

BUDGET ESTIMATES BRIEF

Portfolio/s: Education and Youth Affairs

Early Childhood Development

8.6 Teacher Librarians

Question

- How is the ACT Government increasing the number of qualified teacher librarians in our public schools?

Answer

- ACT Labor has committed to provide an additional **25** qualified teacher librarians in ACT public schools by the end of **2024**. The Government provides funding for teachers of up to **\$22,000** to undertake a **Master of Education (teacher librarian)** through the ACT Teacher Scholarships Program. This initiative will support future growth of qualified teacher librarians and increase the current amount of teacher librarians working in public schools from 33 to 58 over the time period.

Portfolio/s: Education and Youth Affairs

Early Childhood Development

Margaret Hendry School

Question

- How is teaching and learning delivered at the school?

Answer

- All ACT public schools deliver on the Australian Curriculum with a strong focus on literacy and numeracy skills. Learning and teaching models in all ACT public schools are based on a consistent evidence based framework. These strategies for teaching and learning ensure we have quality teachers who can be responsive to the needs of each child.
- Strategies across all ACT Public School employed include explicit teaching done via whole class learning, small group learning and one on one teaching.

Question

- Earlier this year a group of parents raised concerns about behaviour management at the school. Some of the parents raised concerns around the use of suspension in children as young as Kindergarten. The parents expressed concern about the ability of teachers and school leaders to manage the behaviour of children. How have these concerns been addressed?

Answer

- Since Term 4, 2020 the Directorate has provided differentiated supports across the school which have been planned and actively managed with the school leadership team.
- The School Operations team in the Directorate has provided proactive case management for parents who have raised concerns through the Directorate Complaints line as well as those identified on Facebook, to work through their concerns. All complaints received have been actively managed and responded to.
- The Directorate has provided supports including the engagement of allied health professionals with expertise in trauma informed practices through access to senior psychologists, social workers, and student behaviour experts working directly with students and their families.
- A senior psychologist has been working with the school to undertake student assessment, strengthening plans and development of the teachers capacity to respond.
- A School Improvement Instructional Mentor has also been supporting early year educators to develop classroom practices and routines.

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- An external School Review was conducted in March 2021. This Review reconfirmed areas of strength and also areas of ongoing focus. The focus areas identified confirmed the work already underway at the school anchored around strong foundational literacy practices and behaviour management and wellbeing. A copy of this report is publicly available on the school web site.
- A series of community engagement sessions were held at the school in May 2021. These included informal Coffee Cart Chats, guided school tours, community conversation and individual supports and follow ups.
- Feedback received from the consultations has been used to inform the schools five-year School Improvement Plan.

Question

- When was the instructional mentor engaged at Margaret Hendry School, and how many hours per week is that role on site at the school?

Answer

- Instructional Mentors have been working with the Margaret Hendry School leadership team since early Term 4, 2020.
- Instructional mentors provide both system wide professional learning sessions available to all schools, as well as individual onsite support.
- Time onsite at Margaret Hendry varies on a weekly basis depending upon the time of the school year and school timetable, with an average of 1-2 days per week since Term 4, 2020.

Background Information

- Margaret Hendry is one of the ACT's newest schools, catering for six hundred Kindergarten to year 6 age children in the suburbs of Taylor, Moncrieff and Casey in Gungahlin's north.
- Margaret Hendry School has experienced higher than expected enrolments.
- The high rate of enrolment growth has presented a challenge to the sense of belonging and community at the school. School climate data indicates school identification dropped from 77 percent in 2019 to 60 percent in 2020. This is well below the ACT public school average of 79 percent.
- The school has a diverse and vibrant community, both culturally and socio-economically, with 48 language groups identified not including English.
- The school has observed relatively high levels of vulnerability evident in enrolment interviews and data obtained upon enrolment regarding family socio-economic status and employment. Many children presented with complex needs and volatile behaviour.

- AEDC data and school entry data shows children are entering school below benchmark. This is evident in PIPs 2019 data and BASE 2020 and 2021 data. PAT standardised testing shows that although children are still below benchmark, they are making progress above the national norm in reading across all measurable year levels.
- The impact of enrolment growth has been amplified by the high number of early career teachers employed at the school. In 2020 the median length of education service was 1.6 years at Margaret Hendry compared to 7.5 years at other schools.
- In 2020 rapid enrolment growth resulted in more than half of the staff (51%) being new to the school.
- In September 2020 a differentiated Support Plan was developed with further adjustments made to focus on the school's Focussed School Improvement Plan which was as developed out of the external School Review (March 2021) with further focus on strong foundational literacy practices and behaviour management and wellbeing.
- The engagement of allied health professionals with expertise in trauma informed practices continues to be a feature of the supports provided to the school. This includes access to senior psychologists, social workers, and student behaviour experts working directly with students and families. This work continues to be impacted by enrolment growth and the high instances of students presenting with complex behaviours and subsequent rates of occupational violence
- There continues to be more instances of students presenting with complex behaviours and subsequent rates of Occupational Violence.
- The workforce profile and availability of staff to cover unplanned leave remains an ongoing focus of support for the school.
- The differentiated Support Plan and necessary staffing requirements mitigate risk at the school and have meant a projected overspend of Student Resource Allocation.
- Ongoing work with Strategic Finance around an increase in FTE not in alignment with enrolments but rather to complex behaviour issues.
- Ongoing management and implementation of the school Support Plan includes a move to a sustainable state for the school.
- The Support Plan has been updated to provide point in time, relevant supports for the school during the return to on-campus learning in term 4, 2021.
- The Standing Committee Inquiry into the management of ACT School Infrastructure has identified Margaret Hendry School for a site visit.
- Margaret Hendry school was the 2020 recipient of ACT Public Education Award for Outstanding Community Partnership in recognition of their exceptional community engagement and partnerships. In addition the school received an Innovative Schools Award in 2020 and was a finalist in the Australian Education Excellence Award: Government Primary School of the Year in 2021.

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BACK POCKET BRIEF

- In May 2021 some parents and carers raised concern around communication between school and home. In response to concerns raised, an extensive communications plan was enacted to individually address concerns raised by parents as well as providing opportunities for a range of engagements with community that included Coffee cart chats, Indigi-connect meetings and community forums.
- The Canberra Times published an article on Saturday, 22 May 2021 which highlighted concerns held by some families that have previously been or are still currently part of the school learning community. A second article was published around suspension data released under freedom of information on Saturday, 17 July 2021.

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Portfolio/s: Education and Early Childhood Development**ISSUE:** School Improvement**Talking Points**

- The work of the School Improvement Group is anchored in authority provided by the *Future of Education Phase 1 2019*, the Directorate's *Strategic Plan 2018-21* and ACT government election commitments.
- Since 2016 the Directorate has enacted an integrated school improvement framework which sees all public schools prepare a five-year school improvement plan, actioned annually in Action Plans and reported upon, publicly, in annual Impact Reports. This translates to about 20 schools per year undergoing an external School Review.
- School Improvement Group provides targeted assistance to school leaders to plan and implement high impact strategies for improvement in student learning and wellbeing which are informed by the data.
- An integral component of the five-year improvement planning cycle is each school's participation in an external school review, using the lens of the [National School Improvement Tool](#) (NSIT).
- Each year a System Report is produced with findings from reviews support annual improvement planning which are an important component of Directorate monitoring and support of school improvement.
- School Improvement Group is currently developing a new framework that will provide an operating blueprint which will ensure better alignment between current educational research into highly effective systems with the processes undertaken by ACT public schools.

Question and Answer for focus themes**Question**

How does the Directorate make sure that a school has the right priorities for improvement and deploys the most appropriate and effective strategies towards that improvement?

Answer

- Following a school review, officers from the School Improvement Group provide targeted assistance to the school leadership team to analyse multiple sources of evidence.
- From this analysis of longitudinal data, schools triangulate findings with their school context and professional judgement of what needs to improve most for student learning at the school.
- Schools consult with their communities on their identified school priorities prior to finalisation.
- Additional assistance is provided by officers within the School Improvement Group and across the ESO on implementing high impact strategies for improvement in student learning and wellbeing, informed by the data and the school's independently

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developed NSIT review report. These strategies are implemented and reported on year on year through the school's AP and IR respectively.

Question

How does the Directorate's approach support schools to improve student wellbeing and learning outcomes?

Answer

- School and system leaders in ESO routinely analyse a range of data relating to student learning, school climate and well-being. Where prevailing challenges are identified through this analysis, the School Improvement Plan and its subsequent Action Plans will identify and respond with the implementation of evidence-based strategies.
- Schools are supported by ESO to invest in and increase their collective efficacy in order to improve teaching and learning practice. Schools monitor their progress on improving student learning and wellbeing outcomes throughout the year and publicly report on lessons learnt/adjustments for the next school year.

Question

How effective are the current strategies in lifting the performance of schools?

Answer

- Since 2016, the Directorate has instigated annual reviews of its approach to school improvement. Evidence from schools and from program enactment by the ESO has consistently indicated increasing and strong levels of familiarity with the approach taken. For example, recent ACER System Review Reports show that increasing proportions of our schools are rated as 'high' or 'outstanding' against the NSIT domains.
- When viewed along with the impact being made by the *Empowered Learning Professional Plan 2018-21* and the imperatives within the *Future of Education*, it is clear that there is an opportunity to refresh the framework.
- This position was reiterated in findings from the 2021 ACT Auditor General's report, *Teaching Quality in ACT Public Schools*.
- Current work involves designing a blueprint which provides greater coherence between the espoused underpinnings of effective school improvement and the systems operating in our schools. Major considerations within the blueprint include mechanisms which have been shown to yield high equity outcomes, and which reflect the varied contexts and performance of ACT public schools.

Key Information

- School Improvement Group activity is school facing in that it provides direct programmatic and implementation supports for schools as they seek to continually improve the learning outcomes for students.
- Schools plan and monitor their improvement priorities in an integrated series of documents over both five-year and annual cycles. Every five years, schools undertake an external review led by the Australian Council for Educational Research (ACER).
- Schools are supported by School Improvement Group officers to deploy high-yield classroom strategies and school-wide processes which have been shown to be effective in realising improvements in student learning and wellbeing outcomes. Examples include analysing multiple sources of evidence and enacting professional learning communities.
- The School Improvement Group sources bespoke professional learning for school leaders as part of building capacity across schools to drive an improvement agenda. This has been influenced by educational researchers of note, for example, Mary Jean Gallagher, Helen Timperley and Alma Harris. This work is expressed in the *Empowered Learning Professionals Plan 2018-21*.
- A new framework is being developed that will provide an operating blueprint for School Improvement Group. This framework will better align current educational research into highly effective systems with the processes undertaken by ACT public schools.

Background

- In 2016, the Directorate launched *People, Practice & Performance – School Improvement in Canberra Public Schools - A framework for performance and accountability* (the framework).
- The Directorate enacts an integrated school improvement framework which sees all public schools prepare a five-year school improvement plan, actioned annually in Action Plans and reported upon, publicly, in annual Impact Reports.

External School Review

- Each school participates in an external school review, using the lens of the [National School Improvement Tool](#) (NSIT), and is an integral component of its five-year improvement planning cycle.
- ACER is contracted to deliver school reviews on a rolling cycle of approximately 20 schools per year. The NSIT-based school review approach has been in place for the past six years. 2022 will be the end of the current contract for services with ACER.
- Reviews provide schools with quality and independent feedback and recommendations tailored to the school's context. The recent ACT Audit Office report into teaching quality reflected positively on having an external provider assessing school improvement performance.
- Findings from reviews support annual improvement planning (Action Plan) and are an important component of Directorate monitoring and support of school improvement.

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Five-year School Improvement Plan (SIP)

- The SIP articulates an explicit improvement agenda for the school to be delivered over five years.
- SIP development is informed by the Future of Education strategy, the Directorate's Strategic Plan, and system-level and school-level analysis of multiple sources of evidence.
- The SIP includes two or three sharp and narrow improvement priorities focused on student outcomes, and incorporate explicit targets set by analysing multiple sources of system and school level data that can be tracked over time and are aligned to the Directorate's strategic indicators.

Action Plan (AP)

- Framed by the overarching SIP, the AP operationalises the improvement envisioned for the school's context.
- The AP maps strategies, processes, programs, interventions and resources required to achieve desired impact for students.
- From 2020, the School Improvement Group supports schools to utilise Helen Timperley's spiral of inquiry and the Directorate's professional learning community protocols to undertake 'improvement sprints' focused on improving whole-school practices within the school's improvement priorities.

Impact Report (IR)

- The IR is developed by the school at the end of the year and describes progress of the school against targets outlined in the SIP and the outcomes of key actions within the yearly action plan.

Monitoring and support from ESO

- The School Improvement Group undertakes a range of monitoring and support functions with schools in their school improvement journey.
 - Assistance for preparing for review, both for the school and the review team.
 - Post review follow up with guidance of school leadership teams in improvement planning and action planning.
 - Accessing, collating and multiple sources of evidence from a system and school level data.
 - Regular immersion visits in a school led by a Director of School Improvement, focused on an identified improvement priority or strategy.
 - Quality assurance of improvement planning documentation, including guidance on forming sharp and narrow priorities for improvement based on the analysis of data.
 - Guidance on AP development, including appropriate and effective strategies for improving teaching and learning informed by evidence.
 - Ongoing school leadership capability development through the Empowered Learning Professionals programme.

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ISSUE: Early Years Literacy Initiative

Talking Points

- The Early Years Literacy Initiative (the Literacy Initiative) started as a pilot in 2017 and is designed to positively impact literacy learning in the early years through improving the implementation of highly effective, research based early years literacy practices, as well as strengthening leadership knowledge and capacity within the participating schools.
- The goal of the project has been to improve literacy learning outcomes for all early childhood students through building teacher pedagogical knowledge and leadership capacity to implement effective literacy instruction.
- There are 10 Essential Instructional Practices for Preschool, for K-3 and for 4-6 that research has shown have a positive impact on each child's literacy development. The Directorate promotes a key set of research supported instructional practices in literacy for teachers to employ every day in every classroom.
- The Literacy Initiative has had significant impact on school leader and teacher knowledge and teacher practice.

Question and Answer focus themes:

Question

What is the future of the initiative?

Answer

- Teaching literacy is a science involving observation, decision making and knowledge, (Fountas and Pinnell, 2019). Implementation science reveals that all too often education shifts and changes practice before embedment is achieved. Embedded implementation with impact takes time and consistency.
- Therefore future work to embed the implementation of the 10 Essential Instructional Practices entails:
 - An unrelenting focus on the implementation of the 10 Essential Instructional Practices in Literacy
 - Deepen implementation and strengthen leadership focus
 - Continue to enhance the literacy pedagogy and knowledge of new educators
 - Provide online access to all educators through the Service Portal (using the Primary Suite of Resources developed during 2020 and 2021)
 - Build literacy coaches' pedagogical content knowledge
 - Keep the focus on monitoring the impact - Are we making a difference?

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Question

Do you promote a particular program to teach phonics and spelling?

Answer

- Research reflects that all children are different. Their experiences are different, their environments are different, their brains are different.
- Classroom teachers work skilfully to identify where individual children and young people are in their literacy and language learning. They teach learners the skills and strategies they need in order to understand, construct, and communicate meanings through oral language, reading and writing.
- A 'one-size-fits-all' approach to literacy learning has been found not to work effectively. The creative arts (dance, drama, media arts, music and visual arts) are different ways of making meaning so different kinds of literacies need to be included to enable all children to succeed.
- **Spelling** - key spelling strategies aligned to the Australian Curriculum are taught to support each student in their writing. The approach encompasses phonological knowledge, morphological knowledge, orthographic knowledge, etymological knowledge, visual knowledge and semantic knowledge and begins in the early years and continues through the middle and later years.

Question

What evaluation has been made of this initiative?

Answer

- The Initiative is evaluated using a number of different pieces of data including student performance in school based and system wide assessment, teacher knowledge in research based effective literacy instruction, as well as capacity of school-based literacy coaches to drive further improvement.
- This includes the use of school-based literacy performance data as well as Performance Indicators in Primary Schools (PIPs) and BASE baseline assessment data to evaluate the annual impact of the Early Years Literacy Initiative on the learning in their school. The variety of data encourages teachers to move away from point-in time assessment and focus on a range of essential literacy programs to meet individual student need.
- Short term annual evaluations of the initiative indicate an increase in teacher and leader knowledge in effective practices for the teaching of literacy. Increased effectiveness in school structures and processes that drive improvement are also evident, such as the formation of Professional Learning Communities (PLCs) that analyse student performance data. Evaluation data clearly shows student growth in reading indicators. Building capacity and capability of coaches and lead teachers to develop others in their professional development is also apparent.
- 2020 and 2021 present challenges in terms of large the aforementioned data sets to measure growth e.g. NAPLAN (unavailable in 2020) and BASE

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(formally PIPS) was recalled in 2020 and unsure of end of year testing this year due to COVID-19 and the return to school plans.

Key Information

- The Literacy Initiative started as a pilot with a few schools in 2017 and is up to Phase 11 in Semester 2 2021. The Literacy Initiative has a rolling implementation plan and ongoing capability development and now supports all ACT primary school teachers and their leaders, in enacting the 10 Essential Instructional Practices in Literacy (the 10 Essential Practices).
- Literacy knowledge and skills gained in Kindergarten through year 3 predict later literacy achievement. The ACT Education Directorate has prioritised these year groups through the Literacy Initiative. School demand has seen the 10 Essential Practices now being used across P-6 in most schools.
- The 10 Essential Practices come from Professor Nell K Duke (University of Michigan USA) who undertook extensive international research leading to the naming the 10 Essential Instructional Practices in Literacy.
- Christine Topfer, ALEA Principal Fellow- Consultant has led the Literacy Initiative in the ACT since 2017 and introduced the framework for the 10 Essential Instructional Practices in Literacy. The Literacy Initiative is also supported by School Improvement Leaders and Instructional Mentors.

The 10 Essential Instructional Practices for the K-3 years:

1. Deliberate, research-informed efforts to foster literacy motivation and engagement within and across lessons.
2. Read alouds of age-appropriate books and other material, print or digital.
3. Small group and individual instruction, using a variety of strategies, most often with flexible groups formed and instruction targeted to children's observed and assessed needs in specific aspects of literacy development.
4. Activities that build phonological awareness.
5. Explicit instruction in letter-sound relationships.
6. Research-and standards-aligned writing instruction.
7. Intentional and ambitious efforts to build vocabulary and content knowledge.
8. Abundant reading material and reading opportunities in the classrooms.
9. Ongoing observation and assessment of children's language and literacy development that informs their education.
10. Collaboration with families in promoting literacy.

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- The Australian Curriculum (AC) and the 10 Essential Practices complement each other. The AC is ‘the what’ and includes a broad approach to literacy that includes phonics, morphology, orthography and etymology teaching from an early stage and does not prescribe a phonics first approach. The 10 Essential Practices is ‘the how’ and provides a framework for essential instruction for every child, every day in every classroom.

Background

- Research into effective implementation shows that re-engaging with initiatives is an important way to sustain practices. Due to staff movements within and across schools some schools have re-engaged with the initiative in subsequent phases.
- Throughout 2020 and 2021 new educators and new staff to the ACT Education Directorate engaged in the 10 Essential Instructional Practices in Literacy professional learning with Christine Topfer.
- To support the implementation of the 10 Essential Practices and the building of leadership capacity and pedagogical content knowledge of leaders from all schools in the Literacy Initiative, differentiated coaching support has been provided. Coaching at the school level from knowledgeable lead teachers and leaders through co-planning, modelling, observing and conferencing with classroom teachers is essential to effective implementation and continually building the capacity of all teachers.
- COVID-19 presented the opportunity to develop an extensive suite of resources for leaders, coaches and teachers. The Education Directorate has curated the resources developed by the consultant, accompanied by research and support documentation for ongoing use. The suite of resources provide professional learning opportunities to deepen understanding of the implementation of the 10 Essential Instructional Practices from Preschool to Year 6. Each of the 10 Essential Practices in Literacy have a separate video pre-recorded for access by all teachers, leaders and coaches e.g. *Reading Comprehension, Phonological Awareness & Interactive Writing, A Word Conscious Classroom and K-3 Writing*, and the *10 Essential Instructional Practices with an Inclusion Lens* and more. In addition, professional learning resources for Preschool teachers, focussed on the 10 Essential Instructional Practices in Early Literacy (Pre-Kindergarten) is provided.
- The Literacy Initiative also has a strong leadership component including leadership planning conversations; exploration of scanning and checking-in tools and strategies to support implementation of the 10 Essential Practices; use of an audit tool for organisational practices that impact literacy learning and coaching for lead teachers, SLCs and other school leaders from all the schools.
- There has also been a multilayered approach to professional learning using Helen Timperley’s spiral of inquiry to guide reflective practice at all levels: teachers, coaches and leaders. The School Improvement team and the Instructional Mentor team provide ongoing support to school leaders to

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enable improvement for *every child, every day, every classroom*, as well as curate and provide resources that suit individual school requirements.

Impact on Leader and Teacher Knowledge and Practice

The Literacy Initiative has had significant impact on school leader and teacher knowledge and teacher practice.

Evidence to date indicates:

- School leaders develop their instructional leadership capacity as a result of their involvement in an intensive period of consultancy. (Survey response averaging 94% of the school leaders in each phase 2017-2020 rating themselves as 'high' following their time in one of the phases of implementation.)
- School leaders develop their knowledge of research and practice as a result of their involvement in an intensive period of consultancy. (Survey response averaging 95% of the school leaders in each phase 2017-2020 rating themselves as 'high' following their time in one of the phases of implementation.)
- There are tangible positive shifts in teacher practice and increases in the level of consistency of instruction across each school's early years classrooms as a result of involvement in an intensive period of consultancy. (Survey responses indicated the average rating of consistent practice across early childhood classes in each school at the start of a school's involvement at 13% and shifting to 66% rating of consistent practice after their involvement.)
- The evidence provided has been taken from school leader and teacher reflections throughout the initiative and supported by school impact statements harvested from the Literacy Initiative individual school evaluation.

Impact on Student Learning

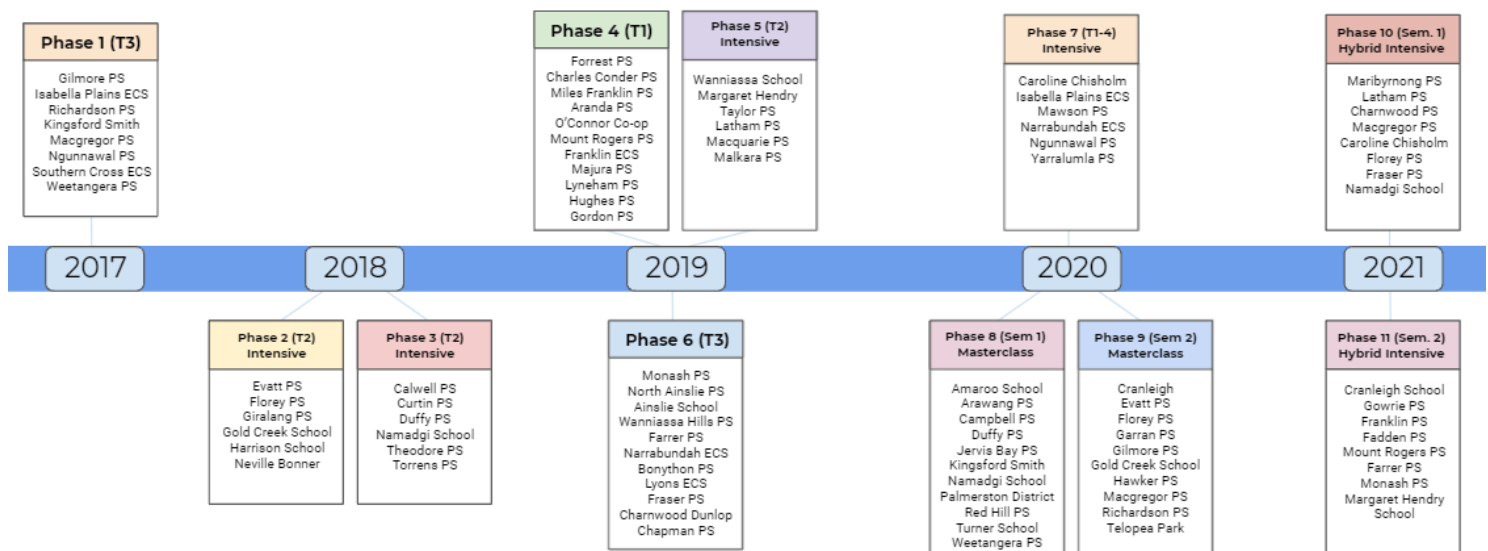
- Schools in the Literacy Initiative are all provided assessment tools, guides and support to build their teachers' assessment capability. This is known as 'small data'. Schools assess and monitor individual students and cohorts and use this evidence to drive their planning and targeting of student needs. These assessments and evidence and data sets are now visible in schools and play an important role in the judgements teachers and leaders make.
- Schools use organisational structures of Professional Learning Communities (PLCs) that frequently meet to discuss student learning evidence. During a PLC a teaching team is led by a lead teacher or coach to analyse student learning evidence and collaboratively develop solutions to meet needs. A PLC frequently checks in on the impact on the student's learning. These are short

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iterative cycles of improvement and target student needs. Effective use of this small data will impact on student achievement in longer term big data sets.

- Larger data sets are also used but are less responsive to student learning needs. The 2020 ‘big data’ sets such as BASE Growth Data has been recalled from publication and cannot be used as a measure of student learning. NAPLAN data was disrupted in 2020.
- Due to the challenges COVID-19 presented throughout 2020 and 2021, some previously available ‘big data’ measures of impact of this research-based initiative on student outcomes is not (and will not) be available or as evident as in previous years.
- However, the impact on teacher knowledge, leader knowledge has been considerable, despite COVID-19 interruptions.

