



ACT
Government



2018

ANNUAL REPORT

Education Directorate



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Acknowledgement of Country

ACT Government Education

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

We pay respect to the United Ngunnawal Elders Council and to the Elders both past and present of the Ngunnawal Nation for they hold the hopes and dreams for the future of the ACT and surrounding region. We also acknowledge and pay respect to the Wreck Bay peoples as custodians of the land on which Jervis Bay School is located.

We value the diverse contributions that our Aboriginal and Torres Strait Islander colleagues make to our Directorate.

ACT Public servants are encouraged to show respect for the Traditional Custodians, by offering an 'Acknowledgement of Country' where an event or meeting is taking place.

The purpose of an Acknowledgment of Country is to acknowledge the ongoing cultures of Aboriginal and Torres Strait Islander Peoples and to recognise their ongoing relationship with Land and Water.

Respect through the acknowledgment and recognition of the Traditional Custodians plays an important role in the reconciliation process.

An Acknowledgement of Country can be powerful where there is a connection and meaning to both the event or meeting taking place and the individual providing it.

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Part A

Transmittal Certificate



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

Dear Minister

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

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

I certify that information in the attached annual report, and information provided for whole of government reporting, is an honest and accurate account and that all material information on the operations of the Education Directorate has been included for the period 1 July 2018 to 30 June 2019.

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hereby certify that fraud prevention has been managed in accordance with the *Public Sector Management Standards 2006 (repealed)*, Part 2.3 (see section 113, Public Sector Management Standards 2016).

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

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

Section 13 of the *Annual Reports (Government Agencies) Act 2004* requires that you present the Report to the Legislative Assembly within 15 weeks after the end of the reporting year.

Yours sincerely

A handwritten signature in dark ink, appearing to read "megbr", written over a horizontal line.

Meg Brighton
A/g Director-General
Education Directorate
19 September 2019

Part B

Organisational Overview
and Performance

Director-General's Reflection



It has been another successful year for public education in the ACT.

In 2018-19, a record number of children and young people – more than 49,000 – attended Canberra public schools. There were 1,207 new students at the start of the 2019 school year.

The ACT Government is investing in building new schools, expanding existing schools, and modernising schools across the Territory to cater for this increasing demand from Canberra families.

For example, the new Margaret Hendry School in Taylor opened at the start of the 2019 school year, and Belconnen High School was re-opened after a major upgrade.

Significantly, this year also saw the launch of two important documents for the Education Directorate.

The ACT Government's *Future of Education Strategy* will guide education in the ACT over the next 10 years. It was developed collaboratively with input from more than 5,000 people – more than half of them students – and is based on the principles of equity,

student agency, access and inclusion. It applies to government and non-government schools and I thank students, families and educators from all sectors for their involvement in its development.

The Education Directorate's *Strategic Plan 2018-21* was also launched. It identifies our vision to be a leading learning organisation where people know they matter, in order to deliver educational services that ensure every child and young person can learn for life.

This focus on people recognises that people are key to our success as an organisation. We have more than 7,000 staff – more than half of them teachers – and staff are supported through extensive professional learning. Some of the year's highlights included the Early Years Literacy initiative, the Leadership Symposium with Helen Timperley and the Primary Leader Writing Inquiry and Secondary Leader Writing Inquiry.

This year also had a focus on safe and supportive learning environments through the continued implementation of the *Positive Behaviours for Learning* framework in schools. Individual students requiring extra support continued to be assisted by the Network Student Engagement Team and its multidisciplinary experts including psychologists, speech pathologists, occupational therapists and social workers.

Thank you sincerely to our wonderful children and young people, teachers and support staff, and staff in the Education Support Office who have all contributed so much over the past year.

Sincere thanks also must go to the outgoing Director-General, Natalie Howson, who retired from the Public Service in 2019 after an impressive career that began as an educator and finished as a senior executive in the Commonwealth and ACT Public Services. Her significant legacy can be seen throughout this annual report.

