICIES – EXPENSES – CONTINUED

NOTE 10 – SUPPLIES AND SERVICES

Insurance

The Directorate insures its major risks through the ACT Insurance Authority. The excess payable, under this arrangement, varies depending on each class of insurance held.

Repairs and Maintenance

The Directorate undertakes major cyclical maintenance on its assets. Where the maintenance leads to an upgrade of the asset, and increases the service potential of the existing asset, the cost is capitalised. Maintenance expenses which do not increase the service potential of the asset are expensed.

Rental Expenses

This covers payments for short-term leases (12-month term or less) and low-value leases (individual asset less than \$10,000) and standard non-specialised accommodation leases with ACT Property Group.

NOTE 11 – DEPRECIATION AND AMORTISATION

Amortisation is used in relation to intangible assets and depreciation is applied to physical assets such as buildings, infrastructure assets, and plant and equipment.

Land has an unlimited useful life and is therefore not depreciated.

Right-of-use leasehold improvements and plant and equipment under a finance lease are depreciated over the estimated useful life of each asset, or the unexpired period of the relevant lease, whichever is shorter.

Depreciation or amortisation for non-current assets is determined as follows:

Class of Asset	Depreciation/Amortisation	Useful Life (Years)
Buildings and Improvements to Land	Straight Line	50
Leasehold Improvements	Straight Line	5
Plant and Equipment	Straight Line	2-20
Internally Generated Intangibles	Straight Line	2-5

Education Directorate
APPENDIX B - SIGNIFICANT ACCOUNTING POLICIES
FORMS PART OF NOTE 2 OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2021

SIGNIFICANT ACCOUNTING POLICIES – ASSETS

ASSETS – CURRENT AND NON-CURRENT

Assets are classified as current where they are expected to be realised within 12 months after the reporting date. Assets which do not fall within the current classification are classified as non-current.

Significant Accounting Judgements and Estimates - Fair Value of Assets

The Directorate has made a significant estimate regarding the fair value of its assets. Land and buildings have been recorded at the market value of similar properties as determined by an independent valuer. In some circumstances, buildings that are purpose built may in fact realise more or less in the market. Infrastructure assets and some community and heritage assets have been recorded at fair value based on current replacement cost as determined by an independent valuer. The valuation uses significant judgements and estimates to determine fair value, including the appropriate indexation figure and quantum of assets held. The fair value of assets is subject to management assessment between formal valuations.

NOTE 13 – CASH AND CASH EQUIVALENTS

Cash includes cash at bank and cash on hand.

Cash equivalents are short-term, highly liquid investments that are readily convertible to known amounts of cash and which are subject to an insignificant risk of changes in value. The Directorate does not hold any investments.

NOTE 14 – RECEIVABLES

Accounts Receivables

Accounts receivable (including trade receivables, other receivables and loan receivables) are measured at amortised cost, with any adjustments to the carrying amount being recorded in the Operating Statement.

Impairment Losses – Receivables

The allowance for expected credit losses represents the amount of receivables that the Directorate estimates will not be repaid. The allowance for credit losses is based on objective evidence and a review of overdue balances. The Directorate measures expected credit losses of a financial instrument in a way that reflects:

- a) an unbiased and probability-weighted amount that is determined by evaluating a range of possible outcomes;
- b) the time value of money; and
- c) reasonable and supportable information that is available without undue cost or effort at the reporting date about past events, current conditions and forecasts of future economic conditions.

The amount of the expected credit loss is recognised in the Operating Statement. The allowance for credit losses are written off against the allowance account when the Directorate ceases action to collect the debt when the cost recover debt is more than the debt is worth.

Education Directorate
APPENDIX B - SIGNIFICANT ACCOUNTING POLICIES
FORMS PART OF NOTE 2 OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2021

SIGNIFICANT ACCOUNTING POLICIES – ASSETS – CONTINUED

The Directorate does not hold any material contract assets as at 30 June 2021.

For trade receivables the Directorate applied the simplified approach under AASB 9, which uses a lifetime expected loss for all trade receivables.

A provision matrix is used to calculate the expected credit loss.

Where the Directorate has no reasonable expectation of recovering an amount owed by a debtor and ceases action to collect the debt, as the cost to recover the debt is more than the debt is worth, the debt is written-off by directly reducing the receivable against the loss allowance.

NOTE 15 – PROPERTY, PLANT AND EQUIPMENT

Acquisition and Recognition of Property, Plant and Equipment

Property, plant and equipment is initially recorded at cost.

Where property, plant and equipment are acquired at no cost, or minimal cost, cost is its fair value as at the date of acquisition. However property, plant and equipment acquired at no cost or minimal cost as part of a Restructuring of Administrative Arrangements is measured at the transferor's book value.

Property, plant and equipment with a minimum value of \$5,000 (exclusive of GST) are capitalised. Assets below \$5,000 are expensed in the reporting period of purchase. Assets that are individually below the threshold, but for which the aggregate value is material, may be capitalised depending on the nature of the assets.

Measurement of Property, Plant and Equipment after Initial Recognition

Land, buildings and improvements to land are measured at fair value. Plant and equipment including leasehold improvements are measured at cost. Land, buildings and improvements to land are revalued every three years. However, if at any time management considers that the carrying amount of an asset materially differs from its fair value, then the asset will be revalued regardless of when the last valuation took place. The most recent complete revaluation of the Directorate's land, buildings and improvements to land was performed as at 30 June 2020.

Fair value is the amount that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date. Fair value is measured using the market approach or the cost approach valuation techniques as appropriate that reflects the current cost to construct a comparable asset less accumulated depreciation. In estimating the fair value of an asset or liability, the Directorate takes into account the characteristics of the asset or liability if market participants would take those characteristics into account when pricing the asset or liability at the measurement date. Property, Plant and Equipment capitalised during the year is capitalised at cost.

Education Directorate
APPENDIX B - SIGNIFICANT ACCOUNTING POLICIES
FORMS PART OF NOTE 2 OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2021

SIGNIFICANT ACCOUNTING POLICIES – ASSETS – CONTINUED

NOTE 15 – PROPERTY, PLANT AND EQUIPMENT – CONTINUED

Right-of-use assets are initially measured at cost. After the commencement date, right of use assets are measured at cost less any accumulated depreciation and accumulated losses and adjusted for any re-measurement of the lease liability. Right-of-use assets are presented in the property, plant and equipment under the relevant asset class.

The Directorate considered the impact of future severe weather events such as bushfires and its impact on its Property, Plant and Equipment. The Directorate has insurance that provides sufficient coverage to repair or replace damaged assets in the event of severe weather. Therefore the impact of these events on the value of its assets is considered immaterial.

Significant Accounting Judgements and Estimates – Useful lives of Property Plant and Equipment (PPE)

The Directorate has made a significant estimate in determining the useful lives of its PPE. The estimation of useful lives of PPE is based on the historical experience of similar assets and in some cases has been based on valuations provided by the CIVAS (ACT) Pty Ltd as at 30 June 2020. The useful lives are assessed on an annual basis and adjustments are made when necessary.

Disclosures concerning assets useful life (see Appendix B – Note 11 Depreciation and Amortisation).

Impairment of Assets

The Directorate assesses, at each reporting date, whether there is any indication that an asset may be impaired. Assets are also reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable.

Any resulting impairment losses for land, buildings and improvements to land are recognised against the relevant class of asset in the Asset Revaluation Surplus with corresponding reduction to the carrying amount in the Balance Sheet. Where the impairment loss is greater than the balance in the Asset Revaluation Surplus, the difference is expensed in the Operating Statement.

NOTE 16 – INTANGIBLE ASSETS

The Directorate's intangible assets are comprised of internally generated software and externally acquired software for internal use. Externally acquired software is recognised and capitalised when:

- a) it is probable that the expected future economic benefits attributable to the software will flow to the Directorate;
- b) the cost of the software can be measured reliably; and
- c) the acquisition cost is equal to or exceeds \$50,000.

Internally generated software is recognised when it meets the general recognition criteria and where it also meets the specific recognition criteria relating to intangible assets arising from the development phase of an internal project.

Capitalised software has a finite useful life. Software is amortised on a straight line basis over its useful life, over a period not exceeding five years.

Intangible assets are measured at cost.

Education Directorate
APPENDIX B - SIGNIFICANT ACCOUNTING POLICIES
FORMS PART OF NOTE 2 OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2021

SIGNIFICANT ACCOUNTING POLICIES – LIABILITIES

LIABILITIES – CURRENT AND NON-CURRENT

Liabilities are classified as current when they are due to be settled within 12 months after the reporting date or the Directorate does not have an unconditional right to defer settlement of the liability for at least 12 months after the reporting date. Liabilities which do not fall within the current classification are classified as non-current.

NOTE 18 – PAYABLES

Payables are initially recognised at fair value based on the transaction cost and subsequent to initial recognition at amortised cost, with any adjustments to the carrying amount being recorded in the Operating Statement. All amounts are normally settled within 30 days after the invoice date.

Payables include Trade Payables, Accrued Expenses and Other Payables.

NOTE 19 – CONTRACT LIABILITIES

When an amount of consideration is received from a customer prior to the Directorate transferring a service to the customer, the balance of the consideration which has not been transferred is presented as a contract liability.

NOTE 21 – EMPLOYEE BENEFITS

Wages and Salaries

Accrued salaries and wages are measured at the amount that remains unpaid to employees at the end of the reporting period.

Annual and Long Services Leave

Annual and long service leave including applicable on-costs that are not expected to be wholly settled within twelve months are measured at the present value of estimated future payments to be made in respect of services provided by employees up to the end of the reporting period. Consideration is given to the future wage and salary levels, experience of employee departures and periods of service. At the end of each reporting period, the present value of annual leave and long service leave payments is estimated using market yields on Commonwealth Government bonds with terms to maturity that match, as closely as possible, the estimated future cash flows.

Annual leave liabilities have been estimated on the assumption that they will be wholly settled within three years. This financial year the rate used to estimate the present value of future:

- Annual leave payment is 100.2% (100.9% in the previous financial year);
- Payments for long service leave is 108.7% (113.6% in the previous financial year).

The long service leave liability is estimated with reference to the minimum period of qualifying service. For employees with less than the required minimum period of 7 years of qualifying service, the probability that employees will reach the required minimum period has been taken into account in estimating the provision for long service leave and applicable on-costs.

Education Directorate
APPENDIX B - SIGNIFICANT ACCOUNTING POLICIES
FORMS PART OF NOTE 2 OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2021

SIGNIFICANT ACCOUNTING POLICIES – LIABILITIES – CONTINUED

The provision for annual leave and long service leave includes estimated on-costs. As these on-costs only become payable if the employee takes annual and long service leave while in-service, the probability that employees will take annual and long service leave while in service has been taken into account in estimating the liability for on-costs.

NOTE 21 – EMPLOYEE BENEFITS – CONTINUED

Annual leave and long service leave are classified as current liabilities in the Balance Sheet where there are no unconditional rights to defer the settlement of the liability for at least 12 months. Conditional long service leave liabilities are classified as non-current because the Directorate has an unconditional right to defer the settlement of the liability until the employee has completed the requisite years of service

Significant Accounting Judgements and Estimates – Employee Benefits

Significant judgements have been applied in estimating the liability for employee benefits. The estimated liability for annual and long service leave requires a consideration of the future wage and salary levels, experience of employee departures, probability that leave will be taken in service and periods of service. The estimate also includes an assessment of the probability that employees will meet the minimum service period required to qualify for long service leave and that on-costs will become payable.

The significant judgements and assumptions included in the estimation of annual and long service leave liabilities include an assessment by an actuary. The Australian Government Actuary performed this assessment in April 2019. The next actuarial review is expected to be undertaken by early 2022.

Education Directorate
APPENDIX B - SIGNIFICANT ACCOUNTING POLICIES
FORMS PART OF NOTE 2 OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2021

SIGNIFICANT ACCOUNTING POLICIES – OTHER NOTES

NOTE 23 – FINANCIAL INSTRUMENTS

Financial assets are classified as subsequently measured at amortised cost, fair value through other comprehensive income or fair value through profit or loss on the basis of both:

- a) the business model for managing the financial assets; and
- b) the contractual cash flow characteristics of the financial assets.

Financial liabilities are measured at amortised cost

NOTE 26 - INTEREST IN A JOINT OPERATION

The Directorate is involved in a joint operation with the Catholic Education Office at Gold Creek Primary School and its share of assets, liabilities, income and expenses have been recognised in the Directorate's financial statements under appropriate headings consistent with AASB 11 'Joint Arrangements'. Please refer to Note 26 – Interest in a Joint Operation for details.

NOTE 29 – BUDGETARY REPORTING

Significant judgements have been applied in determining what variances are considered 'major variances'. Variances are considered major if both of the following criteria are met:

- The line item is a significant line item: where either the line item actual amount accounts for more than 10% of the relevant associated category (Income, Expenses and Equity totals) or more than 10% of the sub-element (e.g. Current Liabilities and Receipts from Operating Activities totals) of the financial statements; and
- The variances (original budget to actual) are greater than plus (+) or minus (-) 5% of the budget for the financial statement line item and more than \$15 million.

Education Directorate
APPENDIX B - SIGNIFICANT ACCOUNTING POLICIES
FORMS PART OF NOTE 2 OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2021

TERRITORIAL – SPECIFIC SIGNIFICANT ACCOUNTING POLICIES

SIGNIFICANT ACCOUNTING POLICIES – SPECIFIC TO TERRITORIAL – INCOME

NOTE 30 – PAYMENT FOR EXPENSES ON BEHALF OF THE TERRITORY – TERRITORIAL

The Payment for expenses on behalf of the Territory is recognised on an accrual basis. Due to the nature of territorial accounting, the Statement of Assets and Liabilities on Behalf of the Territory includes (as applicable) liabilities to, and receivables from, the Territory Banking Account.

TERRITORIAL NOTES REFERENCED TO CONTROLLED NOTES

NOTE 37 BUDGETARY REPORTING – TERRITORIAL: see Appendix B - Note 29 Budgetary Reporting.

Education Directorate
APPENDIX C - IMPACT OF ACCOUNTING STANDARDS ISSUED BUT YET TO BE APPLIED
FORMS PART OF NOTE 2 OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2021

APPENDIX C - IMPACT OF ACCOUNTING STANDARDS ISSUED BUT YET TO BE APPLIED

The information below applies to both the Controlled and Territorial financial statements.

IMPACT OF ACCOUNTING STANDARDS ISSUED BUT YET TO BE APPLIED

All Australian Accounting Standards and Interpretations issued but yet to be applied are either not relevant to the Directorate or have been assessed as having an immaterial financial impact on the Directorate.

Education Directorate
APPENDIX D - CHANGE IN ACCOUNTING ESTIMATES
FORMS PART OF NOTE 3 OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2021

APPENDIX D - CHANGE IN ACCOUNTING POLICY AND ACCOUNTING ESTIMATES

Appendix D the change in accounting estimates applies to both the Controlled and Territorial financial statements.

As disclosed in Note 21 – Employee Benefits, annual leave and long service leave, including applicable on-costs that do not fall due in the next 12 months are measured at the present value of estimated payments to be made in respect of services provided by employees up to the reporting date. The present value of future payments is estimated from an assessment made by the Australian Government Actuary.

Last financial year the rate used to estimate the present value of future long service leave and annual leave payments was 113.6% for long service leave and 100.9% for annual leave. The rate for 2020-21 is 108.7% for long service leave and 100.2% for annual leave. As such the estimate of the long service leave and annual leave liabilities has changed. This change has resulted in a decrease in the estimate of the long service leave liability and expense in the current reporting period of approximately \$6.436 million and a decrease to the estimate of the annual leave liability and expense in the current reporting period of approximately \$0.340 million.

Capital Works

Infrastructure upgrades delivered in 2020-21

Public Schools Infrastructure Upgrade (PSIU) has delivered significant upgrades across the public school network with \$9.989 million expended in the 2020-21 financial year, including:

Upgrades	Schools	
Security fence installations	<ul style="list-style-type: none"> • Caroline Chisholm School; • UC Kaleen High School; • Kingsford Smith School – upgrade; 	<ul style="list-style-type: none"> • Majura Primary School – security fence to kindergarten area to improve safety; and • Red Hill Primary School – security fence to enclose oval.
School administration upgrades	<ul style="list-style-type: none"> • Aranda Primary School; • Belconnen High School; • Black Mountain School; • Caroline Chisholm School; • Chapman Primary School; • Giralang Primary School; 	<ul style="list-style-type: none"> • Maribyrnong Primary School; • Lanyon High School; • Monash Primary School; • Mount Rogers Primary School; and • Telopea Park School.
Learning area upgrades	<ul style="list-style-type: none"> • Alfred Deakin High School; • Arawang Primary School; • Black Mountain School; • Calwell High School; • Caroline Chisholm School; • Charles Conder Primary School; • Erindale College; • Hawker College; • Hughes Primary School; 	<ul style="list-style-type: none"> • Lanyon High School; • Lyneham Primary School; • Macquarie Primary School; • Maribyrnong Primary School; • Mount Rogers Primary School; • The Woden School; • Turner Primary School; • UC Lake Ginninderra College; and • Wanniasa High School.
External learning area upgrades	<ul style="list-style-type: none"> • Aranda Primary School; • Canberra High School; • Canberra College; • Caroline Chisholm School; • Evatt Primary School; • Forrest Primary School; • Fraser Primary School; • Garran Primary School; • Gilmore Primary School; • Gold Creek School; 	<ul style="list-style-type: none"> • Isabella Plains Early Childhood School; • Maribyrnong Primary School; • North Ainslie Primary School; • Red Hill Primary School; • Richardson Primary School; • The Woden School; • Torrens Primary School; • UC Kaleen High School; and • Weetangera Primary School.
Access upgrades and learning support upgrades	<ul style="list-style-type: none"> • Alfred Deakin High School; • Amaroo School; • Arawang Primary School; 	<ul style="list-style-type: none"> • Hawker Primary School; • Hawker College; • Hughes Primary School;

Upgrades	Schools
	<ul style="list-style-type: none"> • Black Mountain School; • Calwell High School; • Calwell Primary School; • Charnwood Dunlop School; • Caroline Chisholm School; • Cranleigh School; • Erindale College; • Evatt Primary School; • Farrer Primary School; • Giralang Primary School; • Gordon Primary School; • Gold Creek School; • Harrison School; • Kaleen Primary School; • Kingsford Smith School; • Margaret Hendry School; • Maribyrnong Primary School; • Miles Franklin School; • Monash Primary School; • Neville Bonner Primary School; • Palmerston Primary School; • Torrens Primary School; • UC Kaleen High School; • Wanniasa Hills Primary School; • Weetangera Primary School; and • The Woden School.
Toilet upgrades	<ul style="list-style-type: none"> • Calwell Primary School; • Canberra College; • Charnwood Dunlop School; • Evatt Primary School; • Farrer Primary School; • Gilmore Preschool; • Macquarie Primary School; • Melba Copland Secondary School; • Miles Franklin Primary School; • North Ainslie Primary School; • Torrens Primary School; • UC Kaleen High School; and • Weetangera Primary School.
Cleaning Room upgrades	<ul style="list-style-type: none"> • Canberra High School; • Hawker Primary School; • Hughes Primary School; • Mawson Primary School; • Melba Copland High School; • Melrose High School; • Monash Primary School; • Theodore Primary School; and • Yarralumla Primary School.

Stimulus Package

The Education Directorate received \$1.854 million funding in 2020-21 for a Stimulus Package. This package was expended to fund:

Upgrades	Schools
Security fence installation/upgrades	<ul style="list-style-type: none"> • Gordon Primary School; and • Namadgi School – upgrade.
School administration	<ul style="list-style-type: none"> • Garran Primary School; and • Calwell High School.
Learning area upgrades	<ul style="list-style-type: none"> • Black Mountain School; • Cranleigh School; • Evatt Primary School; • Fadden Primary School; • Florey Primary School; • Lanyon High School; • Malkara School; • Mawson Primary School; • Melrose High School; • Palmerston Primary School;

Upgrades	Schools	
	<ul style="list-style-type: none"> Giralang Primary School; Isabella Plains Early Childhood School; 	<ul style="list-style-type: none"> Wanniassa Hills Primary School; and Wanniassa School.
External learning area upgrades	<ul style="list-style-type: none"> Aranda Primary School; Arawang Primary School; Black Mountain School; Calwell Primary School; Campbell Primary School; Campbell High School; Canberra High School; Charnwood Dunlop Primary School; Cranleigh School; Dickson College; Duffy Primary School; Fadden Primary School; Gilmore Primary School; Giralang Primary School; Hughes Primary School; 	<ul style="list-style-type: none"> Isabella Plains Early Childhood School; Kaleen Primary School; Lake Tuggeranong College; Macgregor Primary School; Macquarie Primary School; Miles Franklin Primary School; Mount Rogers Primary School; Narrabundah Early Childhood School; Ngunnawal Primary School; Richardson Primary School; Taylor Primary School; Turner Primary School; Wanniassa School; Weetangera Primary School; and The Woden School.
Car park upgrades	<ul style="list-style-type: none"> Gowrie Primary School; and 	<ul style="list-style-type: none"> Namadgi School.
Installation of digital signs	<ul style="list-style-type: none"> Calwell High School; Mawson Primary School; 	<ul style="list-style-type: none"> Wanniassa Primary School; and Wanniassa High School.

Roof replacement program

The Education Directorate received \$17.960 million in the 2018-19 Budget for the Roof Replacement Program over four years. Construction was completed at Alfred Deakin High School, Calwell High School, North Ainslie Primary School and Telopea School with \$6.029 million expended in 2020-21. Works are currently ongoing at Wanniassa High School for a partial roof replacement.

Energy efficient heating renewal program

The Education Directorate received \$15.964 million in the 2019-20 Budget for the Delivering Energy Efficient Heating Upgrades for ACT public schools program over four years. Construction is completed at Hawker College and Latham Primary School with \$2.024 million expended in 2020-21 and procurement is ongoing for Telopea Park School.

Major Education Projects

The Education Directorate has delivered significant projects across the public school network with \$97.933 million expended in the 2020-21 financial year.

Projects were delivered to modernise facilities, provide new schools and better meet the learning needs of communities. For 2020-21 the projects included four new schools (work in progress); three school site upgrades; four permanent site expansions are underway which will provide additional capacity of up to 1450 students when completed, and transportable classrooms were delivered to accommodate up to 650 additional places.

Planning also commenced for future schools including major modernisation upgrades for three schools, major expansions for two schools and feasibility study and master planning for one new school.

School Upgrades

- Margaret Hendry School - internal learning upgrades to support small group programs as well as external learning and landscaping upgrades.
- Amaroo School – internal refurbishment and upgrades to accommodate increase in students for term 1, 2021.
- Campbell Primary School Modernisation - the modernisation works include construction of three new learning communities for 450 places, canteen, STEM Area, small group program facilities and landscaping. The new construction works are on program for completion by December 2021. This will allow the demolition of the old junior wing building during the school holiday period with completion due in mid-January 2022 and the school ready for operations at the beginning of the 2022 school year.

School Expansions

- Margaret Hendry School Expansion - Master planning design works are progressing, with head contractor tendering underway. Early expansion works have commenced to the Administration building to accommodate student growth at the beginning of the 2022 school year. Main works are targeting completion for the start of 2023.
- Amaroo School Senior Campus Expansion – 200-place expansion works includes construction of a new learning community with expanded general and specialist learning areas and refurbishment works to the existing science and technology block, The Onyx Theatre and marble terrace buildings. The new build is currently scheduled for delivery at the beginning of the 2022 school year and refurbishment works programmed for completion by mid-2022.
- Gold Creek Senior School expansion – 200-place expansion works includes demolition of existing internal ground floor spaces, refurbishment of existing spaces and an extension to the first floor to create seven new general learning spaces. The project was procured under the *Aboriginal and Torres Strait Islander Procurement Policy* (ATSIPP). Detail design was completed in April 2021 and construction has commenced with the demolition works completed. The expansion is scheduled for delivery by early 2022.
- Franklin School expansion - Construction work commenced in Quarter 4 2020 for the 450-place expansion. Refurbishment of the administration and library has been completed and handed over to the school for their use. Construction of a new learning community 1 building with capacity of up to 150 students is programmed to be completed by August 2021. Construction of learning communities 2 and 3 (a two-storey building) with capacity of up to 300 students is underway and programmed for completion prior to term 1, 2022.

New Schools

- Evelyn Scott School – Preschool to Year 6, including the double gymnasium and associated landscaping opened for the 2021 school year. Construction is progressing for the Years 7 to 10 buildings which will be operational in 2023;

- Construction of the new Preschool to Year 6 school in Throsby is progressing for completion at the start of the 2022 school year;
- East Gungahlin High School (in Kenny) – The head contractor has undertaken final design documentation and submitted the Development Application for the new high school scheduled to open in 2023; and
- North Gungahlin High School (in Taylor) – Master planning design works are progressing with head contractor tendering underway.

Transportable Classrooms

Transportable classrooms provide flexibility to respond to natural peaks in enrolments and medium-term transient enrolment growth. As suburbs progress through their life-cycle, student numbers tend to rise and fall. Active monitoring and management of unexpected local and short-term demand pressures is a key school planning function. There are currently 148 transportable units in place at 38 ACT public schools.

The provision of transportable classrooms enables the Education Directorate to respond quickly and flexibly to changes in enrolment demand. Transportable classrooms are a normal part of planning for growth, they provide flexibility both for schools that are experiencing temporary growth in enrolments and time to plan for and deliver permanent investment in capacity where it is needed for the long term.

Short-term increases in demand that are not expected to be sustained can be addressed by installing transportable classrooms at a significantly lower cost compared to that of an additional building. These are used in situations where a permanent built expansion of capacity may not be the best long term or cost-effective solution to expected demand pressures.

In addition, the provision of the transportable classrooms provides time for the Directorate to plan and deliver a more permanent response if sustained enrolment growth is anticipated.

Transportable classrooms are designed to be open, spacious, comfortable and inviting learning environments. They are modern, fully insulated, and designed to meet current energy targets with the same comforts and technical/IT infrastructure as a permanent learning space. They are planned and placed in areas that blend into the overall design and landscaping of the school. Transportable classrooms installed at schools today are built to the same standards (National Construction Code) as permanent structures.

Transportable classrooms are also used as interim accommodation while modernisation of schools is under way.

The installation of transportable classrooms provided an additional 650 places across twelve schools in the fastest growing regions of Gungahlin, Belconnen, the Inner North and Inner South. The 2020-21 program is nearing completion with the installation of transportables completed at the following school sites;

- Black Mountain School – 100 Places
- Forrest Primary School – 50 Places
- Fraser Primary School – 50 Places
- Garran Primary School – 100 Places
- Majura Primary School – 50 Places
- Mawson Primary School – 50 Places
- Mt Rogers Primary School – 50 Places
- North Ainslie Primary School – 50 Places

- Red Hill Primary School – 50 Places
- Taylor Primary School – 50 Places
- Telopea Park School – 50 Places

Due to COVID border restrictions, the supply and installation of the transportable at Yarralumla Primary School with an additional 50 places was delayed and is scheduled for September 2021.