Early Years Literacy Initiative Timeline



ISSUE: Empowered Learning Professionals Leadership Plan 2018-21

Talking Points:

- The Leadership Capability Plan has been in place since 2018 and is a major pillar of the *Future of Education Strategy* to strengthen the capability of school leaders at all levels to have the maximum impact on teaching and learning. The outcome of the Plan is for every child and young person in our schools to participate in high quality learning with highly effective teachers.
- School leaders in ACT public schools at each stage of their career are highly professional education experts supported by a wide range of services and supports offered by the Directorate. These services include induction processes and wrap around support for new and acting principals, along with the appointment of an experienced principal to coach and mentor them in their first year.
- Capability development for all school leaders has been prioritised to enable confident evidence informed decision-making practice at the school level using multiple sources of data and evidence to improve the precision of teachers and school leaders to assess the needs of students and the effectiveness and impact of teaching strategies. This has also included professional learning for school leaders in data literacy skills.
- World leading research into what makes for a highly effective schools and school systems indicates teachers and school leaders need to collaborate, to be curious and to find out what learning is working, for which students, in which circumstances and why. This organisational practice is called a Professional Learning Community. The ACT Education Directorate has worked with principals and deputy principals to co-design Guiding Principles for Effective Professional Learning Communities and prioritised capability development for leaders at all levels in this area. This ensures that by implementing effective Professional Learning Communities of practice in their school, school leaders are shaping the culture, structures, and conditions for everyone to understand their impact on student outcomes.

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Question and Answer focus themes:

Question

As schools are now transitioning to on campus learning and we have the uncertainty of ongoing positive COVID-19 cases in the community impacting schools, how are you supporting school leaders to manage the change and constant decision-making that they face on a daily basis?

Answer

- Developing ‘adaptive expertise’ has been a key feature of leadership development in the ACT.
- Many of the problems school leaders solve on a daily basis have known solutions and school leaders exercise what we call ‘routine expertise’ which means they are pretty practised at putting these solutions in place.
- In the times we are experiencing now, not all solutions are known or tried and tested, so our school and system leaders need to adopt an adaptive expertise stance; they need to weigh up the information and evidence in front of them, collaborate to implement innovative solutions, continually monitor to check for impact and make adjustments based on what they find.
- Principal coach and mentors (PCM) provide additional supports for all acting and newly appointed principals. This PCM is provided additional training to help their principal mentees develop these adaptive expertise leadership skills.
- This approach is underpinned by leading ‘with precision not prescription.’

Question

How are you looking after the wellbeing of principals and school leaders?

Answer

- The wellbeing of all staff is a priority of the Directorate.
- We know that our school principals are the lynchpin of their school and of their community and we continually support them to plan ahead and navigate each step of this pandemic.
- The Directors of School Improvement, along with other Education Support Office leaders and the Principal Coach Mentors make regular wellbeing checks with principals and a range of resources and strategies

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have been communicated to schools to adapt to their context and their staff needs.

- The Directorate has a Clinical Services team of school psychologists available to every school and the EAP services are available to every employee.
- The Directorate also provides Post Incident Support for school leaders where they are provided personal support over a period of time following a critical incident. The service offers differentiated and tailored physical and psychosocial wellbeing supports.

Question

The current Empowered Learning Professionals Leadership Plan has an end date of 2021. What will happen next year?

Answer

- An evaluation of the Plan is currently underway using multiple sources of data and evidence that have been gathered over the 4 years to give us insights into the impact of our strategies.
- Our evaluation will tell us what has been working and we should continue to do and what areas we need adjust and strengthen.
- Our evidence to date indicates a great deal of traction with many of our strategies so we know what to keep doing. It also tells us we need to put our energy to ensuring our schools are successful communities for learning and connection for **every** student. We see that most students engage positively and successfully in their schooling, however our goal is for **every** student to have that experience.
- That's why we have identified inclusion and equity as key pillars for the next phase of the Leadership Plan.
- We were to have our biennial conference this term but have postponed it to March next year. The theme of that conference is equity and inclusion and what sort of leadership is required to succeed in this area. This conference will be the bridge that takes us from the current phase of the Plan to the next phase.

Key Information:

- The *Empowered Learning Professionals Leadership Plan* (the Plan), was launched in December 2018 and is a major pillar of the *Future of Education Strategy* to strengthen the capability of school leaders at all levels to have the maximum impact on teaching and learning. The outcome of the Plan is for every child and young person in our schools to participate in high quality learning with highly effective teachers.

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- The ACT Government allocated \$5.4 million over 4 years (2018-2021) to professional development, mentoring and coaching to improve teacher practice and provide effective feedback for staff.
- The actions for implementation of the Plan each year have been organised under 5 key improvement strategies (KIS):
 - KIS 1-Strengthen the capability of school leaders to create the culture, structures, and conditions for everyone to understand their impact on student outcome
 - KIS 2-Deepen the pedagogical and curriculum expertise of leaders at all levels
 - KIS 3-Develop management and leadership skills of Principals and Business Managers, including business and strategic acumen
 - KIS 4-Support and strengthen leadership and wellbeing
 - KIS 5- Develop the instructional leadership capabilities of leaders in the Education Support Office and create a suite of school improvement resources.
- The funding also includes provision for four Instructional Mentors at the deputy principal level working alongside the Directors of School Improvement and School Improvement Leaders to support approximately 700 school leaders (SLAs, SLBs and SLCs) across the system.
- The Plan has been implemented over 3 phases (2018-2021) with the next phase to start in 2022:
 - Phase 1- Universal capability development for SLAs and SLBs with selected initiatives such as the Early Years Literacy Initiative and the Early Career Principals Collaborate and Connect group.
 - Phase 2-Universal capability development for SLCs added to the above, strengthening of enterprise skills and well-being offerings for principals, addition of the New and Acting Principals Induction Program
 - Phase 3- Principal Coaching and Mentoring Program added to the above.
- The Plan delivers a range of services and supports for school leaders across all ACT public schools through:
 - **Leadership and capability development** at all levels following a cascading model flowing from principals, deputy principals to SLCs. This approach provides the time and opportunity for collaboration and sharing of best practice within and between schools.
 - An **annual symposium** for SLAs, SLBs and SLCs and a biennial leadership conference for SLAs and SLBs to go deeper into a specific improvement and capability focus (e.g. Using evidence, inquiry and professional learning communities to lead successful school improvement; The Impact of Collaboration on Student Learning- Collaboration for Excellence, Equity and Well-being; Leading with precision and not prescription: what works, for whom, under what circumstances and why?)
 - A suite of **instructional leadership capability development** supports with a system approach to Professional Learning Communities at the centre. The Directorate co-

EXECUTIVE SUMMARY

designed 9 Guiding Principles for effective PLCs with all SLAs and SLBs based on the work on Emeritus Professor Helen Timperley and other international leading evidence and research.

- Selected approaches designed for groups of school leaders using School Review recommendations and other sources of evidence and data gathered at regular intervals including the Annual Leadership Survey.
- These selected approaches include the **Early Career Principals Collaborate** and **Connect** series (ongoing), **the Early Years Literacy Initiative** (ongoing), and have included the Primary and Secondary Leader Writing Inquiry PLCs for specific periods during the life of the Plan.
- Improvements in **data literacy skills** of school leaders at all levels, to better understand and identify each student's needs and build targeted, layered and individualised plans for school improvement.
- **Capability development** for all school leaders to enable confident evidence informed decision-making practice using multiple sources of data and evidence to improve the precision of teachers and school leaders to assess the needs of students and the effectiveness and impact of teaching strategies.
- The **New and Acting Principal Induction Program** to ensure those new to leading schools are supported with foundational and 'just-in-time' information through tailored induction forums and personalised ongoing support through the matching of an experienced Principal as a coach/mentor. Thirty, sixty and ninety day induction checklists are overseen by each new principal's Director of School Improvement (DSI).
- A **Principal Coaching and Mentoring Program** consisting of 13 current principals and 1 recently retired principal provide coaching and mentoring support for new and acting principals and targeted coaching for some experienced principals. Currently (October 2021) there are 22 coaching relationships in place. The 14 Principal Coach Mentors receive high level ongoing professional learning to ensure a consistent system approach. This also ensures the Directorate is growing the system from within.
- The **impact** of Empowered Learning Professionals Leadership Plan has been monitored at regular intervals over the life of the Plan and now at the end of the 4 years through gathering and analysing multiple sources of evidence:
 - a. The Annual Leadership Survey:

Evidence to date indicates:

 - i. High levels of agreement in 2020 reporting greater knowledge and understanding of multiple sources of evidence (All Principals 74% and Early Career Principals 92%)
 - ii. High levels of agreement in 2020 reporting confidence in their leadership teams to lead effective PLCs (All Principals 83% and Early Career Principals 85%)

EXECUTIVE SUMMARY

- iii. Moderate levels of agreement in 2020 reporting increased confidence as an instructional leader (All Principals 64% and Early Career Principals 69%)

The 2021 survey will be conducted in early November.

b. ACER System Review Reports

The 2021 ACER System Review Report found:

- i. The Directorate's emphasis on building professional learning communities is evident in the way in which schools are encouraging a culture of inquiry using data. Professional learning teams that meet regularly to plan, share practice and reflect on student progress are increasingly evident.
- ii. School leaders are paying attention to a wider range of data sets.
- iii. There is increasing evidence of leaders encouraging teachers to discuss student progress in their team meetings, using data and sharing practice about how best to cater for individual or groups of students' learning needs.

c. Early Years Literacy Initiative:

Evidence to date indicates:

- i. School leaders develop their **instructional leadership capacity** as a result of their involvement in an intensive period of consultancy. (Survey response averaging 94% of the school leaders in each phase 2017-2020 rating themselves as 'high' following their time in one of the phases of implementation.)
- ii. School leaders develop their **knowledge of research and practice** as a result of their involvement in an intensive period of consultancy. (Survey response averaging 95% of the school leaders in each phase 2017-2020 rating themselves as 'high' following their time in one of the phases of implementation.)
- iii. There are **tangible positive shifts in teacher practice and increases in the level of consistency of instruction across each school's early years classrooms** as a result of involvement in an intensive period of consultancy. (Survey responses indicated the average rating of consistent practice across early childhood classes in each school at the start of a school's involvement at 13% and shifting to 66% rating of consistent practice after their involvement.)

d. A PLC Check-in evidence gathering process with a sampling of 44 schools is currently being analysed:

Early evidence to date indicates:

- i. The ACT-developed 9 Guiding Principles for effective PLCs are shaping a whole of system approach with a common language and expectations

EXECUTIVE SUMMARY

- ii. Those schools with strongly implemented PLCs were more likely to have higher levels of student growth in the NAPLAN areas of Reading, Writing and Numeracy 2019 to 2021 than the schools who have weak implementation of PLCs.
 - iii. Those schools with strongly implemented PLCs privilege teachers bringing student learning evidence that are regularly collected to their PLCs to discuss and problem-solve with colleagues so they can adjust their day-to-day teaching to meet the needs of the individual student.
 - iv. Those schools with strongly implemented PLCs had a strong alignment of the school's narrow improvement priority with the work of teachers in the PLC.
- e. Principal Coach Mentor Program evaluation:
- Evidence to date indicates:
- i. New and acting principals comment they feel very supported in their role in both the routine aspects related to leadership and management of the school and in the tackling of complex problems that require more adaptive expertise.
 - ii. The professional learning for the Principal Coach Mentor group is building consistency in the level and type of support principals receive at different stages of their career.

The full evaluation of the first year of the Principal Coaching and Mentoring Program will be completed in term 1 2022.

- f. Focus groups of SLAs and SLBs to gather evidence of impact of the Plan
(occurring term 4 2021)
- g. School Climate and School Satisfaction survey data extracted and analysed to answer specific equity questions related to school leadership, specifically the impact of school leadership on the outcomes of students in the diverse sub groups represented across our schools.
(occurring term 4 2021)
- h. Data from Planning and Analytics on the 3 student outcomes priorities (well-being/engagement, equity and academic growth) in relation to sample groups of schools related to specific initiatives.
(occurring term 4 2021)

All these evidence sources will be analysed to gain insights into levels of impact of the Empowered Learning Professionals Leadership Plan and will support planning for the next phase of the Plan from 2022.

EXECUTIVE SUMMARY

Background Information:

- The plan is based on strong evidence and research of leading education systems and improvement in outcomes driven through improved instructional leadership and teacher effectiveness.
- The Plan will enable the government to deliver on its commitment to support school leaders and teachers with coaching and mentoring to build instructional leadership capability and drive the adoption of innovative approaches to learning and teaching in ACT public schools.
- The Plan recognises that the most effective and enduring professional learning occurs through coaching and mentoring in the workplace and focuses on ensuring that this capability is developed in all ACT public schools by supporting school leaders to strengthen their skills and capabilities to lead evidence based learning communities with coaching and mentoring capability.
- The ACT Education Directorate currently has 103 School Leader A's (SLAs); 94 are school based principals across Early Childhood and Primary Schools, Specialist School Primary and High Schools, Preschool to Year 10 Schools, 7-10 High Schools, Colleges and the IMP School and Birrigai School with the remainder in the Education Support Office (ESO). 137 Deputy Principals are across these settings and the ESO and 475 School Leader Cs in schools and the ESO. Each year approximately one-third of the principals in the Directorate are classified as early career; in their first 3 years of the principalship.

Portfolio: Early Childhood Development

ISSUE: Children's Education and Care Assurance: Facts and Figures
Sector demographics

- As at 30 June 2021 there were 370 approved education and care services in the ACT and 134 approved providers.
- The nominal capacity of the sector is approximately 29,500¹ places for children. This includes;
 - 14,500 places in long day care care
 - 10,500 places in outside of school hours care (OSHC)
 - 3,700 places in Government Preschools
 - 1,300 places in non-government preschools
- These figures refer to the the maximum number of places services are approved to provide.

Service type	Number of services	Number of approved places
Long day care*	167	13957
Gov Preschool	77	3663
Non Gov preschool	18	1280
OSHC/ SAC*	100	10574
FDC	8	
TOTAL**	370	29474

- As of 2016 the number of people working in early childhood was 8,734.
- In August 2021, the ACT Long Service Leave Authority reported that 6302 employees were registered with an education and care service (not including the ACT Government) in the ACT.
- In September 2021, the most recent Early Childhood Education and Care Workforce Census was conducted which will provide an update on this figure.

¹ Numbers of places rounded to the nearest 100.

Cleared as complete and accurate: 18/10/2021

Cleared by: Executive Branch Manager

Contact Officer Name: Sean Moysey

Ext: 72143

Lead Directorate: Education

Assessment and Rating

- The Assessment and Rating process is a critical component for promoting and assisting services in the continuous improvement in the National Quality Standards.
- Of the 370 services, **333 services have a quality rating** against the National Quality Standard, representing **90% of services**.
- From 1 July 2020 – to 30 June 2021 **73 full assessment and rating cycles** were completed.
- An assessment and rating takes approximately 20 weeks and involves a qualitative audit for a service against 40 quality elements, plus a compliance check.
- The ACT is showing a steady improvement across most quality areas, with **77% of services with a quality rating of meeting or above**, in contrast to 75% in 2020.
- As at 30 June 2021, the positioning of services in the ACT was:
 - 2 (1%) services had achieved an Excellent rating.
 - 148 (44%) services had achieved an Exceeding rating,
 - 105 (32%) services had achieved a Meeting rating; and
 - 78 (23%) services had a Working Towards rating

Overall quality rating percentages as per ACECQA's Snapshot data – 2017 – 2021

Year	Significant Improvement Required	Working Towards	Meeting	Exceeding	Excellent rating	Total
2017	3	100 (32%)	69 (22%)	129 (42%)	7 (2.29%)	308
2018	0	86 (26.8%)	86 (26.8%)	145 (45.2%)	4 (1.2%)	321
2019	0	81 (25%)	91 (28%)	154 (46%)	2 (1%)	328
2020	0	81 (25%)	91 (28%)	151 (46%)	2 (1%)	325
2021	0	78 (23%)	105 (32%)	148 (44%)	2 (1%)	333

Cleared as complete and accurate: 18/10/2021

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Lead Directorate: Education

Investigations – case overview

Annual summary: Cases received by CECA*			
Serious incidents**	826	Complaints direct to RA	94
Other incidents	351	Complaints notified to RA by approved providers	182
Non-regulatory	63	TOTAL COMPLAINTS	276
TOTAL INCIDENTS	1240		
TOTAL CASES	1516		

* This is a summary of notifications (cases) received by CECA during the reporting period

** 'Serious incidents' is a broad category that can include any incident where medical attention is sought.

Annual summary: Cases closed by CECA*			
	No compliance action	Compliance action	TOTAL
Cases requiring investigation	19	30	49
Cases not requiring investigation	1355	98	1453
TOTAL	1374	128	1502
Cases carried over from last year	5		
Ongoing cases	19		

* This is a measure of cases closed/ finalised in the reporting period

Serious incident by service type (2020-2021)	Number	Percent
Long Day Care	488	32%
Preschool	64	8%
OSHC	262	32%
Family Day Care	8	1%
Out of scope	4	<1%
TOTAL	826	100%

Compliance actions ²	Number
Letter issued	94
Compliance notice issued	15
Caution letter issued	9
Enforceable undertaking issued	5
Prohibition notice issued	3
Condition imposed	2
Compliance direction issued	1
Approval amended	1
Grand Total	130

² Compliance actions may include multiple actions per case, accounting for the difference in compliance action table (130) and case closed by CECA table (128). The latter has been used in the annual report.

Cleared as complete and accurate: 18/10/2021

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Lead Directorate: Education

Investigations

- From 1 July 2020 to 30 June 2021 the Regulatory Authority assessed 1516 incidents and complaints. The total includes 1240 incidents and 276 complaints. 10 other matters were referred to triage from an audit or assessment visit.
- Of those matters triaged by CECA, 49 matters were investigated, due to suspected offences engaging harm, hazard or governance issues.
- 19 investigations were carried forward from 2019-20. There were 19 ongoing investigations on 30 June 2021.
- Major areas of investigations for the financial year were: allegations of inappropriate interactions and harm to children, children unaccounted for or missing from services, below minimum staffing levels and inadequate supervision.

Audit and Risk

- In the 2020 – 2021 financial year the Regulatory Authority carried out approximately
 - 143 compliance audits; and
 - 12 risk audits in response to incidents or allegation that required a rapid response.
- Audits are either announced or unannounced.
- Scheduled compliance audits are conducted against the minimum requirements of the National Law.
- Four compliance actions were undertaken as a direct result of compliance audits between 1 July 2020 to 30 June 2021.

Compliance actions

- 147 compliance actions were taken from investigations and audits combined.

Injury/ trauma/ illness

Type of Injury/Trauma/Illness	Total
Allergic reaction (not anaphylaxis)	
Asthma	
Bite wound	
Broken bone/fracture/dislocation (known or suspected)	141
Burn	
Convulsion/seizure/unconscious	
Crush/jam	
Cut/open wound/bleeding	225
Eye trauma	
Fever/High Temperature	
Head injury/concussion	80
Infectious disease (incl. gastrointestinal)	13
Ingestion/inhalation/insertion	17
Respiratory	10
Sprain	14
Tooth/dental injury	19
Venomous bite/sting	
None of the above	56
TOTAL*	623

Cause of injury/trauma/illness	Total
Animal	
Child/child interaction	71
Child/staff (incl. student or volunteer) interaction	
Equipment/furniture/toy	66
Fall/trip	350
Food	
Infectious disease (Known/suspected)	18
Nails/wire/exposed metal/building material	
Other	34
Pre-existing medical condition	
Self inflicted	20
Unknown	31
TOTAL*	617³

³ Differences between the type of injury recorded and cause of injury where multiple children are involved in the same incident.

Scholarships

- The ACT Government offers scholarships of up to \$25,000 per applicant to undertake Early Childhood Teaching tertiary degree. Support is offered over four years fulltime or eight years part time. The scholarship also supports employers to backfill staff when students undertake practical training in different settings.
- The Early Childhood Teaching Scholarship rounds are advertised twice a year, in early January and June 2020, and January and August 2021.
- **In 2020, [REDACTED] applicants were supported** to undertake an Early Childhood Teaching degree as part of the **Early Childhood Degree Scholarship** program.
- During the period of 1 January to **30 June 2021, a further [REDACTED] applicants** were successful applicants as part of the Early Childhood Degree Scholarship program. There are **currently 29 scholarships in progress**.

Risk Ratings

- In 2019 the ACT Regulatory Authority adopted the NQAITS risk rating system. This system is automatically generated based on a number of elements including quality rating of a service, number of breaches against a service, type of service, time since last visit and compliance actions taken against the service. The data is collated from NQAITS which generates a risk score, which is updated on a fortnightly basis within NQAITS.
- Of the current 361 approved services, the breakdown of risk levels of services is as follows:
 - 1- Very Low - 25 (audit approximately every 26 months)
 - 2- Low - 82 (audit approximately every 20 months)
 - 3-Medium - 177 (audit approximately every 15 months)
 - 4- High- 68 (audit approximately every 12 months)
 - 5- Very High - 18 (audit approximately every 9 months)

BUDGET ESTIMATES BRIEF

- Please note that those service with a very high to high rating may be a result that they are a new service have not received a visit yet and do not yet have a quality rating which impacts on the overall score.
- Please note that in determining a risk level, a compliance action remains active against a service for a period of two years.

Background

- The *Education and Care Services National Law (ACT) Act 2011* (The National Law) requires the Regulatory Authority to take complains and notifications, assess those issues and respond accordingly.
- The National Law requires the Regulatory Authority to monitor providers' and services' compliance with the National Law. This is done through risk assessments, auditing, investigations and assessing intelligence and data.
- The Regulatory Authority is also responsible for responding to complaints about a small number of services under the *Children and Young People Act 2008* (CYP Act).
- The regulatory Authority does not have an obligation or authority to resolve complaints that deal with administrative issues such as fees, waiting lists, or priority of access, unless they allege non-compliance with a provision of the ECS National Law or CYP Act.
- The regulator assesses complaints and investigates incidents alleging a risk to children's safety, health or wellbeing at approved education and care services.
- The Regulatory Authority has regular scheduled meetings to manage its functions:
 - Weekly Cycle – triage and risk management.
 - Fortnightly Cycle – case management.
 - Monthly Cycle – assessment and rating progress; audit and risk management progress; and investigation progress
 - Quarterly Cycle – education and care sector meetings; ECPG; ACECQA/ACT teleconference; ECPG working groups; and ACECQA working groups.
 - Yearly Cycle – audit program planning; risk rating; and assessment and rating schedule.
- The Regulatory Authority also keeps regular data records on a quarterly basis.

BUDGET ESTIMATES BRIEF

Portfolio/s: Education and Youth Affairs

Early Childhood Development

School Psychologist Allocation

Question

How does the Directorate determine the distribution and allocation of school psychologists in ACT public schools?

Allocation of a school psychologist is undertaken every three years. The next three year placement begins in 2022. Allocation is based on a formula used to predict the needs of the student population. The formula considers the projected enrolment numbers and

- the number of referrals to Child and Adolescent Mental Health Services
- the number of referral to Child Youth Protection Services
- SES data and
- data from Inclusive Education.

Clinical Practice works collaboratively with Analytics and Evaluation Branch in determining the appropriate data sets and identifying psychology points for each school setting

ACT public school psychologists work flexibly to meet the individual needs of their community. We cannot provide an average case load for school psychologists, as each case is different with supports often varying in time and intensity.

We do not have a psychologist to student ratio. ACT Public Schools access a range of allied health expertise who work with school psychologists to ensure holistic services are in place.

Cleared as complete and accurate: XX/XX/2020
Cleared for public release by: Choose an item.
Contact Officer name:
Lead Directorate: Choose directorate:
TRIM Ref:

Ext:
Ext:

2020-21 Budget technical adjustment -Chaplaincy – Executive Summary

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

Current NSCP in the ACT

- The NSCP funding remains available to Catholic and Independent schools for the duration of the current NSCP agreement (2019-2022) to support the emotional wellbeing of students by providing pastoral care services and strategies that support the emotional wellbeing of the broader school community.
- Currently, 28 CEO and AIS schools participate in the National School Chaplaincy Program (NSCP). This represents 14 Catholic and 13 Independent schools. No ACT public schools participate in the NSCP.
- Under the Program, the school chaplain must have qualifications equivalent to or higher than the Certificate IV in Youth Work or Pastoral Care.
- Chaplains may be from any faith and do not proselytise or evangelise. They must respect, accept and are sensitive to other people's views, value and beliefs.
- All chaplains also must comply with the ACT laws and policies in relation to child protection matters.
- Participation in the chaplaincy program is voluntary. Students are not obliged to participate in the Program and as per the NSCP guidelines, parents and students are to be regularly informed by the school about the availability and voluntary nature of the services.

Wellbeing Support Worker

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

- The wellbeing support worker's key responsibilities may include the development and delivery of a range of programs that support student wellbeing and engagement and build partnerships between the school and community agencies.
- The exact parameters of the role are defined at school level so as to meet the needs of the school community.
- In **late 2019** NSCP chaplains in 16 ACT public schools offered their chaplain a temporary fixed-term contract for the 2020 school year (note one chaplain worked across 2 schools hence there were **15 chaplains** for 16 schools).
- During late 2019 and early 2020, **seven** of the 15 chaplains accepted this offer to work as a wellbeing support worker during the 2020 school year.
- As of February 2021, [redacted] of the seven chaplains continued their employment as wellbeing support workers. [redacted] did not continue their employment.