Meg Brighton

A/g Director-General

ORGANISATIONAL OVERVIEW

Our Vision

We will be a leading learning organisation where people know they matter.

Our Mission

We develop and deliver educational services to empower each child and young person in the ACT for life.

Our Values

The Directorate embraces the ACT Public Service's values of respect, integrity, collaboration, and innovation to influence and direct the way we deliver our services to children and young people in our schools, and in how we work together across the Directorate.

Our Purpose

The Education Directorate is a leading learning organisation where people know they matter, delivering high quality early childhood education and public school education in an accessible and inclusive environment.

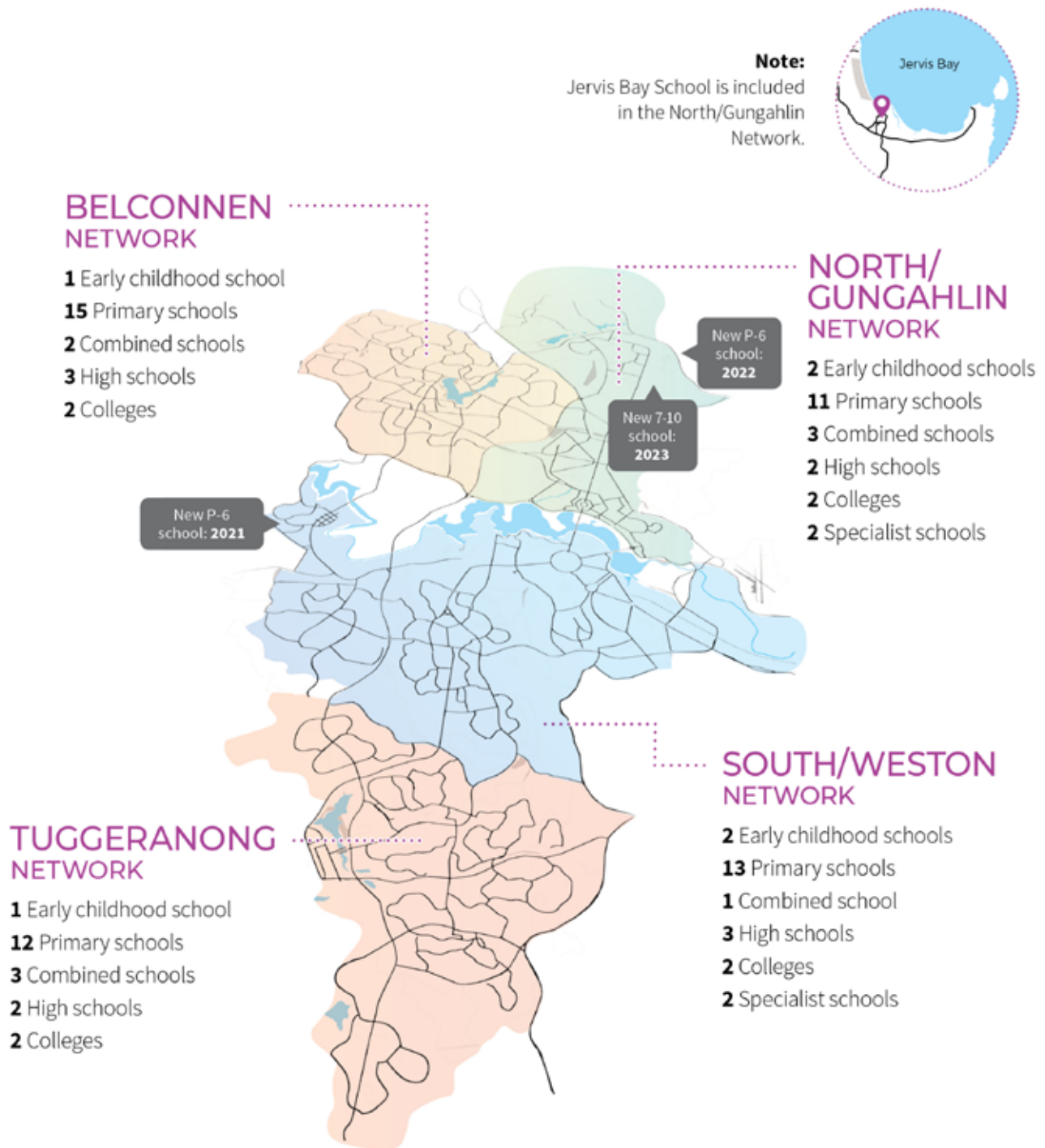
The Directorate is dedicated to facilitating quality education services across the ACT by:

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

Our Minister, Stakeholders and Partners

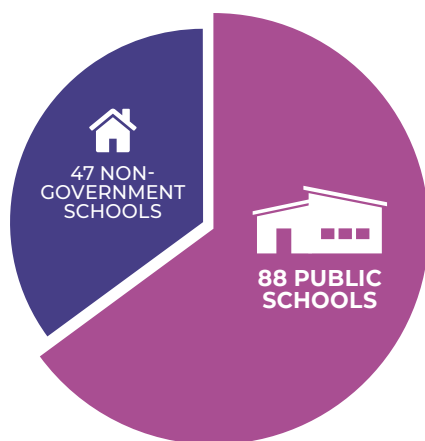
- > The Minister for Education and Early Childhood Development, Yvette Berry, MLA;
- > students and their families;
- > children and their families accessing early childhood education and care;
- > the ACT Principals Association;
- > the ACT Council of Parents and Citizens Associations;
- > the Australian Education Union, the Community & Public Sector Union and United Voice;
- > non-government schools, the Catholic Education Archdiocese of Canberra and Goulburn; and the Association of Independent Schools of the ACT;
- > early childhood education and care providers;
- > the ACT Teacher Quality Institute and ACT Board of Senior Secondary Studies;
- > community organisations, including school boards;
- > the higher education sector, especially teacher training institutions;
- > other ACT Public Service Directorates;
- > employers;
- > our staff; and
- > the wider ACT community.

Our Schools Network



Fast Facts

Our Schools



\$63.7 million
infrastructure
investment



7,131
Education
staff including
3,780 teachers

Our Students



MORE THAN
49,000
STUDENTS



4,641 preschool enrolments for 2019



26,486 primary school enrolments for 2019



11,598 high school enrolments for 2019



6,427 college enrolments for 2019



2,584
students
awarded a Year 10
Certificate in 2018



2,782
students
Year 12 graduates
in 2018

Source:

\$63.7 million infrastructure investment – 2018-19 Budget Statements F (p. 22).

