



ACT
Government

Education and Training

Annual Report 2010 2011

Education and Training Directorate



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Inquiries about this publication should be directed to:

Education and Training Directorate
220 Northbourne Ave
Braddon ACT 2612
Telephone (02) 6205 1211
<http://www.det.act.gov.au>

Postal address

Education and Training Directorate
GPO Box 158
Canberra ACT 2601
Australia

Cover design

Our cover design for the Annual Report 2010-11 continues our theme portraying the visual metaphor for the Directorate's Strategic Plan 2010-2013. This year the orange palette reflects a major initiative of the Directorate—the release of the *Excellence and Enterprise: Advancing Public Schools of Distinction* framework. Further information on the framework is contained in this report.

Acknowledgement

The Directorate acknowledges the hard work of the annual report team: Tim Grace, Leo Bator, Waris Mughal, Meryl Gay and Atem Garang.

Transmittal letter



Mr Andrew Barr MLA
Minister for Education and Training
ACT Legislative Assembly
London Circuit
CANBERRA ACT 2601

Dear Mr Barr

This report has been prepared under section 5(1) of the *Annual Reports (Government Agencies) Act 2004* and in accordance with the requirements referred to in the *Chief Minister's 2010-2011 Annual Report Directions*. It has been prepared in conformity with other legislation applicable to the preparation of the annual report by the Education and Training Directorate.

I hereby certify that the attached annual report is an honest and accurate account and that all material information on the operations of the Education and Training Directorate during the period 1 July 2010 to 30 June 2011 has been included and that it complies with the *Chief Minister's 2010-2011 Annual Report Directions*.

I also hereby certify that fraud prevention has been managed in accordance with Public Sector Management Standard 2, Part 2.4.

The annual reports of the following are included in this report:

- Accreditation and Registration Council
- Board of Senior Secondary Studies
- Government Schools Education Council
- Non-government Schools Education Council
- ACT Teacher Quality Institute.

Section 13 of the *Annual Reports (Government Agencies) Act 2004* requires that you cause a copy of the report to be laid before the Legislative Assembly within three months of the end of the financial year.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Dr Jim Watterston', written over a horizontal line.

Dr Jim Watterston
Director-General

22 September 2011

In a snapshot

The Education and Training Directorate delivers high quality education services through public schools; registers non government schools; and administers vocational education and training in the ACT.

We believe that Everyone matters – students, teachers and support staff, leaders, parents and the community. We strive for excellence so that children and families can choose the ACT public school system, based on the quality of educational experience the programs offer and the opportunities for students to excel.

Our vision

Our vision is that all young people in the ACT learn, thrive and are equipped with the skills to lead fulfilling, productive and responsible lives.

Our values

We value honesty, excellence, fairness and respect.

Our Priorities

Our priorities are developing and improving: learning and teaching; school environment; student pathways and transitions; and leadership and corporate development.

Our commitments

We are committed to:

- ensuring students succeed through quality teaching that engages them and supports the development of capabilities for life
- meeting each student's academic, social, emotional and physical needs by ensuring all ACT public schools provide positive and success-oriented learning environments
- providing learning pathways for students resulting in an educated and skilled workforce that meets the present and future needs of the ACT and region
- ensuring that the Directorate is recognised as a responsive, innovative and high achieving organisation that delivers on its commitments.

Our achievements

Our achievements in 2010-11 were:

- ACT students performed best in the nation for all year levels and domains in terms of mean score, with the exception of years 5 and 7 spelling in NAPLAN 2010
- ACT Indigenous students achieved above the national minimum standard in all tests and all year levels compared with the national results for Indigenous students in NAPLAN 2010
- 87 percent of public schools' year 12 students achieved a Year 12 Certificate in 2010
- 85 percent of Indigenous students achieved a Year 12 or a VET Certificate in 2010
- 94 percent of Indigenous students progressed to year 12 in 2010
- 91 percent of 2009 year 12 graduates were employed or studying in 2010

- 94 percent of staff remained with the Directorate
- 27 percent reduction achieved in the number of health and safety incidents
- 8 percent increase in the employment of people with a disability
- 17 percent reduction in transport fuel consumption
- 23 percent reduction in greenhouse gas emissions arising from transport fuel consumption
- 15 percent reduction in office-based energy consumption
- 10 percent reduction in greenhouse gas emissions arising from office energy consumption.