NSCP Key Dates

Blue – NSCP program management

Black – ACT Government schools transitioning out of NSCP

Pre 2019

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

2019

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

2020

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

2021

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

% of y10 Aboriginal and Torres Strait Islander students proceeding to Year 12 and Year 12 completions

The Education Directorate works with schools to ensure that they are able to support Aboriginal and Torres Strait Islander students successfully complete all levels of schooling and transition into post-school pathways. This work includes:

Cultural Integrity Framework

Cultural Integrity in ACT public schools means that schools are:

- Culturally safe places for Aboriginal and Torres Strait Islander students, families and staff;
- Accountable for meeting the aspirations, learning and wellbeing needs of all Aboriginal and Torres Strait Islander students;
- Developing all staff and students' understanding of Aboriginal and Torres Strait Islander histories, cultures, languages and knowledge systems through professional learning and curriculum delivery;
- Developing and maintaining genuine, collaborative and respectful relationships with Aboriginal and Torres Strait Islander parents, families, local community members, service providers and agencies;
- Actively representing Aboriginal and Torres Strait Islander histories, cultures and contributions to contemporary society in their physical infrastructure and online presence;
- Supporting and providing opportunities for all staff to build their knowledge and understanding of Aboriginal and Torres Strait Islander histories, cultures, languages and knowledge systems; and
- Regularly evaluating and refining their practices to ensure that Cultural Integrity is achieved and retained.

To guide this work, the ACT Education Directorate uses a Cultural Integrity Framework. The three domains of the Cultural Integrity Framework are:

1. Teaching with cultural integrity
2. Engaging with students, families and community
3. Creating a school culture of respect

For each domain there is an overarching statement of intent and several focus areas. There are descriptors for each of the focus areas within each domain, however, these descriptors are unlikely to describe everything that a school is doing to advance its cultural integrity. Schools are encouraged to use the descriptors to make balanced judgements about progress and to identify strategies for improvement.

In addition to the Framework, a Cultural Integrity Assessment Tool for School Leaders has been developed to assist school leaders in their planning.

The Directorate continues to deliver, refine and lead 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.

Professional learning is provided throughout the year to continue to develop Cultural Integrity in ACT

Schools.

Embedding Aboriginal Histories and Cultures

Embedding Aboriginal and Torres Strait Islander Histories and Cultures in schools is core business of the Education Directorate. If students can see themselves in the curriculum, they are more likely to engage. This engagement then has a positive affect on Aboriginal and Torres Strait Islander Student retention and attainment.

The Education Directorate provides resources to support the embedding of Aboriginal and/or Torres Strait Islander histories, cultures and perspectives. A highly successful initiative has been the implementation of regular book clubs, in the four main school networks, once per term. Book Club provides a range of books focussing on Aboriginal and Torres Strait Islander histories, cultures and perspectives to schools through club attendees, who are generally primary and high school classroom teachers. Book clubs provide an opportunity for sharing and discussion of ideas and allow for creative collaboration in how resources can be used further across all year levels.

In collaboration with IEOS and CICs, or at the request of individual schools, more targeted professional learning is available based on the needs of the school. This involves a brief outline of an identified area of need, and then through a collaborative approach, designing a presentation that supports staff to build their capacity and confidence in embedding Aboriginal and Torres Strait Islander histories, cultures and perspectives.

The Directorate has this year established an *Embedding Aboriginal and Torres Strait Islander histories and cultures* page on the new Service Portal, creating an accessible central site for teachers to access our relevant teaching and curriculum resources, lesson and unit plans, local resources on Ngunnawal country and opportunities to join our book clubs.

Aboriginal and Torres Strait Islander Student Aspirations Program

The Student Aspirations Program delivers scholarships, bursaries and events designed to support the aspirations of Aboriginal and Torres Strait Islander students. The Program continues to deliver scholarships and awards to Aboriginal and Torres Strait Islander students:

- 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 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*.

Broaden Your Horizons provides participants with opportunities to engage with staff from a broad range of occupations and professions and to learn about different pathways into training and employment. To

date, events have been held at the Supreme Court, the National Museum of Australia and the University of Canberra.

Koori Preschool – Executive Summary

- Koori Pre has capacity for a total of 109 children across five sites, Richardson, Ngunnawal, Narrabundah, Wanniasa, and Kingsford Smith.
- August 2021 figures show 97 children enrolled in Koori Pre, which is at 89% capacity.
- More than 147 stakeholders have engaged in the Koori Pre Co-design consultation, led by Ngiyampaa and Wiradjuri woman and respected community member, Shona Chapman. Participants engaged in a range of ways including face to face and online interviews, tailored surveys, and community events. A total of 49 children across the five Koori Preschools contributed their expertise to the Co-design.
- Consultation findings show that what matters to Aboriginal and Torres Strait Islander children, families, and community (Mob) is:
 - Culture** - authentic, connected, community input
 - Staff** - culturally competent, good fit, recruitment, and selection
 - Curriculum** - co-designed, culturally responsive, Cultural Safety Framework
 - Family voice** - parent knowledge and input
 - Connection** - school, community, each other, Country, supports and services
 - Physical Environment** - sense of belonging and identity
 - Knowing about Koori Pre** - what's on offer, many channels.
- The findings have been developed into a Koori Pre Cultural Safety Framework (draft) with an overarching Vision of *a high quality, high expectation, and holistic early childhood program for Aboriginal and Torres Strait Islander children living in the ACT, grounded in Aboriginal and Torres Strait Islander cultures, knowledges, and values, that recognises children, and their families, are proud, strong, and deadly.*
- [REDACTED] of the five Identified Koori Pre Learning Assistant positions are held by an Aboriginal and/or Torres Strait Islander person. Narrabundah Koori Pre is currently undertaking recruitment to the Learning Assistant position. The position has been advertised widely through Aboriginal and Torres Strait Islander networks. The recruitment panel will include an Aboriginal and/or Torres Strait Islander representative.

Without NAPLAN how do we know where the students are at, and how are we improving practice? Executive Summary

NAPLAN

- Students sit NAPLAN tests in years 3,5,7 and 9. Results from NAPLAN provide parents and schools with an understanding of how individual students are performing at the time of the tests (every 2 years).
- NAPLAN tests are one aspect of a school's assessment and reporting process, and do not replace the extensive, ongoing assessments made by teachers about each student's performance.
- NAPLAN 2020 and NAP – ICT 2020 were cancelled for all states and territories due to the impact of COVID-19 on schooling in Australia.
- The decision to cancel NAPLAN in 2020 was made by the Australian Education Minister and State and Territory Education Ministers.
- Principals in ACT were advised on Friday 20 March 2020

Student Achievement

- Teachers use a variety of assessment tasks and / or opportunities that are planned and align with teaching. Multiple sources of evidence are selected and analysed to inform teaching practice and measure impact on student's learning.
- These sources of data include the capturing of formative assessment. Formative assessment provides feedback and information during the teaching process to identify areas for improvement.
- Professional Learning Communities (PLCs) of teachers are used as a forum to discuss learning data and to plan for future learning.
- Moderation practices are used to support consistency of teacher judgement. Agreed achievement data is used to tailor teaching and learning programs and to target school resources.
- Differentiated, explicit and scaffolded teaching based on the identified needs of students is planned and delivered. Quality feedback is used to support and improve student learning.
- The ACT Education Directorate encourages schools to have a pedagogical framework that outlines the expectations for teaching and learning within their school. Each ACT public school develops and implement a pedagogical framework, to ensure high quality, evidence-based teaching practices that focus on success for every student.
- ACT schools can access Enabling Pedagogies – a web based resource to support the development of evidence-based teaching practices in their school.

Add reference number

Portfolio/s: Education and Youth Affairs

Early Childhood Development

Relationships, sexuality and consent education**Talking points:**

- The Australian Curriculum supports students to develop knowledge, understanding and skills that will help them to establish and manage respectful relationships. This includes the teaching of consent and refusal strategies. All ACT public schools deliver the Australian Curriculum.
- The ACT recently provided feedback to ACARA as part of the public consultation process to review the Australian Curriculum. The ACT recommended strengthening Consent/Respectful Relationships Education in the Learning Area of Health and Physical Education.
- On 21 July 2021, a Respectful Relationships, Sexuality and Consent Education (RRSCE) Roundtable was held in partnership with the University of Canberra. Attendees included representatives from all education sectors, ACT P&C, Youth Advisory Council members, ACT Policing and community partners. The event provided an opportunity to explore current research, understand what is happening in schools and identify gaps and opportunities to strengthen relationships, sexuality and consent education in all ACT schools.
- Key themes that emerged from the Roundtable event included:
 - recognition of the benefits of a cross-sector approach
 - the need for a whole-of-community response
 - the voices and lived experiences of young people must be central to any community wide solution.
- The ACT is continuing to work with stakeholders, to build on the learning from the Roundtable and strengthen relationships, sexuality and consent education in the ACT.

Key Information

- The Education Directorate supports ACT public schools to provide inclusive, accessible, and high-quality education for all students. To achieve this, we are empowering and educating our teachers to use resources aligned to the Australian Curriculum that are age, year level and developmentally appropriate.
- Teaching skills and shaping attitudes to combat gender-based violence requires an intentional, whole school approach using evidence-based resources that are age, year level and developmentally appropriate. By doing so early in their development, this sets a strong foundation for the reduction and prevention of gender-based violence.

Cleared as complete and accurate: 18/10/2021

Cleared for public release by: Director-General

Ext:

Contact Officer name:

Ext:

Lead Directorate:

Choose directorate:

TRIM Ref:

BUDGET ESTIMATES BRIEF

- From the time students enter the school system, children learn about protective behaviours as well as the personal and social capabilities that support the understanding of concepts such as respect and consent.
- The Australian Curriculum learning area of Health and Physical Education has a strong focus on providing students with ongoing, developmentally appropriate, and explicit learning experiences through the focus area: 'Relationships and Sexuality'.
- All school communities have a responsibility when implementing the Health and Physical Education curriculum to ensure that teaching is inclusive and relevant to the lived experiences of all students. This is particularly important when teaching about reproduction and sexual health, to ensure that the needs of all students are met, including students who may be same-sex attracted, gender diverse or intersex.

Background Information

- Respectful Relationships Education (also known as Gender Equality Education) is a school-based approach to primary prevention of domestic and family violence. It aims to develop skills and attitudes early that will prevent gender-based violence from happening in the future.
- At the universal level (all students), schools teach Respectful Relationships and Sexuality Education through the Australian Curriculum supported by social and emotional approaches and specific Gender Equality Education resources.

Aboriginal and Torres Strait Islander Education – Student Aspirations Program

- The ACT Education Directorate administers the Aboriginal and Torres Strait Islander Student Aspirations Program. There are three types of scholarships and bursaries for Aboriginal and Torres Strait Islander students associated with this program: the Secondary Scholarships; the Tertiary Scholarships; and the Mura Awards.
- The Secondary Scholarships are awarded to Aboriginal and Torres Strait Islander students in years 10 and 11 to support Year 12 completion rates and are valued at \$4000 per annum paid in two instalments, subject to meeting certain conditions.
- Over the 2020-21 reporting period, eleven new scholarships were awarded. Ten scholarships in their second year were also administered over the same reporting period. The Tertiary Scholarships are an ACT Government initiative aimed at increasing the number of Aboriginal and Torres Strait Islander teachers and health workers. They support Aboriginal and Torres Strait Islander students accessing a teaching or health-related qualification at an ACT-based university.
- A total of \$80,000 is available each year. The scholarship value is at the panel's discretion according to volume of applications and student performance on application and interview.
- Over the 2020-21 reporting period, seven new scholarships were awarded totalling \$84,000 were awarded, with the residual \$4000 being financed out of the Aboriginal and Torres Strait Islander Education Section's administrative budget.
- Former recipients of the Secondary and Tertiary Scholarships have gone on to work in the ACT public system in a variety of roles including as: Teachers; Social Workers; Cultural Integrity Coordinators; Aboriginal and Torres Strait Islander Education Officers; and Learning Support Assistants.
- The Mura Awards are an initiative that aim to recognise Aboriginal and Torres Strait Islander students for demonstrating one or more of the following criteria: high level of engagement with learning; leadership within the school community; and improved achievement.
- Bursaries of \$400 are made available to support education-related expenses. Aboriginal and Torres Strait Islander students in years 4, 5, 6, 9 and 10 are eligible. The bursaries are paid to schools and then administered by Business Managers.
- Over the 2020-21 reporting period, 64 nominations for the 2020 Mura Awards were received with all nominations deemed suitable for the award, costing a total of \$25,600.

Supporting Parent Engagement Grants – Executive Summary

Background

- The Supporting Parent Engagement Grants Program (the Program) forms part of the 2016 ACT Government’s election commitment under the Supporting Parent Plan (EC LAB 030-80).
- In 2016, \$0.8m was committed to fund the election commitment aimed at building the capacity of Parent and Citizen Associations (P&C) to strengthen parent engagement in public schools.
- The Program aligns with the commitments articulated in the ACT Government’s Future of Education Strategy: *Strong communities for learning*. It recognises parents and families as children’s first educators and that family-school partnerships have significant and long-lasting impacts across communities.
- The Program aims to:
 - increase the business acumen and enterprise skills of ACT public school P&C associations to run effective businesses such as Outside School Hours Care (OSHC) programs;
 - build efficacy of ACT public school P&C associations to strengthen family-school partnerships and embed effective parent engagement strategies as ‘business as usual’;
 - develop and promote practical tools and resources to strengthen parent engagement to maximise the impact on children’s learning and wellbeing outcomes;
 - support sustainable and innovative initiatives to foster greater parent engagement and improve learning and wellbeing outcomes for children and young people; and
 - better promote P&C associations to increase involvement of all parts of the school community including Aboriginal and Torres Strait Islander families.
- The following groups were eligible to apply:
 - P&C associations linked with an ACT public school (including sub-committees such as school canteen, OSHC, uniform shop)
 - ACT public schools (that do not have an active P&C association)
 - the ACT Council of Parent & Citizens Association (the Council) (on behalf of a parent group wishing to form a P&C association).
- The Directorate offered **five rounds of grants** as part of the Program. The program commenced with Round 1 on 26 June 2020, with the fifth and final round closing on 26 April 2021.
- Key themes of supported projects to date include engagement / community hubs and gardens spaces, raising awareness of cultural integrity and parent engagement,

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

- The details of the finalised rounds are published on the [EDU webpage](#). Publication of Round 5 will be updated when all applicants have accepted their Letter of Offer.

Budget

- A total of \$0.760 in grants have been paid or committed to date:
 - Round 1 closed 7 August 2020. \$0.118m was awarded to seven recipients as part of this round.
 - Round 2 closed on 18 September 2020. \$0.171m was awarded to eleven recipients as part of this round.
 - Round 3 closed on 30 October 2020. \$0.178m were awarded to eleven recipients as part of this round.
 - Round 4 closed on 5 February 2021. \$0.096m was awarded to six recipients as part of this round.
 - Round 5 closed on 26 April 2021. \$0.196m was awarded to twelve applications as part of this Round. An additional applicant has resubmitted their application for a total of \$20,000. Their application is pending consideration by the Delegate.
- To date the total amount remaining is \$40,249.35. This may be reduced to \$20,249.35 subject to Delegate approval of resubmitted application.
- Additional discussions regarding the remaining funds need to occur. Further rounds could cause risk with several eligible applicants rejected due to lack of funding.

Summary

	Round 1	Round 2	Round 3	Round 4	Round 5	TOTAL
Successful Applications	7	11	11	6	12	47
Partial Successful Applications	0	3	3	0	0	13
Unsuccessful Applications (including partial not successful)	2	1	9	2	6	20
TOTAL Applications	9	12	20	8	19	68
Funding Awarded / Offered	\$118,487	\$170,631	\$178,403	\$96,418	\$195,811.65	\$759,750.65
Total Remaining						\$40,249.35

VET in Schools – Executive Summary

- During 2021 the newly established ACT Public Schools RTO Strategic Development Group (RTO SDG) has commenced development of a workplan to assist the Directorate to redefine its VET offerings for secondary school students. This includes:
 - Reviewing opportunities to support the ACT VET teacher workforce
 - Strengthen access to personalised pathways for students
- In June 2021 the Directorate invested in centralised resources for schools to support remote learning and completion of VET courses impacted by the COVID lockdown.
 - Examples of centralised resources include Training Product resources for 11 qualifications being delivered by school-based RTOs and a subscription for all ACT public secondary schools (high schools and colleges) to the Safetyhub video library.
- The support secondary school students and school leavers the Directorate has been working closely with peak bodies and large employers to establish School to Industry Partnerships that increase the number of employment pathways opportunities available through Australian School-based Apprenticeships. Examples of the industry partnerships currently in development include:
 - Collaboration between the Directorate, CIT and key stakeholders in the Hospitality Industry (e.g., ClubsACT, Australian Hotels Association) to develop an employment pathway program for 2021 Year 12 school leavers, and an ASbA program to commence from 2022
 - Collaboration between the Directorate and the ACT's Early Childhood Education and Care Sector to develop an ASbA program to commence from 2022
 - Collaboration between the Directorate, CIT and Car Craft Group (peak body representing metal fabrication/panel beating) to develop an employment pathway program for 2021 Year 12 school leavers, and an ASbA program to commence from 2022
- During 2021, the Directorate has supported schools to increase access to personalised pathways through the development of partnerships between schools and external RTOs. Examples include:
 - Australian Academy of Media: Creative Pathways to Employment (short course)
 - Australian Indigenous Leadership Centre: Certificate II in Indigenous Leadership
 - CIT: Panel and Paint (short course)
 - Scouts Australia: increase access to Certificate IV in Outdoor Leadership (for teachers to support Outdoor Recreation, Excursions, and VET delivery in schools)
- The Directorate has supported a range of initiatives to support diversity and inclusion cohorts, including:
 - Connect to Ability ASbA program with Nexus Human Services
 - Aboriginal and Torres Strait Islander Employment Pathway Program (ASbA program with CMTEDD)
 - Indigenous Allied Health Academy ASbA program.
- A Vocational School Engagement Working Group has been established by CIT and the Directorate to ensure there is coherence in the way in which ACT schools promote CIT activities, engage with CIT and increase the participation of school students in VET.
 - As a result of this groups work, a 'menu' of programs and activities for schools has been developed in collaboration with CIT, enabling a wider range of offerings from CIT being accessible to ACT secondary school students.

Vulnerable Students and Families – Executive Summary

- ACT public schools have been monitoring student engagement with their remote learning programs.
- Schools have remained in contact with families during the remote learning period. This has included wellbeing checks and supports to link families to community service providers and supports as required and appropriate.
- The School Psychology Service has also produced some short videos to for families supporting children and young people who may be anxious about the return to school.
- Additionally, the School Psychology Service pivoted to telehealth at the commencement of lockdown. This has also provided support to families who have indicated concern with the return to school. This has predominately related to children with separation anxiety.

Vulnerable Families

- If a school is unable to contact families and they have concerns regarding the student's engagement with education, they can refer families to the Directorates School Attendance Team (SAT).
- SAT works with schools and families to remove barriers preventing a child or young person's attendance/engagement with school.
- Social workers in the SAT team reach out to families, build relationships, and support the family identify issues in which they may require support. This is a voluntary service.
- SAT works closely with the Community Services Directorate (CSD) to connect families into appropriate services including the Child Development Service and Families and Community Centres.
- All education staff are mandatory reporters. If they have concerns for the safety and wellbeing of a child or young person they will make a mandatory report to Child & Youth Protection Services (CYPS).
- CYPS works closely with the Directorate to support families and children and young people in out of home care to engage with education.



LEGISLATIVE ASSEMBLY
FOR THE AUSTRALIAN CAPITAL TERRITORY

QTON No. 4

STANDING COMMITTEE ON EDUCATION AND COMMUNITY INCLUSION
MICHAEL PETTERSSON MLA (CHAIR), JOHNATHON DAVIS MLA, PETER CAIN MLA

Inquiry into referred 2019–20 Annual and Financial Reports and Budget Estimates 2020-21
ANSWER TO QUESTION TAKEN ON NOTICE
1 March 2021

Asked by Mr Davis MLA:

In relation to:

What is the average case load for a school psychologist, and do we have a psychologist to student ratio?

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

ACT public school psychologists work flexibly to meet the individual needs of their community. We cannot provide an average case load for school psychologists, as each case is different with supports often varying in time and intensity.

We do not have a psychologist to student ratio. ACT Public Schools access a range of allied health expertise who work with school psychologists to ensure holistic services are in place.

Approved for circulation to the Standing Committee on Education and Community Inclusion

Signature:

Date: 18/03/21

By the Minister for Education and Youth Affairs, Yvette Berry MLA

Bullying and Violence - Budget Estimates – Executive Summary

- The Directorate has invested heavily in prevention and early intervention for bullying and violence, including supporting, managing and responding to students who experience or may be involved in these behaviours.
- The Safe and Supportive Schools Policy and related procedures provides guidance for Canberra public schools on promoting safe, respectful and supportive school communities.
- The 2019 Minister’s Student Congress on the topic of ‘Bullying’ found students had a good understanding of the definition of bullying, valued development of social emotional skills, a whole school approach, respectful relationships and have a repertoire of strategies including help seeking behaviours.
- In 2019, there were two inquiries into bullying and violence in the ACT:
 - Standing Committee on Education, Employment and Youth Affairs (SCEEYA); and
 - Schools Education Advisory Committee (SEAC)

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

- 23 Recommendations
- The Directorate has made substantial progress, having completed 17 of the 21 actionable recommendations made by the Standing Committee. The remaining four actions are well underway.

Government position	12 Agreed	9 Agreed in Principle	2 Noted
Status at October 2021	10 Completed 2 In progress	7 Completed 2 In progress	-

Rec #	Standing Committee Recommendation	Government Response	2021 October Update
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.	Agreed The ACT Government 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. The Education Directorate will work with other agencies to support schools, students and families in effectively employing restorative practices such as restorative conferences following incidents of bullying and violence.	In Progress - Timeframe for Completion: 2022 The PBL draft project plan light includes: 1. Provide a guide for schools to access external agencies that can provide conferencing - expected completion 2022 2. Develop a training package to inform a restorative practices approach within ACT schools
3	The Committee recommends that the ACT Government	Agreed The ACT Government supports evidence-informed practice and will	In Progress - Timeframe for Completion: 2022

	<p>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>build on the suite of evidence-based Social Emotional Learning programs that already exist.</p> <p>The Future of Education Strategy includes an initiative to enhance the role of the Teacher Quality Institute to share excellent practice and contemporary research evidence across the ACT; and explore the creation of an ACT teaching evidence clearing house, possibly as an extension of the Teacher Quality Institute.</p>	<p>Identification of Social Emotional Learning programs is well underway.</p> <p>PBL systems, professional learning and ongoing work with schools incorporates a trauma informed approach.</p> <p>The Directorate's <i>Safe and Supportive Schools Policy</i> requires every ACT public school to explicitly teach social emotional skills and to use the Australian Curriculum to plan for and guide students' development of the general capabilities, including personal and social capability and intercultural and ethical understanding, in school and classroom learning. This is undertaken as one of the seven essential features of the PBL framework.</p> <p>The Directorate also endorses <i>Be You</i>, an initiative that builds on the success and learnings from the 5 existing programs that are now integrated into one single, national initiative delivered through early learning services, primary and secondary schools. Since the launch of <i>Be You</i> in November 2018, the Directorate has been supporting its uptake and as of February 2020, 92 per cent of ACT schools (123 schools) have registered for <i>Be You</i>.</p>
18	<p>The Committee recommends that the ACT Government introduce a parent self-reporting portal for incidents relating to bullying, violence and occupational violence.</p>	<p>Agreed in principle</p> <p>Schools and the Education Directorate encourage parents to raise incidents of bullying, school-based violence and occupational violence with their school. However, there are processes in place that give parents the opportunity to raise complaints or concerns regardless of their nature with the Education Directorate. This is currently through the Families, Students, Complaints and Feedback team.</p> <p>The ACT Government understands that this process needs to be enhanced. The Education Directorate</p>	<p>In Progress - Timeframe for Completion: to be confirmed</p> <p>Work has commenced.</p> <p>Feedback and Complaints is currently working with Digital Strategy, Services and Transformation (DSST) to include a link for Parents on the SAS parent portal.</p>

		is currently redesigning its complaints management and case coordination process. It is intended that this will include an online solution that would seek to provide not only an online lodgement mechanism, but the ability to keep families up to date on actions being undertaken	
19	The Committee recommends that the ACT Government introduce a student self-reporting portal for incidents relating to bullying, violence and occupational violence.	<p>Agreed in principle</p> <p>Schools and the Education Directorate encourage 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. However, there are processes in place that give students the opportunity to raise complaints or concerns regardless of their nature with the Education Directorate. This is currently through the Families, Students, Complaints and Feedback team.</p> <p>The ACT Government understands that this process needs to be enhanced. The Education Directorate is currently redesigning its complaints management and case coordination process. It is intended that this will include an online solution that would seek to provide not only an online lodgement mechanism, but the ability to keep families up to date on actions being undertaken.</p>	<p>In Progress - Timeframe for Completion: To be confirmed</p> <p>Work has commenced.</p> <p>Feedback and Complaints is currently working with Digital Strategy, Services and Transformation (DSST) to include a link for students on Backpack.</p>

School Education Advisory Committee (SEAC)

- SEAC is the Schools Education Advisory Committee. The members of the SEAC were appointed by the Minister (see table below).
- SEAC was asked to advise on opportunities to strengthen practices in schools and the Education Directorate, with a focus on Positive Behaviours for Learning (PBL).
- SEAC noted PBL is a sound framework upon which to build a safe, supportive and inclusive school culture.
- 75% of ACT public schools are in the process of PBL implementation, with all schools ensuring that they are creating positive learning environments appropriate to school context and student need.
- SEAC's report made 38 observations, many of which are directly related to PBL.