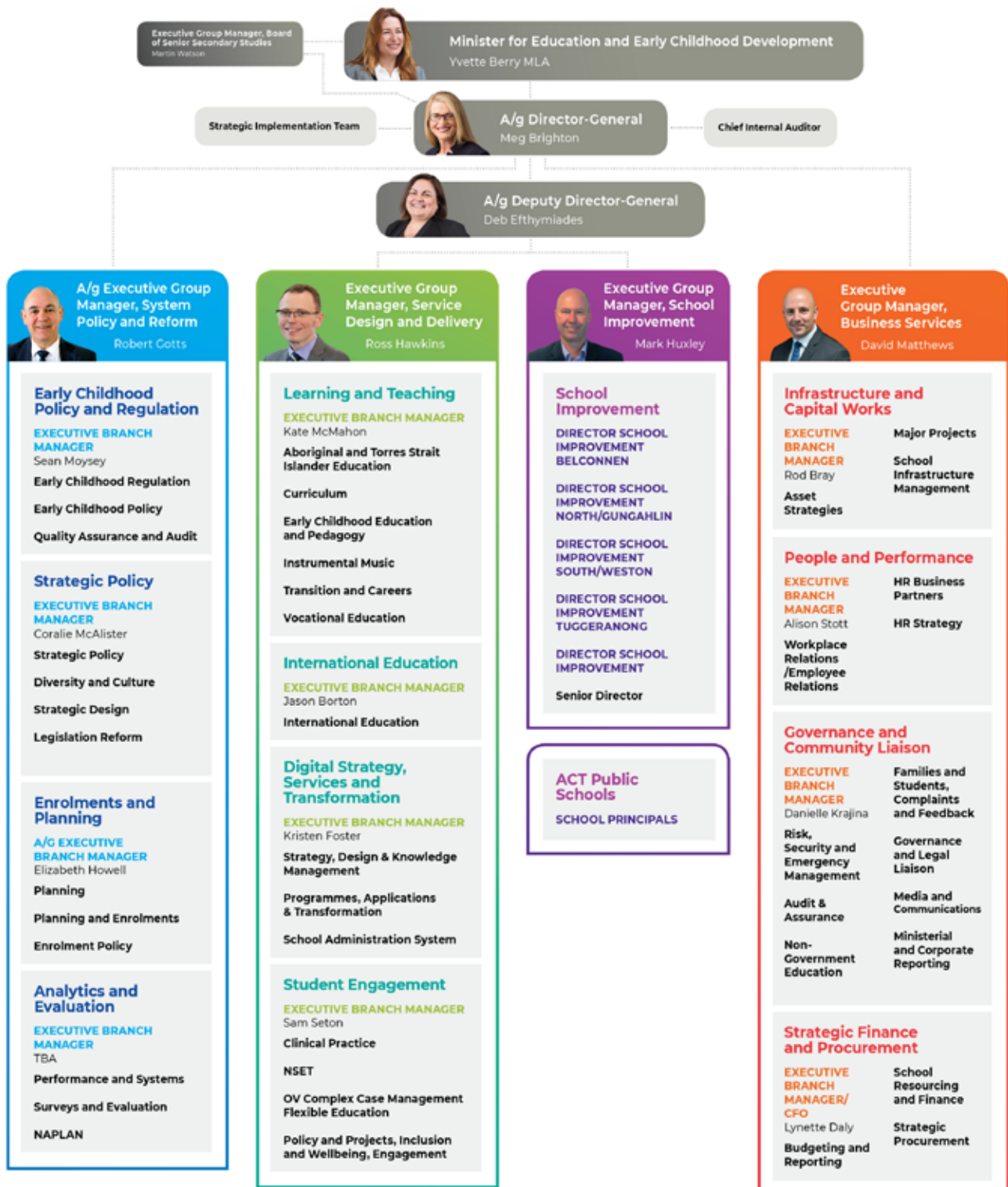
7,131 Education staff including 3,780 teachers – headcount – Shared Services.

Number of students and enrolments – Census of ACT Schools February 2019 (p. 2).

Year 10 graduates in 2018 – ACT public school students – ACT Education Directorate, unpublished data.

Year 12 graduates in 2018 – ACT Board of Secondary Studies.

Our Organisational Structure



Our Environment and the Planning Framework

Our Planning Framework

2018-19 has seen the release of two documents that significantly guide the planning framework for the Directorate – the *Future of Education – An ACT education strategy for the next ten years* and the *Strategic Plan 2018-21: A Leading Learning Organisation*.

The *Future of Education Strategy* (the Strategy) was developed through a conversation with over 5,000 people in the ACT community, almost half of them students, and took place over a year and a half. Through the conversation and an analysis of issues by a range of education and community experts, the Strategy recognises our strengths and points to what actions need to be taken.

The Strategy sets the direction for the future of education in the ACT, a journey to be taken in phases over the next ten years. An accompanying implementation plan addresses the first phase outlining clear, tangible actions and commitments that speak to the core themes that were articulated by the ACT community. The implementation plan deals with the education sector at large and directs activity within the government sector. Non-government schools will engage in their own way, particularly through cross-sectoral activity outlined in the plan.