Planning

- Narrabundah College modernisation – initial feasibility and concept master planning is underway which includes feedback received from previous community engagement and due diligence/site investigations;
- new Primary School in Strathnairn – initial feasibility and concept master planning is underway;
- planning for Woden Schools – initial feasibility and concept master planning for identified schools in the Woden network is underway; and
- planning for 2022 transportables is underway with reviews occurring across all school networks.

Table 58: Capital Works Management 2020-21

Project	Original Project Value \$'000	Revised Project Value \$'000	Prior Year Expenditure \$'000	Actual Expenditure 2020-21 \$'000	Total Expenditure to Date \$'000	Estimated/ Actual physical completion date
NEW CAPITAL WORKS						
Modular Learning Centres	17,082	17,082	0	13,700	13,700	Dec-21
Amaroo School Expansion	12,730	12,730	0	544	544	
Kenny High School	85,900	85,900	0	1,558	1,558	
Subtotal New Capital Works	115,712	115,712	0	15,803	15,803	
PUBLIC SCHOOL INFRASTRUCTURE UPGRADES						
School Learning Area Improvements	1,665	1,650	0	1,067	1,067	Jun-21
School Administration and Support Area Improvements	1,131	1100	0	1,595	1,595	Jun-21
Disability Access Compliance	2,398	2,000	0	2,713	2,713	Jun-21
School Infrastructure Revitalisation	2,456	2,398	0	1,387	1,387	Jun-21
School Security Improvements	204	200	0	592	592	Jun-21

Project	Original Project Value \$'000	Revised Project Value \$'000	Prior Year Expenditure \$'000	Actual Expenditure 2020-21 \$'000	Total Expenditure to Date \$'000	Estimated/ Actual physical completion date
School Safety Improvements	680	675	0	111	111	Jun-21
External Learning Environments	426	350	0	1,106	1,106	Jun-21
Environmentally Sustainable Initiatives	930	800	0	853	853	Jun-21
Joint Funding Works	697	700	0	565	565	Jun-21
Subtotal Public School's Infrastructure Upgrades	10,587	9,873	0	9,989	9,989	
Total New Works	129,299	129,585	0	26,142	26,142	
WORK IN PROGRESS						
Expanding Franklin Early Childhood School	29,447	29,447	2,032	11,450	13,482	Dec-21
Delivering a new primary school at Throsby	43,913	43,913	1,570	17,124	18,695	Feb-22
More places for students at Gold Creek School's senior campus	6,442	6,442	41	543	584	Feb-22
Expanded facilities for Gungahlin College	1,269	1,269	699	563	1,262	Dec-21
More places for students at northside schools	8,504	8,504	5,030	658	5,688	Feb-23
Planning for Canberra's future school needs	2,053	2,053	1,006	992	1,998	Jun-22
Delivering energy-efficient heating upgrades for ACT public schools	15,964	15,964	308	2,024	2,333	Jun-23

Project	Original Project Value \$'000	Revised Project Value \$'000	Prior Year Expenditure \$'000	Actual Expenditure 2020-21 \$'000	Total Expenditure to Date \$'000	Estimated/ Actual physical completion date
Delivering secure local jobs for school cleaners	1,610	1,610	1,004	314	1,318	Jun-22
More schools, better schools – More places at Gungahlin schools	19,830	19,830	16,918	950	17,867	Jun-22
More schools, better schools – Roof Replacement Program	17,960	17,960	8,729	6,029	14,759	Jun-22
Molonglo Schools – P-10 campus	41,858	70,000	15,761	42,134	57,895	Jun-23
Campbell Primary School Modernisation	18,819	18,819	654	4,938	5,593	Jun-22
Better schools for our kids – Expanding schools in Gungahlin	24,072	24,606	20,263	982	21,245	Jun-22
Schools for the Future – North Gungahlin and Molonglo	28,609	28,609	28,592	6	28,598	Dec-20
Total Capital Work in Progress	260,350	289,026	102,607	88,707	191,317	
Stimulus Package- Screwdriver Ready Projects						
Stimulus Package - Screwdriver Ready Projects	5,150	7,004	5,150	1,854	7,004	Jun-21
Total Screwdriver Ready projects	5,150	7,004	5,150	1,854	7,004	
PROJECTS - PHYSICALLY AND FINANCIALLY COMPLETED						
Better Schools for Our kids - Narrabundah College and Campbell Primary School - facilities upgrade	23,866	25,066	23,588	1,479	25,068	

Project	Original Project Value \$'000	Revised Project Value \$'000	Prior Year Expenditure \$'000	Actual Expenditure 2020-21 \$'000	Total Expenditure to Date \$'000	Estimated/ Actual physical completion date
Better Schools – Investment in Gungahlin school infrastructure	16,600	16,600	16,323	277	16,600	
Schools for the Future – Caroline Chisholm School – Centre for Innovation and Learning	5,896	5,696	5,463	34	5,496	
Total Projects Physically and Financially Completed	46,362	47,362	45,374	1,790	47,164	
GRAND TOTAL CAPITAL WORKS PROGRAM 2020-21	438,161	468,977	153,131	118,143	271,277	

Table 59: End of Financial Year Reconciliation Schedule 2020-21

Reconciliation of total current year financing	2020-21 \$'000
Total current year capital works financing	113,105
Add: Other capital initiatives financing	13,548
Capital Injection as per Cash flow statement	126,653
Reconciliation of Total Current Year Actual Expenditure - against financing	
Total current year capital works expenditure	118,201
Total current year capital initiatives expenditure	14,082
Less: Net Impact of accruals between financial years WITH movement in invoices	(4,724)
Less: Net Impact of Capital purchases expenditure funded outside of Capital Injections	(906)
Capital Injection (as per Cash flow statement)	126,653
Reconciliation of Total Current Year Actual Expenditure	
Total current year capital works expenditure	118,201
Total current year capital initiatives expenditure	14,083
Less: Expensed amount	(3,770)
Less: Net Impact of accruals between financial years WITHOUT movement in invoices	(8,365)
Add: Other asset purchases outside of capital works program and capital initiatives	2,176
Purchase of Property, Plant and Equipment (as per Cash Flow Statement)	122,324

Information, Communication and Technology Projects

In 2020-21, the Education Directorate completed critical milestones for Information, Communication and Technology (ICT) projects including:

- deploying over 3,300 devices to newly enrolled ACT public secondary students;
- a secondary student device refresh was completed by end of June 2021, refreshing 8,295 devices that were provided as part of the first rollout in 2018;
- analysing and reprioritising projects to align with required school outcomes, in particular during the COVID-19 pandemic remote learning response period; and
- delivering key projects aligned with the School Administration System deployment schedule. During this period including rolling out the Enrolments and Finance modules out to all schools.

Table 60: Information, Communication and Technology Projects 2020-21

Project	Original Project Value \$'000	Revised Project Value \$'000	Prior Year Expenditure \$'000	Actual Expenditure 2020-21 \$'000	Total Expenditure to Date \$'000	Estimated/ Actual physical completion date
WORK IN PROGRESS						
Better schools for our kids – Technology Enabled Learning	10,450	17,756	10,450	6,811	17,261	Jun-22
Better schools – IT Upgrade for School Administration System (SAS)	10,000	10,000	9,607	393	10,000	Nov-20
Supporting our School System – Improving ICT ¹	7,516	11,061	-	6,365	6,365	Jun- 22
Schools Staffing Integrated Management System	356	356	249	75	324	Jun-22
Total Work	28,322	39,173	20,307	13,644	33,950	

¹Given the nature of Supporting our School System – Improving ICT being an ongoing project, the original project and revised project values reflect the 2020-21 budget only.

Asset Management

Assets Managed

The Education Directorate is responsible for a large and diverse asset portfolio, with 89 schools located across more than 100 sites that cater for more than 50,000 students every day. The ACT education infrastructure portfolio has significant history, having grown in step with the Canberra region and modernised alongside education practice over many years. Over two-thirds of the ACT's 89 public schools were built before 1992, with the oldest of those opening its doors to students in 1923.

Investing in safe and fit-for-purpose educational infrastructure is integral to ensuring ACT public school students continue to have access to facilities that encourage learning and belonging within inclusive school environments.

The Education Directorate administers the annual capital works program and coordinates and manages statutory and high-risk maintenance activities in addition to providing technical support to schools for repairs and maintenance activities. There are three main infrastructure funding streams managed by the Directorate as capital works and recurrent funding:

- Major Projects – incorporates the construction of new schools and major works to existing sites such as large-scale expansions or modernisations to existing schools;
- Public Schools Infrastructure Upgrades – includes improvements and upgrades to schools such as classroom renovations, the installation of new fit-outs and safety and security improvements; and
- Repairs and Maintenance – comprises smaller activities to maintain existing facilities typically undertaken by schools.

Sustainable management of the Education Directorate's asset portfolio is guided by its Strategic Asset Management Plan (SAMP). This plan provides timely advice to government about risks and associated remediation options and has focused investment on core issues – such as the growth of the Territory and the impact on the Directorate's infrastructure.

The aim of the SAMP is to provide a secure, suitable, fit for purpose asset portfolio to enhance the ACT in providing a safe, healthy working environment for teaching and learning in the 21st century. The SAMP focuses on two key areas of the Directorate's expenditure - repairs and maintenance and capital upgrade works. The SAMP supports the Directorate in developing policy and understanding responsibilities and priorities in relation to ongoing school asset management.

The Education Directorate managed school infrastructure assets with a total value of \$2.056 million as at 30 June 2021.

Table 61: Assets and their values as at 30 June 2021

Asset Class	Value (\$ million)
Land and Buildings (including improvements) for schools and preschools	2,056.0
Leasehold improvements	0.2
Right of Use Vehicles	1.5
Property, plant and equipment	34.9
Intangible Assets	10.4
Total	2,103.0

During 2019-2020 the following assets were added to the asset register.

Table 62: Assets added to the Asset Register in 2020-21

Assets	Value (\$ million)
Capital Works (schools)	29.3
Capital Initiatives – ICT and other projects	21.3
Total	50.6

Surplus Assets

As at 30 June 2021 the Education Directorate did not have any properties which had been identified as potentially surplus.

Assets Maintenance and Upgrade

The Education Directorate undertakes planned and unforeseen repairs and maintenance works at ACT public schools and preschools as well as compliance programs. Funds are also allocated each year directly to ACT public schools for physical infrastructure costs covering minor repairs and maintenance works.

The centrally funded 2020-21 repairs and maintenance works included:

- specific works (for example, fire panel, security system and electrical switchboard upgrades, external painting and other school requested improvements);
- heating, ventilation and air conditioning maintenance and repairs;
- stormwater and sewer line inspections and rectification works;
- roof access safety system upgrades and certification;
- lifts and auto doors inspections and maintenance;
- emergency lighting inspections and maintenance;
- fire alarm system monitoring;
- gutter cleaning and ember zone maintenance;
- hazardous materials surveys and removal;
- building condition assessments including drone technology to streamline and improve the assessment of roof and roof components;

- work health and safety related works;
- tree works;
- play equipment audits and maintenance; and
- school security - including targeted patrols, static guarding where required and patrol response to security sensor alerts.

Expenditure on centrally managed repairs and maintenance was \$20.567 million which represented an increase of 9.3 per cent compared to last financial year.

Managing Hazardous Materials in ACT Public Schools

The Education Directorate manages public school buildings of varying age and condition across the Territory. 76 schools contain some amount of asbestos and/or lead paint. Every school with known hazardous materials has a Hazardous Materials Register and \$5.409 million was expended within the repairs and maintenance budget for the targeted management and removal of hazardous materials in ACT public schools during 2020-21.

In practice, the management of hazardous materials is often addressed and remedied during the process of implementing comfort and safety upgrades in schools, for example, replacing windows in an older school to improve energy efficiency and student comfort may also result in windows with lead paint being removed.

In December 2020 the Education Directorate set up an internal Taskforce to coordinate the management and removal of hazardous materials across school buildings, ensuring priority and focus is maintained on this important work. Chaired by the Deputy Director-General, the Taskforce is responsible for ensuring activities align with government policy settings and health and safety requirements, engaging with appropriate stakeholders and ensuring effective communication to schools and their community, and government.

The Taskforce is supported by an Expert Panel, established by the Education Directorate to provide expert advice and guidance on the Directorate's response to incidents involving hazardous materials and the ongoing management of hazardous materials in public schools. The skills and experience of the members of the Expert Panel ensures the response is informed by international best practice.

Table 63: Expert panel membership

Name	Background
Professor Mark Taylor	Professor of Environmental Science and Human Health at Macquarie University, Sydney specialising in environmental contamination and the risks it can pose
Professor Martyn Kirk	Professor of Applied Epidemiology and National Health and Medical Research Council (NHMRC) Fellow at the Australian National University
Director Workplace Protection	Nominated by Office of the Work Health and Safety Commissioner
Director, Environment and Radiation Safety	Nominated by Chief Health Officer, ACT Health Directorate

The panel first met in December 2020 and will continue to meet as the program for accelerated management and removal of hazardous materials progresses. Further to the establishment of the Taskforce and Expert Panel, during the reporting period the Directorate has taken additional steps to improve the management of hazardous materials, including:

- reviewing Hazardous Materials Registers in every ACT public school to ensure they remain current;
- assessing the condition of paint in every public school known to have lead paint;
- developing a triage model to systematically address instances of lead paint in ACT public school buildings; and
- during the 2020-21 summer school holidays, over 20 schools received upgrades and maintenance to manage the presence of hazardous materials.

On 17 March 2021, the Directorate published a range of material to its website about how hazardous materials are managed in ACT public schools.

Names of all public schools with a confirmed presence of lead paint and/or asbestos were published online alongside information about how these hazards are managed in schools as part of the Education Directorate's communications activities to increase community awareness of hazardous materials management.

Office Accommodation

There were 148 staff occupying office-based workstations as at 30 June 2021 (excluding the Office of the Board of Senior Secondary Studies), occupying a total of 6,181m². Details about the list of sites, staff numbers (head count) and space occupied are provided in the table following. These are the number of staff working in the office on that day - it does not reflect the total number of ESO staff.

Arrangements in place due to the COVID-19 pandemic meant that the majority of ESO staff were working from home on 30 June 2021, which was also during the school holiday period. Remaining staff were employed in school environments undertaking school-based activities, including teaching, student support, school leadership and school administration.

Office accommodation works undertaken during the reporting period included:

- relocation of staff from 220 Northbourne Avenue to 220 London Circuit. As there was approximately six months between the expiry of the lease at 220 Northbourne Avenue and the completion of the new Civic office block at 220 London Circuit, a number of key staff were temporarily based at Nature Conservation House in Belconnen, with the remainder working from home;
- relocation of an NSET Team from UC Kaleen High School to Melba Copland College;
- investigation, design and minor reconfiguration works to office workstation areas to support social distancing requirements for COVID-19 impacts across all ESO staff locations;
- ongoing room evaluation and updating signage identifying occupancy limits in accordance with COVID-19 spatial usage requirements;
- upgraded cleaning regimes to office areas in accordance with COVID-19 sanitisation requirements;
- conversion of the COVID-19 Incident Management Team accommodation at the Hedley Beare Centre for Teaching and Learning to additional staff accommodation; and

- conversion of meeting room facilities at the Hedley Beare Centre for Teaching and Learning into temporary overflow office accommodation due to COVID-19 social distancing requirements in existing work areas.

Table 64: Education Staff Office sites, staff numbers (headcount) and space occupied as at 30 June 2021

Building and location	Staff numbers ⁴	Approximate area occupied (m ²)	Average area occupied per employee (m ²)
220 London Circuit, Civic	34	1,496	44
Hedley Beare Centre for Teaching and Learning, Stirling ^{1, 3}	108	3,547	32.84
Gilmore Primary School, Melrose High School, Wanniasa School Senior Campus, Melba Copland College, Melba ²	1	534	534
Callum Offices, Philip	5	604	120.8
Total	148	6,181	41.76

¹Approximate area occupied at Hedley Beare Centre for Teaching and Learning does not include meeting rooms and training facilities (1,855m²) available for booking by other ACT Government Directorates and members of the public.

²School areas occupied by ESO staff are from the Network Student Engagement and Hearing & Vision Support Teams. UC Kaleen NSET Team (20 staff) relocated to Melba Copland College in February 2021.

³Staff numbers do not include 25 SSICT staff embedded in Hedley Beare Centre for Teaching and Learning.

⁴Staff numbers have been calculated based on occupied workstations at 30 June 2021. The staff numbers reflect COVID-19 restrictions and were counted during the school holiday period.

Government Contracting

Overview

The online ACT Government Contracts Register records contracts with suppliers of goods, services and works, with a value of \$25,000 or more.

A full search of the Education Directorate's contracts notified with an execution date from 1 July 2020 to 30 June 2021 can be made at <https://www.tenders.act.gov.au/contract/search>.

Secure Local Jobs Codes

Reporting entities must report on any exemptions from the Secure Local Jobs Code requirements under section 22G of the *Government Procurement Act 2001*.

There were no exemptions provided in the reporting period.

Aboriginal and Torres Strait Islander Procurement Policy

Reporting entities must report on the *Aboriginal and Torres Strait Islander Procurement Policy* (ATSIPP) three performance measures.

Table 65: Aboriginal and Torres Strait Islander Procurement Policy performance measures

Performance Measure	Result
The number of unique Aboriginal and Torres Strait Islander Enterprises that respond to the reporting entity's tender and quotation opportunities that were issued from the Approved Systems	9
The number of unique Aboriginal and Torres Strait Islander Enterprises attributed a value of addressable spend in the financial year	11
Percentage of the financial year's addressable spend which is spent with Aboriginal and Torres Strait Islander Enterprise	1.7%

Creative Services Panel

The Creative Services Panel is a whole of government arrangement for the purchase of creative services, including:

- advertising;
- marketing;
- communications and engagement;
- digital;
- graphic design;
- photography and video; and
- media buying.

During 2020-21, the Directorate spent a total of \$65,000 through the panel and includes staff recruitment activities undertaken during the year. Major purchases through this panel are published online on the ACT Government Contracts Register.

Statement of Performance



AUDITOR-GENERAL AN OFFICER
OF THE ACT LEGISLATIVE ASSEMBLY 

INDEPENDENT LIMITED ASSURANCE REPORT

To the Members of the ACT Legislative Assembly

Conclusion

I have undertaken a limited assurance engagement on the statement of performance of the Education Directorate (Directorate) for the year ended 30 June 2021.

Based on the procedures performed and evidence obtained, nothing has come to my attention to indicate the results of the accountability indicators reported in the statement of performance for the year ended 30 June 2021 are not in agreement with the Directorate's records or do not fairly reflect, in all material respects, the performance of the Directorate, in accordance with the *Financial Management Act 1996*.

Basis for conclusion

I have conducted the engagement in accordance with the Standard on Assurance Engagements ASAE 3000 *Assurance Engagements Other than Audits or Reviews of Historical Financial Information*. My responsibilities under the standard and legislation are described in the 'Auditor-General's responsibilities' section of this report.

I have complied with the independence and other relevant ethical requirements relating to assurance engagements, and the ACT Audit Office applies Australian Auditing Standard ASQC 1 *Quality Control for Firms that Perform Audits and Reviews of Financial Reports and Other Financial Information, Other Assurance Engagements and Related Services Engagements*.

I believe that sufficient and appropriate evidence was obtained to provide a basis for my conclusion.

The Directorate's responsibilities for the statement of performance

The Director-General is responsible for:

- preparing and fairly presenting the statement of performance in accordance with the *Financial Management Act 1996* and *Financial Management (Statement of Performance Scrutiny) Guidelines 2019*; and
- determining the internal controls necessary for the preparation and fair presentation of the statement of performance so that the results of accountability indicators and accompanying information are free from material misstatements, whether due to error or fraud.

Auditor-General's responsibilities

Under the *Financial Management Act 1996* and *Financial Management (Statement of Performance Scrutiny) Guidelines 2019*, the Auditor-General is responsible for issuing a limited assurance report on the statement of performance of the Directorate.

My objective is to provide limited assurance on whether anything has come to my attention that indicates the results of the accountability indicators reported in the statement of performance are not in agreement with the Directorate's records or do not fairly reflect, in all material respects, the performance of the Directorate, in accordance with the *Financial Management Act 1996*.

In a limited assurance engagement, I perform procedures such as making inquiries with representatives of the Directorate, performing analytical review procedures and examining selected evidence supporting the results of accountability indicators. The procedures used depend on my judgement, including the assessment of the risks of material misstatement of the results reported for the accountability indicators.

Limitations on the scope

The procedures performed in a limited assurance engagement are less in extent than those required in a reasonable assurance engagement and consequently the level of assurance obtained is substantially lower than the assurance that would have been obtained had a reasonable assurance engagement been performed. Accordingly, I do not express a reasonable assurance opinion on the statement of performance.

This limited assurance engagement does not provide assurance on the:

- relevance or appropriateness of the accountability indicators reported in the statement of performance or the related performance targets;
- accuracy of explanations provided for variations between actual and targeted performance due to the often subjective nature of such explanations; or
- adequacy of controls implemented by the Directorate.

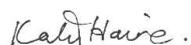


Michael Harris
Auditor-General
23 September 2021

**Education Directorate
Statement of Performance
For the year ended 30 June 2021**

Statement of Responsibility

In my opinion, the Statement of Performance is in agreement with the Directorate's records and fairly reflects the service performance of the Directorate for the year ended 30 June 2021 and also fairly reflects the judgements exercised in preparing it.



Katy Haire
Director-General

**Education Directorate
Statement of Performance
For the year ended 30 June 2021**

Output Class 1: Public School Education

Description

Public primary school education spans the years from preschool to year 6. It is available, on average, for eight years with a preschool age of four years and a kindergarten starting age of five years. A balanced curriculum allows the students to develop the qualities needed for lifelong learning. Public high school education covers the years 7 to 10. ACT public high schools offer a broad and comprehensive education across all key learning areas. Public secondary college education covers years 11 and 12, offering courses catering for a broad range of student needs and interests.

A range of educational settings are available in ACT public schools for students with a disability. These include special needs schools, special classes or units in mainstream schools and additional support in mainstream classes.

	2020-21 Target	2020-21 Result	Percentage variance from the target	Explanation of material variance (±10% or higher)
Cost (\$'000)				
1.1 Public Primary School Education	490,178	491,900	0.4%	
1.2 Public High School Education	233,285	230,641	(1.1%)	
1.3 Public Secondary College Education	142,106	142,641	0.4%	
1.4 Disability Education in Public Schools	89,292	96,218	7.8%	Note 1
Total Output Class 1	954,861	961,400	0.7%	
Controlled Recurrent Payments (\$'000)				
1.1 Public Primary School Education	399,332	404,675	1.3%	
1.2 Public High School Education	202,402	205,110	1.3%	
1.3 Public Secondary College Education	128,638	130,359	1.3%	
1.4 Disability Education in Public Schools	88,497	89,682	1.3%	
Total Output Class 1	818,869	829,826	1.3%	

The above Statement of Performance should be read in conjunction with the accompanying notes.

Cost and Controlled Recurrent Payments were not examined by the ACT Auditor-General's Office in accordance with the *Financial Management Act (Statement of Scrutiny) Guidelines 2019*.

Notes:

1. The increased result against the target is primarily due to increased complexity of need associated with students in specialist schools.

**Education Directorate
Statement of Performance
For the year ended 30 June 2021**

Output Class 1: Public School Education	2020-21 Target	2020-21 Result	Percentage variance from the target	Explanation of material variance (±10% or higher)
Accountability Indicators				
Early childhood education				
a. Number of enrolments in preschool in public schools	4,700	4,679	(0.4%)	
b. Number of enrolments of Aboriginal and Torres Strait Islander students in preschool in public schools	275	278	1.1%	
School participation				
a. Attendance rate of public school students in year 1 to year 10	92%	90%	(2.2%)	
Education and care services				
a. Assessment and ratings completed within legislated timeframes	100%	96%	(4%)	
b. Annual compliance audit is delivered in full	100%	100%	-	
Disability education				
a. Individual Learning Plans completed for students in special and mainstream schools who access special education services	100%	97%	(2.8%)	
Senior secondary education – note 1				
a. Percentage of year 10 students who proceed to public secondary college education	92%	92%	-	
b. Percentage of year 10 Aboriginal and Torres Strait Islander students who proceed to public secondary college education	85%	83%	(2.4%)	
c. Apparent retention of public school students (inc. Aboriginal and Torres Strait Islander students) from year 7 to year 12	100%	100%	-	
h. Percentage of all year 10 students who proceed to year 12 at an ACT public senior secondary college	85%	85%	-	
i. Percentage of year 10 Aboriginal and Torres Strait Islander public school students who proceed to year 12 at an ACT public senior secondary college	70%	66%	(5.7%)	
j. Percentage of all year 12 students who received an ACT Senior Secondary Certificate	90%	87%	(3.3%)	
k. Percentage of year 12 Aboriginal and Torres Strait Islander students who received an ACT Senior Secondary Certificate	69%	69%	-	
Average cost (\$) per student per annum in public:				
a. Preschool	8,292	8,038	(3.1%)	
b. Primary school	17,011	17,101	0.5%	
c. High school	21,016	20,685	(1.6%)	
d. Secondary college	22,382	22,543	0.7%	
e. Special school ²	71,642	77,398	8.0%	Note 2
f. Mainstream School student with a disability ³	29,670	28,473	(4.0%)	Note 3

The above Statement of Performance should be read in conjunction with the accompanying notes.

Cost and Controlled Recurrent Payments were not examined by the ACT Auditor-General's Office in accordance with the *Financial Management Act (Statement of Scrutiny) Guidelines 2019*.

Notes:

- Indicators d-g have been discontinued for 2020-21 onwards and 2019-20 was the last year of reporting against this indicator. The 2020-21 target and reporting against this indicator is not applicable.
- The increased result against the target is primarily due to increased complexity of need associated with students in specialist schools.
- The decreased result against the target is mainly due to an increase in student numbers funded at a lower average cost of support to meet their needs.

**Education Directorate
Statement of Performance
For the year ended 30 June 2021**

Output Class 2: Non-government Education

Output 2.1: Non-government Education

Description

The Directorate contributes to the maintenance of standards in non-government schools and home education through compliance and registration, and the accreditation and certification of senior secondary courses through the Board of Senior Secondary Studies. The Directorate also undertakes the administration and payment of the Commonwealth and ACT Government grants.