Our business

In 2010-11, our business featured:

- \$588 million in expenditure against \$585 million budget
- \$1,939.5 million in assets including school buildings and infrastructure
- \$109 million in liabilities including employee benefits
- 5,694 staff including 3,990 teachers
- 39,010 students ranging from preschool to year 12
- 4,417 female staff equating to 78 percent of total workforce
- 84 schools including two new schools opened during the year: Gungahlin College and Namadgi School.

Reader's guide

This report provides information on the achievements, issues, performance, outlook and financial position of the Education and Training Directorate for the financial year ending 30 June 2011.

The report is organised in the following five sections.

A. Performance and Financial Management Reporting – Pages 1-42

B. Consultation and Scrutiny Reporting – Pages 43-87

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Director-General's overview



Dr Jim Watterston

As I look back over the achievements and challenges of 2010-11 it brings home to me that great social, economic and educational outcomes rarely happen by chance. They require a clear vision, appropriate resources, good planning, professional delivery and above all, hard work. This annual report details some of our achievements and the challenges we faced in 2010-11. It also looks at our plans and ambitions for the year ahead.

These ambitions include continuing to develop, retain and attract high quality leaders and teachers, building on existing high community confidence in our administration of education and vocational training services, and being innovative in implementing future reform.

Our focus will remain on the wellbeing and development of children and young people, guiding and supporting students to achieve their best, in addition to building and maintaining high quality learning environments.

Over recent years, ACT public schools have benefited from a significant injection of funding from both the ACT and Australian Governments. This funding has allowed for improvements in school facilities and infrastructure across the ACT. Major achievements during the year included the opening of Gungahlin College and Namadgi School. These new schools model teaching and learning for the new millennium and the initial success of these schools gives me great confidence for the future.

Increasing opportunities for early childhood education and development has been a priority for the Directorate. In 2010, a total of 13 schools have increased their preschool education from 12 to 15 hours per week—an increase of five schools from 2009. The 2010 Performance Indicators in Primary Schools shows the progress children can make as their confidence in mathematics and reading increases. Survey results continue to show very high levels of satisfaction from parents/carers and teachers in the performance of early childhood schools.

Both the 2008 and 2009 National Assessment Program – Literacy and Numeracy (NAPLAN) results confirmed that the ACT public school system remains a high performing system with results for students in years 3, 5, 7 and 9 being above the national average. The 2010 NAPLAN results further enhance our status as Australia's best performing jurisdiction. The mean scores of ACT students for years 3 to 9 in Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy were above the national mean. In addition, the improvement in mean scores from previous results was particularly gratifying. Gains were made across all years and all domains. The results show that the various initiatives now underway, including the

deployment of our School Literacy and Numeracy Coordinators, have already had a positive impact.

The ACT continues to have the nation's highest retention rate to year 12 and the highest proportion of 20-24 year-olds who have achieved a year 12 or equivalent qualification. These results are important to all of us because of the clear link that exists between educational achievement and individual prosperity. The most recent post-year 12 destination survey found that 91 percent of all 2009 year 12 graduates were employed and/or studying in 2010. Importantly, 53 percent were undertaking further study which is vital to our future national productivity, prosperity and success.

Whilst we are proud of these results, we are continuing to make better use of data to identify those areas where improvements need to be made. We are also keenly aware that some groups of students require ongoing focus. In 2010 we developed a funding proposal with Gugan Gulwan Youth Aboriginal Corporation for the provision of intensive literacy teaching support for Aboriginal and Torres Strait Islander students in years 6 to 9. We also established Student Aspirations Coordinators to work with Aboriginal and Torres Strait Islander students to support them to successfully complete secondary school and progress to higher education, training and employment options. Other important initiatives for improving educational outcomes are in the pipeline for 2011-12. I look forward to their successful implementation.

The ACT public school system has benefited from strong community participation together with the hard work and commitment from principals, teachers, students and staff in schools and the central office.

In 2011-12, the Directorate has a range of important budget measures to implement. These include implementing recommendations from the Review of Special Education in ACT Schools and the Legislative Assembly Inquiry into the Needs of ACT Students with a Disability, implementing the Excellence and Enterprise Framework for innovative, distinctive and engaging public secondary schools and providing enhanced career paths for teachers and school leaders. In implementing these and other initiatives we will:

- continue to seek the views and input of parents and carers and other stakeholders to improve outcomes for Canberra's children and young people
- strengthen evaluation and take an evidence-based approach to support the implementation of outcomes for children and young people.

Finally, I would like to acknowledge the support of the Minister for Education and Training, Mr Andrew Barr MLA, during 2010-11. I also take this opportunity to pay tribute to my colleagues and staff in the Directorate and the statutory authorities for their commitment to excellence during 2010-11.

Dr Jim Watterston
September 2011