There are four foundations to the Strategy:

- > Place students at the centre of their learning.
- > Empower teachers, School Leaders and other professionals to meet the learning needs of all students.
- > Build strong communities for learning.
- > Strengthen systems to focus on equity with quality.

There are four principles for implementing the Strategy:

- > Equity – student achievement sets aside economic, social and cultural barriers.
- > Student Agency – students make decisions about their learning and how their learning environments operate.
- > Access – supports for learning and wellbeing are available and provided to all students.
- > Inclusion – diversity is embraced, all students are accommodated and a universal sense of belonging fostered.

As the implementation plan was launched in August 2019, it will form part of performance reporting in 2019-20.

More information about the implementation plan can be found in the Outlook section on page 19.

The *Strategic Plan 2018-21: A Leading Learning Organisation* explains what we do, what we want our organisation to become, what we want to achieve, how we will achieve it and how we will hold ourselves to account. The Strategic Plan is the key to achieving the Government's *Future of Education Strategy*.

The Directorate's Annual Action Plan was released in August 2018 and spans an 18-month period from July 2018 to December 2019, which will allow the Education Support Office planning to align with the school planning cycle from 2020.

Further information on the Future of Education may be obtained from the Executive Branch Manager, Strategic Policy, (02) 6207 5520.

Our Summary of Performance

Strategic Plan 2018-21 – A Leading Learning Organisation

The *ACT Education Directorate Strategic Plan 2018-2021: A Leading Learning Organisation* (the Strategic Plan) sets out the vision to be a leading learning organisation where people know they matter, in order to deliver educational services that ensure every child and young person can learn for life. The Strategic Plan is the key to achieving the *Future of Education Strategy*.

During the 2018-19 financial year the directorate progressed significant pieces of work against our goals within the Strategic Plan, demonstrating our performance in meeting our goals.

Schools where students love to learn

Schools where students love to learn means that we deliver world class, innovative and future focused learning that is recognised as inclusive, highly equitable and high quality. It means we provide safe learning environments with a focus on wellbeing where students feel good at school and have access to the support they need, when they need it. Under this goal the aim is to ensure that each student has a personalised and meaningful education that allows them to thrive as global citizens, and to support students to feel confident, to be creative and collaborative, and to know they are great learners.

Under this goal, we have focused on:

- > **Deeply embedding cultural integrity** by establishing a process to ensure best practice is shared at school network meetings; training school leaders and executives; and ensuring cultural integrity is a critical part of the school improvement approach.
- > **Enabling students to learn** through the implementation of the Positive Behaviours for Learning Framework, investing in school psychologists, and by launching the Off-Campus Education Program for students who need additional supports to engage in their learning.
- > **Building safe communities for learning** by partnering with the ACT Parents and Citizens Association to deliver community workshops on safety in schools.
- > **Giving students a voice** through maintaining and strengthening Student Congress, and by completing the first phase of amendments to the *Education Act 2004* which focuses on embedding the principles of equity, student agency, access, and inclusion.
- > **Creating future-focused learning spaces** by completing scoping for an Academy of Future Skills at the University of Canberra Senior Secondary College Lake Ginninderra, undertaking substantial redevelopment of Belconnen High School, expanding learning spaces at Franklin Early Childhood School, Neville Bonner Primary School, and Gold Creek Junior School, and by opening the new Margaret Hendry School in Gungahlin.

Investing in early childhood

Investing in early childhood means we acknowledge and support families as every child's first teachers and ensure every child is known before they arrive in preschool or kindergarten. It also means we value and validate a child's learning from early childhood education and care right through to preschool and into schooling.

Under this goal, we have focused on:

- > **Strengthening early childhood education** by building Principal and Lead Teacher understanding of the National Quality Framework and delivering professional learning on early childhood education in our schools.
- > **Supporting families** by appointing a Parental Engagement Officer to work with schools and parent groups across the ACT, and by developing stronger mechanisms to support children transitioning from preschool to school.
- > **Preparing for the future** by strengthening relationships between early childhood education and care providers and schools, and continuing consultation and modelling for three-year-old preschool as part of the Early Childhood Strategy.