	2020-21 Target	2020-21 Result	Percentage variance from the target	Explanation of material variance (±10% or higher)
Cost (\$'000)	4,699	3,887	(17.3%)	Note 1
Controlled Recurrent Payments (\$'000)	4,019	3,028	(24.7%)	Note 1
Accountability Indicators – note 2				
c. Grants paid within the required period of receiving funds from the Commonwealth Government	100%	100%	-	

The above Statement of Performance should be read in conjunction with the accompanying notes. Cost and Controlled Recurrent Payments were not examined by the ACT Auditor-General's Office in accordance with the *Financial Management Act (Statement of Scrutiny) Guidelines 2019*.

Notes:

1. The variance to target is primarily due to reduced Commonwealth funding for Money Smart and National Chaplaincy National Partnership and Commonwealth funding for Money Smart and National Chaplaincy National Partnership being rolled over to the 2021-22 financial year.
2. Indicators a and b have been discontinued for 2020-21 onwards and 2019-20 was the last year of reporting against this indicator. The 2020-21 target and reporting against this indicator is not applicable.

A large, stylized number '40' is centered on the page. The '4' is white with a purple shadow, and the '0' is white with a purple shadow. The background is a light purple gradient with a dark purple diagonal line.

Part D

Annual Report Requirements for Specific Reporting Entities

Investigation of Complaints

During the 2020-21 reporting period, the Education Directorate's Feedback and Complaints unit received 2,871 matters including suggestions, requests for information and service, compliments, and complaints. This is consistent with the previous reporting period (2,828 matters received).

Members of the community can contact the Directorate by phoning the Feedback and Complaints line or completing an online form.

The Education Directorate has continued its focus on strengthening its complaints management framework. This has included a focus in 2021 on refining and implementing best practice processes for the management of complaints received by the Education Support Office. During this reporting period the Directorate has also sponsored a graduate project through the Chief Minister, Treasury Economic and Development Directorate's Strategy and Transformation Office to explore best practice in complaints handling in the context of schools. This project complements the Directorate's ongoing program of work to build complaints management maturity.

Complaints about ACT public schools

Of the records logged there were 671 complaints. The complaints were as follows:

- 37 were about enrolments;
- 93 were about facilities;
- 57 were about policy;
- 46 were about school communication;
- 122 were about inclusion and engagement;
- 77 were about staff behaviour;
- 203 were about student behaviour management;
- 5 were about COVID-19;
- 30 were about teaching and learning; and
- 1 was about recruitment.

Ministerial and Director-General Directions

During the 2020-21 period, the Directorate did not receive any direction from the Minister or the Director-General under the *Education Act 2004*.

Annexure A - ACT Teacher Quality Institute Annual Report 2020-21

Section A: Transmittal Certificate



Ms Yvette Berry MLA
Minister for Education and Youth Affairs
ACT Legislative Assembly
London Circuit
CANBERRA ACT 2601

Dear Minister

2020-21 Teacher Quality Institute Annual Report

This report has been prepared in accordance with section 7(1) of the *Annual Reports (Government Agencies) Act 2004* and in accordance with the requirements under the *Annual Reports (Government Agencies) Directions 2019*.

I certify that the information in the attached report and information provided for whole of government reporting, is an honest and accurate account and that all material information on the operations of the ACT Teacher Quality Institute has been included for the period 1 July 2020 to 30 June 2021.

Section 13 of the *Annual Reports (Government Agencies) Act 2004* requires that you present the report to the Legislative Assembly within 15 weeks after the end of the reporting year.

The annual report must be provided to the Speaker on 1 December 2021 for distribution to each Member of the Legislative Assembly. The annual report must then be tabled in the Legislative Assembly on the next sitting day.

Yours sincerely

A handwritten signature in black ink, appearing to read 'N. Howson'.

Natalie Howson
Board Chair
ACT Teacher Quality Institute
27 September 2021

A handwritten signature in black ink, appearing to read 'Coralie McAlister'.

Coralie McAlister
Chief Executive Officer
ACT Teacher Quality Institute
27 September 2021

Compliance Statement

The ACT Teacher Quality Institute (TQI) must comply with the Annual Report Directions (the Directions) made under section 8 of the *Annual Reports (Government Agencies) Act 2004*. The Directions are found at the ACT Legislation Register (www.legislation.act.gov.au).

The Compliance Statement indicates the subsections, under Parts 1 to 5 of the Directions, that are applicable to the TQI and the location of information that satisfies these requirements:

Part 1 Directions Overview

The requirements under Part 1 of the Directions relate to the purpose, timing and distribution, and record keeping of annual reports. The TQI Annual Report complies with all subsections of Part 1 under the Directions.

To meet Section 15 Feedback, Part 1 of the Directions, contact details for TQI are provided within the TQI Annual Report to provide readers with the opportunity to provide feedback.

Part 2 Reporting Entity Annual Report Requirements

The requirements within Part 2 of the Directions are mandatory for all reporting entities and TQI complies with all subsections. The information that satisfies the requirements of Part 2 is found in the TQI Annual Report as follows:

- A. Transmittal Certificate, see page 239;
- B. Organisational Overview and Performance, inclusive of all subsections, see pages 242 – 271; and
- C. Financial Management Reporting, inclusive of all subsections, see page 272.

Part 3 Reporting by Exception

TQI has no information to report by exception under Part 3 of the Directions for the 2020-21 reporting period.

Part 4 Directorate and Public Sector Body Specific Annual Report Requirements

The following subsections of Part 4 of the 2021 Directions are applicable to TQI and can be found within the TQI Annual Report:

- Ministerial Directions see page 280.

Part 5 Whole of Government Annual Reporting

Most subsections of Part 5 of the Directions apply to TQI. Consistent with the Directions, the information satisfying these requirements is reported in the one place for all ACT Public Service directorates, as follows:

- Human Rights, see the annual report of the Justice and Community Safety Directorate;
- Legal Services Directions, see the annual report of the Justice and Community Safety Directorate;
- Public Sector Standards and Workforce Profile, see the annual State of the Service Report; and
- Territory Records see the annual report of Chief Minister, Treasury and Economic, Development Directorate.

ACT Public Service Directorate annual reports are found at the following web address:
www.cmd.act.gov.au/open_government/report/annual_reports.

Section B: Organisational Overview and Performance

Organisational Overview

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

Vision, Purpose and Values of the Institute

Our Vision

A high-quality teaching profession for the ACT.

Our Purpose

To promote teacher quality, protect students and maintain community confidence in the teaching profession.

Our Values



Respect



Integrity



Collaboration



Innovation

Role, Functions and Services of the Institute

Our Role

TQI's role in relation to the ACT teaching profession is to set a high standard of professionalism, support professional development throughout a teacher's career and consequently promote the status of teachers to the community. This role stems from the *TQI Act, 2010*. TQI undertakes its responsibilities by integrating the direct regulation of the teaching workforce with specific strategic measures designed to raise the quality of that workforce including, embedding the *Australian Professional Standards for Teachers* in the teaching practice of all ACT teachers. This integrated approach covers all ACT teachers as they enter and progress through career stages in the profession. TQI emphasises collaboration across school sectors and amongst teachers, schools, and universities. TQI promotes continuous professional learning and development, the professionalism of all teachers in the ACT and the quality of aspiring teachers qualifying to enter the profession. The ultimate goal of all its endeavours is to help enhance the learning outcomes of ACT school students. Integral to this goal is TQI's legislated purpose to protect students and the community by ensuring education in schools is provided in a professional and competent way by approved teachers.

Functions and Services

The functions of the Institute set out in section 11 of the TQI Act are to:

- register, or grant permits to teach to eligible people;
- keep a register of, and records relating to, teachers working or intending to work in the ACT;
- keep a register of pre-service teachers undertaking or intending to undertake professional experience;
- use and share information on the teachers register and pre service teachers register to facilitate planning or research in relation to teacher quality or the teaching workforce;

- promote and encourage:
 - the continuous professional learning and development of teachers; and
 - increased levels of skill, knowledge, expertise and professionalism of teachers;
- determine standards for, and to facilitate, the professional learning and development of teachers;
- develop and apply codes of practice about the professional conduct or practice of teachers;
- determine standards, including assessment and certification standards, for the teaching profession within a framework of nationally recognised professional standards;
- accredit education programs for pre-service teachers and teachers; and
- monitor compliance with and enforce the TQI Act.

In performing its statutory functions, TQI delivers the following range of services to all sectors of school education, ACT universities providing teacher education, and the teaching profession in the ACT:

- direct regulatory services with respect to the ACT teaching profession;
- quality assurance of initial teacher education programs in ACT universities;
- quality assurance with respect to professional learning programs for ACT teachers;
- facilitation of collaborative teaching practice across the ACT teaching profession;
- promotion of the continuing development and professionalism of ACT teachers; and
- inclusion on the professional experience register of pre-service teachers who undertake professional experience in an ACT school.

Organisational Structure, Operating Environment and Planning Framework

Our Structure

TQI is governed by a Board comprised of ACT education stakeholders, the teaching profession, and the ACT community. The Board advises the Minister on matters relevant to the purpose of the Act. Following the expiry of Mr Bill Maiden's term as Board Chair in May 2020, on 6 June 2020, Ms Roberta McRae was appointed as interim Board Chair for a period of no longer than six months. Ms Natalie Howson was appointed as the TQI Board Chair on 12 August 2020. Board members who served on the TQI Board in the reporting period are listed in Table 1.

Management of the Institute's operations is undertaken by the Chief Executive Officer (CEO) subject to the requirements of the *Public Sector Management Act 1994*, the *Financial Management Act 1996* (FMA) and specific delegations of authority approved by the Board. These delegations are set out in an Instrument of Delegations which may be varied from time to time.

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

The Chief Executive Officer (CEO) is responsible for the day-to-day operations of TQI, supported by a small team numbering 9.7 FTE.

Ms Anne Ellis resigned from the CEO position from 9 January 2021. Ms Ellis was the founding CEO of TQI and established TQI as an important professional body for teachers in the ACT. She was instrumental in building the professionalism of teachers, thereby fostering in the ACT community the confidence that the

teachers who are responsible for their children’s learning are quality teachers who are continuously improving as professionals.

Mr Jason Borton acted as CEO from 24 February 2020 to 31 January 2021. Mr Borton brought to TQI valuable insights relating to the workings of schools and systems, and to the relationship schools, principals and teachers have with TQI. His experience and strong networks with schools provided TQI with strategies to strengthen TQI’s communication with teachers and principals.

Ms Coralie McAlister PSM was appointed as CEO and began in the position on 18 January 2021. Ms McAlister brings with her a breadth of experience in policy and legislative reform. She has experience as a teacher, principal and Executive Branch Manager of People and Performance and most recently of Strategic Policy in the Education Directorate.

Ms McAlister’s vision is to acknowledge the exceptional outcomes that have been achieved over the past decade. Several regulatory tools that are the hallmark of what it means to be professionally registered as a teacher in the ACT have been designed, implemented, and embedded – all in collaboration with the profession. She will lead the organisation in looking toward the second decade of operation and seize the opportunity for further reflection and engagement with the profession to assist TQI to develop a framework about its approach to regulation. The aim of the framework will be to clarify and communicate TQI’s purpose and goals and enhance meaning and value for the teaching profession. The new framework will include the expansion of teacher registration to include the registration of early childhood teachers who are teaching in a non-school setting.

Operating Environment

TQI is a Territory authority for the purposes of the FMA.

By a declaration issued by the Treasurer in February 2012 [*Financial Management (Territory Authorities) Declaration 2012 (No. 1)*], TQI has been exempted from certain provisions of the FMA. For example, TQI is not required to produce a detailed statement of intent, statement of performance, or annual financial statement. However, in accordance with the 4 April 2012 direction issued by the Minister for Education and Training under section 25 of the TQI Act, TQI is required to provide a summary of its income and expenses each financial year in its annual report. TQI’s operating budget is made up of:

- an appropriation allocated in the ACT government budget process;
- fees received from teachers on application for teacher registration or permits to teach; and
- application fees for teachers applying for Certification under the Australian Professional Standards for Teachers.

For the purpose of the *Annual Reports (Government Agencies) Act 2004*, TQI comes within the definition of ‘public sector body’. Accordingly, TQI has prepared this annual report to comply with section 7 of that Act and in accordance with the requirements referred to in the *2021 Annual Report Directions* issued under section 9 of that Act.

TQI has established administrative arrangements with the Education Directorate in relation to providing financial accounting and audit services. The Board oversees the financial management and planning that supports TQI’s operations. The Board regularly considers the financial performance of TQI. In the reporting period, the Board approved four Finance Reports.

Planning Framework

In April 2020, the TQI Board approved the strategic planning document for the next three years: *TQI Strategic Direction 2020-22*. The TQI Board also endorsed the TQI 2020 Operational Plan. Under the Strategic Direction and the Operational Plan, TQI focused its efforts on the following four key areas:



The achievements against each of these key focus areas over the reporting period are discussed in the Performance Analysis section. In December 2020 the Board undertook a review of the *TQI Strategic Direction 2020-22*. The review's focus was on clarifying and communicating TQI's purpose and goals and enhancing meaning and value for the teaching profession. The Review is informing the development of the TQI Regulatory Framework – work which is taking place in 2021.

The Review's focus areas are discussed later in the Annual Report in the section of the Annual Report – Performance Analysis.

TQI Governing Board

Section 15(2) of the TQI Act sets out the composition of the TQI Board and requires the Minister to appoint the members of the Board (other than the Chief Executive Officer). The appointment of a member, other than the Chief Executive Officer, must be for a term no longer than three years. A person may be reappointed for a further term of three years. The Chief Executive Officer is a non-voting member of the Board. Remuneration for the Chair is determined by the *ACT Remuneration Tribunal* in accordance with the provisions of the Remuneration Tribunal Act 1995. Except for the Chair, Board Members and Committee Members will not receive remuneration for performing their Board or Board Committee functions. They will, however, receive reimbursement for expenses reasonably incurred while performing these functions either at board meetings, attending committee meetings or when representing the Board. TQI Board Members and Meeting Attendance 2020-21 is listed in the table below.

TQI table 1: TQI Board Members and Meeting Attendance 2020-21

Member	Qualifications	Role	Appointment period	Meetings attended
Ms Natalie Howson	MEd (Leadership) Commenced 2017 B.H.M.S.(Ed) 1983	Chair	12 August 2020- 11 August 2023	4
Ms Roberta McRae OAM	LLB, GDLP, GDE, BA 1992 BA, GDES, TITC.	Interim Chair	6 June 2020 –6 August 2020	0*
Ms Anne Ellis	BA, DipEd, GradDip (InfMgt), FACEL	Chief Executive Officer, TQI	n/a	0*
Ms Coralie McAlister PSM	MHRD, BEd, Dip Soc Sci.	Chief Executive Officer, TQI	n/a	2
Mr Jason Borton	BEd, BT.	A/g Chief Executive Officer	n/a	2
Ms Meg Brighton	BA, MCom	Education Directorate	18 May 2018 – 1 March 2021	2
Dr Judith Norris	Dip Teach, Grad Dip Ed; MEd Admin, PhD.	Australian Catholic University, ACT Campus	5 September 2017 – 4 September 2020	0*
Mr Timothy Elliott	Dip Teach, BEd, MEd Leadership.	Catholic Education Office	10 April 2020– 10 April 2023	3
Ms Berna Simpson	Teachers' Cert, BA, Dip Ed, Grad Cert, MEd	NSW/ACT Independent Education Union	6 September 2020 – 5 September 2023	4
Professor Ting Wang	BA, MEd Leadership, PhD	University of Canberra	18 May 2018 – 17 May 2021	2
Ms Julie Murkins	BA, Grad Dip Ed, MIL	Teaching profession in government schools	8 February 2019 – 8 February 2022	2
Dr Kaye Price AM	Dip Teach, BEd, Med, PhD	Community representative	5 September 2017 – 4 September 2020	0*
Ms Rita Daniels	BA, Dip Ed, Dip Theology, Med	Association of Independent Schools of the ACT	8 February 2019 – 31 December 2020	1
Mr Patrick Ellis	BEd, MChild&AdolesWelf, Cert RE.	Teaching profession in non-government schools	30 September 2019- 25 June 2021	2

Member	Qualifications	Role	Appointment period	Meetings attended
Ms Angela Burroughs	BComm; MT (Hon), M.A.	Australian Education Union, ACT Branch	10 September 2019-10 September 2022	4
Associate Professor Carolyn Broadbent	Ph D (Psy), UTas; M. Ed (Research); B.Ed; DipTchg, SCVC Melb; TPTC.	Australian Catholic University	6 September 2020 – 5 September 2023	4
Ms Helena Walker	Certificate IV in Workplace Training and Assessment (2019) DipGov; GradDip Lin; DipE; BSc.	Community	6 September 2020 – 5 September 2023	4

* Board members showing as attending zero Board meetings do so because they were either on leave when meetings occurred, or no meetings occurred in this reporting period for the time they were members.

The Board met on four occasions during the reporting period:

- 8 September 2020;
- 1 December 2020;
- 23 March 2021; and
- 17 June 2021.

The Minister made two appointments during the reporting period and one reappointment as follows:

- Dr Judith Norris's term as the member nominated by the Australian Catholic University (section15(2)(i)) expired on 5 September 2020. Professor Carolyn Broadbent was appointed on 6 September 2020 for a period of three years.
- Dr Kaye Price's term as the member representing the community (section15(2)(l)) expired on 5 September 2020. Ms Helena Walker was appointed on 6 September 2020 for a period of three years.
- Ms Berna Simpson's term as the member nominated by the Independent Education Union expired on 5 September 2020. Ms Simpson was reappointed for a period of three years.

Four members resigned during the reporting period and one member's term ended:

- Ms Rita Daniels resigned as the member nominated by the Association of Independent Schools of the ACT (section15(2)(d)) from 31 December 2020. Her resignation coincided with her retirement from the role of school principal.
- Ms Meg Brighton, member nominated by the Director-General, Education, (section15(2)(c)) resigned from the Board on 1 March 2021, given her secondment and permanent appointment to the ACT Health portfolio.
- Mr Patrick Ellis resigned as the member representing teachers and principals of non-government schools ((section 15(2)(k)) on 25 June 2021 due to the commitments relating to his new position as Education Lead in Catholic Education, Canberra Goulburn. The appointment process for the member representing teachers and principals of non-government schools is underway.
- Dr Ting Wang's term as the member nominated by the University of Canberra expired on 17 May 2021 ((section15(2)(h)). The appointment process for each of the three vacancies is close to completion.

In early 2021, the Minister approved the inclusion of a new member to the Board – a member representing Early Childhood Education teachers. Following an extensive recruitment process, it is anticipated the Minister will appoint the member representing Early Childhood Education teachers during the next reporting period.

During the reporting period, the Board:

- monitored TQI's performance against the annual operational plan;
- monitored TQI's performance against the annual budget;
- reported TQI's progress to the Minister;
- reviewed the TQI Strategic Direction 2020-2022;
- reviewed the TQI Strategic Risk Register;
- approved the annual calendar for Board meetings;
- applied the functions of Board committees, some members chairing committees, and monitored committee proceedings;
- approved new policies and reviewed existing policies; and
- engaged with Board stakeholders including: Chairs of the Australian Institute of School Leadership; chairs of state and territory teacher regulatory authorities; teacher employers; unions; universities; and teacher and principal peak bodies.

The Board deliberated on the following major issues and legislation during the reporting period:

ACT specific matters:

- TQI's management of business during restrictions relating to COVID-19;
- Fee for renewal of certification as a Highly Accomplished or Lead Teacher after 10 years
- *Set up for Success: an Early Childhood Strategy for the ACT* - designed the consultation process to inform the broadening of the regulatory model to register all early childhood teachers in the ACT;
- The development of the Teacher Quality Institute Regulatory Framework;
- Strategies to enhance engagement and communication with employers, principals, teachers and the community;
- *Future of Education Strategy*, in particular ensuring there is a Highly Accomplished or Lead teacher in every school;
- The teacher workforce; including casual teachers; teacher recruitment; teacher retention; promotion of the teaching profession; and improving teacher quality;
- Professional learning and growing a highly capable teacher workforce – introduction of Ngunnawal language programs;
- TQI's business system and governance best practice;
- Teacher professional development; and
- Development of educative material to respond to recommendations from the Royal Commission into Institutionalised Responses to Child Sexual Abuse to further strengthen understanding of teacher registration requirements.

The Board considered a range of policy issues emerging from the work of the Education Minister's Council including:

- Automatic Mutual Recognition;

- Literacy and numeracy testing for initial teacher education (LANTITE);
- The Teacher Education Ministerial Advisory Group (TEMAG) and more recent issues raised by the Commonwealth Minister for Education regarding the quality of initial teacher education;
- Indigenous cultural competency in the Australian teacher workforce: Australian Institute of Teaching and School Leadership (AITSL's) National Dialogue; and
- Developing, esteeming, and investing in expertise: The Second Decade of Australian Institute of Teaching and School Leadership (AITSL).

TQI Board Charter

The *TQI Board Charter* sets out the responsibilities of Board members and details obligations regarding confidentiality of Board discussions and deliberations. The Charter also requires members to avoid conflicts of interest; disclose any conflicts of interest; and to absent themselves from deliberations should a conflict of interest arise.

The Charter states that in accordance with s85 of the FMA, Board members must exercise their functions with the degree of honesty, care, and diligence required to be exercised by a director of corporation in relation to the affairs of that corporation. The charter is reviewed every two years or at other intervals as the Board may determine.

In accordance with the Charter, the Board reviewed the TQI risk assessment and management plan, and self-assessed its effectiveness using a customised self-assessment tool.

Board Committees

The TQI Board has four committees which provide advice to the Board and the Chief Executive Officer as follows:

- Teacher Professional Registration Committee (TPRC) which provides advice on teacher professional registration matters. The TPRC met and reported to the Board four times in the reporting period;
- Initial Teacher Education Committee (ITEC) provides advice on initial teacher education matters. ITEC met and reported to the Board four times during the reporting period;
- Professional Learning and Development Committee (PLAD) which provides advice on teacher professional learning matters. PLAD met and reported to the Board four times during the reporting period; and
- Standards and Professional Practice Committee (SPPC) which provides advice on standards and professional practices matters including the certification of teachers as 'Highly Accomplished' or 'Lead' teachers. The SPPC met and reported to the Board four times during the reporting period.

Performance Analysis

Overview

ACT teachers are expert professionals, who are highly skilled at working with students to guide them through their learning journey. They are committed to building their skills through ongoing professional learning and have met the professional learning requirements for teacher registration, while also contending with the challenging COVID-19 environment.

The primary focus of the ACT Teacher Quality Institute remains the continuous improvement in the quality and professionalism of the ACT teaching workforce with the aim of enhancing the learning outcomes of all

ACT school students. The TQI Act provides the regulatory regime within which the Institute pursues its goals.

Under the TQI Act, the teaching profession in the ACT is governed by a framework that integrates regulatory provisions with a range of specific initiatives designed to assist all ACT teachers to improve their performance, at all stages of their careers. The framework integrates:

- preparation for the profession for initial teachers;
- national professional standards;
- high quality professional learning; and
- formal accreditation and registration requirements.

The ACT framework accords with national agreements on education reform. Importantly, the approach in the ACT emphasises continuous quality improvement rather than simply a registration process for teachers.

TQI has commenced the development of a new Framework. The work which has commenced in relation to the development of the new Framework is discussed later in the Annual Report.

Strategic Direction 2020-2022

TQI's actions against the *Strategic Direction* during 2020-21:

In early 2020, the TQI Board endorsed the *TQI Strategic Direction 2020-2022*. This plan reflects TQI's commitment to build upon past successes while advancing its mission to improve the professional standing of teachers and to build the confidence of the ACT community in the teachers in ACT schools. The Strategic Direction sets four pillars, each of which is a foundation for one of the four strategic goals.



For each of the strategic goals, outcomes are defined to provide greater clarity and focus for aligning TQI programs and activities. Although presented separately, the goals are interrelated. The successful achievement of one goal can impact the success of others.

As mentioned earlier in the Annual Report, the TQI Board undertook a review of the 2020-22 Strategic Direction during 2021. The areas of the review focus included:

- TQI appears at a juncture where the Board might celebrate what has been achieved in its first ten years of operation and engage in a discussion with the profession about what should be achieved over the next ten years. A well-articulated outcome would outline the role all stakeholders play in promoting a quality, professional teaching workforce, the principles that underpin the decision-making

responsibilities of TQI and emphasis of the regulatory approach that complements the *Future of Education Strategy*⁵

- TQI plays a key role in assuring the community in the ACT that our teachers meet the Australian Professional Standards for Teachers and by implication, are career long learners enabling students to be the best they can be. The Review highlighted the current opportunity to articulate TQI’s key role with greater clarity. Given ACT teachers were consulted on the original model reflected in the legislation (particularly the emphasis on promoting the profession and building teacher competence), there is an opportunity 10 years on to involve them in a conversation about a contemporary regulatory approach that works for them.
- There is an opportunity to assess the perception of the work of TQI. An opportunity exists to explore and understand other regulatory models so that the Board might better manage the perception of the work of TQI.
- There are some genuine opportunities to align the investment of employers into quality teaching with the design of TQI policy and practice by leveraging existing connections and exploring new ones. Ensuring that the professional development of the teaching profession has systemic and career long coherency amongst all of TQI’s stakeholders will enhance meaning and value for the profession.
- The review offers the opportunity for examining the current Board committee structure to ensure it continues to support strategic goals.
- The importance of recognising early childhood education teachers through professional registration. The Board will work with TQI to ensure these teachers are embraced within the quality teaching framework that underpins teacher registration in the ACT.
- The Review highlighted the need to ensure the priorities of the government, relevant to the functions of TQI are appropriately reflected in the revised Strategic Direction.

An updated TQI Strategic Direction will follow the approval of the TQI regulatory framework.

COVID-19 impacts

Due to COVID-19, and advice from government about social distancing, the TQI office at 170 Haydon Drive, Bruce, ACT closed in March 2020. TQI cancelled most of its term 1 2020 workshops. This decision was made in acknowledgment of the increased teacher workload related to providing learning and resources online.



TQI Response to COVID-19

As we all navigate the unknown during the COVID-19 crisis be assured TQI continues to work with compassion, pragmatism and consistency to ensure that we support the on-going professional work of teachers in the ACT.

- 1 All face to face TQI workshops are available online. Refer to the Term 2 calendar of events on the TQI portal for workshops to support provisionally registered teachers and those applying for Certification. 
- 2 Teachers can record and reflect on the work they have been doing to up-skill around teaching remotely for registration purposes as teacher identified activities. 
- 3 Most PL Providers of 2020 accredited programs are changing the delivery to ensure teachers can access their programs digitally. Refer to the Register and Events page on the TQI portal. 
- 4 The TQI portal will continue to be the primary source of all communication to registered teachers for information regarding workshops, handbooks, guides and resources. 
- 5 Certification 2.0 Modular Model Pilot has been adjusted in response to COVID-19. TQI will continue to work with all applicants to support them during this time. 