SEAC Members

Role	Member	Relevant background
Chair	Sue Chapman	Former Deputy-Director-General in the Community Services Directorate and First Assistant Secretary, Portfolio People Services in the Department of Human Services.
Deputy Chair	Chris Redmond	Former Chief Executive Officer of Woden Community Service.
Member	Dr Sue Packer	2019 Australian Senior Citizen of the Year, a Paediatrician and a Community Paediatrician with a special interest in child abuse and abuse prevention and a member of the Expert Panel into Students with Complex Needs and Challenging Behaviours.
Member	Dennis Yarrington	Former principal with extensive experience in public and Catholic education, including the positions of teacher, executive teacher, consultant and principal.
Member	Nick Maniatis	Current high school teacher and AEU sub-branch president.
Member	Kirsty McGovern-Hooley	Current president of the ACT Council of Parents and Citizen's Association.
Member	Barbara Causon	Wiradjuri woman with extensive experience in the Australian Public Service including Centrelink's Area Manager for North Australia and current Chairperson of <i>Our Booris, Our Way Review</i> of Aboriginal and Torres Strait Islander children in child protection system.
Member	Philippa Godwin	Consultant with particular interest in leadership, organisational design, and public sector management and member of the Schools for All Oversight Group.

Restrictive Practice – Executive Summary

Restrictive Practice is defined by the Senior Practitioner Act (2018) as a practice that is used to restrict the rights or freedom of movement of a person for the primary purpose of protecting the person or others from harm. Restrictive Practice is NOT *reasonable action taken to monitor and protect a child or vulnerable person from harm*.

The six types of restrictive practice that are regulated by the Act are physical, environmental, chemical and mechanical restraints, seclusion and coercion.

In a school environment restrictive practice is regulated by law using the *Senior Practitioner Act 2018*. Under this ACT Education is categorised as a “provider” and therefore must abide by this law.

The Act provides a framework for minimising, reducing and wherever possible eliminating the use of restrictive practice. It requires:

- restrictive practice to be planned for and documented in a PBS plan;
- the plan to include strategies to reduce and wherever possible eliminate restrictive practice;
- the plan to be approved by a registered panel and then registered with the Senior Practitioner;
- the plan to be reviewed regularly; and
- reporting to occur each and every time a restrictive practice is used.

Complaints about the use of restrictive practice must be investigated. A section of the Directorate independent to service delivery undertakes this investigation then provides feedback to the SP for consideration and appropriate action in line with *the Act*.

The above requirements have lead to:Improved Data Collection

- In alignment with the Senior Practitioner Act (SPA), the Directorate has been reporting restrictive practice data to the Senior Practitioner (SP) since 2018.
- Data processes have been reviewed and strengthened to ensure consistency and accuracy at input and enable targeted tracking at student, cohort, school, and system level.
- To ensure data integrity, EDU currently uses a dual review system involving two senior members in the restrictive practice team reviewing each report of restrictive practice entered by the school into SAS. If necessary, the incident is then reviewed with the school to obtain additional information if required. Raw data has also been sampled by the Office of the Senior Practitioner as a further check to the integrity of this process.
- Following the supports provided to schools the Student Engagement team has identified decreasing numbers of incidents misclassified as restrictive practice. This is attributed to an improved understanding of the Senior Practitioner Act.
- In term 4 2020 the Directorate began weekly (previously termly) reporting to the Senior Practitioner.
- The Directorate is improving the collection of data by including detailed fields in SAS to assist and guide staff and ensure compliance with the reporting requirements of the SPA.

Outcomes/Data

- The Restrictive Practice team has aggregated the data provided to the Senior Practitioner to conduct a year-by-year assessment. The latest data demonstrates:
 - a. Reports of restrictive practice **have decreased** in ACT Public Schools.
 - b. **Overall use of RP has reduced by 42%** - 2019 – 2020 (Total RP 654; Total Seclusions 315; Total Restraint 234, Restraint & Seclusion 105)
 - c. **Use of seclusion has reduced by 36%** - 2019 – 2020 (Total RP 383; Total Seclusions 206; Total Restraint 96, Restraint & Seclusion 81)
- Note, data trends are not comparable to any other year due to the impacts of the COVID-19 Public Health Emergency.

Progress on reducing and eliminating RP in ACT Public Schools

- In August 2020, after an audit across all our schools, the Directorate wrote to the Office of the Senior Practitioner to inform that EDU had 155 students with a plan containing restrictive practice. The Directorate agreed to review each of these plans and remove restrictive practice from those where its identification and use is inappropriate.
- A strengthened focus on cultural change has enabled the removal of restrictive practice from **over 90% of plans.**
 - Supports that are available to assist with the minimise and removal of restrictive practices include:
 - Environmental assessment.
 - Identification of low-level universal supports that minimise / eliminate the behaviour of concern / risk.
 - Direct support for individual staff, school team (including executive) to determine need and, review / develop processes, protocols and responses (particularly safety).
 - Targeted Tier 2 / 3 supports, including professional learning specific to the context of the behaviour, involvement of Allied Health professionals and supports.
 - Review and modification of existing Positive Behaviour Support Plans.
 - Development of Positive Behaviour Support Plan based on understanding the function of behaviour.
- As at week 10, term 3 2021, the number of plans containing a restrictive practice has been reduced from 155 to 15. The restrictive practice team have systemically reviewed each plan to ensure quality and consistency. Once finalised, any plans that still include restrictive practice will be submitted to the panel for consideration and registered with the SP.
- While noting the plans have not been registered with the SP, they are still being utilised by the school to minimise the use of restrictive practices and are being reported on a weekly basis to the SP.

Complaints

- The Senior Practitioner passes all complaints received in her office to the Directorate. In 2019, the Directorate received seven complaints. In 2020 one complaint has been received. All complaints have been investigated and resolved. In 2021, one complaint has been received and one incident referred by

the Office of the Senior Practitioner for investigation. No complaints, to date, have been referred for further investigation to the Human Rights Commission.

Seclusion Review

- During 2020, the Senior Practitioner (SP) wrote to EDU and stated she will not approve PBS plans with planned seclusion. As there is no specific advice to clarify this issue in the legislation, discussions have commenced with the newly appointed Senior Practitioner.

Suspension data for 2020 – Executive Summary

- The 2020 suspensions data for ACT public schools and supporting information will be published on the ACT Education website shortly.
- General suspension rates for 2020 are comparable with 2019, acknowledging 2020 data will have been impacted by COVID-19. The suspension rates were:

	2020 percentage of students	2019 percentage of students
Primary	1.9	2.2
Secondary	6.5	7.0
College	0.6	0.7

- A small drop in suspensions across 2020 has been attributed to the remote learning period during term 2.
- Suspension data for 2020 was obtained from the from the Student Administration System by Analytics and Evaluation.
- The suspension data is grouped, based on setting (primary school, high school or college) with information about total enrolments, suspension days, rates, incidents and the number of students suspended.
- When suspension data is published, it is published along with information about:
 - the Education Directorate’s commitment to student wellbeing and how schools are supported to ensure their environments are safe, respectful, motivating and promote positive connections between individuals and their communities.
 - the use of suspension and the process for suspending a student
 - prevention and early supports that are available to students
 - links to relevant policies and procedures.
 - Alignment to the Principal’s suspension factsheet
- The ACT Parents and Citizen’s Association has recently requested data on the suspension rates of students with a disability. A meeting will be held with the P&C in Term 4, 2021 to discuss this data.
- The ACT is a small jurisdiction, as such granular data on individual schools, year levels or student characteristics including students with a disability, are not published due privacy concerns and the risk of identification.
- The Directorate is currently establishing a position on the publication of data for students with disability, noting the Royal Commission into Violence Abuse and Neglect and Exploitation of

People with Disability has expressed interest in data transparency. A recommendation about publishing suspensions data on students with disability is anticipated.

- ACT Public Schools use a range of early support approaches when students are demonstrating behaviour which may prevent them from positively engaging with school. Developing students' social emotional skills is an important part of promoting student wellbeing and is supported through the inclusion of Social Emotional Learning (SEL) approaches in school curriculums.
- The Directorate provides additional targeted support for students, if needed, including facilitating access to multidisciplinary professionals who can work collaboratively with all stakeholders to build the capacity of students, schools, and the community. This may include a targeted support response, explicitly designed to address student suspensions.
- When suspension is necessary, it is used in accordance with section 36 of the Education Act (2004).
- There is significant interest in Education Directorate data relating to suspensions of students with disability following ACAT's decision in 2020 to substitute a suspension decision of a delegate. The decision attracted media attention through the Canberra Times article¹ and Riot Act².
- Following the decision, a fact sheet to assist principals with suspension decision making was developed. It clarified the steps schools need to take with regard to mutually agreed leave, consultation with parents and/or carers about suspension decisions and the application of the suspensions policy and procedures.

¹ <https://www.canberratimes.com.au/story/7078828/father-found-disabled-son-alone-in-locked-classroom-act-tribunal-hears/>

² <https://the-riotact.com/acad-sets-aside-suspension-of-year-2-student-with-disabilities/430744>
<https://the-riotact.com/education-directorate-still-mulling-acat-suspensions-decision/436370>

Suspension is the process of temporarily withdrawing a student from school activities and school grounds, placing them in the care of their parent/ carer.

Can I suspend a Student?

Yes, s36 of the *Education Act 2004* provides that Principals may suspend a student in certain circumstances. When making the decision to suspend, principals must take the appropriate steps as set out by s36 of the *Education Act 2004*.

When can I suspend a student?

To suspend a student, you must be satisfied that the student:

- Is persistently and wilfully noncompliant (noting that this provision would be difficult to satisfy where a student's behaviour is not entirely within their control), or
- Threatens to be violent or is violent to another student attending the school, a member of staff of the school or anyone else involved in the school's operation, or
- Acts in a way that otherwise threatens the good order of the school or the safety or wellbeing of another student attending the school, member of staff of the school or anyone else involved in the school's operation, or
- Displays behaviour that is disruptive to the student's learning or that of another student.

What should I consider before making a decision about suspension?

Prior to deciding to suspend a student you must:

- Make yourself aware of the of facts and/or circumstances relevant to the decision, if you have not directly observed the behaviour of the student. This should include:
 - Consulting with staff/students who may have seen or experienced the student's behaviour or actionsIt may include:
 - Identifying any additional facts/circumstances occurring at the time of the student's behaviour that may have impacted them
- Discuss the student's behaviour with the student and provide them with the opportunity to explain the reasons for their behaviour
- Consult with the student's family about the student's behaviour and relevant facts and circumstances, outlining the proposed approach and obtaining additional information which should be considered as part of a decision.
- Consider whether appropriate reasonable adjustments have been made for the student, and whether failure to apply them impacted student behaviour (i.e. students with a disability or complex personal circumstances).
- Consider whether the student has previously been suspended and the impact of suspension on student behaviour
- Consider the alternative options appropriate and available, including:
 - *In school alternative education program* - For students with complex personal circumstances, or who require significant adjustments to their learning environment the most appropriate consequence to a behavioural issue may be an in-school alternative program of education. Instead of participating in their usual school activities the student can attend school and participate in a different program of education.
Example: a student whose behaviour is heightened, but not violent and requires a quiet learning space to regulate emotional outbursts.
 - *Mutually agreed leave* - Where there is agreement between the school and parent/carer that a student should leave or be absent from school for part of the day.
Mutually agreed leave must not be used for prolonged periods or as a "catch-all" absence

code for other purposes. This may only be used for a maximum of three days to allow adequate supports to be put in place for the student.

Example: a student whose behaviour not physically violent and is impacted by recent loss of a family member and is sent home for the remainder of a day/several days to ensure familial support.

What do I need to do to consult?

Consultation means making contact with the student and the student's family to explain what has occurred and why you are **considering** a suspension. Consultation should provide an opportunity for the student and/or their family to discuss the incident and provide further information which you may consider when **deciding whether to suspend** the student. Even in circumstances where the options other than suspension appear limited, Principals **must attempt** to consult with the student and their family.

What do I do if consultation is not possible?

Consultation may not be possible in all circumstances, such as where families are unable to be contacted or they are not able to discuss their child, or the option/opportunity to do so is limited. Where this occurs, you should document your attempts to consult.

You may suspend a student if:

- You have attempted to consult with a student and their family but are unable to
- You have documented your attempts to consult; and
- You have determined that the student's behaviour meets the suspension criteria and have considered the factors covered in this factsheet.

This information (including your attempts to consult) should be provided to families in a letter notifying them of the student's suspension.

How long should I suspend a student for?

Principals may suspend a student for up to 15 days.

When suspending a student, you should only apply a suspension for the period necessary to:

- restore a safe learning and working environment for the school community;
- establish or review safety risk assessments and support plans for the student, to assist a successful return to school;
- communicate the significance of a behaviour and its impact;
- seek or reconnect with services or supports for the student, parents/ carers and school community to address underlying reasons for the behaviour leading to the suspension, as well as necessary safety controls.

NOTE: The Director-General may extend the period of suspension beyond 15 days, by up to 5 days. If you believe that an extension to a 15 day period of suspension is required, you may make this recommendation to the Director-General in writing, providing reasons for why the extension is required.

I have decided to suspend a student. What next?

Once you have decided to suspend a student, you must:

- Document all circumstances relevant to the suspension E.g., student behaviour, conversations with teachers or students about the student's behaviour, consultation or attempts to consult with the student and the student's family.
- Speak with the student to explain your decision (where possible)
- Ensure that learning materials are provided for the student to complete during the suspension period if the suspension period is for more than one day
- Provide a letter to the family through SAS informing the family of the decision to suspend. The letter should include the reason for the suspension, the information relied on to make that decision and a copy of any school-based policy that may be applicable.

- ❑ In all circumstances involving violence or threats of violence, you must log the incident on either RISKMAN (where staff are impacted) or SAS (where students are impacted) as appropriate.
- ❑ Begin making arrangements for the student to return to school:
 - Book time for re-entry meeting with the student's family
 - Meet with your Student Wellbeing team to review plans and strategies prior to the student's return
 - Put in place new plans and strategies where they are required

NOTE: Has the student previously been suspended? If this suspension will mean that the student has been suspended for more than 7 days in the same school term, you must refer the student to the School Wellbeing Team

FURTHER INFORMATION: For further information about supports for students, contact your Director, School Improvement.

For further information about suspensions, please read the [Suspension, Exclusion and Transfer of Students in ACT Public Schools Policy](#), and the *Suspension, Exclusion and Transfer of Students in ACT Public Schools Procedure*.

Be You – the National Education Initiative – Executive Summary

Background

- Be You, the National Education Initiative, aims to transform Australia’s approach to supporting children’s and young people’s mental health through early learning services and schools. The initiative is funded by the Australian Government National Support for the Child and Youth Mental Health Program.
- The objective of Be You is to increase:
 - mental health literacy of educators and early learning services and schools
 - confidence of educators to apply their mental health literacy to behavioural and practice changes in their early learning service and school context
 - readiness of educators and learning communities to adopt, establish and imbed behaviours and practices that work towards creating a mentally healthy learning community
- Be You promotes mental health and wellbeing, from the early years to senior secondary, and offers educators and learning communities’ evidence-based online professional learning, complemented by a range of tools and resources to turn learning into action. Be You also supports the health and wellbeing of educators and the school and early childhood setting communities.
- Be You is delivered nationally through Beyond Blue and it’s delivery partners. Headspace ACT is the delivery partner for the ACT.
- ACT Education works with Headspace ACT to promote Be You training opportunities and resources to ACT public schools. These resources are complementary to the existing professional learning offered by the Directorate to their schools.

Engagement

- Be You engagement continues to strengthen across Australia. In the ACT, as of 30 September 2021, there are:
 - 5,021 individual educators registered with Be You
 - 130 schools participating in Be You (88% of ACT schools)
 - 169 early learning services participating in Be You (44% of ACT early learning services)

Youth Aware of Mental Health (YAM) program for Year 9 students – Executive Summary

Background of YAM

- Youth Aware of Mental Health (YAM) is an evidenced-based program developed to promote mental health in young people. Focusing on prevention and early support, YAM promotes and protects the mental health and wellbeing of young people through encouraging the development of skills to deal with stress and crisis, identify signs of distress in peers and feel confident in seeking mental health support
- The Youth Aware of Mental Health (YAM) program was identified by the Black Dog Institute as the most appropriate to mental health objectives in schools and has been trialled in NSW schools. Implementation of YAM in ACT schools complements existing programs ensuring students are supported in schools and by the broader school community.

Update October 2021

- In 2020, in collaboration with the Black Dog Institute and Mental Illness Education ACT (MIEACT) the 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)
- In 2021, 1,977 students across 10 ACT high schools have completed the YAM program.
- In Term 1 2021, Melrose HS (N=200), Radford College (N=206[Independent school]) and Campbell HS (N=190) completed the YAM program
- In Term 2 2021, Amaroo School (N=234), Wanniasa HS (N=71), Belconnen HS (N=120) and St. Francis Xavier College (N=235[Catholic school]) completed the YAM program
- In Term 3 2021, Alfred Deakin HS (N=215), Gold Creek School (N=146) and St. Mary Mackillop College (N=360 [Catholic school]) completed the YAM program
- In Term 4 2021, 4 ACT high schools are scheduled for YAM delivery commencing on 2 November 2021. Caroline Chisholm School (N=90), Calwell HS (N=90), Daramalan College (N=240[Independent school]) and St. Clare's College (N=200[Catholic school]).
- By the end of Term 4 2021, 2,597 ACT Year 9 students will have completed the YAM program in 2021. (1,356 Public, 795 Catholic and 446 Independent school students)
- In 2021, an evaluation of the YAM program commenced. The research evaluation will measure the efficacy of YAM for ACT students and will be led by Black Dog Institute in collaboration with ACT Health Office for Mental Health and Wellbeing, ACTEDU and ANU. However, due to the lockdown there may be an issue of getting the minimum data set for the evaluation to provide any meaningful information.

Executive Summary – Languages Action Plan

ACT Languages Action Plan:

- On **28 November 2018** a Motion was passed in the ACT Legislative Assembly. The resolution was to, ‘develop an action plan to encourage, improve and support language education in Canberra Schools as a part of implementing the Future of Education Strategy’.
- The development of an ACT Languages Action Plan will continue to support schools and the ACT to position language education as a valued and important part of the ACT’s future economic, education and social fabric.
- A Draft ACT Languages Action Plan and a Position Paper which clarifies the context of Languages in ACT public Schools is in the final stages of clearance internally. Once cleared, consultation to finalise a plan will commence.
- The ACT Languages Action Plan will look to address systemic issues impacting on a school’s capacity to deliver languages in schools.
- Observations in the Position Paper have aided in the formation of a set of actions in the Draft ACT Languages Action Plan in the following areas:
 - Workforce Planning
 - Pedagogy/Delivery Models
 - Languages Education Curriculum, Policy and Strategy
 - Partnerships
- The delivery of the finalised Action Plan has been delayed due to:
 - the COVID-19 Pandemic and a disruption to BAU work over the last two years
 - a focus on preparation for return to school under new COVID guidelines and supporting schools in their core business of delivering remote learning during this time
 - external impacts on languages education such as the reformation and re-writing of the Australian Curriculum Languages, and introduction of the Foreign Arrangements Scheme that changed the implementation of languages programs in schools
 - a focus on ensuring this work can be delivered with authenticity in a changing school environment
 - ongoing collaboration and consultation with stakeholders to ensure the plan meets the requirements of schools
- The nature of the position paper changed significantly as a result of the COVID-19 remote learning period which resulted in a shift in pedagogy. Additional time was required to adequately undertake research and consultation with relevant stakeholders to reflect the changed environment and data.
- The process going forward:
- A proposed Consultation Plan has been prepared, which aims to commence consultation with external stakeholders and schools in early 2022.
- The Consultation process has considered and adhered to the Public Health Directions, as well as the Education Directorate’s instructions regarding contact with schools due to the COVID-19 Pandemic.
- Once the consultation is complete, a final Action Plan will be drafted and actions commence in the second half of 2022.

Use of Technology in Schools

Primary School Chromebook – 1 device to 3 students

- **13,500 Chromebooks** were distributed to ACT public primary school students. The ACT Government provides primary schools with shared Chromebooks at **one device per three students ratio**.
- In August 2021, **2,332** Chromebooks were distributed to refresh primary school devices to maintain the ratio. ACT Education did not recall devices that could have been refreshed to support a remote learning period.
- A further **2,110 devices to schools for year 4 to year 6 students to support their learning over this period**. These devices will be returned to the school, following the return to on campus learning.
- Schools that actively promote BYOD programs include Aranda, Duffy and Chapman Primary. Chapman primary implemented their BYOD program late 2020, ready for the 2021 school year. Other Act public schools encourage BYOD for year 5 and 6.
- Device returned from 2020 year 12 students leaving ACT public school, returned approximate 1,800 devices to the Directorate, through an assessment approximately 1,000 devices were suitable to be reused. These are being utilised by secondary students to replace a device that has been damaged or to provide Primary schools with more than the 1:3 ratio.

Technology Enabled Learning (TEL) Program

- The ACT Government has delivered on its 2016 election commitment *Better Schools for our Kids – Technology Enabled Learning (TEL)* program to address equity, by providing devices to all students in public high schools and colleges. This investment was in direct response to the needs of our students, who set out their clear expectations for equitable, fast, anywhere, anytime access to modern digital tools and services to meet their learning needs in a globally connected world.
- The supply of Chromebooks builds on an extensive program to ensure schools have appropriate technology for teaching for the future which includes high speed wi-fi for all our schools and the integration of Google Suite for Education which expands the tools available to ACT public school students, providing access to industry standard applications and collaborative tools.
- Through the TEL program, the ACT Government has provided Chromebooks to every secondary public school student in Years 7 to 12 since February 2018, through a budget commitment of \$18.8 million over four years, with \$1.929m in financial year 2019-20, and \$7.306m allocated in 2020-21.
- In addition to supporting new year 7 students, this year the Government refreshed devices for 8,295 ACT public secondary students who received the first rollout of Chromebooks in 2018.
- The distribution of over 34,000 devices to secondary students since 2018 has delivered on the Government's 2016 election commitment to increase access to technology to all ACT Government secondary school students by providing them with a device.
- **22,000** of these devices are active and currently maintained for secondary students.
- The TEL program is currently in its final year of the original four-year election commitment:
 - The Directorate has delivered over **3,300** new Chromebooks to new secondary students at ACT public schools. These were delivered in the first week of Term 1 (1-5 Feb 2021).
 - In 2021 a refresh program delivered an additional **8,295** devices for students who had a device more than three years old. The refresh was completed by 30 June 2021.
- In the fourth year of the TEL program, a new device was selected – Lenovo 500e. Feedback from schools have confirmed this is a rugged device, which is suitable for use in an educational environment.

Digital Access and Equity Program

- The Government device commitment continues over the next four years, with \$18.290mil capital and recurrent \$2.791mil invested in the *Investing in Public Education – Digital Access and Equity* program. This commitment includes devices for new secondary students, refreshing devices that are over 3 years old,

the eSafety initiative and Internet support for families that don't have access to the internet. The combined capital and recurrent investment is made up of:

- \$20.013 million over four years to continue the Governments investment in digital education through the provision of a free Chromebook to every public high school and college student;
 - \$0.210 million over four years allowing for 275 households to access free internet; and
 - \$0.858 million over four years to ensure that students stay safe online through the additional funding of eSafety supports and resources for families and schools.
- An Open Tender procurement process is underway, to ensure a robust device and value for money is achieved to support digital learning.
 - When students leave ACT public secondary schools, excess devices are collected from the schools. Devices in good working order are provided to primary schools as additional devices (in excess of the 1:3 ratio of students to devices). A small amount of stock is retained to be used as spare devices. Devices not returned in suitable condition are recycled through DDTS, using the standard ACT Government device recycling process.

Internet Support for Those that Don't have Access

- Internet services (internet connection and dongle device) are being provided through Optus, through the ACT Government Contract Arrangement managed through CMTEEDD, Digital, Data and Technology Solutions (previously Shared Service ICT), to ensure value for money.
- School Principals approve the students that don't have access to the internet, for the Directorate to supply this service.
- Internet service is 10Mb per month pooled, \$15 per service.
- During normal school operations, the Directorate has been supporting **300** secondary student families with Internet Support.
- During the 2020 lockdown, Telstra offered free internet services to all states, leveraging the arrangement made by the SA Education Department. This free service was only available during lockdown, during Term 2 2020.
- During the current 2021 lockdown, the Directorate has provided over **989** internet support services.
- All internet services will be collected at the end of Term 4.
- Usage reports from Optus have highlighted that ACT Government has exceeded data usage allowance during lockdown. ACT Government is reviewing with Optus the data plans and options to block high data consumptions services, eg: music streaming.

Internet Filtering Chromebook Extension

- When provided with devices or accessing the Education Directorate services, parents are required to sign the *Communities Online: Acceptable use of ICT – Parents and Students Policy*. The agreement outlines the use of ACT Government ICT resources both on and off school grounds, with the expectation that usage is consistent with policy to safeguard student wellbeing. The policy outlines that web filtering is used to minimise inadvertent access to unsafe content, and that data is logged, maintained, backed-up, archived and monitored.
- The Directorate recognises that students need to be empowered with the knowledge, skills and confidence to learn with digital tools at school, at home, at work and in their communities. ICT transforms how students think and offers them greater flexibility over how, where and when they learn.
- The Directorate has taken the technology advancements opportunity to extend the web filtering rules from the schools' network, to apply them virtually when students are logging onto the ACT Education environment, on any internet connection. This was applied in January 2021.

- This web filtering extension provides an equitable safety measure for all students to learn anywhere on any connection, including free Wi-Fi available in public spaces, Smartphone connections, home connections or dongles.
- Web filtering rules have been aligned with the Australian Curriculum and are School Year based.
- Web filtering rules can and have been updated to support changes to pedagogy or learning needs, either at a category or website level. Requests for changes can be made through schools or the Directorate.