Evidence Informed Decisions

Evidence informed decisions means combining student agency, professional expertise, and the best evidence to make decisions. It means we apply an agreed standard of evidence when making decisions and that we have line of sight between student agency, evidence and impact at the student, school, program and system levels. We are supporting our people to use evidence-based practices to demonstrate impact on student learning.

Under this goal, we have focused on:

- > **Strengthening understanding and use of evidence** in schools, by establishing a leadership series for School Leaders, hosting a conference for School Leaders, and finalising our *Data and Evidence Plan* to provide tailored professional learning on evidence informed decision making.
- > **Enhancing performance monitoring and improvement** by embedding strategic indicators on Equity, Learning Gain and Student Identity into the School Improvement and Annual Planning process, and by commencing a review of other indicators to ensure we are measuring what matters.
- > **Evaluating our impact** by developing a new Education Directorate Evaluation Framework and establishing an evaluation committee to prioritise evaluation of reforms and improvement initiatives overtime.
- > **Improving student reporting** by transitioning the first 35 schools to our new online reporting tool, delivering student achievement reports to around 20,000 families in Semester One 2019.

Learning Culture

Learning culture means every staff member is empowered to learn and help others to do so. It means we value leadership that promotes inquiry and creativity and that our workforce is supported to be future focussed with the capability to achieve outcomes for each student.

Under this goal, we have focused on:

- > **Launched the Empowered Learning Professionals Plan** for teachers and school leaders to strengthen our capabilities to deliver world class education through a comprehensive program of professional learning and supports including the Strengthening Leaders at all Levels Symposium, implementing agreed attributes in Professional Learning Communities across the system, and building expert teaching through Australian Curriculum masterclasses, the early years literacy program, and pedagogy coaching.
- > **Supporting our staff** by developing a new staff induction program and working with the Australian Education Union to improve processes for teacher transfers between schools.
- > **Improving the educational opportunities** for our staff by partnering with the University of Canberra to deliver the Affiliated Schools model, including 30 Masters of Education scholarships, and a cohesive program of school-based research.

United Leadership

United leadership means that schools and the Education Support Office (ESO) share ownership of our strategic direction and our community can be confident in our ability to deliver quality and equitable education. It means our ESO and school plans are aligned with our strategic direction and coherent. It also means we trust and support each other during challenges.

Under this goal, we have focused on:

- > **Sharing ownership of our strategic direction** by launching the Directorate's Strategic Plan and the Government's *Future of Education Strategy* and establishing a six-monthly review cycle involving the Corporate Executive Committee and the Principals Advisory Group to check in on our progress and ensure we are achieving our goals.
- > **Building implementation capability** by developing a contemporary organisational planning, reporting and implementation approach that ensures responsibilities are agreed, our plan is achievable, and monitored overtime.
- > **Creating a collaborative leadership culture** by developing a shared statement of united leadership behaviours, rituals and self-assessment to support collaboration between corporate executives.

Outlook

The priorities for 2019-20 have been identified through the 2019-20 budget, the *Future of Education Strategy*, the *Strategic Plan 2018-21* as well as other key initiatives. These include:

- > releasing the *Future of Education Strategy First Phase Implementation plan* in August 2019. The plan is structured within the four *Future of Education Strategy* foundations, through which the ACT Government places students at the centre of their learning. The plan will demonstrate a commitment to empowering teachers, School Leaders and other professionals to thrive in a career of learning which meets the needs of all students. It will build strong communities for learning by forging partnerships which are critical in providing better services and support all children in the ACT and overall, ensuring systems which support learning;
- > continuing the *Strategic Plan 2018-21 – Annual Action Plan July 2018-December 2019* until the end of the calendar year. This will achieve the alignment with the school planning program with the next Action Plan to be developed for the 2020 calendar year during the remainder of 2019. The Annual Action Plan identifies a range of initiatives and associated deliverables;
- > launching the *Early Childhood Strategy* to increase quality access, equity and affordability of early childhood education; and
- > increasing investments in quality learning environments across ACT public schools including:
 - commencing work for a new Preschool to Year 6 school at Throsby to be ready by the 2022 school year;
 - commencing planning for a new high school in East Gungahlin;
 - commencing construction of the new Molonglo Primary School for delivery in 2021;
 - expanding Franklin Early Childhood School from a Preschool to Year 2 facility to a Preschool to Year 6 school;
 - adding new teaching and learning spaces at Gungahlin College;
 - adding flexible classrooms to growing schools;
 - expanding Gold Creek School's senior campus; and
 - delivering energy-efficient heating upgrades for ACT public schools.