¹ ACT Government *The Future of Education: An ACT Education Strategy for the next Ten Years*; ACT; 2018

TQI made and communicated to employers and teachers the following arrangements:

- the on-line availability of TQI workshops where necessary and desirable;
- teachers could include as part of the 'teacher identified activity' component of their professional learning obligations, their learning related to remote teaching and learning;
- many providers of TQI accredited professional learning converted their programs on-line;
- the TQI portal accessed via the TQI website continued as the main source of communication to registered teachers for information regarding workshops, handbooks, guides, and resources; and
- the Highly Accomplished and Lead Teacher Certification Module pilot was adjusted. TQI continued to support applicants.

During 2020-21, TQI has continued its engagement with employers, registered teachers, applicants for teacher and pre-service teacher registration and its stakeholders through email, phone calls, on-line meetings, and video chats. TQI has opened the TQI office, and where safe, has reintroduced some face-to-face meetings and workshops.

TQI staff also engaged in the ACT Government COVID-19 survey. This provided an opportunity for staff to reflect on their personal and professional circumstances during the pandemic. It enabled input from staff about their wellbeing and impact on their ability to work efficiently and effectively during this time. This informed the ongoing approach taken by TQI to support staff on an ongoing basis.

TQI has continued its engagement in the national agenda for teacher registration and regulation. TQI staff adjusted to changing circumstances, participating in on-line meetings and face to face meetings as appropriate.

Overall, TQI has been flexible and adapted its operational processes to support the teaching profession to meet regulatory requirements and continue to invest in professional development and professional standing in the community.

Ministerial Statement of Expectation (2021 – 2024)

In June 2020 Yvette Berry MLA, Minister for Education and Youth Affairs wrote to the Board Chair, setting out the ACT Government's expectations for TQI in discharging its responsibilities under the TQI Act. The Minister outlined her confidence that TQI would continue enact its commitment to good governance, accountability and transparency to be a key contributor to achieving teaching excellence in the ACT and deliver a workforce for the future.

Embedding reforms from Future of Education (Phase 1 & 2). The ACT Government is committed to giving every child a fair start to life through high quality education for every child. TQI has an important role to play in the ACT Government's vision for education, expressed through the *Future of Education Strategy* and *Set up for Success: An Early Childhood Strategy* for the ACT by increasing the number of Highly Accomplished and Lead Teachers in the ACT as well as broadening the current regulatory framework to provide professional registration for all Early Childhood teachers. Given TQI's cross-sectoral governance, the organisation will also play a leadership role in curating and sharing local research and resources on teaching practice through a TQI clearing house of excellent practice.

Articulating TQI's approach to meeting its statutory functions under the TQI Act. The development of a regulatory framework, in consultation with the profession and key education stakeholders will be to clarify

and communicate TQI's purpose and goals and enhance meaning and value for the teaching profession. The new framework will include the expansion of teacher registration to include the registration of early childhood teachers who are teaching in a non-school setting.

As the TQI Board engages in strategic planning, direction setting for TQI and policy priorities, it ensures that regular reports are provided to the Minister. The Minister outlined her expectation that future formal annual reporting would outline progress in relation to the priorities set out in the Statement of Expectation.

2020-21 Key Achievements

Standards, regulation, and certification

TEACHER REGISTRATION

As of 30 June 2021, TQI has registered 8,237 teachers. Of that number, 104 people were approved to hold a permit to teach. For the same period, there are 413 newly registered teachers, in addition to those teachers who renewed their registration.

In the reporting period, TQI took regulatory action as follows:

TQI table 2: TQI Regulatory Action taken between 1 July 2020 to 30 June 2021

Regulatory action	Number of actions
Formal written warning (Working with Vulnerable People (WwVP))	0
Formal written warning (conduct)	2
Formal written warning (s.28/29 Breach)	7
Condition placed on registration	3
Suspension of registration (WwVP registration lapsed) -	0
Suspension of registration (conduct)	2

Regulatory decision making was further strengthened through the development and use of a Conduct Risk Management matrix along with the engagement of a Senior Officer as an independent technical adviser to support the decision-making process as required.

Sharing of information about registered teachers

The Teacher Quality Institute Act authorises TQI to give Information in the register, including information that is not available to the public, to a corresponding registering authority to assist in the regulation of teachers in the authority's corresponding jurisdiction. In the case of TQI taking regulatory action to suspend or cancel a person's registration, TQI must give each registering authority the name of the person, a short description of the grounds for the suspension or cancellation, when the action takes effect, and in the case of a suspension, its end date.

In 2019, the TQI Act was strengthened to enable TQI to request, and teacher employers to provide, timely information about investigations they have begun into the conduct of a teacher, and then the outcome of the investigation.

Provisional to Full Registration

Successful transition from Provisional to Full registration occurs through a strong, enduring partnership between TQI and employers. Table 3 shows that 291 teachers moved from Provisional to Full registration during the reporting period.

TQI table 3: Full Registration Reports assessed and processed July 2020- June 2021

2020						2021						TOTAL
Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
17	20	34	16	38	101	4	10	23	8	11	9	291

TQI has refreshed its professional learning offerings for teachers moving from Provisional to Full registration. Previous workshops have been redesigned as one 45-minute online offering provided on a fortnightly basis. Provisionally registered teachers and mentors are invited to engage in dialogue about the process, receiving reminders about essential elements and where to find supporting resources.

TQI continues to be committed to working with teachers and school leaders to facilitate the growth and support based ACT provisional to full registration model designed for the ACT context and workforce.

Permit to Teach

A permit to teach is not a category of registration but an authorisation for a person to teach for a limited period in a specific teaching role. A permit to teach may be offered to applicants who do not meet the requirements for Full or Provisional registration but who have specialist knowledge, training, skills or qualifications, or have completed a teaching qualification that does not meet the eligibility requirements for Full or Provisional registration. It may also be offered to Initial Teacher Education (ITE) students who have completed their final practicum. This process requires a request to TQI from the employer wishing to engage the person in a teaching position where a suitably qualified or registered teacher is not available. Schools may request a person be granted a permit to teach to deliver curriculum in a particular language, or an aspect of the Arts curriculum.

TEACHER QUALITY INSTITUTE REGULATORY FRAMEWORK

In 2021, TQI Board decided to develop a regulatory framework that would clearly articulate the Institute’s approach to regulation. This framework will provide greater visibility to stakeholders of TQI’s regulatory strategies and enable regular reviews of all elements of the regulatory system to ensure it continues to deliver for the ACT Government and the community.

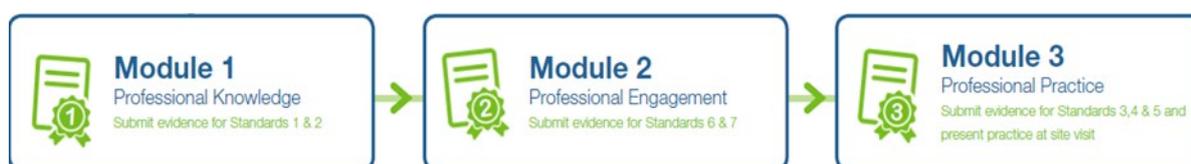
A series of workshops with Mr John Ryan, previous CEO of the Queensland College of Teachers, occurred in March 2021 and resulted in the articulation of the elements of the framework. The development of the regulatory framework will occur in consultation with the profession and key education stakeholders. The Board intends to develop and publish the framework over the next reporting period.

CERTIFICATION

National Certification is a voluntary and portable process that ensures teachers have access to a rigorous and transparent process that recognises Highly Accomplished and Lead teachers (HALTs). Teachers applying for certification use the HALT career stages of the Teacher Standards to critically reflect on their own practice and the impact they have on their students and colleagues. HALT certification demonstrates leadership and commitment to excellence in teaching. It enables teachers to receive feedback on their practice and have their practice evaluated by nationally trained assessors who are external to their school.

The original process for the national certification of teachers against the higher levels of the Australian Professional Standards for Teachers was trialled in the ACT during 2012. The trial occurred in partnership with the Australian Institute of Teaching and School Leadership (AITSL) and the National Centre for Science, Information and Communication Technology, and Mathematics Education in Rural and Regional Australia (SiMERR).

Following five years of implementation, an analysis was commissioned by TQI in 2017, which led to re-conceptualising the approach to Certification. The trial of a new model began in 2019, which maintained the rigour of the assessment while it offered participants greater access and flexibility, through the distribution of workload and cost across three consecutive Modules. The model requires teachers to submit professional evidence of their capabilities and achievement of the seven standards at the Highly Accomplished or Lead level of the Australian Professional Standards for Teachers and to confirm their expert practice in the classroom.



Certification: Modular model showing domains of teaching for the seven standards included in the Australian Professional Standards for Teachers

TQI commissioned research investigating the value and effectiveness of the new modular model, with the modular certification process currently being evaluated by the University of Canberra. The evaluation is based on survey and interview data with key stakeholders including certified teachers, certification assessors, aspiring applicants and school leaders. The research will culminate in the completion of a major report produced for the TQI with suggested changes, improvements and recommendations for further development of the 2.0 Modular Certification model. The findings and recommendations from the research will assist TQI in adapting the approach to achieve a more sustainable, robust and attractive certification process, with the objective of increasing teacher engagement in certification for enhanced teacher and school leader efficacy and improved outcomes for students.

HALTs in ACT schools

As of 30 June 2021, 45 of 142 ACT schools (30 per cent) have at least one Highly Accomplished or Lead Teacher (HALT), and some schools up to five.



The number of HALTs who currently hold certification in the ACT has grown from 34 in 2015 to 76 in 2021. 95 ACT teachers have achieved certification since 2012, 11.3 per cent of the national total of 840. The total number of currently qualified ACT certification assessors, trained by TQI, has increased from 61 in 2015, to 122 by 2021.

During the reporting period 2020-2021, TQI received 24 new certification submissions. This is twice as many as

the average number of applications received in previous years. The number of preliminary applications,

from teachers registering their interest in commencing the certification process has also continued to increase year on year.

As COVID-19 restrictions impacted teacher (applicant) workload and access to schools by certification assessors, Module 3 applications were not accepted in 2020. An exception under special circumstances was made for one applicant, so that in 2020 one ACT teacher achieved certification. A further eight teachers achieved certification in the first half of 2021, bringing the total of HALTs with certification currently in the ACT to 76.

REGISTRATION OF EARLY CHILDHOOD TEACHERS

There is increasingly strong evidence that demonstrates the positive impact of early years learning on outcomes for later life. *Set up for Success: An Early Childhood Strategy for the ACT* reflects the commitment of the ACT Government to amend the regulatory framework to include early childhood teachers in non-school settings. This was a priority project for TQI in 2021.

In March 2021, the Minister agreed that a 13th member be appointed to the TQI Board to represent the early childhood education and care sector. Recruitment for this member began in the reporting period and is expected to be finalised in the next reporting period. In addition to a 13th member of the TQI Board being recruited, five new members were invited to join the Teacher Professional Registration Committee (TPRC), based upon a breadth of experience with Early Childhood Education and Care, for the purpose of providing specialist advice to the committee and the Board.

- Ms Jantiena Batt (Secretary Early Childhood Australia ACT Branch);
- Ms Kellie Stewart (Director Children's Services Comms@Work);
- Ms Lyndall Read (Principal Latham Primary School);
- Ms Anna Whitty (Chief Executive Officer Northside Community Centre); and
- Ms Kylie Berry (Early Childhood Policy and Regulation Branch, Education Directorate).

After an induction, these members joined the TPRC meeting of 25 May 2021 where a proposed consultation approach was outlined and fulsomely discussed. TPRC will play an essential role in providing advice to the TQI Board regarding broadening the regulatory framework to include all qualified early childhood teachers in the ACT.

LITERACY AND NUMERACY TEST FOR INITIAL TEACHER EDUCATION

The Literacy and Numeracy Test for Initial Teacher Education (LANTITE), a Teacher Ministerial Advisory Group (TEMAG) reform, was introduced to provide confidence to employers and the community that graduate teachers have strong personal literacy and numeracy skills. LANTITE commenced in the ACT as an Initial Teacher Education (ITE) program graduation requirement for students enrolling in ITE programs from the beginning of 2018.

Following a review in the latter half of 2020, Education Ministers decided to allow prospective ITE students, from the beginning of 2023, to sit the tests prior to commencing an ITE program. Successful completion of LANTITE will not be an ITE program entry requirement, instead earlier access to the tests will enable ITE providers to better target literacy and numeracy support to students in need and provide ITE students with earlier opportunities to meet the graduation requirement.

PROFESSIONAL LEARNING AND GROWTH

In total, ACT teachers undertook more than 224,000 hours of professional learning (PL) in the year preceding their 2021 registration. In the reporting period there were 21,857 attendances at TQI accredited programs. On average a teacher records and reflects on 32 hours of professional learning each year. Despite the pandemic, attendances at TQI accredited programs were up 1 per cent.



Data demonstrating PL hours completed

ACT continues to be the only jurisdiction where teachers are recording, reflecting and evaluating on their professional learning. The evaluation data is used by providers of TQI accredited professional learning to safeguard that the content continues to meet the needs of ACT teachers across the Territory. This rigorous quality assurance measure continues to ensure a high standard of professional learning opportunities is available to ACT teachers. This approach, informed by research and developed in partnership with the profession, demonstrates a rigorous model for teachers to develop their professional competence in an ongoing way over the course of their career.

As of 30 June 2021, 528 TQI accredited programs were available to ACT teachers. 271 of these programs were available online and 93 were available online and at no cost. These figures support accessibility to all teachers regardless of their employment status.



The *Professional Learning and Development Committee (PLAD)* during the reporting period explored the data relating to the average time it takes teachers to complete the evaluations of accredited programs. Further work began on promoting a cultural shift to improve engagement and completing the evaluations in a timely manner. Collateral was provided to employers and external providers to strengthen communication about the important quality assurance measure of collecting and analysing the evaluation data from each program delivered.



Details of professional learning programs accredited 1 July 2020 to 30 June 2021 are listed in [Attachment 1](#) to this report.

ACCREDITATION AND PREPARATION FOR THE PROFESSION

High quality preparation of future teachers is a key to enhancing the quality of the teaching workforce and hence to improving education outcomes for all ACT school students. In the ACT, the TQI has legislative responsibilities for accrediting Initial Teacher Education (ITE) programs under s.11 (1)(g) and s.76(a) of the TQI Act.

ACCREDITATION OF INITIAL EDUCATION COURSES

Following the national guidelines for the accreditation of initial teacher education programs in Australia, TQI conducted accreditation panel assessment for two suites of Initial Teacher Education programs submitted by the University of Canberra during 2020.

Primary undergraduate program accreditation documentation was submitted for the Bachelor of Primary Education (321JA), the Bachelor of Primary Education (STEM) (322JA), Bachelor of Primary Education (Creative Arts) (323JA), Bachelor of Primary Education (Health and Physical Education) (324JA), and the Bachelor of Early Childhood and Primary Education (326JA). Secondary undergraduate program accreditation documentation was submitted for Bachelor of Secondary Education/Bachelor of Arts (327JA), Bachelor of Secondary Education/Bachelor of Science (328JA), Bachelor of Secondary Education (Health and Physical Education) (330JA).

The programs were accredited for a further five years, until December 2025. The provider demonstrated that continuing program design and delivery were underpinned by evidence of program outcomes and impact from the preceding accreditation period. The programs were assessed as meeting both the Graduate Teacher Standards (February 2011), the graduate career stage of the Australian Professional Standards for Teachers, and the Program Standards (January 2019), nationally agreed standards and procedures. The process also included an assessment of the provider's quality assurance and continuous improvement mechanisms, as well as ensuring that the provider has a nationally endorsed teaching performance assessment which all graduates must successfully complete. These measures ensure the program is of high quality and prepares pre-service teachers for the teaching profession.

PRE-SERVICE TEACHER REGISTER

In August 2019, the ACT Legislative Assembly passed amendments to the TQI Act which require that pre-service teachers who wish to undertake a professional experience placement in an ACT school must be approved on the pre-service teacher register (PSTR). This requirement applies to all pre-service teachers including people who are undertaking their pre-service teacher education outside the ACT.

The PSTR commenced operation on 1 January 2020. TQI's successful collaboration with universities, schools and pre-service teachers has enabled a smooth introduction of the PSTR. In the reporting period, 854 initial teacher education students were added to the PSTR.

In the life of the register, as of 30 June 2021, 1,486 pre-service teachers have registered on the pre-service teacher register. Of these 121 registered from a university located outside the ACT. At least 217 of those initially registered, including some who completed their initial teacher education outside the ACT, have

moved on to register on the ACT teacher register or have been granted a permit to teach and are now eligible to teach in ACT schools.

Pre-service teachers on the register become accustomed to exercising their responsibilities as a teacher professional from their entry to initial teacher education. Being on the register allows the pre-service teacher to access information about approved professional learning programs that are available to registered teachers. As the business system is further developed, pre-service teachers will be able to enter details of each of their professional experience placements on the register. Should they register on the ACT Teachers Register, the pre-service teacher will eventually be able to easily transition to ACT teacher registration. They will carry through to their teacher registration with the same ID number they began with on the PSTR.

TQI will be able to collect information about the schools and sectors who are involved with providing teacher professional experience placements, and the number of teachers from the PSTR who take up a teaching position in the ACT, following graduation. This information may be used to gain an understanding of the teaching experience from an ITE student's entry into ITE, their entry to the teaching profession, throughout their teaching career in the ACT and through to their exit.

Data, evidence, and research

AUSTRALIAN TEACHER WORKFORCE DATA STRATEGY

In 2017 in response to a TEMAG recommendation and a National School Reform Agreement national policy initiative, Education Ministers approved the development of the *Australian ITE and Teacher Workforce Data Strategy* (ATWD). The ATWD is a national strategy for the collection and analysis of initial teacher education data and teacher workforce data. Teacher regulatory authorities (TRAs) are tasked with primary responsibility for the collection and supply of teacher workforce data to the national dataset. ITE providers (universities), through the Federal Government's Higher Education Information Management System (HEIMS) and the Quality Indicators for Learning and Teaching (QILT) survey, provide ITE data to inform the ATWD. The ATWD Oversight Board, in partnership with TRAs, supplements the dataset with data collected annually through the ATWD teacher survey.

2019 amendments to the TQI Act authorised TQI to contribute to the ATWD strategy. For the first time, in 2020, TQI provided teacher workforce data to the national data collection and did so again in 2021. During the reporting period, TQI continued to represent Teacher Regulatory Authorities on the ATWD Oversight Board.

The ATWD links ITE student data from 2005 with current teacher data to provide longitudinal information on teachers working in Australian schools and future teachers engaged in teacher preparation. As the data collection expands and datasets are linked, the ATWD data will be a highly valuable resource for research and planning.

The aggregated data will:

- inform ACT research and teacher workforce planning to better enable universities and schools to provide an authentic professional experience which will build the ITE students' readiness to teach;
- give more comprehensive information on subject specialties studied in ITE;

- provide information on how many ACT ITE students are graduating compared with how many register to work as a teacher;
- provide information on how many teachers stay in the profession and for how long;
- be used to gain an understanding of the teaching experience from an ITE student's entry into ITE, their entry to the teaching profession, through to their exit; and
- inform future policy decisions about the teaching profession.

The first report from the ATWD initiative, *National Initial Teacher Education Pipeline*, was published in late 2020 and provides an analysis of the characteristics of students who are entering, are currently enrolled in, or have completed ITE. Key findings in the Pipeline Report include changes to the supply of teaching graduates and a detailed understanding of the characteristics of pre-service teachers in the ITE pipeline.

The second report, *Teacher Workforce Characteristics*, is expected to be published later in 2021.

Education Ministers agreed to fund the ATWD initiative for a further four years, until July 2025.

NATIONAL TEACHER WORKFORCE

Education Ministers commissioned the development of a *National Teacher Workforce Strategy* (NTWS) to respond to the supply of and demand for teachers across Australia. It is intended that the NTWS will complement the work commenced by the ATWD through focusing national attention on current and future teacher workforce challenges. TQI and the Education Directorate have each provided considerable input to the development of this national strategy. TQI continued its high level of engagement with the strategy through the on-going provision of data to the ATWD.

Outlook

TQI activities in the coming year continue to focus on the ACT's *Future of Education Strategy* and at the national level, actions deriving from reforms related to accreditation of ITE programs and building a sustainable quality teaching workforce; and the development of business systems to support all aspects of TQI's work.

ACT Government Future of Education (FoE) Strategy.

'Teachers must be empowered to continue their professional learning throughout their careers and supported to collaborate with purpose and positive impact' (*Future of Education Strategy*).

A key focus area is the ACT Government's goal of working towards a Highly Accomplished and Lead Teacher (HALT) in every ACT school. HALT certification demonstrates leadership and commitment to excellence in teaching. HALTs improve learning outcomes for their students, contribute to an increased culture of learning among staff, with HALTs sharing expertise and skills among colleagues.

44 schools in the ACT (30 per cent) have at least one HALT.

17 schools have more than one HALT, while nine schools have three or more HALTs - with those schools reflecting a 'cohort approach' towards teacher development through certification.



ACT boasts 97 of the
840 HALT teachers
across Australia.

The ACT boasts a sizable proportion of the total number of HALT teachers certified nationally since 2012. 95 teachers have been certified in the ACT since 2012 (11.3 per cent of the National total of 840 teachers). During this reporting period, TQI continued to trial the Certification 2.0 modular model and, if successful, will embed the new model in TQI's certification

process over the forward years.

TQI has procured a partnership with the University of Canberra to evaluate Certification 2.0. The purpose of the evaluation is to discover if the modular approach makes teacher certification more achievable and sustainable for teacher applicants and school leader assessors, while maintaining the rigour and credibility of the previous full portfolio approach. The evaluation is expected to provide important findings that will enhance Certification 2.0 and inform implementation of Certification in other jurisdictions.

TQI will continue to promote the benefits of Certification and lead engagement with the process. TQI will encourage teachers and School Leaders to engage with Certification as a school cohort for the practice of expert teachers to be leveraged, building collective teacher efficacy for school improvement.

Child Abuse Royal Commission Best Practice Framework

The 2017 Royal Commission identified issues with the current arrangements for information sharing on teachers and made several recommendations to improve these processes.

In December 2019, Education Council considered the implementation of the National Review of Teacher Registration. Council committed to national harmonisation of legislative requirements and information sharing as a necessary first step before transferability of teacher registrations could be considered. Following the Education Council decision, AITSL facilitated the development of the *Best Practice Framework for Strengthening Child Safety and Wellbeing* (the Framework). Teacher registration stakeholders have provided input on possible implementation.

The Framework sets out best practice principles for strengthening child safety and wellbeing through the regulation of the teaching profession. It aims to facilitate a nationally consistent approach to the implementation of the recommendations from the Royal Commission and the National Review of Teacher Registration. National information sharing recommendations cannot be developed by states and territories working alone. As such, implementation of the Framework by individual jurisdictions will not be sufficient to deliver the information sharing requirements. AITSL has advised that they have progressed as far as possible with their work on national information sharing through the delivery of the Framework. AITSL also advised that future work on national information sharing requires policy support from jurisdictions.

The Royal Commission found significant gaps in working with children checks and our national information sharing arrangements for teachers. The Commission's recommendations were against facilitating mobility of teachers who could exploit these gaps and move between states to evade findings of misconduct, until appropriate national information sharing arrangements are in place.

Provisional to Full Registration

NATIONAL POLICY

Recommendation 2 from the *One Teaching Profession* report specified the need to develop and implement a national strategy to ensure national consistency in the judgements made about whether teachers meet the Proficient career stage of the Australian Professional Standards for Teachers, in the provisional-to-full registration process.

During 2020, a national steering committee, led by AITSL and including TQI representation, explored this recommendation via a phased process. Mapping current practices and sharing quality assurance practices across all jurisdictions, coupled with workshops and consultations, produced results that highlighted the essential understandings in considering provisional to full registration progression in operation across Australia.

The steering committee identified that the focus of national efforts needs to be on the point of judgement within educational settings and would include the consistent and widespread understanding of the Australian Professional Standards for Teachers and the value of the full registration process in supporting continued professional growth.

Further work by AITSL and TRAs will increase understanding the Teacher Standards as well as clarity regarding what constitutes quality evidence. There will be a particular focus on the development of supporting resources. TQI remains integrally involved in this work, maintaining the importance of a close partnership between AITSL and TRAs to co-design and co-create these opportunities, ensuring that any resources developed can be adapted and modified to individual jurisdiction requirements and systems.

Quality Initial Teacher Education Review

On 11 March 2021, the Hon Alan Tudge MP, federal Minister for Education and Youth announced a review into Initial Teacher Education (ITE). A Quality Initial Teacher Education Review was launched on 15 April 2021 with the announcement of the terms of reference and an Expert Panel of Ms Lisa Paul AO PSM (Chair), Mr Malcolm Elliott, Emeritus Professor Bill Loudon AM and Mr Derek Scott.

The Review has two points of focus:

1. Attracting and selecting high-quality candidates into the teaching profession; and
2. Preparing initial teacher education (ITE) students to be effective teachers.

Given the stated desire for the review to hear from ITE students, the opportunity to participate in the review was promoted to all pre-service teachers on TQI's Pre-Service Teacher register. The Initial Teacher Education Committee (ITEC) considered the key questions from the review in the context of local initiatives such as Highly Accomplished and Lead teachers and the Affiliate Schools model – a partnership between the ACT Government schools and the University of Canberra based around the clinical model of delivering ITE program. Members of ITEC were encouraged to provide input to the panel. Chief Executive Officers of Teacher Regulatory Authorities met with the panel on Thursday 15 July 2021.

The review will build on considerable progress to date and inform the next evolution of reforms to continue to improve our capacity to attract high-quality candidates into teaching and equip them to become highly effective teachers.

Teaching Quality

The ACT Audit Office conducted a performance audit (report no 5: 2021) titled *Teaching Quality in ACT Public Schools*, with the report tabled in the ACT Legislative Assembly on 23 June 2021. The Auditor-General recommended that the Education Directorate work with the ACT Teacher Quality Institute to:

- receive and analyse data to use for evaluating the quality of Education Directorate professional learning activities, and identify trends and insights from its teachers' professional learning to help determine the impact this has on improving student outcomes; and
- design methods and practices to recognise key professional learning supports, including professional learning communities, as accredited learning that meets the requirements of the Australian Professional Standards for Teachers.

The TQI Board recognises the importance of improving teaching quality for the purpose of enhancing student performance and continues to work in close partnership with the Education Directorate.

Automatic Mutual Recognition (AMR)

In August 2020, the Commonwealth Treasurer announced that the Commonwealth, and State and Territory governments had agreed to introduce a uniform scheme for the AMR of occupational registrations as part of a broader set of red-tape reduction reforms to assist Australia's COVID-19 recovery. The Commonwealth Treasurer's media release included the teaching profession as one of the occupations to be subject to the AMR scheme.