Other Security

- In accordance with the ACT Government Protective Security Policy Framework, ACT Education constantly reviews application, systems and cloud services settings to ensure they are fit for purpose but are also protected.
- Reviews are regularly conducted on the Google for Education platform, the Directorate also works closely with Google, who apply security protection on the cloud service constantly.
- Various ICT teams review and apply security patches to protect information, staff and students.
- Progress of patching, reviews, penetration test recommendations, Privacy Impact Assessments, Security and Risk Management reports are tracked and reported, in detail to the Directorates Cyber Security Forum, reports are also provided to Education Governance Committee and the Audit Committee.
- The Directorates has recently participated in a WhoG Threat and Risk Assessment review, performed by PricewaterhouseCoopers (PwC).

eSafety

- The Directorate has an established eSafety program spanning across several branches to ensure a holistic, well-integrated and supportive information network. This program aims to build on existing school initiatives and ensures the learning digital platform is aligned to agreed eSafety principles. The Directorate supports students safely engaging in the online world through an eSafety approach that includes a range of security measures, as well as social and emotional learning for students to help them become good digital citizens.
- The program aims to develop strategies and resources for schools to support parents, carers and the wider school community. Resources developed assist with understanding and valuing the safe use of technology in learning, and greater awareness of key eSafety issues including cyberbullying, accessing or sharing inappropriate content, and protecting personal information.
- The Directorate maintains a strong partnership with the eSafety Commissioner, sharing resources, emerging trends and support with incidents.
- The Directorate has also established a great relationship with social media outlets including FaceBook, who owns Instagram, where Cyber events can be escalated for appropriate assessment and treatment.
- eSafety Termly Pop Up reminders are implemented for student logins in week 2 of every term. Teachers are encouraged to leverage these Pop-ups as a learning tool. The reminder remains visible at each login until students click 'agree'.

Why Chromebooks and Google

- Chromebooks are laptop computers that only run the Chrome web browser. This laptop design offers a simple and secure device for ACT Education to manage.
- Chromebooks offer value for money due to their high specifications delivering a good quality hardware package. The devices power on quickly, have a long battery life, and meet the learning needs of students.
- Chromebooks are more secure compared to MacBooks or Windows devices. They do not allow any applications to be installed, which prevents malicious email attachments from installing viruses.
- Chromebooks are also compatible with the cloud services available for all ACT public schools, including

Google G-Suite Enterprise for Education.

- Some ACT Public Schools have access to either Windows Computers or MacBooks in school labs.

Recommendations implemented in response to Gmail incident, 14 August 2020

- Following an email incident on 14 August 2020, where students gained unintended access to email distribution lists, the Directorate engaged PriceWaterhouseCooper (PWC) in September 2020.
- As a result, the Directorate has implemented further security controls. This includes quarterly reporting on controls to ensure they are still in place, including:
 - System generated distribution groups being hidden and inaccessible from students
 - Updates to the Gmail inappropriate word block list
 - Limiting the amount a student can email to <30 email addresses

School Administration System – Communications and Parent Portal

- The School Administration System (SAS), Sentral, has replaced MAZE.
- The SAS Program was delivered over four years.
- Ongoing enhancements and feature improvements will be ongoing, as the Sentral product is a Software as a Service arrangement.
- Improvements have been made on Family messaging. In September the ability for schools to message to two family members has been introduced, and schools are currently being onboarded.
- The Parent Portal first release is set to be made available, timing to be confirmed, as the impact of the 2021 COVID-19 pandemic, lockdown and now return to the classroom has been the focus.

Support for students with disabilities – Executive Summary

Key Information:

Adjustments to meet the needs of students

- All ACT public schools plan and utilise reasonable adjustments to make education accessible to students with disability. These adjustments aim to enable all students to access and participate in education on the same basis as their peers.
- Adjustments for students are based on their individual needs. The professional judgement of teachers, in consultation with the student and/or their parents or carers, informs these adjustments.
- For students with disability, Individual Learning Plans (ILPs) are developed and refined throughout their school career to record agreed adjustments and monitor progress towards learning goals.
- ACT public schools work in partnership with parents or carers to give students with disability the best chance to achieve their potential. When schools and families work together, they can identify and prioritise goals and solve problems collaboratively.

2021 Census

- At August 2021 census, there was 2879 students, representing approximately 6.2%% of the student population, in ACT public schools accessing disability education programs and services at either mainstream or specialist public schools. This was an increase of 232 students (8.8%) compared with the August 2020 census and an increase of 566 enrolments (24.5%) since August 2017.
- Data informing the August 2021 school census identified 1110 (2.40%) students with a primary diagnosis of Autism Spectrum Disorder across Kindergarten to Year 12 in ACT public schools. Students with autism are enrolled in a range of programs and ACT public schools:
 - 437 students are enrolled in in mainstream classes with support through the Education Directorate's Inclusion Support Program resourcing
 - 529 students are enrolled in Small Group Programs (Learning Support Centres [21 students], Learning Support Unit [260 students], Learning Support Unit Autism [117 students] and Disability Program [131 students]) within mainstream settings, which provide smaller group sizes and increased teacher to student ratios.
 - 140 students are enrolled in one of four ACT Specialist Schools.
 - █ students have a dual enrolment at a specialist school and a mainstream school.

Nationally Consistent Collection of Data for students with disability (NCCD)

- All ACT public schools completed the NCCD Census in August 2021. The figures from the 2021 census are not yet finalised. Last year, however, there were 7341 students captured. Note that the NCCD uses a broader definition of person with disability than what is captured in our ACT Student with Disability Criteria that is used in the August Census.
- The NCCD process enables schools to better understand the functional needs of their students. It captures the work of schools in providing personalised learning and support for students with disability.
- Education Support Office assisted schools in the NCCD process through several professional learning opportunities:

- NCCD Introductory cross-sector session – A cross-sectoral with Independent schools in 2021. The presentation was also made available on the EDU Service Portal.
- Mid-cycle moderation – . The presentation was also made available on the EDU Service Portal.
- End of cycle session
- This year, schools were asked to import their data directly into SAS. Several training sessions were provided to schools to support the new process and the Inclusion Team also provided 1:1 support to schools where needed.

Workforce capability

- The Directorate is committed to growing workforce capability to support students with disability through:
 - A number of Professional Networks such as the Disability Education Coordination Officer Network, the Inclusive Education and Learning Support Assistants Network, and the Physically Included Network provide professional discussions, learning and training programs and create a community of practice to workshop common challenges and opportunities relating to inclusive education.
 - Establishing new forums for teachers to share knowledge, solutions and challenges, such as the Inclusive Education google classroom.
 - Teachers and school leaders are supported to undertake formal study in relation to students with disability and inclusive education and to share their learnings and best practice.
 - Professional learning is available to teachers and school staff in areas such as; fostering inclusive attitudes in school communities through the Everyone Everyday program, Disability Standards for Education training, Essential Skills for Classroom Teachers, Positive Behaviour for Learning whole school framework, Trauma Informed Practice which applies neuroscience in education principles and sessions delivered by allied health professionals to meet the specific needs of students with disability, Team Teach, Positive Behaviour Support Planning, and Reducing and Eliminating Restrictive Practice.
 - Sessions in creating inclusive school environments and supporting students with disability were also provided to school staff in Week 0 initiatives such as the New Educators Induction Training and the All College Day Conference.
 - A dedicated Restrictive Practice Support team within the Directorate has been established to provide support to schools to develop capacity in the area of functional behaviour analysis and positive behaviour support planning in an effort to minimise and eliminate the use of restrictive practice with students who have complex behaviours of concern.
- The ACT Government has invested in the development of safe and inclusive environments in ACT public schools. This has included development of sensory gardens; outdoor courtyards and playgrounds; classroom modifications to support sensory play and accommodate appropriate withdrawal spaces; and the establishment of spaces for small group learning. Expert advice from the directorate's occupational therapists has informed the design of these spaces.

Inclusion Reform

- The ACT Government has committed to “reviewing disability education together with people with disability and carers, and planning for the renewal of several ageing specialist schools”.
- This commitment will build on the extensive consultations already undertaken since 2015 to ensure students with disabilities, their families and carers, as well as the broader community are engaged in the reform program needed to ensure all students have access to high quality education and care at their local school.
- This will be an opportunity to identify actions to ensure longer term direction and system reform that embeds inclusive cultures and educational practice in the ACT public school system.

Background Information

- Under the *Disability Discrimination Act 1992* and the Disability Standards for Education 2005, students with disability must be able to access and participate in education on the same basis as their peers.
- In ACT public schools, students who meet the ACT Student Disability Criteria can access a range of disability education programs depending on their eligibility including:
 - Inclusion Support Program in mainstream classes
 - Small group programs located in mainstream schools (Disability Programs, Learning Support Units, Learning Support Centres and Learning Support Units Autism).
 - Specialist schools
 - Hearing and Vision itinerant support
- Most students with disability access Inclusion Support Program, noting the eligibility criteria for most of the other programs require students to meet the ACT Student Disability Criteria in the areas of Intellectual Disability and or Autism Spectrum Disorder.
- Most schools currently offer a small group program and new ones will open over 2022 where there is demand. The number of small group programs and the students accessing them can vary at different times depending on fluctuations to student populations and demand.
- Schools have flexibility in the way they deliver their small group programs. This flexibility allows schools to adopt a variety of approaches that are suited to their school context and to the individual needs of the students. As such, small group programs will operate differently from school to school and even year to year as they adapt their curriculum and delivery model based on the individual needs of their students.
- Specialist schools offer a range of supports including specific infrastructure to students with particularly complex needs such as equipment for healthcare needs; ceiling hoists; change tables and specific toileting facilities. They can also have whole school adoption of augmentation and alternative communication systems as Pragmatic Organisational Dynamic Display (PODD) to use in all teaching and learning experiences.
- All schools have sensory spaces for students who may need to withdraw and or to assist students to feel calm, safe and relaxed. 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.

- Funding resources for students with disability are provided direct to schools through the Schooling Resource Allocation model and the amount provided to each school is based on student need, and indexation of funding for wage and salary costs.
- Schools can use additional resourcing in a variety of ways, including to employ staff, fund professional learning and consult with specialists. This resourcing assists schools to make reasonable adjustments to support access and participation in learning for students with disability.
- The NCCD census collects data in a consistent, reliable and systematic way about school students with disability who are receiving adjustments. It enables schools, education authorities and governments to better understand the needs of students with disability and how they can be best supported at school.
- Schools have access to allied health professional input, including physiotherapy, speech pathology and occupational therapy through the Network Student Engagement Team. These professionals assist schools to build teacher capacity in understanding students' needs and to make necessary adjustments.

Suspension of Students with a Disability – Executive Summary

- In November 2015 the ACT Government agreed in principle to recommendation 11.6 of the Schools for All Report that the Education Directorate (then ETD): ‘monitor and publicly report the proportion of suspensions, transfers and exclusions that are applied to students with a disability and to students in out-of-home care.’
- The Directorate agreed in principle to the recommendation and stated: ‘ETD notes the challenge of reporting on relatively small numbers of students without identifying individuals, particularly from specific groups such as disability or in out of home care. ETD will examine options for high level reporting of proportions of suspensions, transfers, and exclusions. This data will be monitored by the Director of Regulation and Compliance.’
- The Directorate agreed to examine options for high-level reporting of proportions of suspensions, transfers, and exclusions. It was agreed to publish selected summary tables on the Directorate’s website showing total ACT public school enrolments and summary information about suspension incidents
- In the ACT we do not currently publicly report suspensions of students with disability due to cohort size. Reporting this information could, unintentionally, identify students.
- Enabling publication of suspension data, particularly for students with disability (which could be subsequently published in the media) needs to be carefully considered and alongside information to contextualise why suspensions occur and the support provided to students leading up to, during and after a suspension.
- The Education Directorate are currently looking at suspension data to better understand the representation of students with disability. The following considerations are informing the analysis:
 - a. how to refine the definition of a student with a disability. For example, whether to use Nationally Consistent Collection of Data criteria, or continue to use the current definition.
 - b. the different settings in which students with disability participate in their education – in mainstream classes, in small group programs or at specialist schools. The Directorate is currently reviewing data in these contexts to determine what suspension information can be identified and considered for publication.
 - c. no other suspension data is available for alternate sectors in the ACT and publishing may result in the public-school system being viewed negatively. However, publication of suspension data for ACT public schools meets and maintains community expectations in relation to transparent, open government data.
- This data, combined with information related to the National Consistent Collection of Data, occupational violence, the use of restrictive practice and school attendance, will support our work with individual schools as they meet the individual needs of all students in their setting.

Moneysmart – Executive Summary

The ACT Public School system builds school capacity to deliver authentic financial capability experiences aligned to the Australian Curriculum (P-10) and financial capability for 'adulthood' opportunities for senior students (11-12).

Moneysmart is a financial capability resource developed by ASIC to provide trustworthy and unbiased financial guidance to the Australian public. A component of the *Moneysmart* suite is *Moneysmart for teachers*, a K-12 resource that provides:

- Australian Curriculum aligned teaching resources, including units of study. These units address several learning areas, cross-curriculum priorities, and general capabilities with a particular focus on Mathematics and HASS learning areas and Numeracy general capability.
- Professional learning for teachers.

To support financial capability education, the Education Department has collaborated with the Australian Securities and Investment Commission to establish the *Moneysmart Accreditation Program*. A pilot of the *Moneysmart Accreditation Program* (P-12) was scheduled to run as an 'opt-in' pilot from 1 July 2021 until 30 June 2022. The program is open to all ACT public schools but has subsequently been placed on hold due to COVID-19. Timeframes for the pilot program will be adjusted in January 2022.

To achieve accreditation, schools are required to provide evidence against the five components of the Financial Capability Program Framework. The five components are:

- Advocacy;
- Learning professionals;
- Curriculum;
- Community engagement; and
- Professional practice sharing.

Chromebooks

COVID Chromebooks

- During home learning and the remote learning period in August 2021, the ACT Government has **loaned a further 2,110 devices to schools for year 4 to year 6 students to support their learning over this period.** These devices will remain with students until week 9, to support students if they are required to isolate or quarantine. Devices will be recalled commencing in week 9.
- The Chromebook devices that were returned from the leaving Year 12 students or from the refresh have been assessed. For those devices that could be reused, they were rebuilt, cleaned and used to support students who have broken or damaged devices and to top up primary school devices during this COVID response.
- All Chromebook devices and charging cables were thoroughly cleaned, and cords tested and tagged, prior to distribution to primary schools.
- This is in addition to 22,000 Chromebooks already in use by ACT public secondary students. Primary schools were also well positioned due to the recent refresh of **2,332** in August of Chromebook devices to maintain the 1:3 ratio, with **13,500** devices already available to primary students.

Technology Enabled Learning (TEL) Program

- The ACT Government has delivered on its 2016 election commitment *Better Schools for our Kids – Technology Enabled Learning (TEL)* program to address equity, by providing devices to all students in public high schools and colleges. This investment was in direct response to the needs of our students, who set out their clear expectations for equitable, fast, anywhere, anytime access to modern digital tools and services to meet their learning needs in a globally connected world.
- The supply of Chromebooks builds on an extensive program to ensure schools have appropriate technology for teaching for the future which includes high speed wi-fi for all our schools and the integration of Google Suite for Education which expands the tools available to ACT public school students, providing access to industry standard applications and collaborative tools.
- Through the TEL program, the ACT Government has provided Chromebooks to every secondary public school student in Years 7 to 12 since February 2018, through a budget commitment of \$17.756 million over four years, with \$1.929m in financial year 2019-20, and \$7.306m allocated in 2020-21.
- The Directorate has delivered over **3,300** new Chromebooks to new secondary students at ACT public schools. These were delivered in the first week of Term 1 (1-5 Feb 2021).
- In 2021 a refresh program delivered an additional **8,295** devices for students who had a device more than three years old. The refresh was completed by 30 June 2021.
- The distribution of over 34,000 devices to secondary students since 2018 has delivered on the Government's 2016 election commitment to increase access to technology to all ACT Government secondary school students by providing them with a device.
- In the fourth year of the TEL program, a new device was selected – Lenovo 500e. Feedback from schools have confirmed this is a rugged device, which is suitable for use in an educational environment.

Digital Access and Equity Program

- The Government device commitment continues over the next four years, with \$18.290mil capital and recurrent \$2.791mil invested in the *Investing in Public Education – Digital Access and Equity* program. This commitment includes devices for new secondary students, refreshing devices that are over 3 years old, the eSafety initiative and Internet support for families that don't have access to the internet. The combined capital and recurrent investment is made up of:
 - \$20.013 million over four years to continue the Governments investment in digital education through the provision of a free Chromebook to every public high school and college student;

- \$0.210 million over four years allowing for 275 households to access free internet; and
- \$0.858 million over four years to ensure that students stay safe online through the additional funding of eSafety supports and resources for families and schools.
- An Open Tender procurement process is underway, to ensure a robust device and value for money is achieved to support digital learning.
- When students leave ACT public secondary schools, excess devices are collected from the schools. Devices in good working order are provided to primary schools as additional devices (in excess of the 1:3 ratio of students to devices). A small amount of stock is retained to be used as spare devices. Devices not returned in suitable condition are recycled through DDTS, using the standard ACT Government device recycling process.

Internet Filtering Chromebook Extension

- When provided with devices or accessing the Education Directorate services, parents are required to sign the *Communities Online: Acceptable use of ICT – Parents and Students Policy*. The agreement outlines the use of ACT Government ICT resources both on and off school grounds, with the expectation that usage is consistent with policy to safeguard student wellbeing. The policy outlines that web filtering is used to minimise inadvertent access to unsafe content, and that data is logged, maintained, backed-up, archived and monitored.
- The Directorate recognises that students need to be empowered with the knowledge, skills and confidence to learn with digital tools at school, at home, at work and in their communities. ICT transforms how students think and offers them greater flexibility over how, where and when they learn.
- The Directorate has taken the technology advancements opportunity to extend the web filtering rules from the schools' network, to apply them virtually when students are logging onto the ACT Education environment, on any internet connection. This was applied in January 2021.
- This web filtering extension provides an equitable safety measure for all students to learn anywhere on any connection, including free Wi-Fi available in public spaces, Smartphone connections, home connections or dongles.
- Web filtering rules have been aligned with the Australian Curriculum and are School Year based.
- Web filtering rules can and have been updated to support changes to pedagogy or learning needs, either at a category or website level. Requests for changes can be made through schools or the Directorate.

Why Chromebooks and Google

- Chromebooks are laptop computers that only run the Chrome web browser. This laptop design offers a simple and secure device for ACT Education to manage.
- Chromebooks offer value for money due to their high specifications delivering a good quality hardware package. The devices power on quickly, have a long battery life, and meet the learning needs of students.
- Chromebooks are more secure compared to MacBooks or Windows devices. They do not allow any applications to be installed, which prevents malicious email attachments from installing viruses.
- Chromebooks are also compatible with the cloud services available for all ACT public schools, including Google G-Suite Enterprise for Education.
- Some ACT Public Schools have access to either Windows Computers or MacBooks in school labs.

Internet Support for Students

Digital Access and Equity Program

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 - \$0.858 million over four years to ensure that students stay safe online through the additional funding of eSafety supports and resources for families and schools.
- An Open Tender procurement process is underway, to ensure a robust device and value for money is achieved to support digital learning.
- When students leave ACT public secondary schools, for those that have been provided Internet support they will be collected from the schools.

Internet Support for Those that Don't have Access

- Internet services (internet connection and dongle device) are being provided through Optus, through the ACT Government Contract Arrangement managed through CMTEDD, Digital, Data and Technology Solutions (previously Shared Service ICT), to ensure value for money.
- School Principals approve the students that don't have access to the internet, for the Directorate to supply this service.
- During normal school operations, the Directorate has been supporting 300 secondary student families with Internet Support.
- Internet service is 10Mb per month pooled, \$15 per service.
- Usage reports from Optus have highlighted that ACT Government has exceeded data usage allowance during lockdown. ACT Government is reviewing with Optus the data plans and options to block high data consumptions services, eg: music streaming.
- During the current 2021 lockdown, the Directorate has provided over **989** internet support services.
- All internet services will be collected from week 9 Term 4 to provide ongoing support if those students are impacted by a COVID-19 exposure site or ACT lockdown, enabling those students to continue their learning journey.
- During the 2020 lockdown, Telstra offered free internet services to all states, leveraging the arrangement made by the SA Education Department. This free service was only available during lockdown, during Term 2 2020.

Internet Filtering Chromebook Extension

- Internet filtering is not applied on Internet dongle services, the Internet Filtering is applied on the student ACT Education Chromebook account.

Copyright Reform

Copyright liability issues for ACT Education

- ACT schools require access to copyrighted material to enable teaching, whether face-to-face or remote learning, to be lawfully conducted. Lockdown periods throughout 2020-2021 have highlighted that many of the technical steps involved in offering remote learning were not permitted under the *Copyright Act 1968 (Cth)* (Act).
- Whilst teachers can use all forms of copyright material when teaching in a physical classroom, these uses are not clearly permitted where lessons are conducted virtually. This will remain an ongoing concern as teachers and students will be required to periodically self-isolate to address COVID risks.
- The Storytime Agreement authorises schools, whilst in COVID-19 lockdown periods, to present material in a synchronous method. There are provisions to provide asynchronous material; however, they must be password protected (e.g., within ACT Education Google environment), must be disabled within a month of return to the classroom, and deleted within 12 months.
- ACT Education regularly promotes, communicates and supports schools with their Copyright questions. Updated guidance is available to schools, covering day-to-day online learning as well as schools in 'lockdown' areas, on the Smart Copying website at www.smartcopying.edu.au

Copyright Reforms

- Copyright access reforms are urgently required to protect all Australian educational jurisdictions from legal and financial implications, provide greater access to copyright materials for educational and cultural institutions, and to clarify operation of some existing exceptions to the Act.
- In the interim, Minister Fletcher has requested regulatory forbearance from Australian copyright owners, regarding copyright issues inherent in remote teaching arrangements; however, regulatory forbearance has limited legal effect in practice, resulting in minimal legal protection for educational jurisdictions.
- CAG and Universities Australia met with Minister Fletcher on 27 September 2021. Minister Fletcher plans to release an Exposure Draft (ED) of the Reforms Bill (Bill), but the ED may only include the non-controversial education provisions. The controversial provisions will be subject to further consultation.
- Extensive consultation has already been undertaken with copyright owners since announcement of the reforms in August 2020. This should be considered sufficient to assure copyright owner that their rights will remain protected in the reform process.
- The non-controversial provisions allow:
 - teachers to use video conferencing platforms (such as Zoom, Webex, etc) in remote learning
 - exceptions to apply 'past the school' gates
 - incidental copies of material to be made for displaying of content to students
 - orphan works to be freely used by schools
 - government schools to play music as the school bell
- The controversial provisions are likely to be:
 - allowing teachers to record lessons for later catch up by students
 - allowing teachers to display all types of material on screens in a classroom and for the same rules to apply
 - the introduction of a freely available internet content exception to allow schools to use material for free where the copyright owner never expected payment for use of their material
 - amendments to section 200B that would give schools more flexibility to use new technologies to teach students
- Reforms must be progressed prior to the 2022 Federal Election, likely to be March-April 2022. There is no time for an Exposure Draft to be released for consultation; the Bill must be introduced directly into

Parliament from mid-October 2021, otherwise it cannot be passed before the election.

- If these Reforms are not included in the Copyright Access Bill, Reforms may be set back a number of years. The education sector will be severely impacted by continuing to pay millions of dollars for freely available internet material, whilst facing liability for copyright infringements due to remote teaching practices.

Copyright Agency's application to the Copyright Tribunal against the school sector

- On 18 May 2021, the Copyright Agency filed an application in the Copyright Tribunal against all Departments of Education, as well as Catholic and Independent Schools under sections 113P(4) and 153A of the Act.
- The application relates to the **suitable method of data collection**. Under the current agreements between the school sectors and Copyright Agency, various forms of data collection were agreed to for the copying and communication of text and artistic works. It was agreed that if the parties could not reach agreement on alternative methods of data collection, either party could approach the Tribunal.
- The National Copyright Unit (NCU) and CAG are developing and trialling different collection methods. Pilots are planned for the coming months for an automated data capture system (ADCS). The Copyright Agency has not proposed an alternative data collection method.
- The application does not concern remuneration payable by schools to the Copyright Agency, as this remuneration is fixed until the end of 2022.
- The National Copyright Unit has requested external legal advisors, MinterEllison Lawyers, represent the school sector respondents at the Copyright Tribunal.
- The last time the school sector was in proceedings with Copyright Agency was in 2005. These proceedings were settled in the school sector's favour.
- Costs to be incurred by the Directorate are not yet known, although similar cases have exceeded \$1,000,000 (excl GST). Costs are shared between jurisdictions, with ACT Education historically paying 1% - 1.5%, as contributions are based on full time equivalent student numbers. Costs would be paid from *Cost Centre 41900 – Corp Services Admin* budget, managed by Strategic Finance.
- At this stage, it is unclear what the Copyright Agency is asking the Copyright Tribunal to do. The first Case Management Hearing is scheduled for 21 October 2021. Following the Hearing, AESOC will be provided with an update and an estimate of costs of the proceeding.

Cyber Security – Executive Summary

- The ACT Education Directorate takes cyber security protection very seriously, having a risk-based approach implementing, monitoring and improving security measures in accordance with the ACT Government Protective Security Policy Framework and the Cyber Security Policy.
- The Directorate employed a dedicated Security Officer in January 2021, who works closely with CMTEDD, Digital, Data and Technology Solutions (DDTS) Security Team to complete Security Assessments, execution of recommendations that are made by various reviews and ongoing monitoring.
- The **security landscape** is constantly evolving, which presents a challenge to the Directorate; however, has been managed by understanding our environment; regularly reviewing technology risks with key partners. Implementing controls to treat the risks and manage the eSafety of our users and their information within our environment. This includes Personal Identifiable Information (PII) of our students.
- The **COVID-19 pandemic** lockdown, remote learning and remote working periods has significantly increased the need to digitalise the curriculum and the variety of digital tools being used in our classrooms, management of cybersecurity risks is progressively more complex.
- ACT Education follow the ACT Government Protective Security Policy Framework (PSPF)

eSafety and Professional Learning

- Security protection is the responsibility of all directorate staff and students, ACT Education manages a comprehensive eSafety program with staff and students to increase the digital literacy. The directorate has a dedicated eSafety officer who partners with the eSafety Commissioner and the AFP utilising the ThinkUKnow program.