Academy of Future Skills



The Academy of Future Skills has gone from strength to strength this year, partnering with 78 teachers from 16 different schools and hosting hundreds of children at our purpose-built STEM centre located at the senior campus of Caroline Chisholm School.

The Science Mentors ACT program sits under the umbrella of the Academy of Future Skills and was launched in May 2019. The program provides students from Years 9 to 12 opportunities to work with science and engineering professionals to conduct in-depth research projects. Students in Science Mentors ACT follow their passion for science, choosing topic that interest them. The range of topics is vast, from agriculture and astronomy to ecology, earth science, evolution and beyond. Fifty-six students from across Canberra, of which nearly 50 per cent are female, are taking part in the program this year.

The Academy is inspiring the next generation of STEM professionals by providing students opportunities to inquire, investigate, research and generate and analyse their own data. We are equipping students with skills they can use, and will need, for future employment in jobs that may not yet exist.

Internal Accountability

Senior Executives

Director-General

Accountable to both the Minister for Education and Early Childhood Development and the Head of Service, the Director-General leads the Directorate and the network of ACT public schools to implement the *Education Act 2004*. The Director-General is responsible for promoting compulsory education, overseeing the operation and governance of ACT public schools, and overseeing the registration of non-government schools and home education.

The Director-General also holds responsibility for the Directorate's strategic direction, including ensuring the implementation of whole of government strategies. The Director-General is responsible for implementing the requirements of the *Education Act 2004* and for the policy and practices that give effect to the legislation and its intent.

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

Deputy Director-General

The Deputy Director-General leads ACT public schools, deputises for the Director-General and holds responsibility for the delivery of education services through student centred learning and teaching initiatives, and digital strategy and direction. The Deputy Director-General is accountable for school operations, student wellbeing, teaching and learning practices and student outcomes. Support services are provided in the areas of curriculum delivery, early childhood education and pedagogy, digital strategy, student inclusion and wellbeing, pathways and transitions, Aboriginal and Torres Strait Islander education, international education, occupational violence and complex case management, and flexible education.

Executive Group Manager, System Policy and Reform

The Executive Group Manager, System Policy and Reform has responsibility for the development and implementation of strategic policy and reform initiatives such as the *Future of Education Strategy*, the *Early Childhood Strategy* and the review of the *Education Act 2004*, in addition to advising on the ACT's contribution to national education reforms and associated bilateral agreements including through the Council of Australian Government's Education Council. The Executive Group Manager, System Policy and Reform leads the Strategic Policy, Enrolments and Planning, Analytics and Evaluation, and Early Childhood Policy and Regulation branches of the Directorate.

The Executive Group Manager, System Policy and Reform Division leads the coordination of the national assessment programs and provides quality data and analytics to inform school and system improvement in addition to strategic school capacity planning and enrolment policy and procedures.

The Division is also responsible for regulating the early childhood education and care sector through the ACT Regulatory Authority, the Children's Education and Care Assurance Unit. This Division is also leading the Government's policy and strategy reforms in early childhood education and care as well as contributing to national policy development in the sector.

Executive Group Manager, Business Services

The Executive Group Manager, Business Services is responsible for leading the Infrastructure and Capital Works, Government and Community Liaison, People and Performance and the Strategic Finance and Procurement branches of the Education Directorate.