On 24 June, the Commonwealth Parliament passed the *Mutual Recognition Amendment Act 2021* (the Act) on 24 June 2021 and the AMR scheme came into effect on 1 July 2021. NSW, Victoria, NT and the ACT were the participating jurisdictions at the time the AMR scheme commencement. However, the ACT determined that teaching would be granted a twelve-month exemption to allow time for preparatory work to address child safety, information sharing, teacher quality and school administrative burden concerns. During the exemption period, the Teacher Quality Institute will be working with other TRAs to develop nationally consistent approaches to addressing issues identified with implementing the AMR scheme.

The AMR scheme enables a teacher who is registered in another jurisdiction (the Home State) to work in the ACT. While the Act does not require a teacher utilising AMR to notify TQI, the ACT has determined that notification and Working with Vulnerable People clearance will be required as this is crucial to ensure appropriate screening of registered teachers working in ACT schools. Further the Act allows for the teacher to determine the Home State for registration based on either principal place of residence or principal place of work. Currently around 14 per cent of teachers registered in the ACT have a home address in another jurisdiction. These teachers may elect to move their registration to the other jurisdiction and, by accessing the AMR scheme, continue working in the ACT. Such an outcome will see a reduction in the TQI teacher registration revenue for the ACT and may impact on the capacity to deliver registration services.

Business system development

TQI delivered Portal 2.0 in the reporting period. The new build has ensured the portal reflects industry standards and is *Web Content Accessibility Guidelines* (WCAG) friendly with intuitive functionality. The enhanced site performance has increased usability and has been well received by all portal users. This new build has enabled any future expansion of the portal functions to be integrated seamlessly into the existing

architecture. Continued site security and data privacy measures have been updated in the reporting period as part of ongoing improvement measures.

Scrutiny

In the reporting period, in relation to scrutiny reports, the government has made no commitments involving the TQI portfolio.

Risk Management

TQI pursues integrated risk management in all planning and operational processes. Risks particular to TQI arising from its legislative mandate are identified and assessed for management at a range of levels within TQI.

Strategic Risks are identified as a part of the development and review of the TQI Strategic Register. Strategic risks, their assessment and treatments, are approved and monitored by the TQI Board.

Operations/service level risks are identified in TQI service standards, policies and procedures. The responsibility for assessing and responding to operational level risks lies with the Chief Executive Officer and TQI staff.

Project risks are identified in project plans and for ICT projects within the project guidelines approved by Shared Services. The responsibility for assessing and responding to project risks lies with TQI project managers and committees.

Internal Audit

TQI is covered by the audit arrangements of the Education Directorate audit framework.

In May 2021, the ACT Audit Office performed an audit of 2020-21 financial statement as requested by TQI. The objective of the audit was to obtain sufficient and appropriate audit evidence to enable the Auditor-General to express an audit opinion on the financial statement.

The Audit Office performed its work in accordance with the Australian Auditing Standards to provide assurance that the financial statement was free from material misstatement or omissions. The Audit Office also complied with independence and ethical requirements of the Australian Auditing Standards.

In performing this work, the Audit Office examined evidence supporting the amounts and other disclosures in the financial statement and evaluated any significant accounting policies and accounting estimates used to prepare the financial statement. The audit report and key recommendations will be presented to the Board in the latter half of 2021.

Fraud Prevention

Fraud prevention measures incorporating procedural checks and balances to minimise the risk of financial and other fraud are included in TQI policies and procedures, particularly those involving financial transactions and regulatory activities.

Freedom of Information

In the reporting period, decisions to publish Open Access Information included publication of, or updates to four TQI policies. TQI has 18 documents posted on the Open Access website, including links to policies, annual reports, the TQI Strategic Direction and governance information.

TQI received three applications under the *Freedom of Information Act 2016* (FOI Act) in the reporting period. Two requests related to teacher movement within a school, the third related to information shared under s.70A and s.70B of the TQI Act. The applicant seeking information relating to s.70A/B was provided with a response and requested a review by the ACT Ombudsman.

The TQI has information on its organisation, function and decision-making powers on its website:

www.tqi.act.edu.au/about-tqi. Further information can be obtained by contacting tqi@act.gov.au or (02) 6205 8867. People seeking information are encouraged first to contact TQI before using the more formal Freedom of Information process.

Documents available on request and without charge include publications produced by TQI on various aspects of its activities.

Documents used by TQI staff when making decisions include:

- Teacher Registration and Permit to Teach Policy;
- TQI Procedure for Review of Registration;
- Teacher Registration Qualifications Policy;
- *Australian Qualifications Framework*;
- Continuing Professional Learning and Program Accreditation Policy;
- Continuing Professional Learning Program – TQI Accreditation Guide January 2021;
- TQI National Certification of Highly Accomplished and Lead Teachers Policy;
- Certification of Highly Accomplished and Lead ACT Teachers – TQI Supplement 2020;
- ACT Certification of Highly Accomplished and Lead Teachers – Assessor Handbook;
- Australian Professional Standards for Teachers;
- 2020 – Progressing from Provisional to Full Registration – A Guide for Professional Guidance Panels of Provisionally Registered Teachers;
- 2020 – Progressing from Provisional to Full Registration – A Guide for Provisionally Registered Teachers; and
- Initial Teacher Education Program Accreditation Policy.

Community engagement and support

Workshops and Programs

In response to COVID-19 restrictions, including social distancing rules and teachers supporting learning from home, TQI expanded professional learning protocols and practices. During the reporting period, TQI continued to adjust its service provision as follows:

- workshops and meetings were hosted face-to-face and/or online, in accordance with COVID-19 circumstances; and

- professional learning providers of accredited programs continued to offer content online.

When appropriate, TQI took advantage of the ACT Government’s relaxing of restrictions regarding indoor gatherings and conducted some face-to-face workshops and meetings. Participants had the option of attending in person or on-line where practicable.

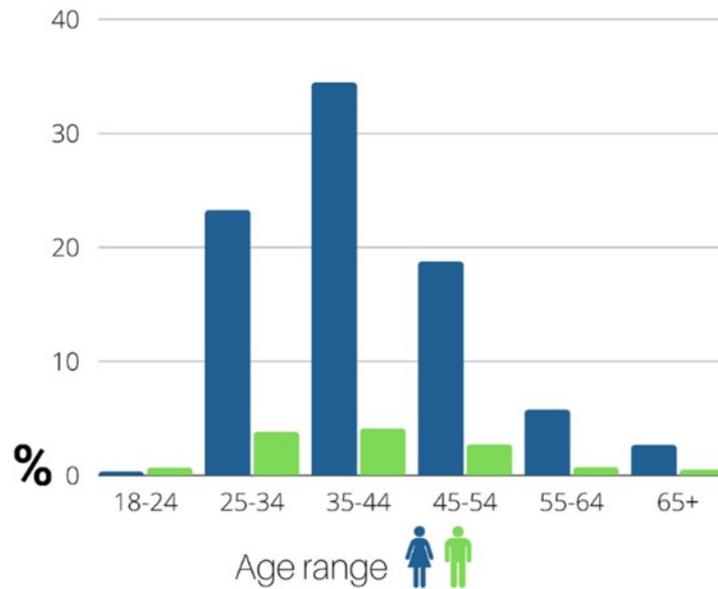
Some of the TQI workshops and programs offered by TQI in the reporting period included:

- Moving from provisional to full registration – 18 cross-sectoral workshops for beginning teachers, casual teachers, teacher mentors/supervisors and school leaders on the process for progression to Full Registration.
- Certification at Highly Accomplished or Lead –
 - Delivery of the ACT Certification Assessment Standards Setting forum for eighty ACT assessors;
 - 26 cross-sectoral workshops for certification applicants, certification referees, mentors and school leaders;
 - National Certification assessor training for 21 ACT school leaders; and
 - Four assessor update training workshops for ACT certification assessors.
- Teacher Education – Co-convening the University of Canberra Master of Education Capstone Unit on professional evidence and the Teacher Standards for ACT post-graduate students.
- Networks:
 - Facilitating and hosting four meetings of the ACT Casual Teacher Network; and
 - Facilitating and hosting four meetings of the ACT HALT Network.
- Provision of advice
 - to assist teachers to renew their teacher registration;
 - to mentors and school leaders to assist them to support teachers to move from Provisional to Full Registration; and
 - to school leaders, teachers and employers regarding Working with Vulnerable People obligations.

Communication methods

TQI continuously reviewed and evaluated its communication media to ensure provision of clear, timely, relevant and important messages to stakeholders, particularly to schools and teachers. As mentioned in the Overview, the TQI Facebook page was established in 2018. In April 2020 TQI began a TQI Twitter handle. This social media addition was implemented to expand social media reach and continue to ensure timely messages were distributed during the pandemic.

TQI social media reach on Facebook is 2.3K. Posts focus on informing, inspiring and promoting the profession. 87.6 per cent of the audience was women, with 34.4 per cent of women in the 35-44 age range.



Average age demographic engaging with TQI Facebook

During the reporting period TQI developed two short videos outlining the work of TQI in promoting the profession. These videos were shared with stakeholders.



Front cover of first issue of TQI Post

In May 2021 TQI published the first issue of the TQI Post. This newsletter publication has been developed to provide a platform for TQI to share best practice across the Territory; highlight professional learning opportunities; and offer high level insights into data that TQI collects.

The first issue in this reporting period focused on the Australian Professional Standards for Teachers – Standards 1.4 and 2.4 – which identify what teachers need to know and be able to do in order to teach Aboriginal and Torres Strait Islander students and to teach all students about Aboriginal and Torres Strait Islander languages, history and culture. The first issue was well received and future publications will continue to focus on a particular standard, in an endeavour to promote professional learning opportunities to support quality teaching and learning.

During the 2020 renewal period all teachers were advised that the TQI portal would be the primary source of all communication to registered teachers for information regarding workshops, handbooks, guides and resources. Teachers have adapted well to this new approach to communication.

TQI Portal

In June 2021, the TQI portal interface changed, with the introduction of a new dashboard, encountered by teachers when they enter the teacher portal. The new dashboard improves teachers' access to registration information specific to them when they log on. Teachers can now see an overview of the professional learning they have recorded, critical dates that they need to remember and can access resources relevant to their career stage.

TQI Portal 2.0 landing page

Aboriginal and Torres Strait Islander Reporting

Total number of TQI accredited programs and attended hours relating to Standards 1.4 and 2.4:



Number of programs and hours

In the 2020-21 reporting period, TQI accredited 43 professional learning programs which had content specifically related to standard 1.4 (Strategies for teaching Aboriginal and Torres Strait Islander students) and standard 2.4 (Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians) of the *Australian Professional Standards for Teachers*.

TQI promoted professional learning opportunities focusing on 1.4 and 2.4 in the May TQI Post 2021. TQI actively promotes Reconciliation and NAIDOC week through social media and associated professional learning opportunities.

The TQI CEO attended a National Dialogue on 18 – 19 May 2021 to critically consider and discuss cultural competency in the Australian teaching workforce. The event, hosted by the Australian Institute of Teaching and School Leadership (AITSL), brought together a range of education experts, system and sector representatives, Aboriginal and Torres Strait Islander stakeholders, teachers, and school leaders and built upon AITSL's research and consultation to date. It offered attendees an opportunity to discuss, develop and workshop solutions on how to build a culturally competent teaching workforce. It also helped establish agreement on a roadmap for AITSL's development of resources and tools to support teachers and school leaders to develop their cultural competency.

Workplace Health and Safety

TQI has one nominated Health and Safety representative and one Respect, Equity and Diversity Officer. In the 2020-2021 reporting period TQI had no incidents requiring reporting under the *Work Health and Safety Act 2011*.

In response to COVID-19 restrictions, team members were encouraged to become familiar with communications from government about COVID-19 safe practices. Daily online executive and team meetings were scheduled and continued throughout the reporting period. At these meetings, team members were encouraged to identify any workplace health and safety issues being experienced, particularly related to the working from home environment.

Following the easing of COVID-19 restrictions, TQI staff were given the option of working in the office should they prefer to do so, or should their work require it e.g. use of office equipment such as printers to process multiple registration renewals. TQI continued to follow staff and workplace protocols to ensure social distancing and safe practices around hygiene. Staff only attended the office if well and used the TQI Check-in CBR app. The ACT Government's revised 'Work from Home Checklist' was completed by all staff in April 2021.

Human Resources Management

Staffing Profile

The TQI comprises the Chief Executive Officer and 9.7 FTE. The staff gender ratio is 75 per cent female and 25 per cent male as of 30 June 2021.

Professional Development

TQI staff attended a range of professional development activities. A particular focus in the reporting period was Executive engagement with ANZSOG (Australia and New Zealand School of Government) National Regulators' Community of Practice (NRCoP). Five senior staff attended the virtual seminar by Professor Malcom Sparrow - *Values at Stake in Regulatory Practice* as well as listened to podcasts and undertook readings and professional discussions about various components of the regulatory framework.



The International Federation of Teacher Regulatory Authorities conference took place on 6 - 7 May 2021, hosted by the General Teaching Council for Scotland. Three TQI staff attended both days of the conference (despite time zone differences). There was a strong presence by the Australian Regulatory Teaching Authorities. Relevant conference material was shared with the TQI Board.

TQI staff also undertook the Herrmann Brain Dominance Instrument (HBDI) to measure and harness the cognitive diversity within the TQI team. Drawing on both individual and collective results, the TQI team gained greater understanding of the way each person thinks, communicates, and works at their best.

Professional learning for TQI staff included internal TQI training, whole of government initiatives, and specialist external programs. Professional development occurred through participation in national initiatives, interstate network meetings with other jurisdictions, whole of government communities of practice and administrative courses.

Ecologically Sustainable Development

TQI is a tenant of the University of Canberra (UC). TQI pays UC a flat rate which covers energy and water consumption. TQI does not have information about the amount of water or energy used.

TQI sources its paper from a sustainable forest, avoids the use of disposable crockery and cutlery when catering for meetings, forums and functions, and promotes a culture among staff of ecologically sustainable practices and purchases.

Financial Management Report

Financial Management Analysis

TQI continues to operate in a sound financial manner. ACT Government and registration fees remain the primary sources of revenue for TQI.

Financial Statements

The summary report below shows the details of income and expenses for TQI for the financial year 2020-21 in accordance with the direction issued by the Minister for Education and Training under section 25 of the TQI Act.

Section C – Financial Management Reporting



AUDITOR-GENERAL AN OFFICER
OF THE ACT LEGISLATIVE ASSEMBLY 

INDEPENDENT AUDITOR'S REPORT ACT TEACHER QUALITY INSTITUTE

To the Members of the ACT Teacher Quality Institute's Governing Board

Opinion

I have audited the special purpose financial statement (financial statement) of the ACT Teacher Quality Institute for the year ended 30 June 2021 which comprises the statement of income and expenditure and accompanying notes.

In my opinion, the financial statement:

- (i) presents fairly, in all material aspects, the Institute's income and expenditure for the year ended 30 June 2021; and
- (ii) is presented in accordance with the basis of preparation described in Note 1 of the financial statement.

Basis for opinion

I conducted the audit in accordance with the Australian Auditing Standards. My responsibilities under the standards are further described in the 'Auditor's responsibilities for the audit of the financial statement's section of this report.

I am independent of the Institute in accordance with the ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 *Code of Ethics for Professional Accountants (including Independence Standards)* (Code). I have also fulfilled my other ethical responsibilities in accordance with the Code.

I believe that the audit evidence obtained is sufficient and appropriate to provide a basis for my opinion.

Emphasis of Matter – Basis of preparation

The financial statement has been prepared to meet the needs of the Institute's Governing Board members. I draw attention to Note 1 'Basis of preparation' of the financial statement which describes the basis of accounting used in the preparation of the financial statement.

The Governing Board of the Institute has determined that the basis of preparation is appropriate to meet its financial reporting requirements. As a result, the financial statement may not be suitable for other purposes. My opinion is not modified in respect of this matter.

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T 02 6207 0833 F 02 6207 0826 E actauditorgeneral@act.gov.au W www.audit.act.gov.au

Responsibilities for preparing and fairly presenting the financial statement

The Governing Board is responsible for:

- determining the accounting policies and basis of accounting used in the preparation of the financial statement;
- preparing and fairly presenting the financial statement in accordance with the basis of accounting described in Note 1 of the financial statement; and
- determining the internal controls necessary for the preparation and fair presentation of the financial statement so that they are free from material misstatements, whether due to error or fraud.

Auditor's responsibilities for the audit of the financial statement

I am responsible for issuing an auditor's report that includes an independent audit opinion on the financial statement of the Institute.

My objective is to obtain reasonable assurance about whether the financial statement as a whole is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion.

Reasonable assurance is a high level of assurance but is not a guarantee that an audit conducted in accordance with Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statement.

As part of the audit in accordance with Australian Auditing Standards, I exercise professional judgement and maintain professional scepticism throughout the audit. I also:

- identified and assessed the risks of material misstatement of the financial statement, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or override of internal controls;
- obtained an understanding of internal controls relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for expressing an opinion on the effectiveness of the Institute's internal controls;
- evaluate the appropriateness of accounting policies used to prepare the financial statement and related disclosures made in the financial statement; and
- evaluate the overall presentation, structure and content of the financial statement, including the disclosures, and whether they represent the underlying transactions and events in a manner that achieves fair presentation.

I communicate with the Governing Board regarding among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal controls that I identify during my audit.



Rosario San Miguel
Senior Director, Financial Audit
21 September 2021

ACT TEACHER QUALITY INSTITUTE
Statement of Responsibility

In my opinion, the Statement of Income and Expenditure is in agreement with the ACT Teacher Quality Institute's accounts and records and fairly reflect the financial operations of the Institute for the year ended 30 June 2021.



Ms Natalie Howson
Chair, Governing Board
ACT Teacher Quality Institute
15 September 2021

ACT TEACHER QUALITY INSTITUTE
Statement of Income and Expenditure
For the year ended 30 June 2021

	Note No.	Actual 2021 \$'000	Actual 2020 \$'000
INCOME			
Revenue			
Controlled Recurrent Payments	2	1,449	1,411
Interest	2	15	27
Registration Fees	2	1,003	997
Grants and Other	2	33	29
Total Revenue		2,500	2,464
EXPENSES			
Employee Expenses	3	1,640	1,523
Superannuation Expenses	3	267	238
Supplies and Services	3	882	567
Audit Fees	3	8	0
Depreciation	3	239	244
Total Expenses		3,036	2,572
Operating (Deficit)		(536)	(108)

The above Statement of Income and Expenditure should be read in conjunction with the accompanying notes.

Notes to and Forming Part of the Statement of Income and Expenditure

Note 1 Basis of preparation

The ACT Teacher Quality Institute (TQI) is an independent statutory authority established by the ACT Teacher Quality Institute Act 2010. The Teacher Quality Institute prepares the Statement of Income and Expenditure to meet the requirement of ACT Teacher Quality Institute Ministerial Direction 2012 (No. 1) of providing summary details of its income and expenses for a financial year. The Statement of Income and Expenditure is a special purpose financial statement prepared on an accrual basis. It is prepared in accordance with the recognition and measurement requirements of the Australian Accounting Standards and the significant accounting policies as set out below. The Governing Board of the TQI has determined that the TQI is not a reporting entity.

The Statement of Income and Expenditure is presented in Australian dollars and values are rounded to the nearest thousand dollars.

Comparative information has been disclosed in respect of the previous period for amounts reported in the financial statement.

Where the presentation or classification of items in the financial statement is amended, the comparative amounts have been reclassified where practical. Where a reclassification has occurred, the nature, amount and reason for the reclassification is provided.

Note 2 Significant accounting policies

Revenue

- Controlled Recurrent Payments are drawn by the Education Directorate and passed on to the TQI. Appropriations are recognised when the TQI gains control over the funding which is normally obtained upon the receipt of cash, given they do not contain enforceable and sufficiently specific performance obligations as defined by AASB 15 Revenue from Contracts with Customers.
- Registration Fees, which relate to the registration of teachers in the ACT, are recognised as revenue when the certificate of registration is issued.
- Grants and Other revenue relate to legal services received free of charge from the ACT Government Solicitor's Office and recognised as revenue on the basis that the services would have been purchased if they had not been donated.
- Interest revenue is recognised using the effective interest method.

Note 3 Expenses

- Employee and superannuation expenses include short-term expenses such as wages and salaries, annual leave loading, and applicable on-costs, and other long-term expenses such as long service leave and annual leave, and termination expenses. Superannuation expenses relate to employer contributions for defined benefit and defined contributions schemes.

Notes to and Forming Part of the Statement of Income and Expenditure (cont)

- Supplies and Services consists of:

	2021	2020
	\$'000	\$'000
Property Maintenance	14	12
Materials and Services [^]	678	388
Travel and Transport	0	11
Administrative	64	34
Financial	6	6
Short term Leases	120	116
	882	567

[^] Materials and services has increased from 2020 due to expenditure on the maintenance of TQI's IT platform.

- Audit fees are associated with fees to the ACT Audit Office.
- Depreciation expenses relate to Software and Furniture & Fittings.

Note 4 Cash

Cash totalled \$0.96 million at the end of 2020-21 (\$1.3million as at the end of 2019-20).

Asset Management

The TQI business system is the single most significant asset of the Institute. Maintaining and updating this system is a key operational consideration. As such, regular analysis and assessment of TQI's digital services infrastructure is undertaken to ensure that the business system remains fit for purpose and is aligned with industry practice. The significant difference in the TQI budget from the current year to previous years was due to the fact that, in the absence of capital funding, system upgrades were funded within general expenses for the reporting period.

Government Contracting

Procurement processes undertaken by TQI comply with the ACT Government procurement legislative framework.

Procurement decisions are authorised by the appropriate delegate within TQI. TQI utilises whole of government procurement arrangements to seek advice and support in relation to procurement and contract management issues.

TQI entered into one contract during 2020-2021 - Contract number 30062020-ID – ACT Teacher Quality Institute Platform Maintenance. The contract commenced on 1 July 2020 and expired on 30 June 2021. The contractor, Dialog Pty Ltd, was contracted to provide maintenance to the TQI business system.

The online ACT Government Contracts Register records contracts with suppliers of goods, services and works, with a value of \$25,000 or more. A full search of TQI contracts notified with an execution date from 1 July 2020 to 30 June 2021 can be made at <https://www.tenders.act.gov.au/contract/search>.

Aboriginal and Torres Strait Islander Procurement Policy

TQI CEO, Ms McAlister became an Aboriginal and Torres Strait Islander Procurement Policy Executive Champion and attended a virtual 'boot camp' which outlined the key features of the Aboriginal and Torres Strait Islander Procurement Policy.

For the 2020-21 reporting year, TQI achieved the following against the Aboriginal and Torres Strait Islander Procurement Policy three performance measures

TQI table 4: Aboriginal and Torres Strait Islander Procurement Policy performance measures

Performance Measure	Result
The number of unique Aboriginal and Torres Strait Islander Enterprises that respond to the reporting entity's tender and quotation opportunities that were issued from the Approved Systems	Nil
The number of unique Aboriginal and Torres Strait Islander Enterprises attributed a value of addressable spend in the financial year	\$0
Percentage of the financial year's addressable spend which is spent with Aboriginal and Torres Strait Islander Enterprise	Nil

ACT Teacher Workforce Analysis

This section provides key data on the ACT teacher workforce derived from information provided by teachers as part of the registration process. It also reports on other specific matters required by Part 4 of the Chief Minister’s Annual Report Directions.

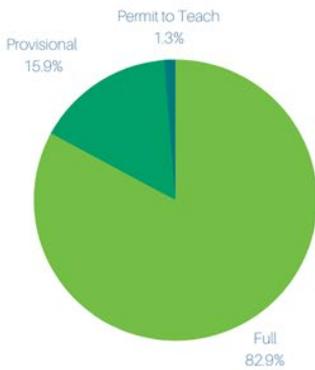
Registration Renewal Data

*figures as at 30 June 2021

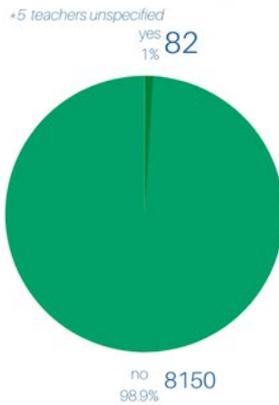


- Renewals opened 4 weeks earlier than previous years and **66%** of teachers who are eligible to renew were registered by end of February 2021.

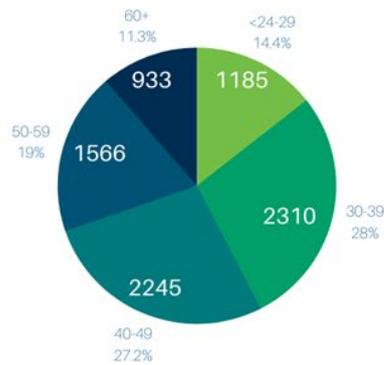
Total number of registered/approved teachers by registration type



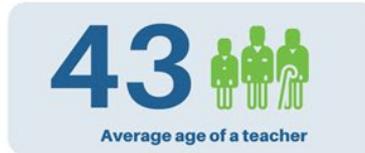
Total number of registered/approved teachers identified as Indigenous



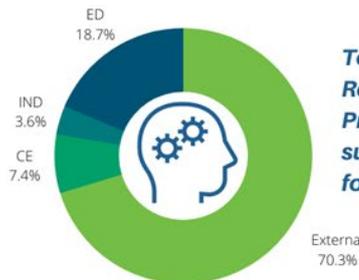
Total number of registered/approved teachers by age



Total number of registered/approved teachers by gender



Total number of Recognised Providers able to submit programs for accreditation



When teachers apply for teacher registration, they must provide evidence of their teacher qualifications. They may also at the time of registration, at renewal time, or at any time during the registration year, update their qualifications on the teacher register. Teachers who were registered with TQI during the 2020-21 reporting year indicated they completed 437 qualifications. TQI records indicate that the qualifications completed include:

- 30 certificate/graduate certificates;
- 252 bachelor degrees;
- 21 diplomas (including graduate and advanced);
- 157 post-graduate degrees; and
- 11 doctorates.

The diagram below shows the total number of qualifications currently registered teachers have recorded with TQI since their registration. Some teachers begin their teaching career in the ACT with the minimum four-year teaching qualification, and others, with additional qualifications. From the number and variety of academic qualifications listed below, it is clear teachers continue to build their knowledge and expertise throughout their career, not only through their yearly 20 hours of professional learning, but also by gaining additional academic qualifications.



Teacher qualifications

Ministerial Directions

Over the reporting period no directions were given by the Minister under s.25 of the TQI Act.

Public Interest Disclosure

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

- is illegal;

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

No disclosures were received in the reporting period.

