

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

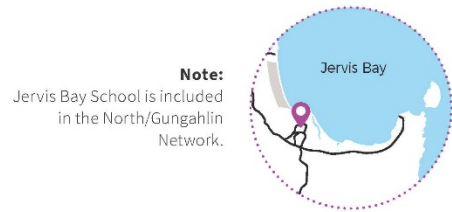
The Education Directorate's organisation structure underwent changes during the reporting period, with the departure of Ms Margaret McKinnon, Executive Group Manager, Business Services in early 2021 and Mr Ross Hawkins, Executive Group Manager, Service Design and Delivery in mid-2021. Ms Kate McMahon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



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

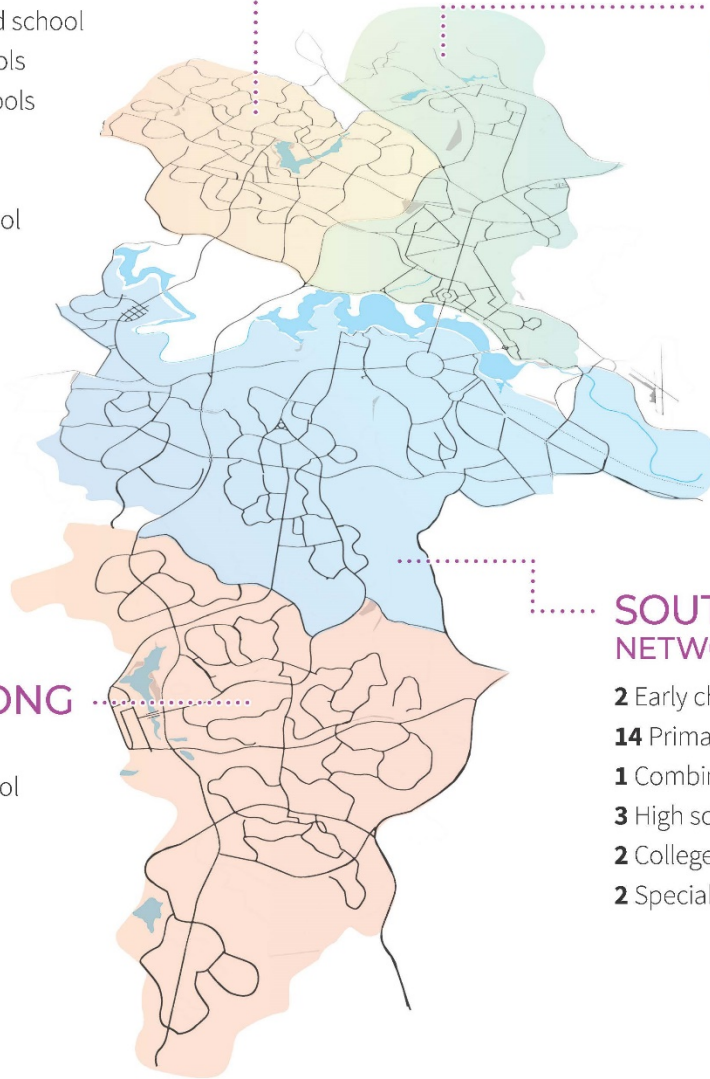


Figure 2: Education Directorate Fast Facts

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:

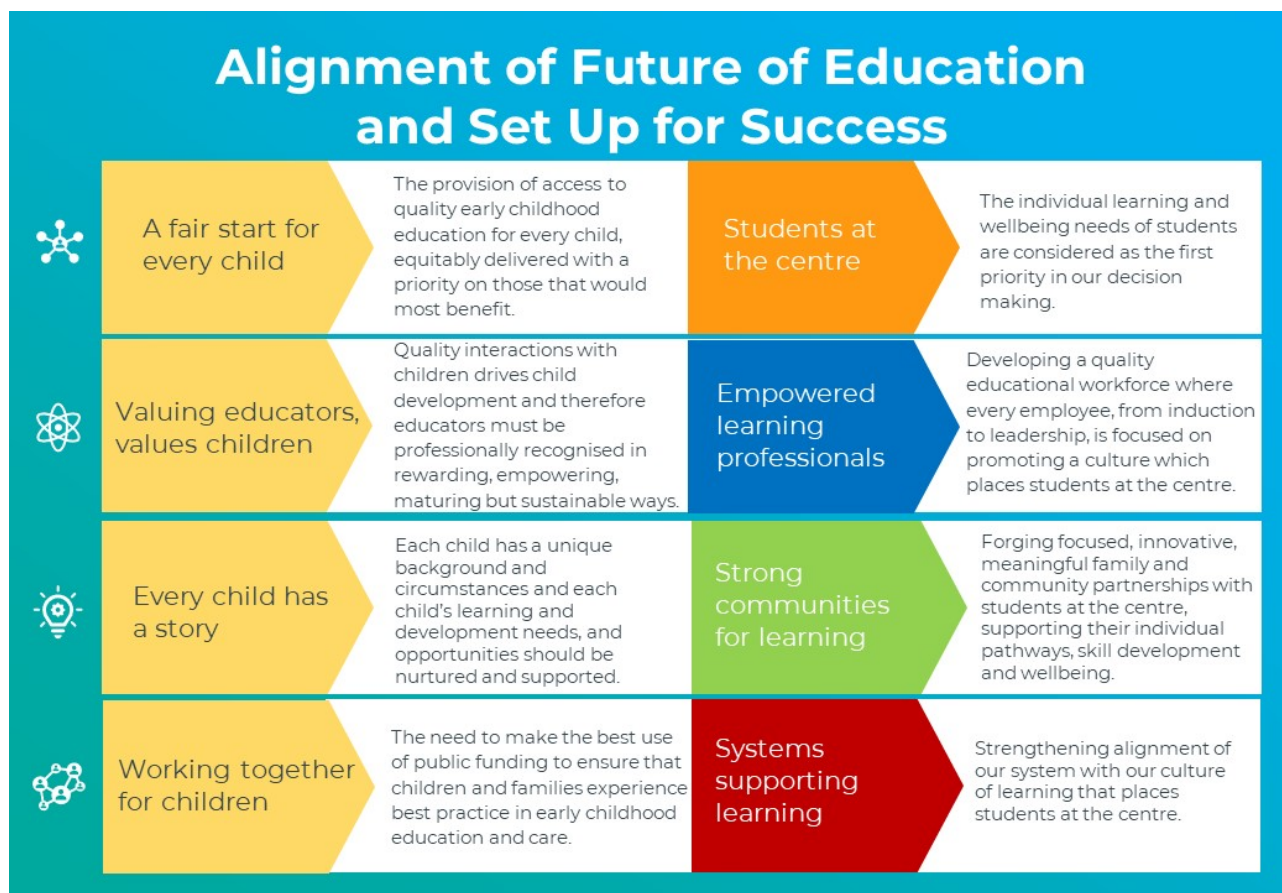
- A fair start for every child – ensuring access, equity and affordability of early childhood education;
- Valuing educators, values children – enhancing the workforce through education, qualification and skills development;
- Every child has a story – fostering seamless transitions and supporting children's 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*.

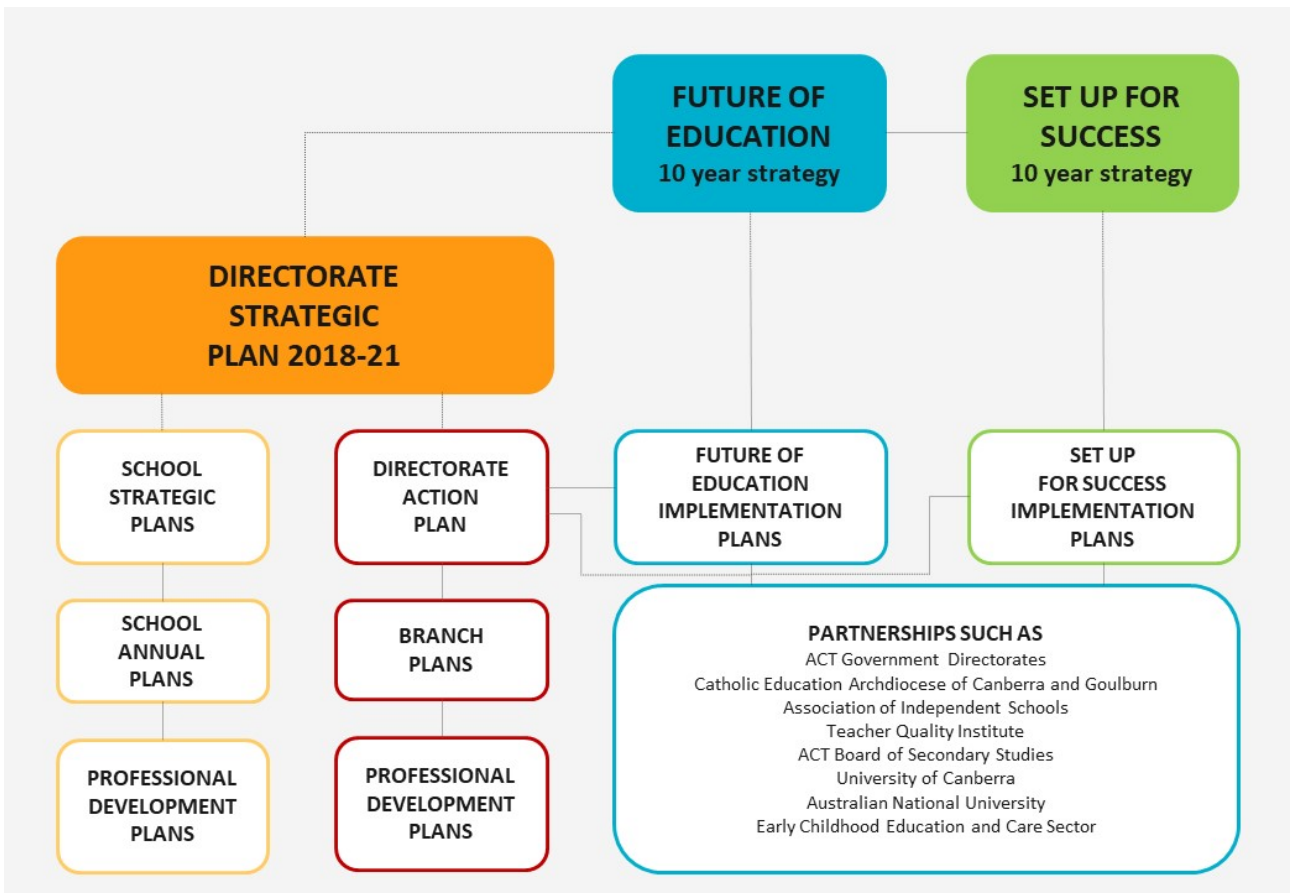
The Strategic Plan has five core goals:

- 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

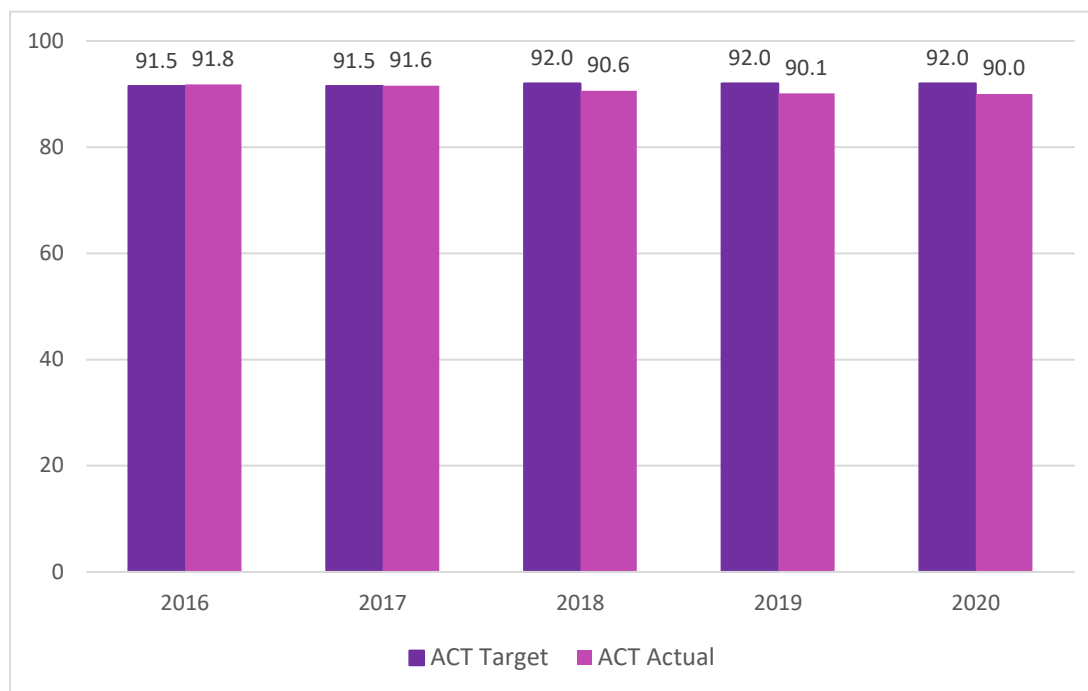
The number of cross-border enrolments in ACT public schools over the last five years remains consistent at between 1,400 to 1,800 students. There was a slight increase in the total student numbers (108 extra students, or 0.1 per cent increase) between 2020 and 2021. Over the longer term, there has been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

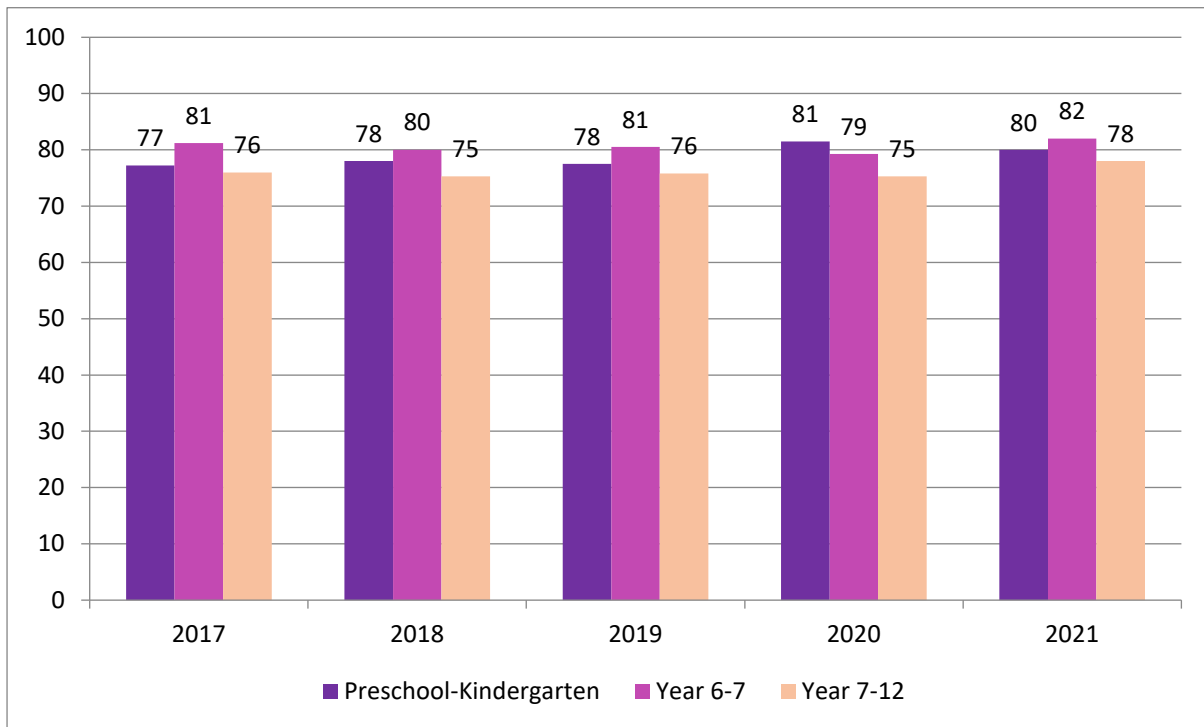
The student retention rate (real retention) represents the number of children continuing in ACT public education (at the February school census of a given year) as a proportion of the number of children enrolled in the prior year level (at the August school census). The proportion of students continuing 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