COVID-19 – Remote Learning WFH Security

- Security components that have been upgraded to assist staff to securely work from home and students to learn in a completely online environment. Includes extending the Contentkeeper web filtering system to the use of student Chromebooks at home. It also included Multi-Factor Authentication (MFA) for school staff accessing corporate systems such as the School Administration System.
- ContentKeeper is the Internet Filtering system for students and staff to block unwanted and undesirable internet content. During 2020 Act Education extended this service from the Schools network to now include all Chromebooks, no matter the internet connection. The Internet filtering has a set of Year Based rules, that have been aligned to appropriate aged and the Australian Curriculum.
- Multi-Factor- Authentication (MFA) is an IT infrastructure for **staff** that requests the user to enter a second authentication code that is sent to their mobile phone when they request a login. This stops someone who knows the password for another user from logging into another other user's account as they should not have access to the other users' phone.
- ACT Education Directorate conducted increased checks on the software profile of internet systems to ensure systems remained private and secure for use during the remote learning period.

Security Reviews

- Security reviews and updates are applied throughout the year, however, during these periods additional monitoring and adjustments has taken place, by the Directorate and suppliers, such as Google.

- An ongoing program of work is undertaken by Digital Data and Technology Services (DDTS) and the Education Directorate to ensure that the Directorate's IT infrastructure remains safe, secure, and reliable. This program includes IT infrastructure that prevents cyber attacks; monitoring of system and log access; filtering of web address to block unauthorised access (a component of Contentkeeper); and conducting independent reviews of security.
- Security trends are monitored with appropriate actions, some of the latest trends include disruption of essential services and critical infrastructure, ransomware, supply chains, business email compromise (BEC).
- Digital Data and Technology Solutions (DDTS) increased proactive checks conducted on system log files acquired from ACT Education Directorate business systems. Unusual or suspicious activity is reported to Executive Branch Manager, Digital Strategy Services and Transformation (Chief Information Officer).
- The Directorate conducted a termly series of reviews of access to IT systems and systems settings, including:
 - Appropriate use of the Google suite: objectionable words, inappropriate content, distribution list access or GMail configuration tests
 - Key system access reviews: Schools Administration System (SAS), ACT Board of Senior Secondary Studies Certification System (ACS), Student Transfer Register (STR), SchoolNET login accounts and TRIM users accounts
- Recent external reviews of the Directorate's IT infrastructure have included:
 - Foresight Pty Ltd reviewing the Office365 environment.
 - Foresight Pty Ltd reviewing the Google learning platform.
 - Foresight Pty Ltd conducting a penetration test on both the Office 365 and Google environments.
- The Directorate also has the following independent assessments currently underway:
 - A Privacy Impact Assessment of the Sentral Parent Portal and a
 - Penetration Test of the Sentral Parent Portal.

Security Reporting

- Any located threat is immediately reported to the EBM-DSST (CIO) for recording, mitigation analysis and ongoing monitoring.
- In mid-2020 the Directorate also implemented a collaborative Cyber Security and Risk Forum (CSRF) with DDTS and Governance that meets quarterly to monitor:
 - the completion of, Security Assessments and Security and Risk Management Plans,
 - Business Application patching,
 - Cloud Service activity (Cloud access security broker – CASB),
 - recommendation actions from internal reviews, supplier reviews, external security reviews or penetration tests
 - ongoing proactive cyber security activities such as training and education.

- Reporting security risks to the Directorate **Audit Committee** and has recently commenced reporting quarterly to the Executive Governance Committee (**EGC**) on Cyber Security risks and mitigations.
- DDTS have a team of staff dedicated to monitoring operational security as well as security trends that may cause a security issue for the Directorate. If something comes to their attention that requires action by the Directorate, it is immediately raised with the EBM-DSST (CIO) and entered into the Risk Register. Changes to the IT infrastructure are managed through the Education Change Advisory Board (CAB) and DDTS CAB processes.
- The Directorate implemented a Change Advisory Board (CAB) to review and assure critical elements, such as security reviews and actions had been addressed prior system updates or system implementations. Other elements are also validated including testing, user acceptance testing, technical impact assessments, business impact assessments and communications.

Major Security Breaches

- ACT Education has not had a major security breach in 2021.
- NSW Education experienced a Cyber Security event on 7 July 2020, occurred due to vulnerability being exploited through a 3rd party application. NSW Education shutdown its systems to contain and recover. ACAT Education completed a review of our systems to ensure we would not experience the same attack.

eSafety – Executive Summary

Implementation of ContentKeeper Web Filtering Rules

- In April 2020, the ACT Education Directorate implemented changes to the ContentKeeper web filtering system to simplify the policies in place across ACT public schools.
- A Directorate-wide suite of school year-based ContentKeeper web filtering policies was implemented to replace previous policies which were tailored to each school individually.
- This reduced the number of ContentKeeper web filtering policies from over 96 down to 15.
- This change was recommended to go live as soon as possible due to the expectation of moving to remote learning for all of Term 2, 2020, due to the COVID-19 pandemic.

Google Suite for Education: Chrome Extension Whitelisting

- In April 2020, the Directorate implemented changes to the Google Suite for Education by whitelisting the Chrome Extension.
- This involved the Directorate developing and implementing an approved baseline for Chrome web extensions via application whitelisting.
- This change ensured that students were only able to install and use extensions which have been previously reviewed and approved by the Directorate for student use.
- This change was made to ensure students have a safe and productive experience whilst learning from home.

Extension of Web Filtering Coverage

- In July 2020, the Directorate implemented web filtering changes to ContentKeeper to extend its covering and ensure filtering policies were enforced on all Directorate owned devices, regardless of the network the device was connected to.
- The previous ContentKeeper solution only provided web filtering services for students using Directorate-provided Chromebooks, when they were connected directly to the Directorate's SchoolsNET network.
- It was recognised that the previous solution put students at risk of accessing inappropriate web content on Directorate-provided devices when connected to any network other than SchoolsNET, such as at home or using public WiFi.
- The Directorate had received several complaints from parents on this issue, resulting in parents banning students from using their Chromebooks at home, resulting in impacts to the students' learning experience.
- This change was implemented in response to the requirement for remote learning due to the COVID-19 pandemic.

Socialising during remote learning using digital tools

- The Directorate provided enhanced opportunities for students to socialise from home, and a fact sheet was prepared for schools to use as a guide. Socialising opportunities are optional but encouraged, with the fact sheet covering a suggested timetable of online socialising events that could be run using GoogleMeets.
- The fact sheet was prepared in response to families indicating that more social interaction with peers during remote learning would be beneficial for student social and emotional development and wellbeing.

Background Information

- The 2021-22 ACT Budget for Education includes \$0.858 million over four years to ensure that students stay safe online through the additional creation of eSafety supports and resources for families and schools as part of the “*Digital Access and Equity Program*”.
- Esafety refers to the knowledge, skills and confidence that students require to learn and communicate safely with digital tools at school, at home, at work and in their communities.
- The Directorate takes a proactive approach to eSafety that aims to address the complex societal situations and behaviours that occur online (including bullying, harassment and violence), and build the skills and knowledge of students, staff and families in addressing these issues.
- The Directorate has a range of resources to support schools in delivering an enriching digital program aimed at educating our students, staff and families about online safety.
- A digital resource centre has been developed in 2021 to support students receiving ACT Government provided Chromebooks as part of the Technology Enabled Learning (TEL) Program. This resource provides students with a curated collection of materials and contacts to navigate if issues are faced online.
- The budget funding will be used to extend the resource centre to include new eSafety materials for families and teachers.
- Families play an important role in navigating the use of technology and appropriate online behaviours with their children. The Directorate encourages families to talk about expected behaviours at home and provides families with advice and guidance to achieve this goal.
- ACT Public Schools moved to remote learning in Semester 2, the eSafety Officer has continued to support students, families and teachers virtually to ensure eSafety program continues to be delivered in 2021.
- This eSafety program is complemented by IT technology (eg web filtering and monitoring) by the Directorate and DDTS.

Key Information

- Students are taught the concepts of using information and communication technologies (ICT) ethically, safely, and responsibly as part of the Australian Curriculum.
- The eSafety program aims to build on existing school initiatives and continue to provide information sessions for parents and carers to ensure a broad reach.
- The Directorate’s resources and approach relating to good digital citizenship and eSafety align with the *Safe and Supportive Schools* policy. Resources have been collated in collaboration with the Office of the eSafety Commissioner, Australian Federal Police, Google Education, and other eSafety providers.
- The Directorate has initiated a community of practice with the Office of the eSafety Commissioner, the Australian Federal Police (AFP), and ACT Policing to align our collective work to support children, young people and families. Through this monthly meeting, the Directorate validates our current work programs with local and national research and emerging trends. This relationship also provides benefit to the Directorate when we need incident response and community support.
- In developing the eSafety program for 2021, the Directorate has strengthened its relationship with the Office of the eSafety Commissioner to ensure that our program is supported by emerging research and behavioural trends.

- The *Communities Online: Acceptable use of ICT – Parents and Students* Policy and related guidelines define acceptable use of ICT resources provided by the Directorate. Students and carers sign this agreement annually to confirm the student’s understanding of their roles and responsibilities. Parents are provided with the Privacy Information for digital tools used for learning and classroom collaboration in ACT public schools.
- Each term, eSafety reminders are prompted on student devices throughout the year. eSafety reminders are designed by students as part of Directorate led eSafety workshops, representing an important example of student voice.
- In 2021, the Directorate’s eSafety Officer has worked collaboratively with **38** schools, to develop and deliver tailored:
 - student eSafety workshops
 - staff professional learning workshops, and
 - family eSafety information sessions.
- The Directorate implemented a standardised approach to internet filtering in early 2020, ensuring that the filtering rules are aligned to school year levels across all public schools in the ACT. This is to support the different educational needs of students as they progress through their academic career.
- Constant monitoring of security issues and potential threats is undertaken by DDTS ensure that the IT technology used in schools fully supports our students remaining safe online.

Return to School – Executive Summary

- All ACT public schools have been open for students who needed to attend.
- In the lead up to return to onsite learning, schools are communicating their COVID safe plans with their community. This will support students to understand what to expect, and what may be different when they return.
- Schools will be required to work within the ACT Health Guidelines to provide safe on campus learning. This presents a number of workforce challenges that will impact a school's ability to provide support for students at home, as well as students who return to on-campus learning.
- Schools are also reviewing plans for individual students who may require additional supports. These supports could include the development of social stories and/or a specific transition plan.
- Students will return to onsite attendance in a staged approach:
 - **Commencing Week 1 Term 4 2021** (5 October)- Year 12 could return for practical classes, essential exams and assessments. Year 11 students could also return where exams could not be deferred until Week 3.
 - **Commencing Week 3 Term 4 2021** (18 October)- Year 11 and 12 can return to on-campus learning.
 - **Commencing Week 4 Term 4 2021** (25 October)- Preschool, Kindergarten, Years 1, 2, 6, 9 and 10 can return to on-campus learning
 - **Commencing Week 5 Term 4 2021**- Years 3, 4, 5, 7, and 8 can return to on-campus learning
- Remote learning will continue for students until they can return to onsite attendance.
- Families who may be concerned about the transition for their child should make contact with their school. An individualised response can be developed in by schools in partnership with families.
- **For families choosing not to return their students to school (Years P-2):**
 - Schools have the option to provide a learning program or direct families to access the Education Directorate materials via the learning at home website. Some schools may have the capacity to continue a learning program for their early years as was provided last year.
 - Students in years P-2 would have access to a range of learning materials, either Education Directorate curriculum aligned materials, or learning activities provided by the school. Given the additional complexities in implementing ACT Health guidelines, this may not be possible.
 - If schools choose to access the Education Directorate resources in these instances, a minimum of a once a week check in with families will be required. This does not need to be the class teacher and could be another member of the school staff. There is no expectation that school or the Directorate will mark or provide feedback on learning completed at home and this learning would not be formally reported upon.

- **For families choosing not to return their students to school (Years 3-6):**
 - Teachers would plan and teach once, placing English, mathematics and one other curriculum area in the google classroom.
 - Students would have access to the material online and could submit this work for feedback. However, other areas of the curriculum would not be provided. Students at school would access this material as well as other learning through on campus learning.
 - There is no expectation that teachers would deliver instruction through google meet as occurred when all students were learning remotely for those staying at home. It would be a baseline program. Wellbeing check-ins would be once a week conducted by a staff member.
- **For families choosing not to return their students to school (Secondary):**
 - Students in years 7-10 would continue to access the curriculum that teachers would normally provide through their google classroom. This may include 7-10 access learning through content provided on the Google platform.
 - Students can submit work for feedback or assessment and tasks or assignments and would not be the full program that is available through on campus learning.
 - Schools are not expected to provide practical lessons or virtual instruction. Students could submit completed work for feedback or assessment. This learning could contribute to formal reporting.
- In the lead up to return to onsite learning, schools are communicating their COVID safe plans with their community. This will support students to understand what to expect, and what may be different when they return.
- Schools are also reviewing plans for individual students who may require additional supports. These supports could include the development of social stories and/or a specific transition plan.
- Families who may be concerned about the transition for their child should contact their school. An individualised response can be developed in by schools in partnership with families.

COVID - Remote Learning

- All ACT public schools have remained open for student's whose families cannot work from home and for all vulnerable children for supervision and general learning activities. Those students will be able to attend their usual public school.
- Out of school hours care and early childhood education and care services remain open during the lockdown for children who need to attend, such as vulnerable children but most families are encouraged to keep their children at home.
- Students who must attend school will access the same remote learning program as their classmates, delivered by their usual classroom teacher/s.
- Teachers are continuing with their usual learning program and adapting this to help students have the best possible experience learning online, ensuring that remote learning is as normal as possible for students.
- The Education Directorate continues to provide information for schools, students and families through our dedicated webpage, which is regularly updated.
- Home learning resources by year level are available on the Education Directorate's website for students and families who wished to undertake self-directed learning during the lockdown.
- Remote learning will continue for students until they can return to onsite attendance.

Supporting Schools and students

- During lockdown, the Education Directorate has supported teachers to provide online learning through a range of activities including by provision of Professional Learning Webinars and support.
- **1967** educators participated in Teacher Professional Learning webinars during lockdown. This learning has been accredited by the TQI.
- The online resources for our Educators in the Teacher Resource Centre have had over **19, 800** hits since the start of the lockdown, the materials include guidance and best practice examples for teaching practices, learning materials, wellbeing supports, adjusting for differentiation and assessment and reporting guidance.
- Wellbeing resources have been made available for schools to provide to their school communities including family activities, wellbeing booklets, gratitude journals, videos and factsheets.
- Teacher provided check-ins with students via either online meets as scheduled lessons or wellbeing checks, emails or telephone calls to families. These were opportunities to maintain connections with students and their teacher and peers, gather information about the wellbeing of students, provide teaching and check in on how student and families were managing the learning. It has been a common experience that many teachers have had more contact with families during remote learning than they have during normal school periods.
- Since the lockdown commenced on 13 August 2021, ACT public schools have been provided additional devices to support remote learning. This includes an additional **2,210 Chromebooks** and an additional **989 internet support**.
 - This is in addition to 22,000 Chromebooks in use by ACT public secondary students, the 2,332 Chromebooks provided to primary schools in August 2021 to refresh devices and maintain the 1:3 ratio, and over 300 internet support previously supplied to secondary

students.

- A Home Learning site to support families who are looking for extra learning for their children and ideas to support learning at home. There have been **129 030** hits on this site during this lockdown period by **37,143** unique users.

Telehealth

- Telehealth provides families and students access to a school psychologist remotely, through a video and phone session.
- Where possible students and families are connected with their regular school psychologist. This will support continuity of care as students return to school.
- The school psychology services stood up telehealth in response to the COVID 19 lockdown.
- Our school psychologists have continued to provide support for students and their families. During the current lockdown, this support has taken the form of an Education Directorate's Telehealth Service (free online counselling sessions).
- At 18 Oct 2021, **161 referrals** have been received by the telehealth service.
 - 55% of these sessions were attended by the parent and the student, 35% by the student alone and 10% by the parent.
 - 76% of total referrals came from primary school families, including preschool. The common themes for these families included support and understanding of learning delays and concerns and managing separation anxiety for the return to school.
- School psychologists are also able to help link families with other services, including community organisations, that are still operating during lockdown. Other external supports available include ReachOut, Headspace, Lifeline. Information and links for these supports is available on the Directorate's website

Students with a Disability

- Students with disability and/or additional learning needs receive individualised supports during remote learning. Teachers and Learning Support Assistants know their students and work with families and students to ensure they have support to engage in remote learning.
- Every school has a Disability Education Coordinator (DECO) to support teachers to respond to inclusive practice. They have a range of different resources and families can contact them by email or phoning the school.
- Teachers develop learning based on the individual learning plan of each student. Many of these individual goals that are specially designed for a school context and may need to be placed on hold or rewritten to have a more practical application during the remote learning period.
- Families are encouraged check in with your child's teacher for some advice and support – as they may have advice and strategies to share.
- Learning Support Assistants are still working with our schools, and each school may be utilising them differently – supporting students directly with their tasks or producing additional resources for the classroom teacher.

Vulnerable families and students

- ACT public schools have been monitoring student engagement with their remote learning

programs.

- Schools have remained in contact with families during the remote learning period. This has included wellbeing checks and supports to link families to community service providers and supports as required
- Telehealth has provided support to families who have indicated concern with the return to school. This has predominately related to children with separation anxiety.
- The school psychology service has also produced some short videos to for families supporting children and young people who may be anxious about the return to school.
- If a school is unable to make contact with families and they have concerns regarding the student's engagement with education, they can refer families to the Directorates School Attendance Team (SAT).
- SAT works with schools and families to remove barriers preventing a child or young person's attendance/engagement with school.
- Social workers in the SAT team reach out to families, build relationships and support the family identify issues in which they may require support. This is a voluntary service.
- SAT works closely with the Community Services Directorate (CSD) to connect families into appropriate services including the Child Development Service and Families and Community Centres.
- All education staff are mandatory reporters. If they have concerns for the safety and wellbeing of a child or young person they will make a mandatory report to Child & Youth Protection Services (CYPS).
- CYPS works closely with Education to support families and children and young people in out of home care engage with education.

Engagement Data

- As at the end of term 3, approximately **1635 students** who are unable to learn from home were registered to attend their school, with approximately **227 of those being students** with support programs. This number changes on a daily basis.
- The highest attendance at schools for Week 9 Term 3 was **1270 students**: with **561 teaching staff** on-site. A small number of teaching staff continue to work on-site to support student learning face-to-face as well as online¹.
- During the term 3 lockdown (13/8 – 13/9) students participated in **23,798, 179** interactions on the google platform which averages to 4,716,475 interactions per week.
- There is no expectation on students to be logging-on to complete work outside of ordinary school hours.
- Our **Year 6 cohort** had the highest daily interactions for primary years; our **Year 7 cohort** had the highest daily interactions for high school years; and our **Year 11 cohort** had the highest daily

• ¹ This data is from the daily staff attendance form complete daily at each school site. Student attendance data is from the School Administration System and is reliant on accurate roll marking.

interactions for senior secondary.

Background Information

- All ACT public schools commenced teacher-led remote learning on 20 August 2021.
- Remote learning applies to all students who are in lockdown at home from preschool through to college.
- Teachers are continuing with their learning program and adapting these to help students have the best possible experience learning online.
- Primary and high school teachers check in with their students every day, to guide learning and to monitor wellbeing.
- Wellbeing supports provided to schools including a school psychologist lead telehealth service.
- The Directorate continues planning to safely return students to return to face-to-face in term 4 as the health directions permit.
- On Monday 27 September the ACT Government released a plan outlining the timeframes for students to return to on-campus learning. Particular cohorts of students will return according to the following schedule:
 - Year 12 students can return from Tuesday 5 October, with a focus on practical classes, essential exams and assessments (week 1, term 4).
 - Year 11 students can return from Tuesday 5 October for essential exams and assessment *only* when they can not be deferred until week 3 (week 1, term 4).
 - Year 11 and 12 on-campus classes resume from Monday 18 October (week 3, term 4)
 - Preschool, Kindergarten, Years 1,2,6, 9 and 10 can return to on campus learning on Monday 25 October (week 4, term 4)
 - Years 3,4,5,7 and 8 can return to on-campus learning on Monday 1 November (week 5, term 4)

Teaching Quality Audit – Executive Summary

- During 2020, the ACT Audit Office commenced an Audit into teaching quality in ACT public schools. The Auditor-General’s ‘Teacher Quality in ACT Public Schools’ audit focused on assessing the effectiveness of the Education Directorate’s strategies and activities to improve the quality of teaching practices in ACT public schools.
- The Auditor-General’s Report No. 6/2021 ‘Teaching Quality in ACT public schools’ (the Report) was tabled in the ACT Legislative Assembly on 23 June 2021. The Report made 14 recommendations.
- The Government Response is being considered by Cabinet on 18 October 2021 with an indicative decision provided on 19 or 20 October 2021.
- The Deadline for Tabling the Government Response with the speaker is 22 October 2021 (out of session).
- The Government Response bypassed exposure circulation and only circulated it for final lodgement. We received minor comment from CMTEDD as communicated on Friday to ensure alignment to Budget announcements, but no other comments were received.
- The Government Response (pending consideration by Cabinet) is not public record until tabled. See FILE2021/2976. It includes the following responses and notes:

Recommendation	Response	Notes
1. The Education Directorate should, as a priority develop and publish the implementation plan for the second phase of the <i>Future of Education</i> .	Agree	The <i>Future of Education Strategy</i> outlines the ACT Government’s commitment to education in ACT schools. Information about Phase Two of the <i>Future of Education</i> will be published on the Education Directorate’s website following the announcement of the 2021-22 Budget.
2. The Education Directorate should improve its strategic planning and reporting framework by consistently and specifically reporting on progress towards its planned actions in its six-monthly review reports. Reported progress should include quantitative and qualitative analysis for: <ol style="list-style-type: none"> a. All priority actions identified in its Strategic Plan. b. All indicators for success for each Strategic Plan goal The completion of activities committed to in annual divisional plans. c. The completion of activities committed to in annual divisional plans. 	Agree in principle	The Education Directorate is developing a new Strategic Plan, which will include reporting that is appropriate to the priority actions. The Education Directorate already provides extensive reporting of its performance through the Annual Reporting cycle, as well as providing a range of data, progress updates and information on the Education Directorate website. The Education Directorate monitors performance through existing corporate governance mechanisms.