Contact Information

For more information contact the Chief Executive Officer or the Board Chair of TQI:

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ACT Teacher Quality Institute Board

Natalie Howson

Board Chair

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ACT Teacher Quality Institute

PO Box 263

JAMISON CENTRE ACT 2614

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Attachment 1

Details of professional learning programs accredited 1 July 2020 to 30 June 2021

Organisation	Program Name
Catholic Education (CE) Religious Education and Curriculum Services	K-6 Mathematics Subject Matter Expert Workshop
(CE) Religious Education and Curriculum Services	Catalyst High Impact Teaching Practice
(CE) Religious Education and Curriculum Services	Catalyst High Impact Teaching Practice- COGLearn
(CE) Religious Education and Curriculum Services	Catalyst Numeracy Cluster day Term 1
(CE) Religious Education and Curriculum Services	Catalyst: HTP in Action PL 1
(CE) Religious Education and Curriculum Services	Catalyst: HTP in Action PL 2-4
(CE) Religious Education and Curriculum Services	CECG 7-10 Mathematics Curriculum Resourcing Working Party
(CE) Religious Education and Curriculum Services	CECG 7-10 Mathematics Curriculum Resourcing Working Party - Meeting 2.
(CE) Religious Education and Curriculum Services	CECG 7-10 Mathematics Curriculum Resourcing Working Party - Meeting 3.
(CE) Religious Education and Curriculum Services	CECG 7-10 Mathematics Curriculum resourcing Working party - Meeting 4.
(CE) Religious Education and Curriculum Services	CECG Catalyst Online Units 3 & 4
(CE) Religious Education and Curriculum Services	CECG Catalyst System Day
(CE) Religious Education and Curriculum Services	CECG Numeracy Clusters Term 4
(CE) Religious Education and Curriculum Services	CECG Year 1 Phonics Assessment Data Analysis Professional Learning
(CE) Religious Education and Curriculum Services	CECG Year 1 Phonics Screening Check Data Analysis 2021
(CE) Religious Education and Curriculum Services	CECG Year 1 Phonics Screening Check Professional Learning 2021
(CE) Religious Education and Curriculum Services	Developing Culturally Competent & Responsive Schools
(CE) Religious Education and Curriculum Services	Developing Culturally Competent & Responsive Schools
(CE) Religious Education and Curriculum Services	Developing Culturally Competent and Responsive Schools
(CE) Religious Education and Curriculum Services	Perspectives Across the Curriculum: Catholic Social Teaching
(CE) Religious Education and Curriculum Services	Professional Learning Series in RE: How to Plan for Deep Conceptual Learning
(CE) Religious Education and Curriculum Services	Professional Learning Series in RE: What is conceptual learning?
(CE) Religious Education and Curriculum Services	Teach Well High Impact Practices in Action

Organisation	Program Name
(CE) Religious Education and Curriculum Services	Teaching about Catholic Church History; aligning with the Australian History Curriculum.
(CE) Religious Education and Curriculum Services	Term 3 CECG Numeracy Cluster
(CE) Religious Education and Curriculum Services	Understanding Biblical contexts and texts: First Century Judaism
(CE) Religious Education and Curriculum Services	Understanding Biblical Text: Miracle Stories
(CE) Religious Education and Curriculum Services	Understanding Biblical Text: Teaching about the Gospel of Mark
(CE) School Services	Supporting Student Wellbeing and Mental Health online course
(CE) School Services	Attachment and Trauma Theory Online course
(CE) School Services	Autism Spectrum Disorder
(CE) School Services	CECG HALT Network Day 2021: Engaging with the APST at Highly Accomplished and Lead Teacher
(CE) School Services	Dyspraxia and Motor Coordination Difficulties online course
(CE) School Services	Effective planning and teaching of Physical Education in CECG Primary Schools
(CE) School Services	MAPA (Management of Actual or Potential Aggression)
(CE) School Services	Speech, language and Communication needs online course
(CE) School Services	Teaching Physical Education Effectively
(CE) School Services	The Dyslexia and Significant Difficulties in Reading online course
(CE) School Services	Understanding and Supporting Behaviour course
(CE) School Services	Understanding Attention Deficit/Hyperactivity Disorder online course
(CE) School Services	Understanding Hearing Loss online course
(EDU) Inclusion and Engagement Branch	Essential skill for Classroom Teachers
Education (EDU) Inclusion and Engagement Branch	OLT Understanding and Supporting Behaviours
(EDU) Inclusion and Engagement Branch	Team Teach
(EDU) Inclusion and Engagement Branch	Trauma Informed Practices, Level 1: Trauma Aware
(EDU) Inclusion and Engagement Branch	Understanding Dyslexia and Other Significant Reading Difficulties
(EDU) Learning and Teaching Branch	Building confidence with digital systems for learning - Early Educators Program
(EDU) Learning and Teaching Branch	Building cultural capability

Organisation	Program Name
(EDU) Learning and Teaching Branch	Cultivating reflective practices through Engoori
(EDU) Learning and Teaching Branch	Cultivating reflective practices through Engoori extended program
(EDU) Learning and Teaching Branch	Deepening Scientific Literacy with Digital Sensors
(EDU) Learning and Teaching Branch	Designing and Testing a Sustainable Home: a rich STEM project
(EDU) Learning and Teaching Branch	Disability Education Coordinator Officer (DECOS) E-Learning package
(EDU) Learning and Teaching Branch	Driving Excellence
(EDU) Learning and Teaching Branch	EAL/D Forum Term 1, 2021
(EDU) Learning and Teaching Branch	EAL/D Forum Term 3
(EDU) Learning and Teaching Branch	EAL/D Term 4 Forum 2020
(EDU) Learning and Teaching Branch	Enabling Pedagogies: Feedback
(EDU) Learning and Teaching Branch	Finding the Balance - Whole School Mathematics Professional Learning
(EDU) Learning and Teaching Branch	Inquiry Based Learning (an interdisciplinary approach)
(EDU) Learning and Teaching Branch	Reimagining Relationships (Full Day Program)
(EDU) Learning and Teaching Branch	Reimagining Relationships (Half Day Program)
(EDU) Learning and Teaching Branch	Teaching STEM to Improve Student Achievement
(EDU) Learning and Teaching Branch	Teaching Young Children English in Multilingual Contexts (TYCEMC)
(EDU) Learning and Teaching Branch	To understand our present, we must understand our past.
(EDU) Learning and Teaching Branch	Using Data, Evidence and Research to Inform Career Education Practice
(EDU) School Leadership	2021 Leadership Symposium Leading with Precision not Prescription
(EDU) School Leadership	AEDC - Moderation, Impact and Next Steps
(EDU) School Leadership	Early Years & Primary Literacy Initiative 2021 (Phase 10 & 11)
(EDU) Student Wellbeing Branch	Developing consistent Literacy Practices at Cranleigh School
(EDU) Student Wellbeing Branch	Early Years Literacy Initiative Hybrid Model 2021 Phase 10 & Phase 11
(EDU) Student Wellbeing Branch	PBL Classroom Systems (Effective Classroom Practice 1 and 2) and PBL Non-Classroom Systems Review
(EDU) Student Wellbeing Branch	Spelling Inquiry with Chris Topfer

Organisation	Program Name
(EDU) Student Wellbeing Branch	Writing Inquiry with Chris Topfer
ACT Association for the Teaching of English (ACTATE)	2021 Sharing the Secrets of Success Conference
ACT Association for the Teaching of English (ACTATE)	English Textual Concepts: Designing Learning in Years 7-12
ACT Association for the Teaching of English (ACTATE)	Extending Students in English
ACT Association for the Teaching of English (ACTATE)	The English Textual Concepts for Beginners and Advanced Users
ACT Association for the Teaching of English (ACTATE)	Thinking, Writing and Speaking Creatively in Years 11-12 English
ACT Badminton Association	Shuttle Time Teacher course
ACT No Waste - Transport Canberra and City Services	Recycling and Sustainability in the Early Childhood Environment
ACT No Waste - Transport Canberra and City Services	Recycling, Waste and Sustainability through Inquiry Learning
ACT Public Colleges Professional Learning Committee	2021 Colleges Conference - Beyond Content
Acting For the Fun of It	Acting and Devising Theatre
Ainslie School	Enabling Growth - Monitoring and Documenting Student Learning
ALEA	ALEA Unconference - Literacy Speed Dating 2021
All About Writers	The Essential Elements of the Writers' Workshop
All About Writers	The Qualities of Great Writing
All About Writers	Unpacking the Writing Process
All About Writers	Writing Conferences: The Foundation of Assessment
Alliance Française de Canberra	La classe inversée The Flipped classroom - French Network Professional Learning 2020
Alliance Française de Canberra	V O I C E - workshop for bilingual educators
Amaroo School	Amaroo Pedagogical Practices
Amaroo School	Everything You Need to Know about Dyslexia, Dysgraphia and Dyscalculia
ANNA COMERFORD	Mindfulness, Neuroscience & Compassion
ANSTO Australian Nuclear Science and Technology Organisation	Real-world Applications of Nuclear Science: Develop your own Lesson
ANSTO Australian Nuclear Science and Technology Organisation	Real-world Applications of Nuclear Science: Develop your own Lesson
ANSTO Australian Nuclear Science and Technology Organisation	Understanding Aboriginal and Torres Strait Islanders Histories and Cultures.

Organisation	Program Name
ARACY - Australian Research Alliance for Children and Youth	The Common Approach in Education
Aranda Primary	Teaching Numeracy at Aranda
Association of Independent Schools of the ACT	2020 AISACT Colloquium – Building Authentic Engagement
Association of Independent Schools of the ACT	AISACT 2021: Maximising Growth for Diverse Learners
Association of Independent Schools of the ACT	Reflecting on the quality of the adjustments we make for our students: Collaborative conversations
Association for Teachers of English to Speakers of Other Languages (ATESOL) ACT	Exploring the Many Voices of Australia through Literature
ATESOL ACT	Standard Translatable English and the Dictionary of Invisible Culture
Australian Catholic University - Institute for Positive Psychology & Education	iPLAY Leaders: Course 1
Australian Catholic University - Institute for Positive Psychology & Education	iPLAY Leaders: Course 2
Australian Catholic University - Institute for Positive Psychology & Education	iPLAY Leaders: Course 3
Australian Council for Educational Research	Data Driven Decisions: PAT
Australian Council for Educational Research	Data Driven Decisions: PAT
Australian Council for Educational Research	Getting Ahead with PAT
Australian Council for Educational Research	Getting Ahead with PAT
Australian Council for Educational Research	Getting Started with PAT
Australian Council for Educational Research	Getting Started with PAT
Australian Council for Educational Research	Online Teaching
Australian Council for Educational Research	Online Teaching
Australian Council for Educational Research	Using and Interpreting Data in Schools
Australian Council for Educational Research	Using and Interpreting Data in Schools
Australian Council of Health Physical Education and Recreation (NSW Branch)	Effective assessment practices in HPE
Australian Council of Health Physical Education and Recreation (NSW Branch)	Effective assessment practices in HPE - Melba Copland
Australian Electoral Commission	Voting in the classroom
Australian Gifted Support Centre	Creating a differentiated learning experience for high ability and gifted students.
Australian Gifted Support Centre	Gifted and High Potential Students - Identification and teaching

Organisation	Program Name
Australian Gifted Support Centre	Underperforming high potential and gifted students Identification and strategies
Australian Institute for Teaching and School Leadership (AITSL)	Supervising Preservice Teachers - Effective Partnerships
Australian Institute for Teaching and School Leadership (AITSL)	Supervising Preservice Teachers - Making Judgements
Australian Institute for Teaching and School Leadership (AITSL)	Supervising Preservice Teachers - Practice Analysis
Australian Institute for Teaching and School Leadership (AITSL)	Supervising Preservice Teachers - Unpacking the Graduate Standards
Australian School Library Association	Keys to Learning ASLA Conference
Australian Securities and Investments Commission (ASIC)	Moneysmart HASS (2.0)
Australian Securities and Investments Commission (ASIC)	Moneysmart Maths (2.0)
Avalon Montessori Association	Montessori Action Research Project
Avalon Montessori Association	Montessori Children with Additional Needs 0-3
Avalon Montessori Association	Montessori Children with Additional Needs 3-6
Batyr Australia Limited	batyr Teacher PD
Belconnen High	Ngunnawal Language and Country Cultural PL
Beyond Blue	Be You: Early Support 2021
Beyond Blue	Be You: Family Partnerships 2021
Beyond Blue	Be You: Learning Resilience 2021
Beyond Blue	Be You: Mentally Healthy Communities 2021
Beyond Blue	Be You: Responding Together 2021
Birrigai Outdoor School	Birrigai - Outdoor Education Rock Climbing Abseiling
Birrigai Outdoor School	Grounding in Story - an approach to developing cultural integrity
Birrigai Outdoor School	Living Culture - Cultural Integrity Workshop Day
Birrigai Outdoor School	Namadgi School - Strengthening Effective Professional Learning Communities
Black Mountain School	Evidence Based Instruction
Black Mountain School	ROCC, Communication ILP Goals, 2020 & Beyond
Blue Gum Community School	Blue Gum Pedagogy in Action 2021
Blue Gum Community School	Blue Gum Philosophy and Practice 2021

Organisation	Program Name
Board of Senior Secondary Studies	Curriculum Planning: Health, Outdoor and Physical Education Framework
Board of Senior Secondary Studies	Curriculum Planning: The Commerce Framework
Board of Senior Secondary Studies	Curriculum Planning: The Humanities and Social Sciences Framework
Board of Senior Secondary Studies	Curriculum Planning: The Languages Framework
Board of Senior Secondary Studies	Curriculum Planning: The New English Framework
Board of Senior Secondary Studies	Curriculum Planning: The New Mathematics Framework
Board of Senior Secondary Studies	Curriculum Planning: The New Science Framework
Board of Senior Secondary Studies	Introduction to BSSS New College Teachers
Board of Senior Secondary Studies	Quality Assessment: Designing and Evaluating Tasks
Board of Senior Secondary Studies	SGL/AGL Quality Assurance Workshop 1
Board of Senior Secondary Studies	SGL/AGL Quality Assurance Workshop 2
Brindabella Christian College	Developing Powerful Learners
Burgmann Anglican School	Critically Reflective Wellbeing Practice
Calwell High	High Impact Teaching - Calwell High School
Campbell High	Campbell High Aspiring Leaders Program
Campbell Primary	10 Essential Instructional Practices
Canberra Girls' Grammar School	First day, first class lessons: What makes them exceptional?
Canberra Girls' Grammar School	Gifted As Thriving
Canberra Girls' Grammar School	Gifted Awareness Week 2021: Thriving as Gifted
Canberra Girls' Grammar School	Holding Modelling Mentoring
Canberra Girls' Grammar School	Honouring Student Agency Through Assessment
Canberra Girls' Grammar School	Student Growth Conversations
Canberra Girls' Grammar School	Using and Applying Data for Learning
Canberra Grammar School	CGS Learning: Challenging and Empowering
Canberra Grammar School	CGS Learning: Moving Forward, Building Agency
Canberra Grammar School	CGS Quality Assessment
Canberra Grammar School	Interdisciplinary teaching and learning: from principles to practice
Canberra High	Formative Assessment
Canberra Mathematical Association	miniMaths - Maths In Nature Inquiries in the Early Years

Organisation	Program Name
Canberra Theatre Centre	ACT Up Drama Festival Teachers Mentor Program and Workshop
Canberra Theatre Centre	School Drama
Careers Advisers Association	Careers Advisers Association of NSW & ACT Inc Annual Conference for Careers Advisers
Caroline Chisholm School	Professional Learning Communities and Teams at CCS
Charles Conder Primary	UrFab
Charles Weston Primary	Literacy Practices at CWSC
Charnwood-Dunlop School	Inquiry is a stance, not a subject: Inquiry learning and the Australian Curriculum
CIT Solutions	Vocational, VET, Assessment, Mapping
CIT Solutions	Vocational, VET, clustering units
CIT Solutions	Vocational, VET, Training Supervision
Code Club Australia	Code Club Teacher Training Online 2021
Cool Australia	Advocating For STEM
Cool Australia	Analyse the Impact of Everyday Objects
Cool Australia	Get Creative with STEM
Cool Australia	Inspire Young Scientists in the Primary Classroom
Cool Australia	Integrating STEM Through Project-based Learning
Cool Australia	Introduction to Early Learning STEM
Cool Australia	Introduction to Primary STEM
Cool Australia	Introduction to Secondary STEM
Cool Australia	Practical Steps for STEM Inquiry
Cool Australia	Save The World With STEM
Cool Australia	Teach Caring for Country Using Fire
Cool Australia	Teach Indigenous Land Management Using Fire
Cool Australia	Using Group Work To Improve Student Learning
Cool Australia	War on Waste - Use Primary Maths to Measure Waste
Cool Australia	War on Waste - Use Secondary Maths to Measure Waste
Cranleigh School	Team Teach 2021
Curtin Primary	Evidence based reading and spelling
Curtin Primary	Mental Computation and vocabulary

Organisation	Program Name
Daramalan College	Defining SharePoint and MS Teams as communication and collaboration services to support learning.
Daramalan College	Growth for our Diverse Learners
Daramalan College	Leading Community
Daramalan College	Mental Health and Wellbeing for Staff and Students in Educational Settings
Daramalan College	Teaching with Heart 2021
Daramalan College	Twilight PL - Staff Wellbeing
Deploy Learning Pty Ltd	Level 1 Google Certified Educator Course
Design and Technology Teachers Association ACT	DATTA ACT Professional Learning Seminar Program 2021
Duffy Primary	Inquiry Pedagogy
Education Events	Autism Spectrum Disorder - a different way of thinking, learning and managing emotions
Education Events	Developing Early Childhood Approaches for children with additional needs
Education Events	Understanding Autism Spectrum Disorder - Teaching Strategies and Behaviour Support
EduInfluencers	A Feedback Culture
EduInfluencers	Building Professional Trust
EduInfluencers	Celebrating Results
EduInfluencers	Crafting Commitment
EduInfluencers	Equipping Teams for Big Conversations
EduInfluencers	Feedback for Growth
EduInfluencers	Managing Conflict
EduInfluencers	Practicing Accountability
Emerging Minds	Supporting primary students following a disaster or community trauma
Emerging Minds	Supporting secondary students following a disaster or community trauma
Emmaus Christian School Canberra Limited	Mental Health First Aid
English for Work	Grammar Basics Workshop
English for Work	Grammar for Classroom Teachers
Epilepsy Foundation	Introduction to Epilepsy for Educators
Erindale College	Developing Visible Learners

Organisation	Program Name
Erindale College	Feedback that Makes Learning Visible
Erindale College	Making Learning Visible: Learning Intentions and Success Criteria.
Exhale People	Wellbeing & Resilience for Teachers and School Staff
Garran Primary	Rigor in the Classroom
Generation Next	The Mental Health and Well Being of Young People - Block 1
Generation Next	The Mental Health and Well Being of Young People - Block 10
Generation Next	The Mental Health and Well Being of Young People - Block 11
Generation Next	The Mental Health and Well Being of Young People - Block 12
Generation Next	The Mental Health and Well Being of Young People - Block 13
Generation Next	The Mental Health and Well Being of Young People - Block 2
Generation Next	The Mental Health and Well Being of Young People - Block 3
Generation Next	The Mental Health and Well Being of Young People - Block 4
Generation Next	The Mental Health and Well Being of Young People - Block 5
Generation Next	The Mental Health and Well Being of Young People - Block 6
Generation Next	The Mental Health and Well Being of Young People - Block 7
Generation Next	The Mental Health and Well Being of Young People - Block 8
Generation Next	The Mental Health and Well Being of Young People - Block 9
Generation Next	The Mental Health and Well Being of Young People - Course 10
Generation Next	The Mental Health and Well Being of Young People - Course 11
Generation Next	The Mental Health and Well Being of Young People - Course 12
Generation Next	The Mental Health and Well Being of Young People - Course 13

Organisation	Program Name
Generation Next	The Mental Health and Well Being of Young People - Course 7
Generation Next	The Mental Health and Well Being of Young People - Course 8
Generation Next	The Mental Health and Well Being of Young People - Course 9
Gordon Primary	Gordon Primary School Social and Emotional Learning Framework
Gowrie Primary	Teaching Numeracy in the Early Years
Grok Academy Limited	Digital Technologies workshop
Growth Coaching International Pty Ltd	Coaching Accreditation Program.
Growth Coaching International Pty Ltd	Fundamentals of Coaching Practice
Growth Coaching International Pty Ltd	Fundamentals of Coaching Practice-online
Growth Coaching International Pty Ltd	Introduction to Leadership Coaching.
Growth Coaching International Pty Ltd	Introduction to Leadership Coaching-Online
Growth Coaching International Pty Ltd	Video Peer Coaching
Gungahlin College	Effective application of assessment differentiation & learning strategies to the practical classroom
Gungahlin College	Evidence Informed Teaching- Moving the learner from Novice to Expert
Gungahlin College	Rethinking Differentiation
Health Improvement Branch, ACT Health, ACT Government	Entrepreneurs: It's Your Move online professional learning course
Health Improvement Branch, ACT Health, ACT Government	Food&ME Kindergarten - Year 6 Online Professional Learning
Health Improvement Branch, ACT Health, ACT Government	Food&ME Preschool Online Professional Learning
Health Improvement Branch, ACT Health, ACT Government	It's Your Move: Safe Cycle for High Schools (Teacher Module)
Health Improvement Branch, ACT Health, ACT Government	Ride or Walk to School: Safe Cycle Years 5&6 (Teacher Module)
Hughes Primary	Hughes PS - Mathematics - formative assessment
ICTE Solutions Australia	Formative Assessment in Primary School
ICTE Solutions Australia	Formative Assessment in Primary Schools
ICTE Solutions Australia	Harness Technology in Early Childhood Education Today
ICTE Solutions Australia	Harness Technology in Early Childhood Education Today

Organisation	Program Name
ICTE Solutions Australia	ICT Leadership Course for Teachers
ICTE Solutions Australia	ICT Leadership Course for Teachers
ICTE Solutions Australia	ICT Teaching Strategies for Primary School Teachers
ICTE Solutions Australia	Teach Literacy with ICT Effectively Today
Imagine More Ltd	Making connections in mathematics
ImagineerMe Pty. Ltd	S1 Imagination as a Way of Knowing
Impact Learning Team	Data Informed Instruction: Literacy and Numeracy
Impact Learning Team	Developing Problem Solving Skills
Impact Learning Team	Empowering Success through Numeracy
Impact Learning Team	Meaningful Assessment Task Development (Secondary Teachers)
Impact Learning Team	The Workshop Model
Instrumental Music Program	Arts Up Front 2021
Instrumental Music Program	Limelight Art Exhibition Teacher Event
International Baccalaureate - Asia Pacific	Category 1 DP: Subject Workshops
International Baccalaureate - Asia Pacific	Category 2 DP: Subject Workshops
International Baccalaureate - Asia Pacific	Category 2 DP: Theory of Knowledge (ToK)
International Baccalaureate - Asia Pacific	Category 3 MYP: MYP projects (Personal project and community project)
Into English Pty Ltd	Raising the Rigour Online: Instructional Strategies for the English Classroom
John Paul College	Advancing critical thinking through writing
John Paul College	Developing Mentoring Skills to Foster Positive Relationships.
John Paul College	Mathematical Mindsets
Kairos Consultancy & Training	All About Assessment Rubrics: Create valid reliable & coherent rubrics
Kairos Consultancy & Training	Classroom Planning for Inclusion: Supporting the learning needs of ALL students in your classroom
Kairos Consultancy & Training	Developing your Educational Philosophy Statement
KMEIA ACT Inc	Building a Picture. Assessment in the Primary and Lower Secondary Music Classroom
KMEIA ACT Inc	Virtual Kodaly Australia Day
Lakespeare & Co	Beginner Shakespeare Verse Course

Organisation	Program Name
Lanyon High	Using the High Reliability Schools Framework within a PLC
Libby Baker Literacy	First Steps in Functional Grammar
Libby Baker Literacy	Multimodal Texts: Using Functional Grammar to understand more than just words
Libby Baker Literacy	Planning for Functional Grammar
LifeJourney International	Cyber Teacher - Starting Up in Cyber Security
Light Educational Ministries	LEM Phonics Introductory Course
Light Educational Ministries	LEM Phonics Overview
Lighthouse Education	Rock and Water One Day Workshop
Lighthouse Education	Rock and Water Three Day Comprehensive Workshop
Lighthouse Education	Rock and Water Two Day Focus on Girls and Women
Lighthouse Education	Rock and Water Two Day Primary Focus
Little Scientists Australia	Early Childhood STEM Professional Development Workshop - Engineering
Little Scientists Australia	STEM and Inquiry Based Learning Webinar Series
Lyneham High	The Healthy Mind Platter - Lyneham High School
Macgregor Primary	Differentiation: Catering for the range of abilities in our classrooms
Malkara School	Strategic Indigenous Awareness Workshop
Marist College	Marist Learning Principles January 2021
Marist College	Mark House Staff - Starting with Why
Mathematics Association of NSW Inc	2021 MANSW Pre-K to Year 8 Conference
Mawson Primary	Visible Learning in Mathematics
Merici College	IB MYP Familiarisation and standardisation of the Personal Project
Michael Griffin	Growth Mindset: Improving Teaching and Learning
Michael Griffin	Teaching for Metacognition
Michael Griffin	Teaching Musical Skill
Miles Franklin Primary	Developing a Learning Culture at Miles Franklin
Miles Franklin Primary	Future focussed pedagogy for deep learning
Miles Franklin Primary	Using and analysing data in schools
Modern Language Teachers Association of the Australian Capital Territory Incorporated	Collaboration, creativity & formative assessment in Language education

Organisation	Program Name
Montessori Australia Group	Montessori Inclusion Conference
Mother Teresa Primary School	Teacher Wellbeing - Recharge and Take Control
Mount Stromlo High School	Discipline Literacy & the Spiral of Inquiry
Mount Stromlo High School	Formative Assessment
Mount Stromlo High School	Literacy Toolkit for Diverse Classrooms
MultiLit Pty Ltd	Initial F/1/2 Professional Learning Workshop
MultiLit Pty Ltd	MultiLit Reading Tutor Program Professional Learning Workshop
MultiLit Pty Ltd	Positive Teaching Professional Learning Online Course
MultiLit Pty Ltd	PreLit Professional Development Workshop
MultiLit Pty Ltd	Spell-It Professional Development Workshop
MultiLit Pty Ltd	Word Attack Skills Extension Professional Learning Workshop (MultiLit)
Murrimatters Pty Ltd	Leadership - Student Voice
Muse Consulting	BBB Educator Course
Muse Consulting	BBB Talking to Parents about Research
Museum of Australian Democracy (MoAD)	Media Literacy & Critical Thinking Skills - Political Cartoons
Musica Viva Australia	Adventures in Antarctica Online PD
Musica Viva Australia	Adventures in Antarctica Webinar PD
Musica Viva Australia	Music for Wellbeing in the Primary Classroom
Musica Viva Australia	Musica Viva In Schools Composing (made easy) in the Classroom Online PD Webinar
Musica Viva Australia	Musica Viva In Schools Dr Stovepipe Online PD
Musica Viva Australia	Musica Viva In Schools Dr Stovepipe Online PD Webinar
Musica Viva Australia	Musica Viva In Schools Music & Culture Online PD Webinar
Musica Viva Australia	Musica Viva In Schools Music Education Skills for the Primary Classroom part 1
Musica Viva Australia	Musica Viva PD Workshop - Music and Movement
Musica Viva Australia	Musica Viva PD Workshop 'Inclusive Strategies for the Musical Classroom'
Musica Viva Australia	Musica Viva: Music Education Skills for the Primary Classroom part 2
Musica Viva Australia	Musica Viva: Music Education Skills for the Primary Classroom part 3