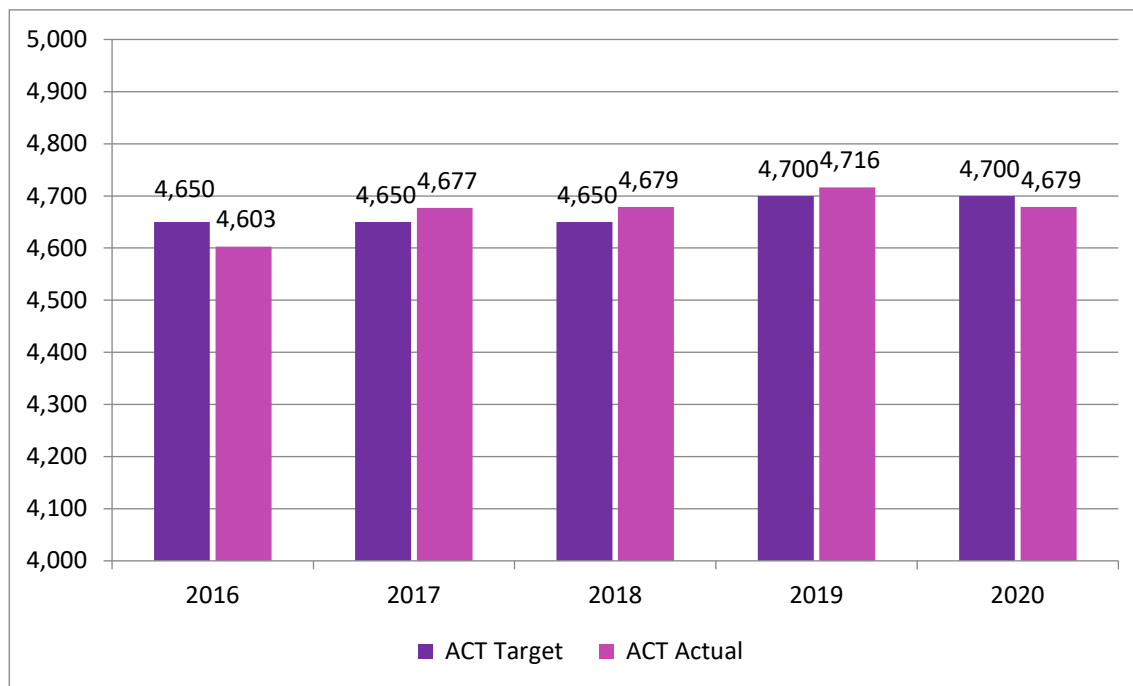
Public primary school education spans the years from preschool to year 6. Learning opportunities in the primary years are designed to allow each student success and to achieve high quality learning outcomes.

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.