<p>3. The Education Directorate should review and update the People, Practice and Performance Framework to:</p> <ol style="list-style-type: none"> Reflect the revised structure of the Education Support Office, including the roles of Directors of School Improvement and Instructional Mentors and their role to support and maintain accountability of principals. Reflect the requirements of the <i>Evidence and Data Plan for School Improvement</i> (2019) Require all schools to participate in school improvement activities as well as complete and publish all required school improvement documentation on their website. 	Agree	<p>The Education Directorate is reviewing the People, Practice and Performance Framework which will be reflective of the existing Education Support Office structure, school-based requirements and data informed practice.</p> <p>ACT public schools participate in school improvement processes and report on the outcome of those processes. The Education Directorate continues to support schools to publish School Improvement documentation on their school website, including:</p> <ul style="list-style-type: none"> - Annual Action Plan/Impact Report, - External School Reviews - School Improvement Plans
<p>4. As part of Recommendation 3, the Education Support Office should review and revise the People Practice and Performance framework to require the formal evaluation of school improvement documentation on an annual basis. The evaluation should involve consideration of school improvement plans, action plans, school visits feedback and impact reports as a method of gaining specific actionable and timely information about ACT public schools' progress in improving student educational outcomes. The evaluation should then be used to assess and review Education Support Office supports for teaching quality to determine any refinements or additional assistance required to support schools achieve this outcome.</p>	Agree in principle	<p>The Education Directorate is reviewing the People Practice and Performance Framework. The revised framework will incorporate a range of enhancements to the school improvement process:</p> <ul style="list-style-type: none"> - additional sources of evidence to inform revises - implementation of Annual Action Plans and Impact Report to complement the five yearly school plans - clarification of the role of a Director of School Improvement in the school improvement cycle - Clarification of the expectations of school leaders in the continuous improvement process
<p>5. The Education Directorate should review the role of Directors of School Improvement and in doing so:</p> <ol style="list-style-type: none"> Consider whether individual directors should specialise in sector-specific oversight and support (such as roles focusing on colleges, high schools, primary schools) to better target the implementation of supports for improving teaching quality Determine if the directors' span of control allows them to fulfil the requirements of the People, Practice and Performance framework. 	Agree	<p>The Education Directorate is reviewing the People Practice and Performance Framework. As part of this review, the role of Directors of School Improvement will be considered.</p>
<p>6. The Education Directorate should establish a development program for new school executive (SLC) that upskills these staff on the instructional leadership practices of the Empowered Learning Professional Leadership Plan during the initial years of their appointment.</p>	Agree	<p>The Education Directorate has commenced work to establish a development program for new school executives, however this work was delayed throughout 2020 due to COVID-19. This work has now recommenced, with learning sessions for School Leader Cs conducted in Term 3 2021.</p>

<p>7. The Education Directorate should clearly identify and articulate its expectations for the role and responsibilities of Highly Accomplished and Lead Teachers in ACT public schools. The role could include working with principals and Education Support Office to support school improvement activities, and better using the school network model to connect with other professional to promote better teaching practice in their school settings.</p>	<p>Agree</p>	<p>The Education Directorate will continue to work with TQI to better utilise and promote engagement with Highly Accomplished and Lead Teacher (HALT) initiatives.</p> <p>The use of HALTs is beneficial but further work needs to be undertaken to explore how schools can use these highly capable teachers to support improvement of professional practice for individual teachers and across whole of school practice, through system wide approaches or pedagogical best practice methods. There will be a particular focus on how HALTs may be used to support beginning teachers through their first three years, including through mentoring, planning and demonstrating best practice.</p> <p>Consideration is being given to the role of HALTs in whole of system improvement and how greater access to the experience of teachers who demonstrate excellence may be incorporated more broadly.</p>
<p>8. The Education Directorate should develop a practice for the Education Support Office to oversee:</p> <ol style="list-style-type: none"> The completion of each school's annual professional learning program. The development of a school's annual professional learning program as part of the school improvement process. The program should identify the development needs of teaching staff in connection with school improvement goals, and the expected impacts on student outcomes. 	<p>Agree</p>	<p>The Education Directorate will strengthen central oversight of the implementation of the Annual Professional Learning Program (as specified in the Enterprise Agreement) following the delivery of the ACTPS Human Resources Information Management System (HRIMS) Module 2, specifically the Learning Management System platform. The Education Directorate will continue implement responses to system school review recommendations and identify areas for professional development to support the ongoing school improvement processes.</p>
<p>9. The Education Directorate should establish universal professional learning for all school leaders and teaching on the Spiral of Inquiry Model and Multiple Sources of Evidence approach to support school leaders to facilitate these activities. This support should focus on increasing understanding and consistency in the quality and impact of professional learning communities for the purpose of improving the quality of teaching practices in all ACT public schools.</p>	<p>Agree</p>	<p>The Education Directorate will continue to provide professional learning to all school leaders through the Spirals of Inquiry Model and Multiple Sources of Evidence approaches.</p> <p>The Education Directorate will continue to provide professional learning including continuing the new staff and leaders' induction and refresher sessions as part of universal professional learning offering. This will be captured through the new HRIMS and the Learning Management Platform.</p>
<p>10. The Education Directorate should work with the ACT TQI to:</p> <ol style="list-style-type: none"> Receive and analyse data to use for evaluation the quality of Education Directorate professional learning activities and identify trends and insights from its teachers' professional learning to help determine the impacts this has on improving student outcomes. Design methods and practices to recognise key profession learning supports, including professional learning communities as accredited learning that meets the requirements of the Australian Professional Standards for Teachers. 	<p>Agree</p>	<p>The Education Directorate and Teacher Quality Institute will continue to work together to strengthen data to inform the knowledge and application of professional learning, ensuring the system makes informed judgements about the quality of professional learning offered to teachers. Holistic monitoring and evaluation of the impact of teacher professional learning through the design of measures of system-led impact will ensure consistency in approach across all schools and increased confidence in the high quality of teaching practices within ACT Public Schools.</p>

<p>11. The New Educator Support Program should be reviewed and redesigned. The program should:</p> <ol style="list-style-type: none"> a. Be facilitated by the Education Support Office to provide centralised oversight of all Enterprise Agreement provisions, centralised support and resourcing to New Educators in ACT public schools. b. Document a core set of highly effective pedagogical competencies that New Educators are expected to acquire within the first three years of their teaching careers. c. Include a series of centralised, scaffolded professional development activities to build New Educators' capabilities over the course of the three years of the program. d. Provide schools with clear guidance and expectations to facilitated experienced teacher coaching and mentoring of New Educators e. Establish an annual monitoring and evaluation process for the program, which incorporates feedback from New Educators, experienced teacher mentors and school leaders. 	<p>Agree in principle</p>	<p>The Education Directorate will strengthen central oversight of the implementation of New Educator supports outlined in the Enterprise Agreement following the delivery of the ACTPS Human Resources Information Management System (HRIMS) Module 2, specifically the Learning Management System platform. This module will ensure that all beginning teachers have a New Educator Support Plan in place and that the Education Support Office continue to monitor and support implementation across schools.</p> <p>The Australian Professional Standards for Teachers outline the professional requirements at a graduate level. The Education Directorate uses this standard to inform the new educator induction and continuing supports along their teaching journey.</p> <p>Specific training is available for educators during the annual induction week, which targets the needs of new educators and educators new to the ACT system:</p> <ul style="list-style-type: none"> - The Education Directorate New Educator Support Guidelines are used to inform the assistance provided to beginning teachers. The supports include: Reduction of face to face teaching hours to allow for transition and preparation - An allocated two professional learning days - Five days induction - The opportunity to work with an experienced teacher to support their learning. <p>The Education Directorate will strengthen central oversight of the implementation of New Educator supports outlined in the Enterprise Agreement following the delivery of the ACTPS Human Resources Information Management System (HRIMS) Module 2, specifically the Learning Management System. The Education Directorate continues identify, monitor and evaluate professional learning opportunities for early career educators. The new Learning Management System will facilitate enhancements to this capability.</p>
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<p>12. The Education Directorate should review and revise the mechanisms that support the distribution and monitoring of the teaching workforce across ACT public schools by:</p> <p>a. Monitoring the distribution of experienced teachers across ACT public schools to ensure it aligns with Education Directorate priorities under the Future of Education. Developing processes to monitor and review principal decisions to extend teacher placements to ensure schools have appropriate and equitable access to experienced teachers.</p>	<p>Agree in principle</p>	<p>In March 2021, the Education Directorate launched and implemented its inaugural Workforce Strategy with a three-year horizon. One of the key priority actions identified in the <i>EDU Workforce Strategy 2021-23</i> is the review of the classroom teacher and school leader transfer processes to enable mobility to support professional development.</p> <p>It is noted that the transfer processes are embedded in the <i>ACTPS Education Directorate (Teaching Staff) Enterprise Agreement 2018-2022 (Agreement)</i> and changes will need to be agreed with the Australian Education Union in parallel with the current Agreement and/or through the next round of bargaining.</p>
<p>13. The Education Directorate should develop and analyse data associated with teaching workforce separations by implementing exit surveys and conducting analysis on the reasons teachers resign from ACT public schools.</p>	<p>Agree</p>	<p>The Education Directorate recognises the importance of developing a baseline data on the attrition rate (separation) across the system, specifically for our teaching staff, to inform our attraction and retention framework.</p> <p>The Education Directorate is currently developing a Staff Exit Survey/Interview process to support the implementation of the Workforce Strategy 2021-23.</p>
<p>14. The Education Directorate should:</p> <p>a. Develop guidelines and support for school leaders that enable regular, development - focussed teacher appraisals with the Australian Professional Standards for Teachers. These should be modelled and encouraged through the Empowered Learning Professionals Leadership Plan and aligned with the professional learning requirements of the ACT teacher Quality Institute ACT 2010 to gain additional benefit from these activities.</p> <p>b. Systematise the performance and development process to improve efficiency and make teacher professional development data available for central oversight and management to improve teaching quality.</p> <p>c. Develop supports for school leaders to manage underperformance for poor teaching practices. These supports should emphasise the need to quickly address performance issues, identify ways to successfully improve performance, and connect underperforming teachers with practical supports to improve their practice.</p>	<p>Agree in principle</p>	<p>The Education Directorate Classroom Teacher, School Leader and Principal Performance and Development Framework underpins the value and need for meaningful and targeted dialogues on performance and development for our teaching staff.</p> <p>The Education Directorate will further develop supports for school leaders to manage underperformance relating to poor teaching practices. These supports will be developed in accordance with requirements of the <i>ACTPS Education Directorate (Teaching Staff) Enterprise Agreement 2018-2022</i> (or its replacement). The ACTPS HRIMS Module 2 will deliver a Performance Management and Learning Management System to support automation and reporting on performance and development discussions and professional learning requirements.</p> <p>The introduction of this module will support school leaders in engaging in performance and development discussions and also provides a clear structure/workflow for managing underperformance.</p>

From: [EGMSOffice](#)
To: [Huxley, Mark](#)
Subject: RE: additional info for estimates
Date: Monday, 18 October 2021 12:05:31 PM

OFFICIAL

Hi Mark

The **2020 list of schools** reviewed is below. I have also asked for the three schools that opted not to move forward with school review in 2020.

1	Caroline Chisholm School
2	Charnwood-Dunlop School
3	Dickson College
4	Duffy Primary School
5	Florey Primary School
6	Forrest Primary School
7	Fraser Primary School
8	Gowrie Primary School
9	Hawker College
10	Latham Primary School
11	Narrabundah College
12	Richardson Primary School
13	UC High School Kaleen
14	Wanniassa Hills Primary School
15	Wanniassa School

2021 School review (18 schools)

Gold Creek School
Margaret Hendry School
Farrer Primary School
Melba Copland Secondary School
Lanyon High School
Mount Rogers Primary School
Turner School
Fadden Primary School
Red Hill Primary School
Cranleigh School
Bonython Primary School
Gordon Primary School
Gungahlin College
The Woden School
Miles Franklin Primary School
Amaroo School

Lyneham High School

Malkara School

Janet

From: Huxley, Mark <Mark.Huxley@act.gov.au>

Sent: Monday, 18 October 2021 11:24 AM

To: Abbott, Janet <Janet.Abbott@act.gov.au>; EGMSlofficce <EGMSlofficce@act.gov.au>

Subject: additional info for estimates

Importance: High

Hi Janet,

Can you please send through the names of the schools reviewed in 2020 and 2021 please.

Thanks

Mark

Mark Huxley

Executive Group Manager

School Improvement

ACT Education Directorate

(02) 62053988

From: [Gwilliam, Stephen](#)
To: [Steele, Peter](#); [Huxley, Mark](#)
Cc: [EDUCOVID](#); [DDGEDUoffice](#); [Matthews, Rachel \(ACTEDU\)](#)
Subject: RE: FOR ACTION - Estimates questions/follow up for DDG
Date: Monday, 18 October 2021 12:19:45 PM
Importance: High

OFFICIAL

Hi Peter and Mark

Here's

Summary outlining the process for managing a case in a school. We don't have this anywhere in the papers. A summary outlining what processes we undertake with a covid case in a school I think is powerful. [@Gwilliam, Stephen](#) – high level summary of key actions/dates

C-19+ Case identification – high level overview of S2 process**Day 1**

1. ACTH formal notification to EDU via HECC EDLO
2. HECC EDLO notifies EGMSI, DDG, EDU Media Comms, and CECA if preschool or OHSC if impacted.
3. EGMSI notifies School Operations Lead
4. School Operations Scenario 2 Lead notifies School Principal and is assigned to support for the duration of site impact e.g. quarantine.
5. School principal to provide responses to information sought by ACTH

Day 2/Day 3 – Day 14/15

6. School Operations Lead coordinates activation of student wellbeing support (telehealth service), community town hall (VC led by ACTH – only occurs when whole of school is impacted), staff wellbeing supports (staff VC briefing with ACTH and EDU People & Performance), campus deep cleaning (EDU Cleaning), communication letters to school community (EDU Media & Comms), notifies School Operations who notify ACECQA if preschool is impacted.
7. School Operations Lead S2 Lead updates daily EDU sitrep.

Answer regarding Mary McKillop? I am certain we will be asked about it so we need something to say even if it isn't one of our schools. [@Gwilliam, Stephen](#) – today's status for S2 tracker

I've providing Catholic Ed response within the next hour on SMMC's status. I'll update S2 tracker this afternoon.

Cheers

Stephen Gwilliam | Director School Improvement - Services
 02 62051819 | 0402706902 | stephen.gwilliam@act.gov.au
 School Improvement Group | Education Directorate | ACT Government
 Hedley Beare Centre for Teaching & Learning | www.det.act.gov.au

From: Steele, Peter <Peter.Steele@act.gov.au>

Sent: Monday, 18 October 2021 11:30 AM

To: Gwilliam, Stephen <Stephen.Gwilliam@act.gov.au>; Oldfield, Meghan <Meghan.Oldfield@act.gov.au>; McMahan, Kate <Kate.McMahon@act.gov.au>; Allars, Alex <Alex.Allars@act.gov.au>; Short, Paul <Paul.Short@act.gov.au>

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

Subject: FOR ACTION - Estimates questions/follow up for DDG

Importance: High

OFFICIAL

Morning all,

Jane has asked for some additional points for her to take to Estimates tomorrow

1. Summary outlining the process for managing a case in a school. We don't have this anywhere in the papers. A summary outlining what processes we undertake with a covid case in a school I think is powerful. [@Gwilliam, Stephen](#) – high level summary of key actions/dates
2. Answer regarding Mary McKillop? I am certain we will be asked about it so we need something to say even if it isn't one of our schools. [@Gwilliam, Stephen](#) – today's status for S2 tracker
3. What will schools do in the case of bush fires or cold/rain if windows open are part of the ventilation plan? [@Oldfield, Meghan](#) – high level points on this please – I believe it will be something like – we are taking short term actions for the return to on campus learning and will then start to review/make longer term adjustments
4. Dates when Staff and student Vaccinations were prioritised – again it needs to be a summary document of key dates - we almost need a 1 pager for COVID.
 - a. [@McMahon, Kate@Allars, Alex@Short, Paul](#)
 Not 100% sure where this will best sit so shooting it across to you all!
 This should be included any time we sent out comms to encourage staff to vaccinate/priority vaccination (Paul)
 Any other activities we might have taken?

Very happy if you can get high level info to me as soon as practicable (lets say by 3pm at the latest) and I will bring together in a document for Jane.

Please give me a bell if you want to discuss,

Pete

Peter Steele

COVID Coordination Team – ACT EDU

0423 390 998

From: Steele, Peter

Sent: Monday, 18 October 2021 9:18 AM

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

Cc: Pilicic, Courtney <Courtney.Pilicic@act.gov.au>; Huxley, Mark <Mark.Huxley@act.gov.au>; EDUCOVID <EDUCOVID@act.gov.au>

Subject: RE: Estimates questions/follow up

OFFICIAL

Thank you Jane.

[@Martinez, Catherine](#) can you please coordinate these responses for Jane's pack?

1. S2 Process – Stephen Gwilliams can provide a high level summary
2. Mary McKillop – We have the latest update from the S2 attachment to the SIT REP
3. Ventilation plan – via Meghan Oldfield
4. Vaccinations prioritisation – Kate McMahon/Alex Allars/Paul Short will be able to clarify key dates

Pete

Peter Steele

COVID Coordination Team – ACT EDU

0423 390 998

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

Sent: Sunday, 17 October 2021 4:08 PM

To: Steele, Peter <Peter.Steele@act.gov.au>

Cc: Martinez, Catherine <Catherine.Martinez@act.gov.au>; Pilicic, Courtney <Courtney.Pilicic@act.gov.au>; Huxley, Mark <Mark.Huxley@act.gov.au>; EDUCOVID

<EDUCOVID@act.gov.au>

Subject: Estimates questions/follow up

Hi

I am sending this today so it can be actioned first thing in the morning.

Can we have the following to include in my pack at least.

1. Summary outlining the process for managing a case in a school. We don't have this anywhere in the papers. A summary outlining what processes we undertake with a covid case in a school I think is powerful.
2. Answer regarding Mary McKillop? I am certain we will be asked about it so we need something to say even if it isn't one of our schools.
3. What will schools do in the case of bush fires or cold/rain if windows open are part of the ventilation plan?
4. Dates when Staff and student Vaccinations were prioritised – again it needs to be a summary document of key dates - we almost need a 1 pager for COVID.

Many thanks

Jane Simmons PSM | Deputy Director-General **Education Directorate** | ACT Government

T: +61 481057310 | E: jane.simmons@act.gov.au

GPO [Box 158 Canberra ACT 2601](#) | www.education.act.gov.au

From: [Abbott, Janet](#)
To: [Huxley, Mark](#)
Subject: ESTIMATES: School Review information
Date: Monday, 18 October 2021 4:34:52 PM
Attachments: [Strengths and Areas of Focus 2020 School Review External System Report.docx](#)
[School Review List 2020 and 2021.docx](#)

OFFICIAL

Hi Mark

Sorry for the delay getting this to you. These documents can also be found in the Estimates folder on G drive.

Janet

School Review External System Report

The ACT Education directorate is commended for its commitment and systematic approach to continuous improvement in practice in schools, and the way in which it is enacting intentional strategies to support schools to improve based on findings and recommendations from school review and system reports. (Page 3)

Summary of Strengths

- Domain 3 continues to be a strength for the system.
- Generally, schools are operating at the High-performance level for Domains 4, 5 and 8.
- There is a flatter distribution between the Medium and High-performance levels for Domains 1,2,6,7 and 9.

Strengths by domain

Domain 1: an explicit improvement agenda – functioning at *High* level

- ¾ of schools ranked *High* which is evidence of leadership teams working closely with staff on Improvement agenda
- 13% in the *Medium* rating – significantly lower percentage than previous 2 years and is recognition of leaders' increasing recognition of the importance of data driven decisions
- SI Groups introduction of revised approaches to improvement planning continues to have a positive impact, in particular planning work post review including around target setting. This will help to ensure schools are developing a sharp and narrow focus.

Domain 2 Analysis and discussion of data

- 2/3 of schools reviewed – school leaders viewing reliable and timely student data as part of their leadership.
- 1 primary school – *Outstanding* with data being used by all staff to identify gaps in students learning.
- Most schools have PLT's/PLCs using data to inform teaching, allowing for established routines in PLT and whole staff meetings for data discussions.
- College's working together to develop common measures for growth and engagement – with all colleges now using common formal student feedback process with data collated withing each college and aggregated for common courses across colleges allowing for better comparisons and interrogation of data.

Domain 3: A culture that promotes learning * Consistent area of strength. – functioning at *High* level

- Four schools (1 college, 3 PS) *Outstanding*
- Implementation of PBL, improvement planning documentation reflected the emphasis placed on supporting social and emotional wellbeing.
- CI Self-Assessment continuum – *Schools are actively seeking to strengthen the ways in which they respect, acknowledge, and celebrate Aboriginal and Torres Strait Islander histories, cultures, knowledge systems and language and have established representative staff teams to drive this key work. (page 13)*

Domain 4: Targeted use of school resources

- One college *Outstanding* due to highly innovative and flexible curriculum delivery.

- Significant resources – technology enabled learning evident

Domain 5: An expert teaching team – functioning at *High* level

- Strong evidence 87% High that leaders actively encourage and support teachers to take on leadership roles
- Strategic recruiting to find the best fit for the school
- PLCs *Leaders are encouraging the sharing of practice, action research, joint analysis of student work, and collaborative curriculum planning.* (Page 16)

Domain 6: Systematic curriculum delivery

- PLCs have resulted in deliberate development whole of school curriculum plans that fully align to Australian Curriculum and scoping work across and within years and multi-age levels using the standards.
- Strength of preschool curriculum planning and alignment to EYLF.
- STEM initiatives such as lunch time clubs, enrichment and embedded learning in classroom.

Domain 7: Differentiated teaching and learning

- Increasing evidence of PLCs in ability of teachers to impact on learning and how best to respond to student's level or readiness.
- College – formative assessment strategies

Domain 8: Effective pedagogical practices – functioning at *High* level

- ESO development of pedagogical framework and pedagogical coaches to embed agreed practices.
- School leaders actively promoting a range of evidence-based teaching strategies
- Primary schools – evidence of involvement in the ACT EYLI.
- Leaders also drawing on a range of literature to inform their pedagogical approach.

Domain 9: School-Community partnerships – functioning at *High* level

- Comparable number of establishing partnerships to previous years, with an increase in the number of schools with evidence of partners being committed to the relationship and initiatives being implemented as intended.

Recommendations by domain and progress (EDU20/2111)

Domain 1: Provide PL for leaders in how to develop and implement an agenda for improvement in partnership with parents and the wider community.

- This includes communication of performance data to the school community (reflected by schools with *Medium* rating)
- SI Group to continue to support schools to set realistic but challenging targets

Progress:

- The *Strengthening Leadership Capability 2018-2021 Plan* continues to be implemented.
- A suite of resources to support planning are now available on ConnectED and further refinements are planned for inclusion in the new Service Portal.
A customised School Data Summary with commentary which highlights areas for further analysis or action is produced manually each year. The Analytics and Evaluation Branch (A&E) is exploring opportunities into “real time” updates in future.

Domain 2: Continue to prioritise ongoing PL to build staff skills in analysing and interpreting data.

- Strategies to build teacher strategies for analysis and interpretation.
- Further work around software that will allow disaggregation of data to monitor student progress by cohort, class or priority group.
- Data predominantly used for summative rather than formative purposes.

Progress:

- The collection of quality school data and subsequent discussions in Professional Learning Communities (PLC) was continuing to emerge as a common practice. The use of PLC to explicitly engage in student outcomes remains variable across sectors.
- School Data Plans are now beginning to be routine in most schools as they map multiple sources of data, their purpose and accompanying analysis. Finetuning and selecting the most impactful of these to individual student growth data continues.
- A&E have drafted possible data summaries to supplement the School Data Summary. These were shared and samples workshopped with senior staff in ESO. This data has also been used for case management of strategies for schools identified with complex support needs. A final position on the format of what is distributed to schools is yet to be made.
- The SAS have been making more timely data available to schools and to teachers through the adjustment made to SENTRAL. Refinements continue to be rolled out.
- A system licence to ACER to support an alternative set of literacy, numeracy and wellbeing performance data has been discussed and approved in principle at EGC.

Domain 3: Support schools in developing intentional and collaborative strategies to strengthen parental engagement in learning. Strengthen a culture of learning for students, ensuring schools place an emphasis on delivering a curriculum that promotes inquiry and innovation.

- Stronger focus on culture of inquiry, creative exploration and independent learning.

Progress:

- PBL has now been well documented and communicated across school communities. The implementation timetable continues.
- The implementation of the Gifted and Talented policy and the support and professional learning provided by Universal Support Branch is occurring and continues to be available to schools through the Service Portal.
- Cultural Competency Continuum has been updated and trialled with the schools undertaking School Review in 2020. Supplementary guidelines have also been developed to support schools to use the resource. An immersion process to monitor and report on school progress is to be developed in conjunction with Strategic Policy and the Aboriginal and Torres Strait Islander Education teams.
- In 2020 financial and resource support for students from low socio-economic backgrounds was evident in the targeted support and resources made available to those families during the COVID lockdown.

Domain 4: Support schools to enact strategies in G&T Policy including clear processes and measure for identification of student and evidence-based strategies for responding to need. Ensure there are evidence-based effective teaching practices, particularly in high schools.

Progress:

- Phase 8 and 9 of the Intensive hybrid delivery model has been implemented with 16 primary schools successfully engaged in learning. The Early Literacy Initiative has identified literacy coaches in each of the targeted schools who are supported by the Instructional Mentors from School Improvement Group. This support includes evidenced based teaching, pedagogical practices, and professional learning community (PLC) approaches.

- Instructional Mentor roles continue to be utilised for literacy strategies, including creating and dissemination of digital online training resources for self-directed literacy development. Their roles continue to be refined to provide additional support for schools' strategic planning and school reviews.

Domain 5: support schools to develop PL plans associated with budget that captures how they are building learning communities, with opportunities for regular peer and leadership feedback on teaching practices, coaching and mentoring.

- Only 1/3 of schools had a strategic Professional Learning plan that captures their approach to building expert teaching teams that can measure impact.

Progress:

- By the end of 2021, all primary schools will have formally engaged with the Early Literacy Initiative. A formal coaching model with core coaching practices are integral to the initiative. Literacy coaching workshops (2 or 3) to be run each term in 2021 and are supported with on ground assistance from the Instructional Mentors.
- Expansion of the work undertaken in establishing PLC's to be reinforced in leadership forums and the Symposium in 2021. This work is embedded in the Empowered Learning Professions Leadership plan. Evidence based learning outcomes to be the core of all PLC discussions. This is yet to be a consistent approach across all stages of schooling.

Domain 6: continue to support schools embedding AC with focus on:

- Progressively developing students' deep understanding of concepts, principles and big ideas
- Ongoing development of general capabilities and cross-curriculum priorities
- Quality assessment practices to support teacher judgement against standards
- Moderation of work samples within and across schools

Progress:

- The SAS academic and reporting module has been implemented enabling systematic collection of achievement data and consistent data sets for interrogation. Further refinement to enable school to drill deeply into the data needs to be accompanied by additional data literacy workshops
- Inclusion of support materials on the Service Portal for Mathematics and numeracy; and extension and enrichment activities for Gifted and Talented students are available. The use of Backwards by Design workshops to promote teacher understanding and capacity to use the Australian Curriculum effectively to plan, assess and report on student achievement have been delivered. The development of a general capabilities' module is pending further resources to be made available by the Federal Government.

This also aligns with the *Strengthening Leadership Capability 2018-2021 Plan* which has a key improvement strategy of deepening the pedagogical and curriculum expertise of leaders at all levels.

Domain 7 : Support schools to develop a school-wide approach to differentiated teaching and learning underpinned by research. Include opportunities for teachers to engage in professional learning to expand their repertoire of practice in responding to differences in cultural knowledge and experiences as well as offering multiple means of representation, engagement and expression.

- Variability of practice in differentiated teaching and learning and how skilfully teachers tailor classroom activities to students' interests, readiness and need.

Progress:

- Instructional Mentors and Pedagogy Coaches are developing practical resources to support schools, leaders, and teachers to strengthen the way they meet the needs of all students. Formative assessment, differentiation, and effective questioning is now included in the Pedagogical Framework as a resource.
- Response to Intervention (RTI) protocols and approaches are currently being fine-tuned to meet the needs of complex students. Opportunities for use of alternative curriculum, assessment, and reporting suites to allow teachers to assess the learning readiness of students with disabilities and additional needs is currently under way.
- Targeted and self-identified schools have engaged in intensive training and support through projects such as *Primary Writing Collaborative*, *Secondary Literacy Project* and *Early Years Literacy Initiative and the Numeracy Project*. This is continuing.

Domain 8: Support school leaders in identifying and documenting the kinds of teaching strategies they expect to see in their schools and the strategies they will employ to support teachers in effectively using them.

- Significant variability in how effectively strategies is used across classrooms.