Organisation	Program Name
Musica Viva Australia	Zeeko Online PD
Musica Viva Australia	Zeeko Webinar Online PD Webinar
Narrabundah Early Childhood School	Reader's Workshop
National Gallery of Australia	Botticelli to Van Gogh: Masterpieces from the National Gallery, London - Educators Preview
National Gallery of Australia	Patricia Piccinini's Skywhales and Know My Name
National Museum of Australia	Teaching Indigenous History and Culture
National Rugby League	Rugby League Community Coach (Primary Schools)
National Rugby League	Rugby League Community Coach (Secondary Schools)
NSW ACT Independent Education Union	Survival guide for Casual Teachers
Nutrition Australia ACT Incorporated	Food&ME - teaching nutrition in primary school
Nutrition Australia ACT Incorporated	Food&ME in preschool
Office of the eSafety Commissioner	eSafety Online Safety for School Leaders
Office of the eSafety Commissioner	Online harmful sexual behaviours, misinformation & emerging technology
Office of the Legislative Assembly	ACT democracy head on
OzHarvest	Online Food Education And Sustainability Training Yr 5&6 unit of inquiry
Parentshop Pty Ltd	1-2-3 Magic® & Emotion Coaching in the Classroom
Parentshop Pty Ltd	No Scaredy Cats for Teachers & Teacher Aides
Parentshop Pty Ltd	Resilience in Our Teens
Parentshop Pty Ltd	Tough Conversations for School Leaders
Parentshop Pty Ltd	Tough Conversations with Students
Parliamentary Education Office	Teaching Civics and Citizenship: A parliamentary approach
Partnerships between Education and the Autism Community (Positive Partnerships)	An introduction to autism online module
Partnerships between Education and the Autism Community (Positive Partnerships)	Positive Partnerships - co-located program
Partnerships between Education and the Autism Community (Positive Partnerships)	Positive Partnerships - concurrent program for teachers and parents
Physical Activity Foundation	Safe Cycle for Years 5/6
Powerful Partnerships	Early Career Teacher Program
Powerful Partnerships	From Conflict to Collaboration

Organisation	Program Name
Primary English Teaching Association Australia	PETAA Leading with Literacy : Powerful practices for all learners
QL2 Dance	Seminar: Facilitating choreographic process in dance education - Primary
QL2 Dance	Seminar: Facilitating choreographic process in dance education - Secondary
Radford College	Developing our Practice to Improve Student Outcomes
Radford College	Junior School PL Conference (January/February 2021): Empowering learning to improve student outcomes
Red Hill Primary	PYP at Red Hill School
Refract Ed	Cultivating Problem Solving
Refract Ed	Delving into the National Literacy and Numeracy Learning Progressions
Refract Ed	Informed by Data
Refract Ed	Lighten the Load with STEM
Refract Ed	Tapping into Numeracy
Reshaping Schools	Phenomena-based learning: Curriculum that matters!
School of Education UNSW	GERRIC Mini-COGE
School of Education, University of Newcastle	Aspirations: Supporting students' futures. Part A
School of Education, University of Newcastle	Aspirations: Supporting students' futures. Part B
Science Educators Association for ACT (SEA ACT)	CONASTA69
SEE-Change	Parliament of Youth on Sustainability: Teacher Information Session & Workshop
Shine Om	Time Out Teachers - Yoga, Mindfulness & Self-care for Educators
SP Specialist Inclusion Services	Functioning through Dysfunction
SP Specialist Inclusion Services	Handwriting and Writing - know the difference.
SP Specialist Inclusion Services	Strategies for Written Output and Executive Functioning Difficulties
St Edmund's College	Alignment of Assessment Types and Processes
St Edmund's College	Reconciliation and Working with Our Students from Diverse Backgrounds.
Stronger Smarter Institute	Introduction to Stronger Smarter Online Module
Stronger Smarter Institute	Stronger Smarter Leadership Program
Taylor Primary	Reading for meaning

Organisation	Program Name
Teaching for Neurodiversity	Are they listening or can't they hear? A sticky problem and hiding the Emotional Pain of SpLD's
Teaching for Neurodiversity	Are they listening or can't they hear? A sticky problem and hiding the Emotional Pain of SpLD's
Teaching for Neurodiversity	Behaviour for Learning: Get out of my face! It's not fair! You don't understand me at all!
Teaching for Neurodiversity	Behaviour for Learning: Get out of my face! It's not fair! You don't understand me at all! 2021
Teaching for Neurodiversity	Dyscalculia and Mathematical Learning Difficulties
Teaching for Neurodiversity	Teacher training for students with Neurodiversity.
Telopea Park School	Restorative Practices
Telopea Park School	The Pedagogy of Inquiry
Tennis ACT	Tennis for Primary Schools
Tennis ACT	Tennis for Secondary Schools
The Anglican School Googong	REAIE Conversations
The Shepherd Centre	101 Ideas to Climb the Listening and Spoken Language Ladder
The Shepherd Centre	101 Ideas to Climb the Listening and Spoken Language Ladder
The Shepherd Centre	Confident Kids: Enhancing Social Skills in Children with Hearing Loss
The Shepherd Centre	Confident Kids: Enhancing Social Skills in Children with Hearing Loss from Infancy to School Age
The Shepherd Centre	Engineering Executive Function for Children with Hearing Loss
The Shepherd Centre	Interactive Online Services (Telehealth) for Children and Students with Hearing Loss
The Shepherd Centre	Leap into Literacy for Children with Hearing Loss
The Shepherd Centre	Learning to Listen with Music for Preschool Children with Hearing Loss
The Shepherd Centre	Navigating Friendships for Students with Hearing Loss
The Shepherd Centre	School Transition: Supporting Students with Hearing Loss to Feel Safe and Connected
The Shepherd Centre	The Functional Listening Index Paediatric (FLI-P) - Monitoring Listening Skills for Positive Progress
The Shepherd Centre	Uncurling the Cochlea: Latest Advancements in Cochlear Implant Intervention for Hearing Loss

Organisation	Program Name
The Shepherd Centre	Understanding Hearing Loss: Tips and Tricks to Support a Student with Hearing Loss in the Classroom
Theodore Primary	The New Art and Science of Teaching at Theodore Primary School
Torrens Primary	Word Inquiry
TQI PL Test School	PL Variation Plan Approved Hours 2022
Trinity Christian School	2030 Learning Futures
Trinity Christian School	A Culture for Building Powerful Learners
Trinity Christian School	Connectness and Relationships in School
Trinity Christian School	Inquiry Learning
Trinity Christian School	Managing Distractions
Trinity Christian School	Relational Learning
UC Faculty of Education	Mentoring Pre-Service Teachers: Leading Practice
UC Faculty of Education	Teachers as Researchers
Wabisabi Learning	Blending Learning Masterclass
Wabisabi Learning	Critical Thinking Literacy Challenge
Wabisabi Learning	Foundations of Inquiry Masterclass
Wabisabi Learning	Higher Order Thinking Masterclass
Wabisabi Learning	Learning Intentions Masterclass
Wabisabi Learning	Purposeful Questioning Masterclass
Wanniassa Hills Primary	Cultural Integrity at Wanniassa Hills
Wanniassa Hills Primary	Rigour and Differentiation in the Classroom
Wanniassa School	Developing Visible Learners
Weetangera Primary	Collaborative Teams that Transform Schools: Professional Learning Communities
Wellbeing For Kids	Peaceful Kids Facilitator Training
YWCA Canberra	Teaching Respect Ed
Zart	Book Week 2021 Zart Art

Attachment 2

Assessment standards required to be met by teachers.

(Part 4 of the Chief Minister’s Annual Report Directions requires that TQI’s annual report include the current assessment and certification standards that are required to be met by teachers.)

New applicants are required to meet the following assessment standards:

Assessment Standards

Full Registration

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

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

Provisional Registration

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

Qualification(s)	Completion of at least four years of higher education (full-time or equivalent) study including an accredited initial teacher education program accredited in Australia, leading to the achievement of a recognised qualification. Overseas qualifications will be accepted if they are assessed by TQI as equivalent.
Suitability to teach	TQI will use a current Working with Vulnerable People (Background Checking) (WwVP) registration to satisfy itself of the applicant’s suitability to teach.

English language proficiency	TQI must be satisfied that the applicant meets the English language requirements specified in the Act. Applicants who have not undertaken the required four full years of higher education study in English in Australia, New Zealand, the United Kingdom, the United States of America, Canada or the Republic of Ireland, must provide proof of an academic IELTS test undertaken in the two years prior to the date of the application with scores of at least band 8 in Speaking and Listening and at least band 7 in Reading and Writing; or the required results of another approved English language test.
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Permit to teach

A permit to teach is not a category of registration but an authorisation for a person to teach for a limited period in a specific teaching role. A permit to teach may be offered to applicants who do not meet the requirements for Full or Provisional registration but who have specialist knowledge, training, skills or qualifications, or have completed a teaching qualification that does not meet the eligibility requirements for Full or Provisional registration. It may also be offered to Initial Teacher Education (ITE) students who have completed their final practicum. This process requires a request to TQI from the employer wishing to engage the person in a teaching position where a suitably qualified or registered teacher is not available.

Suitability to teach	TQI will use a current Working with Vulnerable People (Background Checking) (WwVP) registration to satisfy itself of the applicant’s suitability to teach.
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English language proficiency	TQI must be satisfied that the applicant meets the English language requirements specified in the TQI Act. Applicants who do not hold a qualification undertaken in English in Australia, New Zealand, the United Kingdom, the United States of America, Canada or the Republic of Ireland, must provide proof of an academic IELTS test undertaken in the two years prior to the date of the application with scores of at least band 8 in Speaking and Listening and at least band 7 in Reading and Writing; or the required results of another approved English language test. If there is an exceptional demonstrated need by a school for the person’s particular specialist knowledge, band scores of no less than 7 in Speaking and Listening and 6 in Reading and Writing are required.
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ACT Teacher Quality Institute Regulation 2010 Part 2A

Assessment standards required to be met by teachers.

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

Certification – Only available to experienced applicants who meet the eligibility criteria and assessment requirements specified below

Certification assessment	Based on the submission of direct evidence of teacher practice and the direct observation of classroom practice conducted by nationally trained ACT assessors.
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Eligibility criteria to apply for Certification	Australian or New Zealand citizenship or Australian permanent residency visa. Satisfactory assessment in recent annual performance assessments, i.e. two annual assessments for Highly Accomplished or three annual assessments for Lead. Full registration with the ACT Teacher Quality Institute
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Current Certification standards - required to be met by teachers who elect to apply

The collection of evidence required for assessment	Annotated evidence of teacher practice accounting for each of the descriptors in all seven of the Highly Accomplished or Lead level Standards (up to 35 artefacts in total). Lesson observation reports. Teacher reflection on the direct evidence as a written statement addressing the Standards. A written description of a Lead initiative for Lead applications. Referee statements.
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The direct observation of classroom practice	Classroom observation. Discussion with the principal and other colleagues. Professional discussion with the applicant.
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Annexure B – Board of Senior Secondary Studies Annual Report 2020-21

Section A: Transmittal Certificate



AUSTRALIAN CAPITAL TERRITORY
BOARD OF SENIOR SECONDARY STUDIES



Ms Yvette Berry MLA
Minister for Education and Youth Affairs
ACT Legislative Assembly
London Circuit
Canberra ACT 2601

Dear Minister

2020-21 ACT Board of Senior Secondary Studies Annual Report

This report has been prepared in accordance with section 6 of the *Annual Reports (Government Agencies) Act 2004* and in accordance with the requirements under the *Annual Reports (Government Agencies) Directions 2021*.

I certify that the information in the attached report and information provided for whole of government reporting, is an honest and accurate account and that all material information on the operations of the ACT Board of Senior Secondary Studies has been included for the period 1 July 2020 to 30 June 2021.

I hereby certify that fraud and prevention has been managed in accordance with Part 2.3 of the *Public Sector Management Standards 2006* (see section 113 of the *Public Sector Management Standards 2016*).

Section 13 of the *Annual Reports (Government Agencies) Act 2004* requires that you present the report to the Legislative Assembly within 15 weeks after the end of the reporting year.

Yours sincerely

Ms Roberta McRae OAM
Chair
ACT Board of Senior Secondary Studies

11 October 2021

Section B: Organisational Overview and Performance

Organisational Overview

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

The key functions of the Board are to:

- provide students with ACT Senior Secondary Certificates, Tertiary Entrance Statements, and vocational certificates;
- maintain the credibility and acceptance of courses through a regular accreditation program;
- monitor and support the validity of assessment in years 11 and 12;
- improve the comparability of standards across ACT and overseas schools through moderation procedures;
- gain the widest possible recognition for the credentials awarded by the Board; and
- service the information needs of the community.

The Board is committed to:

- a general education of high standards providing equal opportunity for all students to the end of year 12;
- choice of courses for students supported by expert advice;
- senior secondary college responsibility for course development;
- senior secondary college responsibility for the assessment of its students;
- shared responsibility for education; and
- open access to information.

Twenty-five ACT colleges and six schools located in Fiji, Indonesia, Papua New Guinea, and China are delivering courses certificated by the Board. These schools are listed in Appendix C.

The Board's goal is to provide a high-quality curriculum, assessment and certification system that supports:

- all young adults to achieve an ACT Senior Secondary Certificate or equivalent vocational qualification;
- high levels of achievement in literacy and numeracy;
- improving educational outcomes for disadvantaged students; and
- effective transitions from school to post-school pathways.

The BSSS *2017-2021 Strategic Plan* differs from previous plans in three major respects. First, the aims of the new plan have a greater strategic emphasis whereas previous plans had a more significant operational focus. Second, the plan was the first to be made available to the wider community through the BSSS web site and social media. Finally, as a five-year plan longer term strategic objectives could be more effectively addressed.

The key focus areas of the plan are:

- Community engagement – working collaboratively with community groups to identify, address or discuss issues that impact the well-being of students;
- Tertiary partnerships – establishing collaborative partnerships with the Australian tertiary sector who share common goals, knowledge, and resources;

- Digital assessment – innovating in the adoption of the methods or tools that educators use to evaluate, measure and document academic readiness, learning progress and skill acquisition of students;
- Quality assurance – maintaining a desired level of quality in all programs, products and services delivered by the BSSS;
- Global education – integrating multiple dimensions, perspectives, and citizenships into the BSSS senior secondary system; and
- Sustainability – bringing an entrepreneurial mindset to governance, programs, and financial planning to ensure long term relevance, sustainability, and economic viability.

2021 is the development year for a new strategic plan to be implemented from 2022.

Processing of year 12 results occurred on schedule and certificates were issued to ACT colleges on 16 December 2020 for distribution to ACT students. Over 10,000 certificates were produced by the Board for students in year 12 and over 500 vocational qualifications were issued for students in year 10.

Internal Accountability

Board membership

The BSSS Act (s8) creates a Board with a broad membership of 15 from the many stakeholders in senior secondary education. Members, other than the Director-General of the Education Directorate, are appointed by the Minister for Education for a period of up to three years. Members can be reappointed if they are eligible. Two new members were appointed to the Board and two members were reappointed.

Table BSSS 1: Board membership as at 1 July 2020

Member	Affiliation	Initial	Member	Affiliation
Ms Roberta McRae OAM	Chair	5 June 2018	4 June 2021	2/2
Ms Lucy Marchant	Canberra Institute of Technology	23 November 2018	22 November 2021	2/2
Ms Louise Mayo AM	Vocational education and training organisations	17 May 2011	31 December 2022	1/2
Professor Royston Gustavson	Australian National University	31 July 2015	8 March 2021	2/2
Professor Philip Roberts	University of Canberra	6 November 2019	5 November 2022	2/2
Dr Patrick McArdle	Australian Catholic University	6 November 2019	5 November 2022	2/2
Mrs Fiona Godfrey	Association of Independent Schools	9 March 2018	8 March 2021	2/2
Mr Peter Clayden	ACT Branch, Australian Education Union	28 November 2017	27 November 2020	0/2
Mr Michael Lee	Catholic Education Commission	1 January 2019	31 December 2021	2/2
Mrs Kerrie Grundy	ACT Principals' Association	19 November 2013	31 December 2021	2/2
Mr Hugh Boulter	Association of Parents and Friends of ACT Schools ACT	16 July 2016	5 November 2022	2/2

Mr Adam Miller	Council of Parents and Citizens Associations	28 November 2017	27 November 2020	1/2
Mr Mark Field	Business and Industry organisations' representative in the ACT	7 December 2018	6 December 2021	1/2
Ms Judy van Rijswijk	ACT Trades and Labour Council	1 January 2013	31 December 2021	2/2
Ms Katy Haire	Director-General, Education Directorate	2 December 2019	Ongoing	1/2

The Board has four scheduled meetings each calendar year. Due to COVID-19 the September and November 2020 meetings were held as a teleconference.

Table BSSS 2: Board membership as at 30 June 2021

Member	Affiliation	Initial	Member	Affiliation
Ms Roberta McRae OAM	Chair	5 June 2018	4 June 2021	2/2
Ms Lucy Marchant	Canberra Institute of Technology	23 November 2018	22 November 2021	2/2
Ms Louise Mayo AM	Vocational education and training organisations	17 May 2011	31 December 2022	2/2
TBA	Australian National University			0/2
Professor Philip Roberts	University of Canberra	6 November 2019	5 November 2022	2/2
Dr Patrick McArdle	Australian Catholic University	6 November 2019	5 November 2022	1/2
TBA	Association of Independent Schools			0/2
Ms Lisa Pluis	ACT Branch, Australian Education Union	28 November 2020	27 November 2023	2/2
Mr Michael Lee	Catholic Education Commission	1 January 2019	31 December 2021	2/2
Mrs Kerrie Grundy	ACT Principals' Association	19 November 2013	31 December 2021	2/2
Mr Hugh Boulter	Association of Parents and Friends of ACT Schools	16 July 2016	5 November 2022	2/2
Ms Norma Yap	Council of Parents and Citizens Associations	28 November 2020	27 November 2023	2/2
Mr Mark Field	Business and Industry representative organisations in the ACT	7 December 2018	6 December 2021	1/2
Ms Judy van Rijswijk	ACT Trades and Labour Council	1 January 2013	31 December 2021	2/2
Ms Katy Haire	Director-General, Education Directorate	2 December 2019	14 May 2021	1/2

Ms Kate McMahon	Delegate for the Director-General, Education Directorate	15 May 2021	ongoing	1/2
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The Board met on two occasions from January to June 2021.

Remuneration for Board members

The Chair is the only member eligible to receive remuneration, at a rate determined by the ACT Remuneration Tribunal.

Risk Management

The Office of the Board provides support to the Board on policy and procedures, and the implementation of the Act. Accepted practice has been for the Education Directorate to include the Office of the Board and its activities within its Risk Assessment and Management Framework consulting with the Board Chair as appropriate. Through a culture of development and improvement the Office of the Board monitors areas of significant risk including data systems and end of year processing of senior secondary and vocational certificates.

Ethical standards

Prior to appointment, Board members are provided with the Bowen Code of Conduct as a guide to ethical behaviour. Members sign a declaration that they have read and agree to observe the principles of the code and agree to disclose all conflicts of interest that arise during their term on the Board. The Board meeting agenda has declaration of conflicts of interests as a standing item. ACT public servants on the Board are also bound by the *ACT Public Sector Management Act 1994*.

Resources available

Board members have access to staff at the Board Secretariat if they require assistance or advice to carry out their duties.

Standing Committees

The Board appoints committees and panels to provide advice on specific matters. The main standing committees and their roles are listed below; membership is for 2020 and 2021.

Table BSSS 3: Board Standing Committees and their roles

Committee	Role
Curriculum Advisory Committee	To advise the Board on national and ACT curriculum matters, including vocational education, and the overall direction of curriculum in years 11 and 12.
Assessment and Certification Committee	To advise the Board on assessment, certification and vocational education policies and procedures, and the overall direction of assessment and certification in years 11 and 12.
Accreditation Panels	To advise the Board on the accreditation and registration of senior secondary courses, which have been developed by the Office of the Board, teachers,

industry and business groups, tertiary institutions, and other organisations.

Table BSSS 4: Board Sub-Committees that operated in 2020

Curriculum Advisory Committee 2020	
Mrs Judy van Rijswijk	Chair
Mr Martin Hine	Education Directorate
Ms Lyndall Henman	ACT Principals' Association
Dr Ann Cleary	Catholic Education Office
Mr Andrew Wrigley	Association of Independent Schools of the ACT
Ms Jennifer Rickard	Association of Parents and Friends of ACT Schools
Ms Sharon Ding	ACT Council of Parents and Citizens Associations
Mr Ben Duggan	Canberra Business Chamber
Dr Bernard Brown	University of Canberra

Assessment and Certification Committee 2020	
Associate Professor Patrick McArdle	Chair
Mr Ken Gordon	Education Directorate
Mr Tom Kobal	ACT Principals' Association
Mr Brad Cooney	Catholic Education Office
Mr John Folan	Association of Independent Schools of the ACT
Dr Richard Lucas	ACT Council of Parents and Citizens Associations
Mr Martin Watson	Co-opted member
Mr Mitch Tummers	Co-opted member

Table BSSS 5: Board Sub-Committees that operated in 2021

Curriculum Advisory Committee 2020	
Mrs Judy van Rijswijk	Chair
Mr Martin Hine	Education Directorate
Ms Lyndall Henman	ACT Principals' Association
Dr Ann Cleary	Catholic Education Office
Mr Andrew Wrigley	Association of Independent Schools of the ACT
Ms Jennifer Rickard	Association of Parents and Friends of ACT Schools
Ms Sharon Ding	ACT Council of Parents and Citizens Associations

Mr Ben Duggan	Canberra Business Chamber
Dr Bernard Brown	University of Canberra

Assessment and Certification Committee 2021

Associate Professor Patrick McArdle	Chair
Mr Ken Gordon	Education Directorate
Mr Tom Kobal	ACT Principals' Association
Mr Brad Cooney	Catholic Education Office
Mr John Folan	Association of Independent Schools of the ACT
Dr Richard Lucas	ACT Council of Parents and Citizens Associations
Mr Martin Watson	Co-opted member
Mr Mitch Tummers	Co-opted member

Board Secretariat

The Board Secretariat, managed by the Executive Group Manager (titled Executive Director), has eleven other staff; seven teachers and four administrative officers, all employed through the Directorate. The Executive Director reports to the Board on its legislated functions and to the Directorate on administrative functions.

Performance Analysis

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

The Board has continued to provide and facilitate ACT feedback on national curriculum and reporting initiatives through formal responses, consultation and membership of national working parties, survey participation and teacher involvement in curriculum development. As an example, the Board has made an ongoing contribution to the Australasian Curriculum, Assessment and Certification Authorities' (ACACA) research partnerships.

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

The Board places equal importance on all pathways, to address the needs and interests of diverse learners. Schools can choose to deliver courses preparing students for university, vocational or life pathways. School communities are free to select from an extensive range of contemporary accredited courses. Students are required to study a course in English as part of their senior secondary certificate. Of note is the Boards inclusion initiative through the development and provision of a wide-ranging selection of course opportunities (M courses) that support students with mild to moderate intellectual disabilities.

In 2016, the Board endorsed design specifications for courses based on the Australian Curriculum, Assessment and Reporting Authority (ACARA) senior secondary courses. All BSSS courses now align with the course design specifications for courses endorsed in 2016. The 2021 completion of this significant curriculum reform creates consistency and coherence of quality and design across all learning areas. This

milestone provides all senior secondary educators with a common language for curriculum, enabling teachers across schools and sectors to collaborate and focus on delivering better educational outcomes for ACT students.

In 2020-2021, the following courses were accredited:

- Classical Languages
- Connected Learning
- Food Science and Nutrition
- Food Studies
- Global Studies
- Hospitality
- Religious Studies
- World Religions.

The breadth and quality of partnerships underpins development of quality curriculum that addresses the needs of diverse learners and reflects high expectations for learning. Partnerships with universities and the Canberra Institute of Technology (CIT), schools, teachers, industry, and with community groups including the United Ngunnawal Elders' Council inform curriculum directions and the support and mentoring of course developers.

In 2021, the Office of the Board of Senior Secondary Studies (OBSSS) delivered a suite of Teacher Quality Institute (TQI) accredited professional learning workshops including:

- Introduction to the BSSS for teachers new to the ACT
- Designing a Program of Learning
- Robust Rubrics
- Designing a Program of Learning
- Curriculum Planning – English
- Curriculum Planning – Mathematics
- Curriculum Planning – Science
- Engaging ACS for Excellence
- Designing Assessment to Assess Thinking (AST)
- Surveying Scaling
- Leading assessment in your school
- Quality Assessment.

The Board has continued its focus on the enhancement of assessment in colleges. Feedback on the quality and effectiveness of school-based assessment and consistency in the application of grade achievement standards has continued to be provided to colleges through system wide moderation. Over 1,000 senior secondary teachers from the ACT and overseas participated in each of the Moderation days in August 2020 and March 2021.

The development of BSSS Quality Assessment Guidelines provide a conceptual framework for developing and evaluating quality assessment. These guidelines were developed in partnership with Associate

Professor James Ladwig from Newcastle University. The benefits of implementing the BSSS Quality Assessment Guidelines to support senior secondary teaching and learning include:

- ensuring alignment between curriculum, pedagogy, and reporting;
- supporting system-wide planning;
- supporting school planning; and
- developing a consistent and shared language around assessment across the jurisdiction.

The ACT Government funded ACT Certification System - Digital Systems Innovation Program (Phase 5) Upgrade was established in 2020 to provide enhancements that enable digital submission of school documentation and student work; automatically link all relevant assessment data to the presentations for moderation; and allow students to access individual item results for all assessments online through the Student Profiles Online module.

The enhancement of this digital system will make a significant contribution to the improvement and quality of service delivery to the Canberra community for students and their families, and the day-to-day work of teachers. ACT Shared Services ICT is working in partnership with the Office of the Board of Senior Secondary Studies (OBSSS) to complete this upgrade.