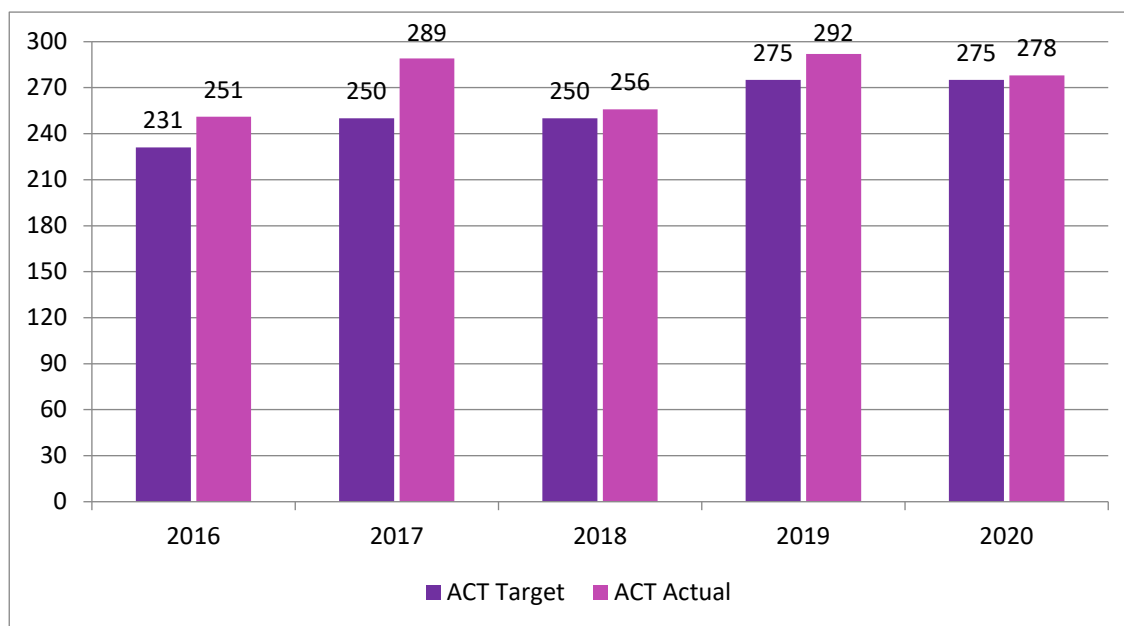
Preschool Enrolments

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



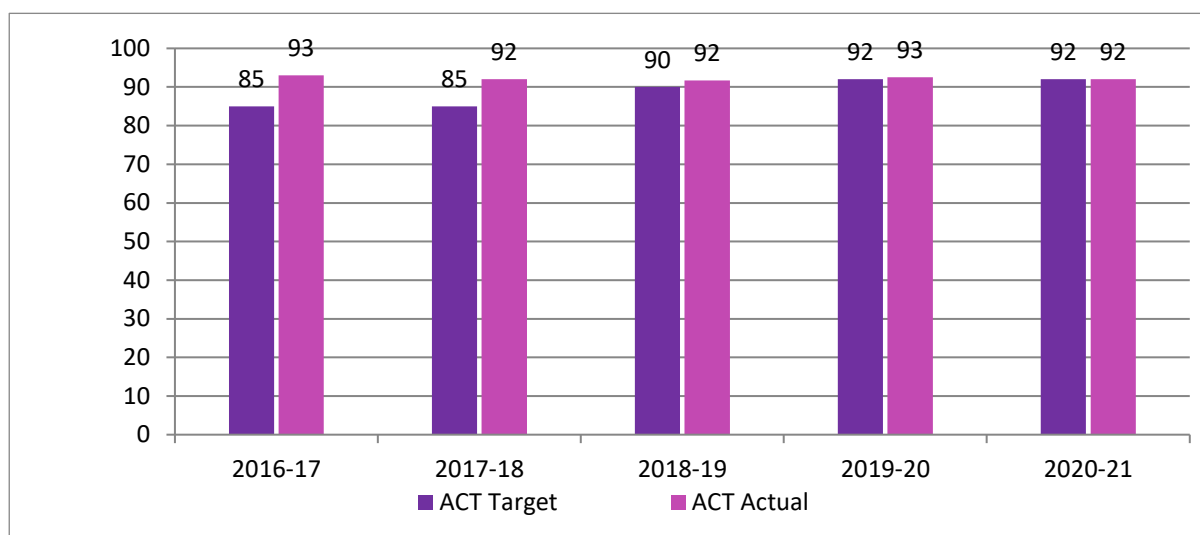
Source: ACT Education Directorate, audited Accountability Indicators Output Class 1: Public School Education, Early Childhood Education (b)

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.

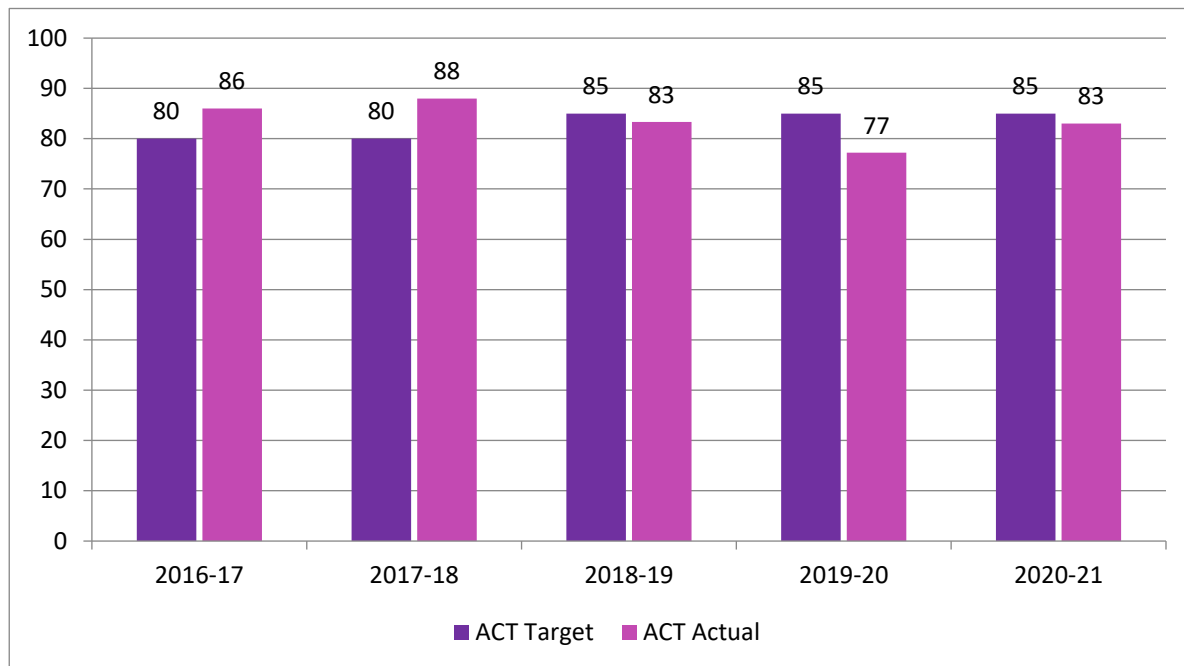
ACT public high schools offer a comprehensive education across all key learning areas. The focus is on providing challenging and engaging learning, building relationships based on mutual trust and respect and connecting students to the outside world. School programs develop students' critical thinking, 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.