Progress:

The *Strengthening Leadership Capability 2018-2021 Plan* key improvement strategy of deepening the pedagogical and curriculum expertise of leaders at all levels has been progressed through:

- implementation of a cascading leader engagement series for principals, deputy principals and executive teachers.
- A school leadership symposium in term 1 2021 which challenged school leaders to sharpen the focus of improvement strategies by drilling down to classroom level data to enable teachers to understand what works for whom under what circumstances (the 'precision' question).
- A suite of instructional resources and approaches, included in the service portal, have been mapped out from research and ACT specific evidence to target approaches required to successfully lead individual student improvement.

Domain 9: Support schools to evaluate current partnerships for effectiveness so there is clear evidence that current partnerships are having their intended impact.

- 11/15 schools did not have explicit objectives of partnerships.
- 47% of schools had no plans to systematically review the effectiveness of the partnership
- Some partnerships more accurately described as services.

Progress:

The School Planning and Review team are developing a support material/checklist for monitoring and evaluating partnerships.

School Review List

2020 Reviews – originally 18 schools flagged for review with 15 schools proceeding

Charnwood Dunlop School
Duffy PS
Florey PS
Forrest PS
Fraser PS
Gowrie PS
Latham PS
Richardson PS
Wanniassa Hills PS
UC Kaleen HS
Caroline Chisholm School
Wanniassa School
Narrabundah College
Dickson College
Hawker College

2021 Reviews – 18 Schools

Cranleigh School
Malkara School
The Woden School
Bonython PS
Fadden PS
Farrer PS
Gordon PS
Margaret Hendry
Miles franklin PS
Mount Rogers PS
Red Hill PS
Turner School
Lanyon HS
Lyneham HS
Amaroo School
Gold Creek School
Melba Copland
Gungahlin College

From: [Abbott, Janet](#)
To: [Huxley, Mark](#)
Subject: ESTIMATES: 2020 and 2021 school review information
Date: Monday, 18 October 2021 5:28:07 PM
Attachments: [2020 and 2021 School Review camparison of recommendations.docx](#)

OFFICIAL

Hi Mark

The information in the AR could be useful for Estimates tomorrow – see the attached snip and let me know if you would like anything else included.

Janet

Janet Abbott | Executive Officer

P 02 6205 5179 | Email: janet.abbott@act.gov.au

School Improvement Group

Education Directorate | **ACT Government**

GPO Box 158 Canberra ACT 2601 | www.act.gov.au

Table XX: 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 XX: 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.

From: [Seton, Sam](#)
To: [McMahon, Kate](#)
Subject: RE: hearings
Date: Monday, 18 October 2021 7:56:03 PM
Attachments: [image003.png](#)
[image004.png](#)
[image005.png](#)

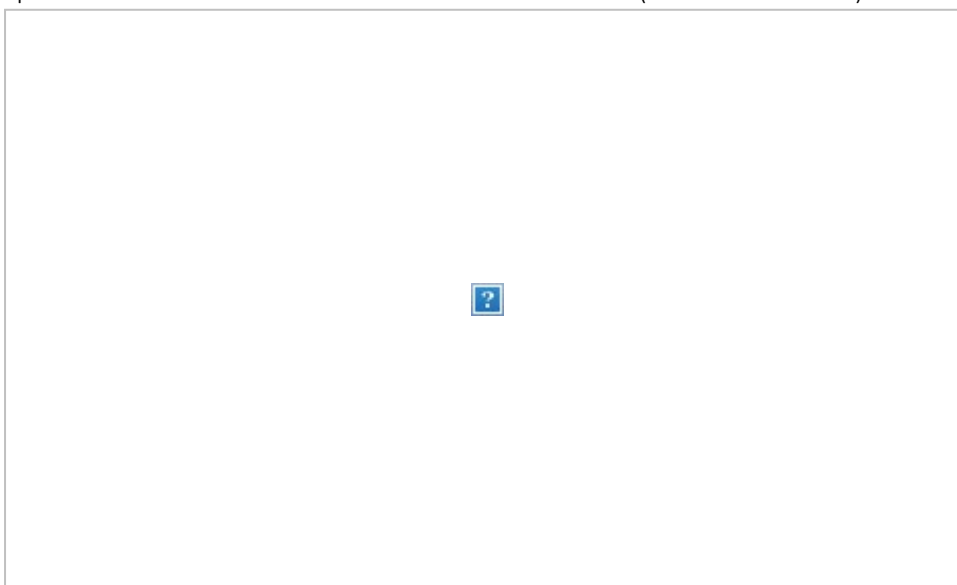
OFFICIAL

Hi

This is from 2020. Any detail will most likely need to be taken on notice. There is reasonable work in managing all the caveats to see accurate change, including removing dual enrolments, removing students who have left/entered the system etc.

You could confidently say growth in families choosing their PEA school, either SGP or ISP.

Inclusion strategy will further develop the inclusion strategy in our schools noting the option for specialist remains available for families for choose it (and meet criteria)



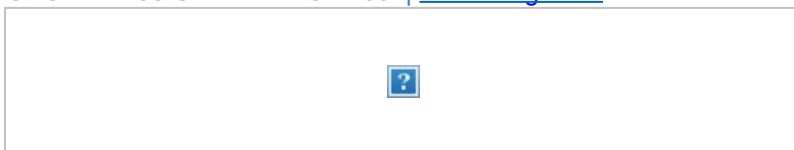
Sam Seton | Executive Branch Manager

Phone 02 62057196 | sam.seton@act.gov.au

Student Engagement

Education Directorate| **ACT Government**

GPO Box 158 Canberra ACT 2601| www.act.gov.au



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

From: McMahon, Kate <Kate.McMahon@act.gov.au>

Sent: Monday, 18 October 2021 7:52 PM

To: Seton, Sam <Sam.Seton@act.gov.au>

Subject: RE: hearings

OFFICIAL

No not at the moment but might need it if we are asked the question. Kym can get it in the morning that would be great.

Ta

Kate

From: Seton, Sam <Sam.Seton@act.gov.au>
Sent: Monday, 18 October 2021 7:50 PM
To: McMahon, Kate <Kate.McMahon@act.gov.au>
Subject: RE: hearings

OFFICIAL

Would need clarification as to what we were comparing to – other jurisdictions?

Our data does show

- Increase in students with disability
- Increase in students accessing ISP or SGP
- Specialist schools not demonstrating growth in comparison to growth of students with disability

Do you want more detail than the above?

Sam Seton | Executive Branch Manager

Phone 02 62057196 | sam.seton@act.gov.au

Student Engagement

Education Directorate| **ACT Government**

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

From: McMahon, Kate <Kate.McMahon@act.gov.au>
Sent: Monday, 18 October 2021 7:46 PM
To: Seton, Sam <Sam.Seton@act.gov.au>
Subject: hearings

OFFICIAL

ATCOSS said this today

-
- A review of inclusive education needs to look at the high rates of segregated specialist education we have in the ACT. **We have a high proportion of specialist schools and units.**

Is this correct?

They were quoting Imagine More.

Kate

Kate McMahon

A/g Executive Group Manager, Service Design and Delivery

Email: kate.mcmahon@act.gov.au

Phone: +61 2 62059205 | Mobile: 0466 393 618

Hedley Beare Centre for Teaching and Learning, Fremantle Drive, STIRLING ACT 2611

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Celebrating NAIDOC Week: Heal Country! 4-11 July 2021

From: [Short, Paul](#)
To: [Haire, Katy](#); [Simmons, Jane](#)
Cc: [Huxley, Mark](#); [Oldfield, Meghan](#); [Allars, Alex](#); [DGEDUoffice](#); [DDGEDUoffice](#); [Larkin, Lyn](#)
Subject: Holding line - Principal on Facebook Live
Date: Monday, 18 October 2021 8:23:58 PM

OFFICIAL

Hi Katy and Jane, draft holding lines below to get us through any media queries and estimates tomorrow. Alex and Mark have also reviewed/cleared.

- The Education Directorate is aware of a video circulating on social media featuring a public school principal and is following up this matter in accordance with our internal procedures.

[if needed]

- Vaccination coverage is a key component of the return to school plan. High levels of vaccination combined with public health social measures are the best protections against COVID-19.
- The ACT Chief Health Officer will issue a public health direction requiring full vaccination against COVID-19 for staff working across early childhood education and care services, primary schools, out of school hours care, and specialist and flexible education settings for the remainder of 2021.
- Public school staff in these settings who choose not to be vaccinated without an exemption, will be supported to work from home where suitable duties can be identified, or redeployed to suitable duties within the Education Directorate or broader public service.

Cheers,

Paul

Paul Short

Executive Branch Manager, Communications, Engagement & Government Support

Education Directorate | ACT Government

Phone: 02 620 72809 | Mobile: 0408 368 746

www.education.act.gov.au

From: [EGMSIoffice](#)
To: [Huxley, Mark](#)
Subject: FW: Information - Budget Estimates Hearings Tuesday 19 October
Date: Monday, 18 October 2021 8:43:33 PM
Attachments: [Community Organisations - Hearings 15 October 2021.docx](#)
[Hearings 18 October 2021.docx](#)
[ELECTRONIC - Combined Estimates Briefs.tr5](#)

OFFICIAL

Hi Mark

I have updated the G drive folder with the updated combined document and the attached information.

G:\Executive Director School Improvement\13. ESTIMATES\Estimates 2020-21

Janet

From: Taber, Emma <Emma.Taber@act.gov.au>

Sent: Monday, 18 October 2021 5:48 PM

To: Haire, Katy <Katy.Haire@act.gov.au>; Simmons, Jane <Jane.Simmons@act.gov.au>; Oldfield, Meghan <Meghan.Oldfield@act.gov.au>; Efthymiades, Deb <Deb.Efthymiades@act.gov.au>; Huxley, Mark <Mark.Huxley@act.gov.au>; McMahon, Kate <Kate.McMahon@act.gov.au>; Gotts, Robert <Robert.Gotts@act.gov.au>; Seton, Sam <Sam.Seton@act.gov.au>; Bartlett, Kelly <Kelly.Bartlett@act.gov.au>; Kalyvas, Mandy <Mandy.Kalyvas@act.gov.au>; Parkinson, Andrew <Andrew.Parkinson@act.gov.au>; Allars, Alex <Alex.Allars@act.gov.au>; Attridge, Vanessa <VanessaS.Attridge@act.gov.au>; Bailey, Anthony <Anthony.Bailey@act.gov.au>; Moore, Nicole <Nicole.Moore@act.gov.au>; Short, Paul <Paul.Short@act.gov.au>; Podnar, Peter <Peter.Podnar@act.gov.au>; Le, Thao <Thao.Le@act.gov.au>; Laurent, Kristen <Kristen.Laurent@act.gov.au>; Martinez, Catherine <Catherine.Martinez@act.gov.au>; Mahar, Michael <Michael.Mahar@act.gov.au>; Page, Vicki <Vicki.Page@act.gov.au>

Cc: DGEDUoffice <DGEDUoffice@act.gov.au>; DDGEDUoffice <DDGEDUoffice@act.gov.au>; EDU, EDBSD <EDBSD.EDU@act.gov.au>; System Policy and Reform Office <SPROffice@act.gov.au>; EGMSIoffice <EGMSIoffice@act.gov.au>; EGMSDD <EGMSDD@act.gov.au>; Schwab, Naznin <Naznin.Schwab@act.gov.au>; EDU Student Engagement Director's Office <EDUDSEOffice@act.gov.au>; EBM, DSST <ebm.dsst@act.gov.au>; EDU, Learning and Wellbeing Policy and Design <EDU.LearningandWellbeingPolicyandDesign@act.gov.au>; EDU, Universal School Support (USS) <EDU.UniversalSchoolSupportUSS@act.gov.au>; ICW EBM Office <ICWEBMOffice@act.gov.au>; EDU, EBM P&P <ebmpp.edu@act.gov.au>; Enrolment and Planning Branch <EnrolmentandPlanning@act.gov.au>; EducationStrategicPolicy <EducationStrategicPolicy@act.gov.au>; CFO EDU Office <CFOEDUOffice@act.gov.au>; EDU, EBM Governance Branch <EDU.EBMGovernance@act.gov.au>; EDU Cabinet Liaison Officer <EDUCabinet@act.gov.au>

Subject: Information - Budget Estimates Hearings Tuesday 19 October

OFFICIAL

Good afternoon

Thank you again for your work and support over the past few days finalising the briefing material for tomorrow's hearing.

Final Electronic Estimates Brief Pack is available at TRIM REC21/59942 (link attached).

In preparation for the hearing tomorrow, a few final items to note:

- The hearing commences at **12.45 pm to 3:00 pm (no break)**
- Hearing will be conducted via **webex**. Witnesses have been provided the link

- Teams chat has been created for those on stand by watching
- The DG will appear with the Minister in the Minister's Office, all other witnesses will join via own device.
- Hearing can be watched via live stream – link is <https://aod.parliament.act.gov.au/live>
- MCR will be monitoring and taking note of any **questions taken on notice**. Information will be followed up so the answer can be provided during the hearing. If this is not possible within the duration of the hearing a written response will be required within 5 business days of receiving the transcript.
- I have attached summary of the hearings held Friday 15 October and Monday 18 October 2021. There was a couple of items related to EDU raised. Questioning on the Impact of the response to COVID-19 has featured in all hearings as well as business as usual operations.

Please let me know if you need any further information ahead of the hearing.

Thanks

Emma

Emma Taber | Senior Director | Ministerial and Corporate Reporting

Phone: 62056869 | Email: Emma.Taber@act.gov.au

Communications, Engagement and Government Support | Education Directorate | ACT Government

www.education.act.gov.au

Community Organisations – Budget Hearings

Friday 15 October 2021

ACTCOSS witnesses – [REDACTED]

Re: review of public schools' delivery of inclusive education:

Substantive: How does ACTCOSS define inclusive education, what would be the key goals they would like to see from this funding/consultation?

- Definition: ensuring students and families have all the opportunities and supports needed to have a parallel education experience, both in terms of being able to reach the curriculum, career goals, and socialisation goals that other students experience.
 - Imagine More's definition which has been articulated through consultation with inclusive education groups across Australia: All students should have the opportunity and right to participate in the same setting and place as their peers.
- There is a well-grounded body of research that students with and without disabilities gain from being included in the mainstream education system. This is also the goal of a human rights-compliant education response.
- A review of inclusive education needs to look at the high rates of segregated specialist education we have in the ACT. We have a high proportion of specialist schools and units.
- Funding should address:
 - Well-known issues in the lack of physical infrastructure for students in mainstream settings
 - Ensuring students have learning support assistance and learning support plans
 - Streamlining the interaction between NDIS and education
- Confusion as to the need to allocate \$450,000 funding for another review:
 - The Shaddock Review included students with disabilities, so we are confused about why you need to allocate more funding for another review
 - Funding could instead be used to implement recommendations from previous reviews

Supplementary: Do you want to see the funding allocated to the review to be rolled into upgrades to school infrastructure?

- Not specifically. A review would need:
 - a much more robust set of information about what it will achieve
 - justification for the cost;
 - whether it puts us on a decent trajectory to include the kinds of outcomes that Imagine More has articulated.
- If those questions are not answered, there is an opportunity cost when the same funding could be used to implement practical change.

Youth Coalition of the ACT witness – [REDACTED]

Substantive: What has been the effect of at-home schooling on children and young people?

- Profound impact
- Affected different young people differently – some have thrived really well during lockdown, others have struggled
- Two major cohorts of struggling children/young people:
 - Those already at risk, who lack family supports and environment to be able to participate in school – would have been on the radar, but education system currently cannot go into the community like the community sector does. Too much siloing in the two sectors.
 - Those who don't have access to the internet – some parents lack IT literacy, some have not had a good experience with education. EDU is extending access to Chromebooks and data, but it is not getting to some people. Those people who don't feel safe approaching EDU are the ones missing out.

Supplementary: Would there be scope for organisations to engage with EDU to ensure Chromebooks and data are getting to kids that need them?

- Yes – organisations already have relationships with those families: Places like the multicultural hub should be enabled to give access without any further barriers.

Conservation Council ACT witnesses – [REDACTED]

No interaction with Education.

ACT Wildlife witness – [REDACTED]

No interaction with Education.

Landcare ACT witnesses – [REDACTED]

No interaction with Education.

ACTCOSS witnesses – [REDACTED]

No interaction with Education.

Healthcare Consumers Association witnesses – [REDACTED]

No interaction with Education.

Sexual Health and Family Planning ACT witness – [REDACTED]

No interaction with Education.

ACTCOSS witnesses – [REDACTED]

No interaction with Education.

Canberra Business Chamber witness – [REDACTED]

No interaction with Education.

Perinatal Wellbeing Centre witness – [REDACTED]

No interaction with Education.

YWCA Canberra – [REDACTED]

No interaction with Education

Budget Hearings

Monday 18 October 2021

JACS – Electoral Commission 1.00pm – 1.30pm

Queries relevant to EDU

Davis Question:

- In June Assembly passed motion which asked Gov to consider strengthening support o elections act and ACT LA education offices to support teachers to offer increased civics and democracy education? Have you received resources and thought about how to increase access to programs?

Answer – (Damian Cantwell)

- don't have additional funds provided in budget to further action in this space – small capable team who do that initiative, will continue to develop and approve actions to deliver the programs remotely and more frequently. School children getting a firm understanding of sense of personal engagement will do us well for the future.

Supplementary Davis –

- Ongoing conversation to lower voting age to 16 – what kind of additional resources would election ACT need to ensure that age group can take up the vote?

Answer – (Damian Cantwell)

- Commission has made reports to the Assembly on this. Commission doesn't support lowering the voting age.

JACS – Special Minister of State 1.30pm – 1.45pm

Queries relevant to EDU

- Nil

JACS – Inspector of Integrity Commission 1.45pm – 2.00pm

Queries relevant to EDU –

- Nil

JACS – Integrity Commission 2.00pm – 2.30pm

Queries relevant to EDU

- Nil

JACS – Public Trustee and Guardian 2.30pm – 3.00pm

Queries relevant to EDU

- Nil

From: [Dance, Alex](#)
To: [McMahon, Kate](#); [Kalyvas, Mandy](#)
Cc: [McNally, Bronwyn](#); [Barnes, Meredith](#); [EGMSDD](#); [EDU, Learning and Wellbeing Policy and Design](#)
Subject: Executive Summary - Outcomes of the sexuality relationships and consent round table
Date: Tuesday, 19 October 2021 8:22:16 AM
Attachments: [Executive Summary - Outcomes of the sexuality relationships and consent round table.doc](#)

OFFICIAL

Hi all,

I'm not sure on the clearance pathway for this given shortage of time.

I've beefed up the content around the key themes.

Kind regards,

Alex

Respectful Relationships, Sexuality & Consent Roundtable – Executive Summary

- Respectful Relationships, Sexuality and Consent Education Roundtable Event on 21 July 2021, co-hosted with the University of Canberra.
- Attendees included representatives from:
 - Catholic Education Office
 - ACT Association of Independent Schools
 - University of Canberra
 - Australian Catholic University
 - Sexual Health and Family Planning ACT
 - ACT Youth Advisory Council
 - Teacher Quality Institute
 - ACT Council of P&C Associations
- Key themes emerged from the day including:
 - **Cross sectoral commitment:** Increased media and community focus on the prevalence of sexual assault and harassment has highlighted the need for a community-wide approach to strengthening relationships and sexuality education across all school sectors. Participants discussed the need for this across all sectors and the desire for more opportunities for collaboration on these issues. **There was strong support across all education sectors who shared a common commitment to serving the needs of students and supporting teachers in their important work.**
 - **Professional learning/teacher confidence:** Professional learning is a key element of strengthening respectful relationships and sexuality education as it supports teachers the confidence to have conversations about these issues in the classroom when they are taught as part of the curriculum. It will also assist in recognising moments as teachable in other areas of curriculum.
 - **Voices of young people:** Young people across the country are telling us we need to improve the understanding of consent in school communities and that it is critical their voices inform the way that respectful relationships, sexuality and consent education is taught. YAC member ‘We want an education that speaks to us in all of our diversity and equips us with what we need to know to take care of our health and wellbeing.’
 - **Community partnerships:** Community sector organisations have significant experience in the field of comprehensive sexuality education and there are opportunities to partner with community groups.
 - **Evidenced based** - It is critical that respectful relationships, sexuality and consent education delivery is evidence-based, inclusive and relevant. It also needs to be age and stage appropriate, start early and be repeated.
- Following the Roundtable, the ACT Education Directorate has produced a communiqué that will

be sent to key stakeholders including the Association of Independent Schools, the Catholic Education Office, the Australian Catholic University, the ACT Council of Parents and Citizens Association, Sexual Health and Family Planning ACT for comment prior to publication on the Education Directorate website.

- UC have provided input into the communiqué.

From: [Sant'Ana, Laura](#)
To: [McMahon, Kate](#)
Cc: [EGMSDD](#)
Subject: Additional Background Information - eWaste Minimisation and IT Sustainability.docx - just in case - for Kate
Date: Tuesday, 19 October 2021 11:44:06 AM
Attachments: [Dot Points - eWaste Minimisation and IT Sustainability.docx](#)

OFFICIAL: Sensitive

Hi Kate

Sent by Kelly just in case these are required. It will not be sent to DDG or DG office.

Thanks

Laura

From: Bartlett, Kelly <Kelly.Bartlett@act.gov.au>
Sent: Tuesday, 19 October 2021 11:43 AM
To: EGMSDD <EGMSDD@act.gov.au>; Sant'Ana, Laura <Laura.Sant'Ana@act.gov.au>
Cc: EGMSDD <EGMSDD@act.gov.au>
Subject: Dot Points - eWaste Minimisation and IT Sustainability.docx - just in case - for Kate

OFFICIAL: Sensitive

Dot Points

eWaste minimisation & IT sustainability

Dot Points:

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

eWaste, Disposals and ACT Government requirements

- Digital, Data and Technology Solutions (DDTS) administer the Treasurer's directive on the effective life of IT equipment (e.g. laptops have an effective life of four years, desktops five years, and computer monitors ten years).
- When a student device reaches end of life, it is collected by the Directorate and used for spare parts or refurbishment, or disposed of through Digital, Data and Technology Solutions, depending on the condition of the device. The device is then replaced by a more modern device.
- Where a teacher or school device reaches end of life, it is collected by Digital, Data and Technology Solutions for disposal.
- The disposal process is initiated by the Directorate, and DDTS carry it out on the Directorate's behalf.
- DDTS manage the disposal of any devices for the Directorate. Their process of disposal or recycling, including wiping of data off devices, complies with the Education Directorate's *Asset Management* policy, as well as the ACT Whole of Government *Procurement Policy Circular PC06: Disposal of Assets*.
- DDTS have made arrangements with an external company (in line with ACT Government requirements) who assess the value of the retired device and then either:
 - Unenroll the device and wipe any data in order to be sold second hand; or
 - Arrange for the device to be recycled according to ICT green recycling principles.

- The *Computers for Teachers* and *Computers for Administration Staff* program provides school-based staff with a standard device funded by the Directorate:
 - An ongoing schedule for refreshment ensures that staff are using modern, secure devices.
 - The refreshment program is normally conducted annually, although 2020 and 2021 device refreshes have been impacted by COVID. DDTS dispose of any end-of-life CFT and CFA devices in accordance with the principles above.
 - DDTS have started to receive stock from suppliers, replacements have commenced, over the past three months almost 1,000 staff devices have been replaced or refreshed.
 - Returned devices have been assessed to maintain WFH arrangements, those that are end of life are securely wiped and disposed of in accordance to this process.

- Since February 2018, **2,672** Chromebook devices have been deprovisioned due to being damaged and not being able to be repaired, lost, stolen or not returned to schools:
 - Between February 2018 and 30 June 2021, 2,162 Chromebook devices were deprovisioned.
 - From 01 July 2021 to 19 October 2021, **510** devices were deprovisioned.
 - Devices are reported damaged, lost or stolen through the ACT Education device deprovision process, which includes all stolen devices requiring a police report.

INITIAL TEACHER EDUCATION

General comment:

The ACT TQI Act does not specifically legislate a role for TQI to recruit teachers or attract prospective teachers to ITE programs. TQI is however well placed to work collaboratively with the three sectors to respond to issues related to teacher workforce matters.

TQI, through its teacher registration role, collects a range of teacher workforce data which can be used to inform responses to teacher workforce issues. TQI in its role as a custodian of ACT teacher workforce data annually provides data to the Australian Teacher Workforce Data collection for use in planning and research.

TQI also annual collects ITE data (commencements and completions), which is also made available to the national data collection.

TQI is not in a position to comment in detail on teacher workforce demand, either generally or for specific school sectors.

Specific ITE data:

Commencements 2020	Primary	Secondary
Undergraduate	291	166
Postgraduate	37	82
	328	248
Completions 2020	Primary	Secondary
Undergraduate	141	56
Postgraduate	13	21
	154	77
Completions 2021 (projected)	Primary	Secondary
Undergraduate	135	66
Postgraduate	21	45
	156	111

Summary:

- Primary commencements and completions are relatively stable and most likely adequate to meet projected recruitment demands. This position is largely consistent with the national position
- Secondary commencements and completions are less than the primary equivalents and are unlikely to meet teacher recruitment demands. This also is consistent with the national position.
- Collective secondary figures, due to subject specifications, can be misleading when looking at specific areas of teacher recruitment demand.

- Nationally, there is a concern that teacher recruitment demand in regional, rural and remote areas may exceed current supply generally as well as a continuing supply shortage in certain areas of secondary specialist demand, namely Mathematics, some specialist science areas, hard Technology areas (woodwork, metalwork) and languages.
- Further Early Childhood is an identified area of teacher supply shortage.
- Expected ITE completions for 2021 are encouraging for Maths and Sciences, with expected completions of 24 and 38 respectively, however the situation for Technologies and Languages, with expected completions of 11 and 5 respectively, the picture is not positive.