Year 12 Outcomes 2020

Perseverance, dedication, leadership, innovation, and compassion describe the character and efforts of the teaching profession in the ACT during 2020-2021. Continuity was expertly maintained by schools and teachers through the disruptions, accommodating the needs of students, sustaining learning, and the evidencing of the outcomes of that learning. Through school-based assessment, schools were able to flexibly accommodate students while maintaining rigor, high expectations, and attention to the individual.

The BSSS review of assessment data from schools, with particular emphasis on identifying any variations in semester grade trends in schools, did not identify marked variations in distributions compared to historical school performance data.

Continuity and quality of system moderation processes and outcomes were maintained through flexible school and teacher accommodations and strategic technological adaptations that established accessibility and provided opportunities for educators to make informed and expert professional judgements.

The ACT Scaling Test (AST) was conducted as in previous years and adhered to the current health advice. Contingency planning and flexibility from schools and test supervisors provided appropriate assurance that the test would be able to proceed.

Summary

- Percentage of students awarded an ACT Senior Secondary Certificate is slightly down
- Averages of units and course numbers far exceed minimum requirements
- Tertiary Entrance Statement percentage increases
- ASBA numbers increase but other VET in downward trend
- ACT students are continuing to study higher level Mathematics
- Design and Technology courses saw the greatest increase in student numbers with this cohort
- Tertiary Entrance Statement percentage at public colleges rebounds

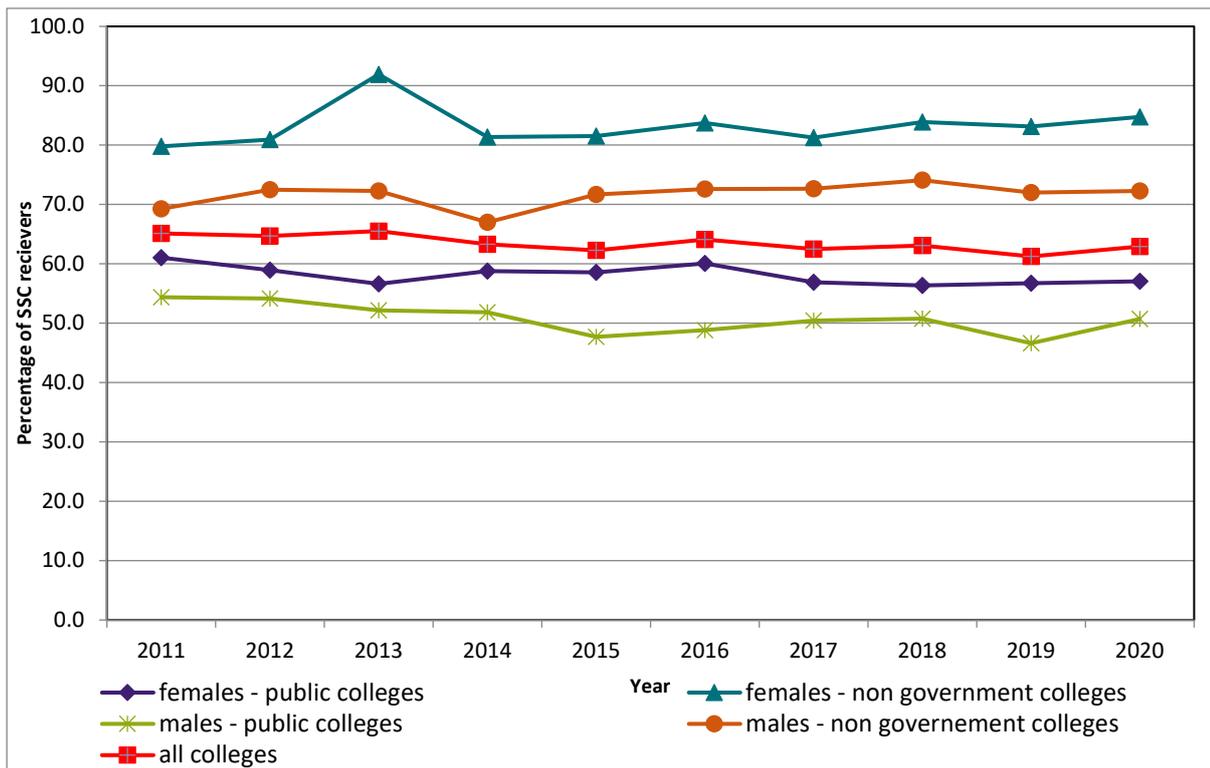
- Gender differences continue long term trend in AST, English, and Mathematics scores
- Grade to scaled unit score analysis provided a new way to look at moderation and meshing issues.

In 2020, 4,496 students met the requirements for an ACT Senior Secondary Certificate. This included 4,297 students enrolled in ACT colleges, 69 enrolled in CIT Pathways and 130 students enrolled in international schools. In the ACT, this represented 92.0 per cent of year 12 students compared with 92.8 per cent in 2019.

Of the Senior Secondary Certificate receivers, 2,828 students also achieved a Tertiary Entrance Statement (TES) and an Australian Tertiary Admission Rank (ATAR). This included 2,790 students enrolled in ACT colleges, 17 students at CIT Pathways and 108 students enrolled in overseas colleges.

Figure BSSS 1 displays the percentage of Senior Secondary Certificate receivers achieving a TES from 2011 to 2020. In 2020, 62.9 per cent of ACT students receiving a Senior Secondary Certificate also received a TES. This slightly rebounds the decrease from 2019. Public college males had the largest increase from 2019 (46.6 per cent to 50.7 per cent) rebounding from their decrease in 2019.

Figure BSSS 1: Percentage of ACT Senior Secondary Certificate Receivers who achieved a Tertiary Entrance Statement 2011-2020



Source: ACT Board of Senior Secondary Studies

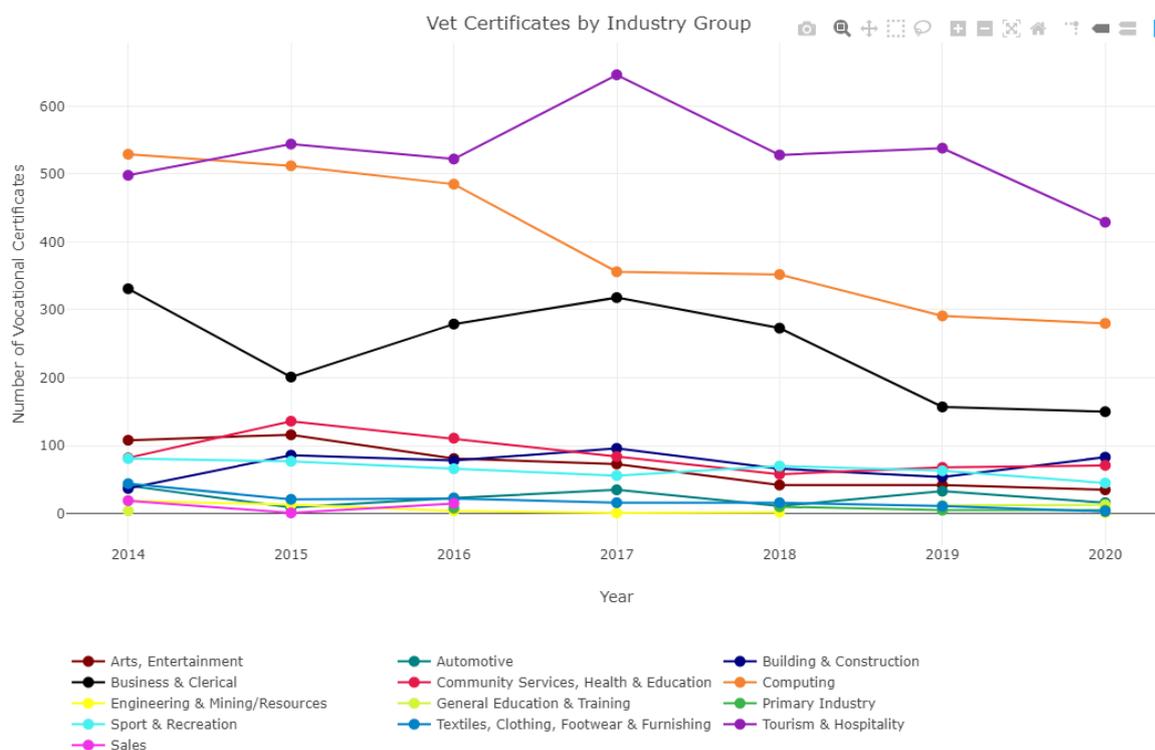
Of students in the ACT who achieved an ATAR, 85.5 per cent achieved an ATAR of 60 or more for direct entry into a local university.

Table BSSS 7: ATAR and cumulative percentage of students 2020

ATAR	% of ACT T students above ATAR	% of ACT T males and non-binary above ATAR	% of ACT T females above ATAR
99	2.2%	2.6%	1.7%
90	22.0%	17.2%	22.9%
80	44.0%	40.7%	46.9%
70	65.5%	61.7%	68.9%
60	85.5%	82.4%	88.2%

The Board recognises and prints vocational certificates on behalf of school-based Recognised Training Organisations (RTOs). The following chart displays the number of certificates at each level that were completed by school-based RTOs, in each of the industry groupings from 2014-2020.

Figure BSSS 2: Historical Overview by Industry Group



In addition to VET completed by school-based Recognised Training Organisations (RTOs), the ACT Senior Secondary Certificate also recognises VET achievement in Australian School-Based Apprenticeships (ASBAs) and through external RTOs. In the 2020 graduating cohort, 299 students completed ASBAs, which was an increase on 2019 numbers, and 52 students were awarded units for vocational achievement from external RTOs, which was a significant decrease from 2019.

The following table gives the percentage of Senior Secondary Certificate receivers who completed an accredited course in the nominated areas.

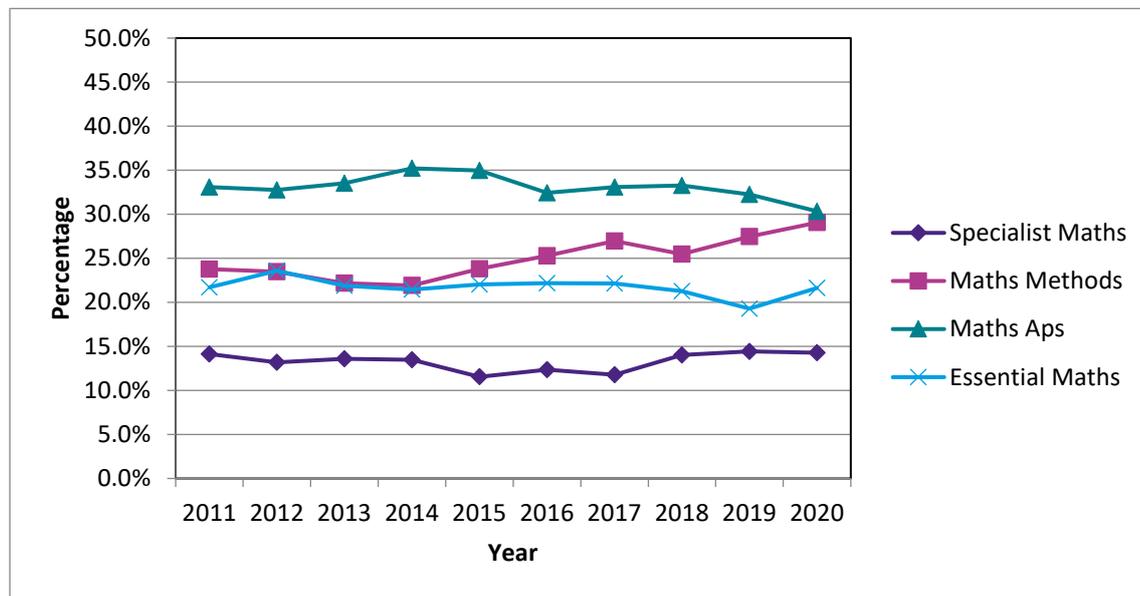
Table BSSS 8: Selected courses on Senior Secondary Certificates 2020

Course Area/s	2020 Number of ACT Senior Secondary Certificate students who completed a course from this course area	2020 Percentage of ACT Senior Secondary Certificate students who completed a course from this course area
English/ESL	4496	100.0%
Drama	275	6.1%
Media	258	5.7%
Mathematics	4200	93.4%
IT	480	10.7%
Sciences	2039	45.4%
History	658	14.6%
Geography	92	2.0%
Commerce	913	20.3%
Languages	697	15.5%
Behavioural Science	1148	25.5%
Religious Studies	1176	26.2%
Art / Photography	878	19.5%
Music	262	5.8%
Design/Technology	957	21.3%
PE/Exercise Sc/ Outdoor Ed	1393	31.0%

Source: ACT Board of Senior Secondary Studies

Figure BSSS 3 shows that the national trend away from higher level mathematics do not appear to be occurring in the ACT. Overall enrolment in Specialist Mathematics (including Specialist Methods) and Mathematical Methods appear to have an upward trend in the ACT.

Figure BSSS 3: Percentage of ACT Senior Secondary Certificate receivers with a course in T Mathematics



177 students (89 females and 88 males) from 21 colleges completed an H course through the Australian National University Extension Program in 2020. 102 students (58 percent) used their scaled H course score in their ATAR calculation.

Community Engagement and Support

The Board of Senior Secondary Studies provides a breadth of opportunities for community engagement. The Board itself consists of nominees from a broad range of ACT community stakeholders. The committees overseen by the Board and chaired by Board members consist of a variety of experts drawn from the community. In addition, Board Principals' meetings, student forums, Board forums, course development and public consultation processes, social media presence, and professional learning programs provide opportunities for the school sector and broader community to contribute to the growth and development of the senior secondary system. The Office of the Board of Senior Secondary Studies engages with Principals, teachers, students, parents/carers, and public and non-government agencies on a regular basis. The Office of the BSSS team also work in the national educational context with state senior secondary jurisdictions and the Commonwealth.

Aboriginal and Torres Strait Islander Reporting

The *Indigenous Culture and Languages* course is the first course of its kind in the ACT. It is an interdisciplinary course drawing on disciplines that includes politics, linguistics, psychology, sociology, anthropology, history, and the Arts. It lends itself to exploring in depth the general capability of Intercultural Understanding.

This course draws on a breadth of work from a range of sources including the knowledge of the United Ngunnawal Elders Council, and experts from the Australian National University (ANU) and the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS). It also draws on an environmental scan of national and international senior secondary curriculum in the area.

The positive and supportive relationship developed with the United Ngunnawal Elders Council establishing a partnership that has created the opportunity for the Board and its schools to work and learn with the Ngunnawal community into the future.

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Appendix A: Sections not covered elsewhere in this report

Section	Reporting
Scrutiny	There were no direct implications for the Board in Legislative Assembly committee inquiries and reports in 2019-2020.
Internal Audit	Covered within Directorate report. See section B in that report.
Fraud Prevention	Covered within Directorate report. See section B in that report.
Freedom of Information	Covered within Directorate report.
Work Health and Safety	Covered within Directorate report. See section B in that report.
Human Resources Management	Covered within Directorate report. See section B in that report.
Ecologically Sustainable Development	Covered within Directorate report. See section B in that report.
Financial Management Reporting	Covered within Directorate report. See section C in that report.
Financial Statements	Covered within Directorate report. See section C in that report.
Capital Works	Covered within Directorate report. See section C in that report.
Asset Management	Covered within Directorate report. See section C in that report.
Government Contracting	Covered within Directorate report. See section C in that report.
Statement of Performance	Covered within Directorate report. See section C in that report.
Ministerial and Director-General Directions	There have been no directions to the Board.

Appendix B: Compliance Statement

The Annual Report 2020-2021 must comply with the Annual Report Directions (the Directions) made under section 8 of the Annual Reports Act. The Directions are found at the ACT Legislation Register:

www.legislation.act.gov.au

The Compliance Statement indicates the subsections, under Part 2 A-C of the Directions, that are applicable to the ACT Board of Senior Secondary Studies and the location of information that satisfies these requirements:

Part 1 Directions Overview

The requirements under Part 1 of the Directions relate to the purpose, timing and distribution, and records keeping of annual reports. The Annual Report 2020-2021 complies with all subsections of Part 1 under the Directions.

To meet Section 15 Feedback, Part 1 of the Directions, contact details for the ACT Board of Senior Secondary Studies are provided within the Annual Report 2020-2021 to provide readers with the opportunity to provide feedback.

Part 2 Reporting entity Annual Report Requirements

The requirements within Part 2 of the Directions are mandatory for all reporting entities and the Education Directorate complies with all subsections. The information that satisfies the requirements of Part 2 is found in the Annual Report 2020-2021 as follows:

- A. Transmittal Certificate see page 303;
- B. Organisational Overview and Performance, inclusive of all subsections, see page 304 to 316; and
- C. Financial Management Reporting, inclusive of all subsections, these are covered in the Education Directorate's Report.

Part 3 Reporting by Exception

The ACT Board of Senior Secondary Studies has nil information to report by exception under Part 3 of the Directions for the 2020-21 reporting year.

Part 4 Directorate and Public Sector Body Specific Annual Report Requirements

The following subsections of Part 4 of the 2021 Directions are not applicable to the ACT Board of Senior Secondary Studies and can be found within the Annual Report 2020-2021:

- Ministerial and Director-General Directions, see page 317.

Part 5 Whole of Government Annual Reporting

All subsections of Part 5 of the Directions apply to the Education Directorate. Consistent with the Directions, the information satisfying these requirements is reported in the one place for all ACT Public Service directorates, as follows:

- Bushfire Risk Management, see the annual report of the Justice and Community Safety Directorate;
- Human Rights, see the annual report of the Justice and Community Safety Directorate;

- Legal Services Directions, see the annual report of the Justice and Community Safety Directorate;
- Public Sector Standards and Workforce Profile, see the annual State of the Service Report;
- Territory Records see the annual report of Chief Minister, Treasury and Economic, Development Directorate; and
- Human Rights Reporting, the Board of Senior Secondary Studies is included in the Education Directorate response.

ACT Public Service Directorate annual reports are found at the following web address:

http://www.cmd.act.gov.au/open_government/report/annual_reports

Appendix C: Institutions delivering Board certificated courses

Government colleges

Canberra College

Dickson College

Erindale College

Galilee School

Gungahlin College

Hawker College

Lake Tuggeranong College

Melba Copland Secondary School

Narrabundah College

The Woden School

University of Canberra Senior Secondary College Lake Ginninderra

Non-Government colleges

Brindabella Christian College

Burgmann Anglican School

Canberra Girls Grammar School

Daramalan College

Marist College Canberra

Merici College

Orana Steiner School

Radford College

St Clare's College

St Edmund's College

St Francis Xavier College

St Mary MacKillop College

St John Paul II College

Trinity Christian School

Other ACT institutions

CIT Pathways College

Australian National University (ANU) Extension Program

International schools

Australian Curriculum Centre, Shanghai, China

Sekolah Cita Buana, Indonesia

Port Moresby International School, Papua New Guinea

Kimbe International School, Papua New Guinea

Lae International School, Papua New Guinea

International School Suva, Fiji

Private Providers

Canberra Academy of Languages

Spanish Language and Culture Program in Australia

The Australian School of Contemporary Chinese

Appendix 1 Compliance Statement

The ACT Education Directorate Annual Report 2020-21 must comply with the Annual Report Directions (the Directions) made under section 8 of the *Annual Reports (Government Agencies) Act 2004*. The Directions are found at the ACT Legislative Register: www.legislation.act.gov.au.

The Compliance Statement indicates the subsections, under Parts 1 to 5 of the Directions, that are applicable to the Education Directorate and the location of information that satisfies these requirements.

Part 1 Directions Overview

The requirements under Part 1 of the Directions relate to the purpose, timing and distribution, and records keeping of annual reports. The Education Directorate complies with all subsections of Part 1 under the Directions.

To meet Section 15 Feedback, Part 1 of the Directions, contact details for Education Directorate are provided within the ACT Education Directorate Annual Report 2020-21 to provide readers with the opportunity to provide feedback.

Part 2 Reporting entity Annual Report Requirements

The requirements within Part 2 of the Directions are mandatory for all reporting entities and the Education Directorate complies with all subsections. The information that satisfies the requirements of Part 2 is found in the ACT Education Directorate Annual Report 2020-21 as follows:

- A. Transmittal Certificate, see page 2;
- B. Organisational Overview and Performance, inclusive of all subsections, see page 4 - 58; and
- C. Financial Management Report, inclusive of all subsections, see page 124 - 211.

Part 3 Reporting by Exception

The Education Directorate has nil information to report by exception under Part 3 of the Directions from 2020-21 reporting year.

Part 4 Directorate and Public Sector Body Specific Annual Report Requirements

The following subsections of Part 4 of the 2019 Directions are applicable to the Education Directorate and can be found within the ACT Education Directorate Annual Report 2020-21:

- Investigation of Complaints, see page 238;
- Teacher Quality Institute, see page 239; and
- Ministerial and Director-General Directions, see page 238.

Part 5 Whole of Government Annual Reporting

Most subsections of Part 5 of the Directions applied to the Education Directorate. Consistent with the Directions, the information satisfying these requirements is reported in the one place for All ACT Public Service directorates as follows:

- Human Rights, see the annual report of the Justice and Community Safety Directorate;
- Legal Services Directions, see the annual report of the Justice and Community Safety Directorate;
- Public Sector Standards and Workforce Profile, see the annual State of the Service Report; and
- Territory Records, see the annual report of Chief Minister, Treasury and Economic Development Directorate.

ACT Public Service Directorate annual reports are found at the following web address:

www.cmd.act.gov.au/open_government/report/annual_reports.

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Appendix 4 Abbreviations and Acronyms

Initials	Name
ACARA	Australian Curriculum and Reporting Authority
ACER	Australian Council of Educational Research
ACT	Australian Capital Territory
ACTGOV	ACT Government
ACTIA	ACT Insurance Authority
ACTPA	ACT Principals' Association
ACTPS	ACT Public Service
ACU	Australian Catholic University
AESOC	Australian Education Senior Officials Committee
AEU	Australian Education Union
AIS	Association of Independent Schools
ANU	Australian National University
ARENA	Australian Renewable Energy Agency
ASbA	Australian School based Apprenticeship
ASO	Administrative Services Officer
ATAR	Australian Tertiary Admissions Rank
ATSIPP	Aboriginal and Torres Strait Islander Procurement Policy
ATWD	Australian Teacher Workforce Data Strategy
BSO	Building Service Officer
BSSS	ACT Board of Senior Secondary Studies
CECA	Children's Education and Care Assurance
CEO	Chief Executive Officer
CIC	Cultural Integrity Coordinator
CIT	Canberra Institute of Technology
CMTEDD	Chief Minister, Treasury and Economic Development Directorate
CNG	Compressed National Gas
CO ₂ -e	Carbon dioxide equivalent
CONASTA	Conference of the Australian Science Teachers Association
CoP	Community of Practice

Initials	Name
CORPEX	Corporate Executive
CPSU	Community & Public Sector Union
CRICOS	Commonwealth Register of Institutions and Courses for Overseas Students
CSIRO	Commonwealth Scientific and Industrial Research Organisation
DCC	Directorate Consultative Committee
DDG	Deputy Director-General
DG	Director-General
DSI	Directors of School improvement
DSSC	Digital Strategy Sub-Committee
EA	Enterprise Agreement
EAL/D	English as an Additional Language or Dialect
EAP	Employee Assistance Program
ECEC	Early Childhood Education and Care
EDU	Education Directorate
EGC	Executive Governance Committee
ELE	External Learning Environments
ESD	Ecologically Sustainable Development
ESO	Education Support Office
EU	Enforceable Undertaking
FMA	Financial Management Act 1992
FOI	Freedom of Information
FTE	Full Time Equivalent
GHG	Greenhouse gas
HALTs	Highly Accomplished or Lead Teachers
HR	Human Resources
HSR	Health and Safety Representative
HVAC	Heating, Ventilation and Air Conditioning
ICSEA	Index of Community Socio-educational Advantage
ICT	Information Communications Technology
IDAHOBIT	International Day against Homophobia, Biphobia, Interphobia and Transphobia
IEO	Aboriginal and Torres Strait Islander Education Officer
ILP	Individual Learning Plan

Initials	Name
ITE	Initial Teacher Education
LGBTIQ+	Lesbian, Gay, Bisexual, Transgender and Intersex
LPG	Liquid Petroleum Gas
LSA	Learning Support Assistant
Maze	School administration system
MLA	Member of the Legislative Assembly
MSD	Musculoskeletal disorders
NAIDOC	National Aborigines and Islanders Day Observance Committee
NAPLAN	National Assessment Program – Literacy and Numeracy
NCCD	Nationally Consistent Collection of Data
NCI	National Careers Institute
NDA	National Day of Action against Bullying and Violence
NeuEd	Neuroscience in Education
NQF	National Quality Framework
NQS	National Quality Standard
NSET	Network Student Engagement Team
NSIT	National School Improvement Tool
OSHC	Outside School Hours Care
OV	Occupational Violence
OVCCM	Occupational Violence and Complex Case Management
PAG	Principals' Advisory Group
PBL	Positive Behaviour for Learning
PBS	Positive Behaviour Support
PEA	Priority Enrolment Area
PSIU	Public Schools Infrastructure Upgrade
PSM Act	Public Sector Management Act 1994
PSPF	Attorney-General's Protective Security Policy Framework
PSWHS	Public Sector Work Health, Safety and Wellbeing Strategy 2019-2022
P&C	Parents and Citizens
RAP	Reconciliation Action Plan
RiskMan	ACT Public Sector Work Injury Reporting online reporting system
RTO	Recognised Training Organisation

Initials	Name
SAIS	Safe and Inclusive Schools
SAMP	Strategic Asset Management Plan
SAS	School Administration System
SASSCOs	Safe and Support School Contact Officers
SEA	Socio-Educational Advantage
SERBIR	Senior Executive Responsible for Business Integrity Risk
SLA	School Leader A
SLB	School Leader B
SLC	School Leader C
SOA	School Operational Allocation
STEM	Science, Technology, Engineering and Mathematics
TCCS	Transport Canberra and City Services Directorate
TEL	Technology Enabled Learning
TEMAG	Teacher Ministerial Advisory Group
TES	Tertiary Entrance Statement
TQI	ACT Teacher Quality Institute
UC	University of Canberra
VEP	Vocational Employment Program
VET	Vocational Education and Training
VLO	Vocational learning options
WEX	Work Experience
WHS	Work Health and Safety
WHSCC	Work Health and Safety Consultative Committee
WHSMS	Work Health and Safety Management System
WwVP	Working with Vulnerable People
YAC	Youth Advisory Council
YAM	Youth Aware Mental Health Program

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