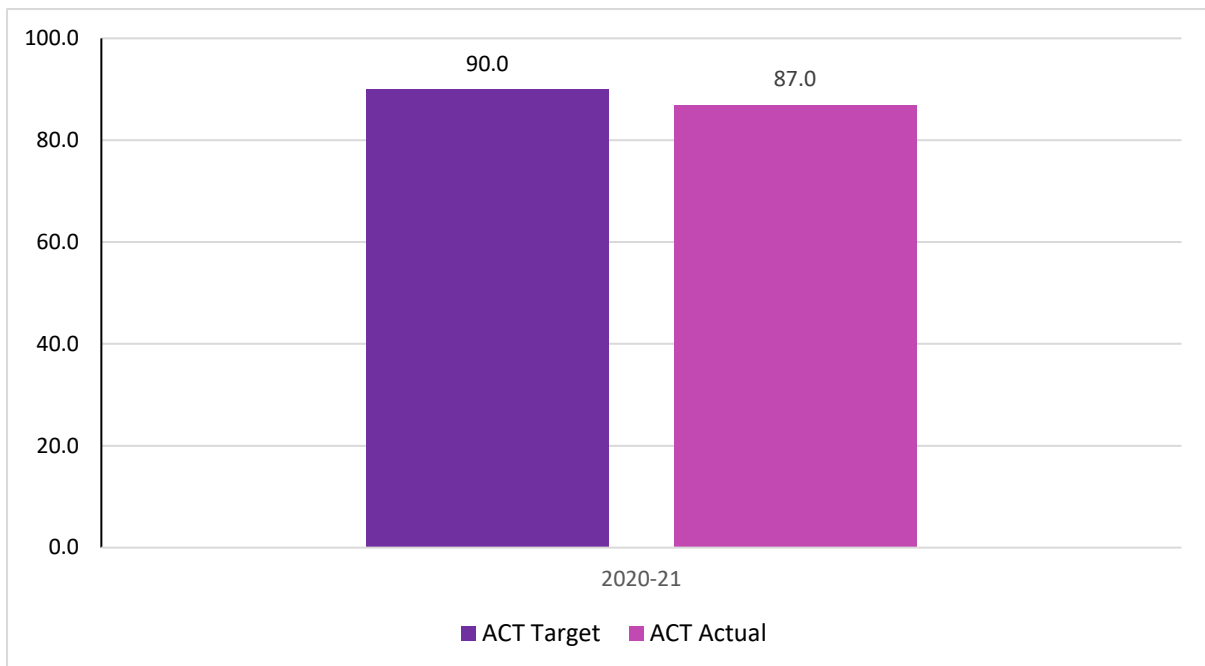
Output 1.3 Public Secondary College Education

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

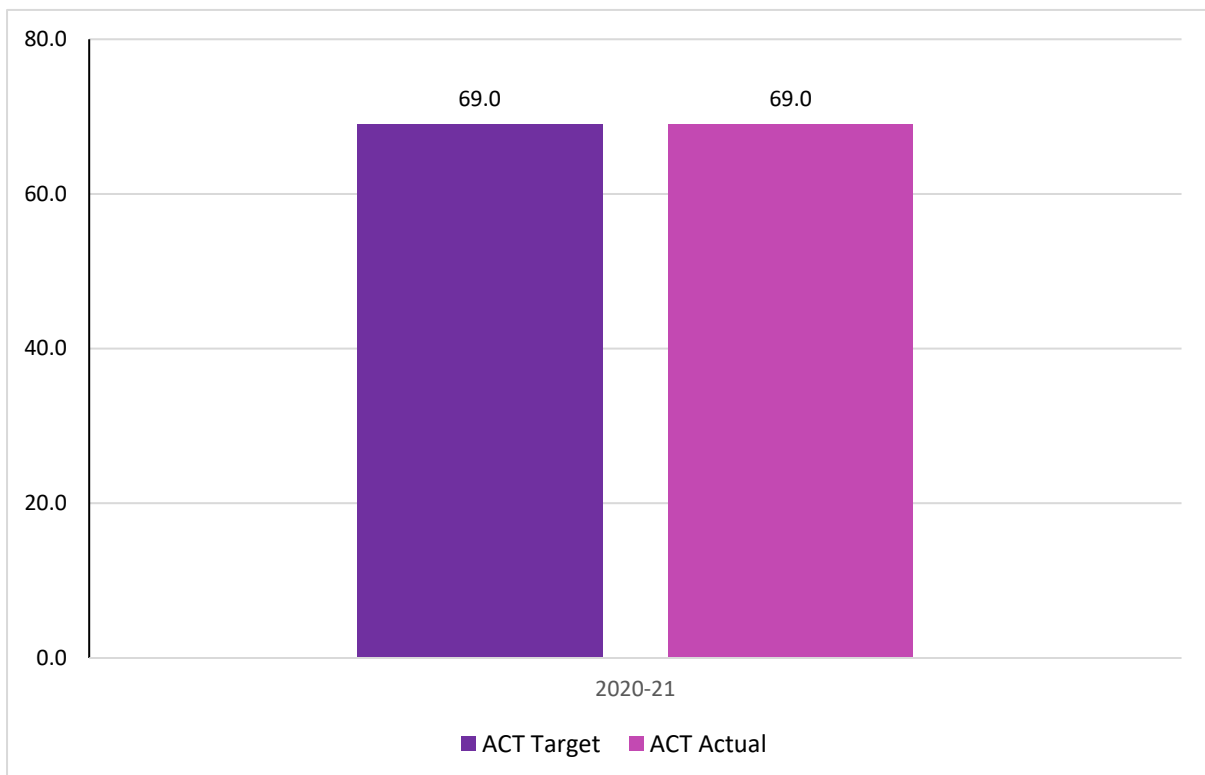
The Directorate commenced two new accountability indicators in the 2020-21 budget to measure year 12 outcomes in the attainment of an ACT Senior Secondary Certificate. The following graphs include the 2020-21 results and target.

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.

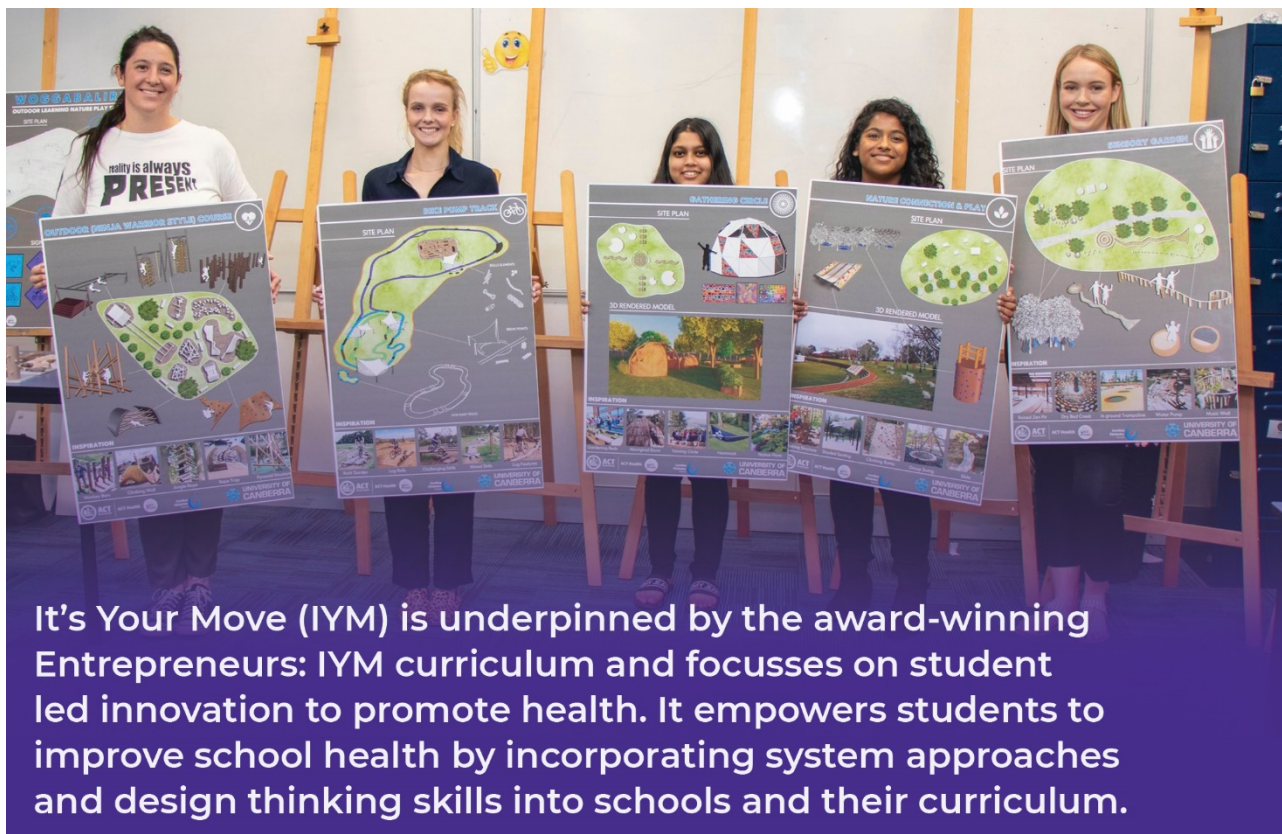
International and national experts in school improvement were engaged to lead the improvement workshops and included Emeritus Professor Helen Timperley, Dr Linda Bendikson and Dr Kylie Lipscombe. The key themes for capability development over 2020 and 2021 were:

- 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



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> <p>i. incorporate procedures for the review of audit logs in the new Schools Administration System; and</p> <p>ii. perform periodic reviews of audit logs in accordance with these procedures.</p>	<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
align with, and support, operational asset management plans to be developed as part of Recommendation 3. Government Response – Agreed		
5. The Education Directorate should: a) recommence its rolling program of building condition assessments; and 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. Government Response – Agreed	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. 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	In progress
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. Government Response – Agreed	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.	In progress
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. Government Response – Agreed	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.	No longer required
8. The Education Directorate should review: 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 b) the operation of the School Operational Allocation, to	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.	In progress

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>	In progress
<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>	Completed
<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>	Completed

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	Privacy forms a key part of service delivery for a health professional. Information	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>	Reporting on retention of all students is reported each year in the annual report.	Completed
<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. 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>	In progress

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, CMTEDD and People and Performance Branch, EDU

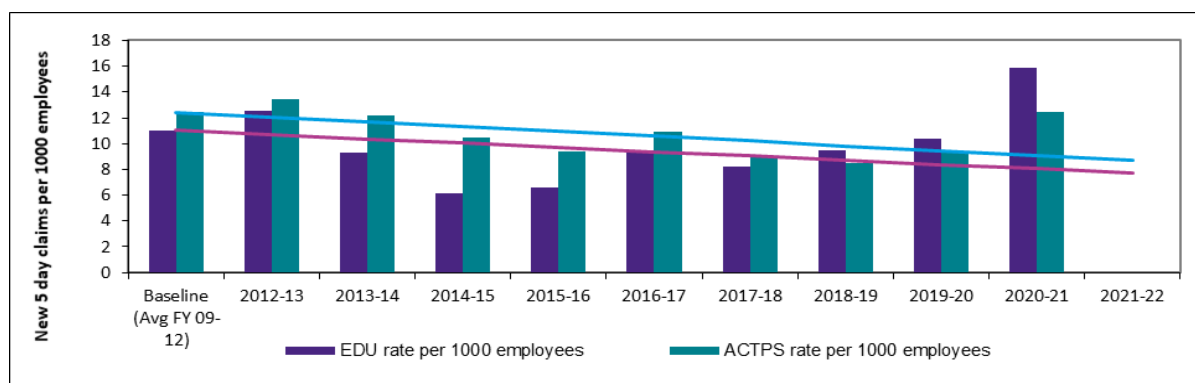
Incident reporting and notices under the Work Health and Safety Act 2011

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

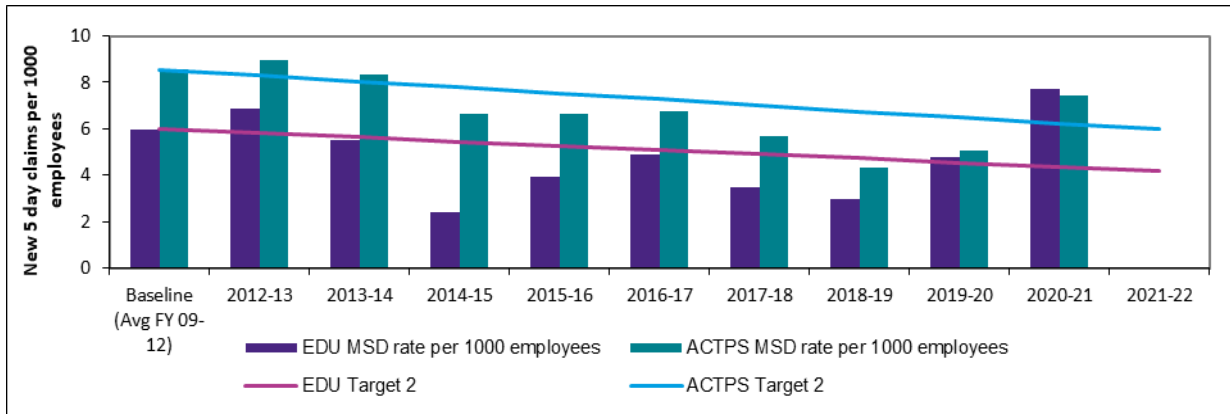
Table 41: Target 1 - reduce the incidence rate of claims resulting in one or more weeks off work by at least 30 per cent



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.