The Business Services Group enables the work of the ESO and the 88 ACT public schools by providing expertise in areas including finance, procurement, media and communications, legal, parliamentary and ministerial support, and human resources.

The Group also registers and regulates the ACT's 47 non-government schools and the families who choose to home educate, and investigates and responds to complaints and feedback from the community about schools.

The Executive Group Manager, Business Services takes a lead role in managing the Directorate's interface with external oversight bodies such as the Ombudsman and Auditor-General and oversees the Directorate's internal risk management, internal audit, emergency planning, and fraud prevention policies and processes. The role also oversees the Directorate's financial performance, with education representing almost one-quarter of the Territory's overall budget.

Significantly, the Executive Group Manager, Business Services oversees the Directorate's major capital works program, which is designed to accommodate demand as public school enrolments continue to grow. The role is also responsible for managing the Directorate's assets, a complex task with 88 schools across a wide geographical area with many ageing buildings. There is a significant work program for repairs and maintenance, the addition of spaces such as sensory gardens to support students, and sustainability initiatives. As at June 2019, the Directorate's assets totalled \$1.9 billion.

Executive Group Manager, School Improvement

The Executive Group Manager, School Improvement is responsible for supporting our schools and School Leaders. The Executive Group Manager, School Improvement is responsible for progressing the Directorate's school improvement strategy. This strategy ensures that schools are supported with evidence-based practice to grow and develop their schools to continue to be modern, enjoyable and effective learning spaces for our students.

The role is critical in strengthening ACT public schools as vibrant, innovative and high functioning learning communities that attract and retain quality education professionals to work in the ACT. The position has responsibility for implementing a process to continually review our schools and help them develop sustainable business plans to lead them into the future.

This responsibility includes the day-to-day executive leadership of school operations for all 88 ACT public schools, including incident management and general school support.

The Executive Group Manager, School Improvement leads the School Improvement Group.

Executive Group Manager, Service Design and Delivery

The Executive Group Manager, Service Design and Delivery has responsibility for services that support students and schools. These responsibilities extend to policy development and operational supports for the provision of high-quality education services.

The Executive Group Manager is responsible for delivering the Directorate's supports for learning and teaching across our schools including implementation of the Australian Curriculum and enhancing teaching strategies and cultural integrity. This also extends to careers and transitions, vocational education, as well as provision of services to international students studying within the ACT public school system.

This role also has responsibility for policy, program support and delivery of student services, with a particular focus on inclusion. This includes the provision of disability supports provided for the safety and wellbeing of students in ACT public schools. Additional supports may include the provision of allied health professionals, and tailored assistance for students with complex learning needs. This also includes the organisational response to dealing with occupational violence.

The Executive Group Manager is responsible for delivering a digital strategy for the Directorate, ensuring the ongoing ICT capability of ACT public schools and students. This includes providing policy support for the use of technology, supporting the school administration system and the ICT environments in ACT public schools.

The Executive Group Manager, Service Design and Delivery leads the Service Design and Delivery Group.

Remuneration for senior executives

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

The ACT Remuneration Tribunal is an independent statutory tribunal with responsibility for setting the remuneration, allowances and entitlements for public officials in the ACT including the ACT Government. Further information can be found at the [ACT Remuneration Tribunal](#) website.

Significant Committees of the Directorate

A strong committee structure supports the Directorate's governance.

Education Governance Committee

The Education Governance Committee (EGC), is the key decision-making body of the Directorate ensuring accountability, effective compliance, policy development and system performance assessment.

EGC is responsible for formulating strategic direction, taking into account changing community needs and Government priorities and monitoring the Directorate's performance, compliance and assurance against its corporate commitments and regulatory responsibilities.

EGC supports the Director-General in discharging their responsibilities as the responsible officer of the Directorate reporting to the Minister for Education and Early Childhood Development under section 19 of the *Public Sector Management Act 1994*; and specific responsibilities under the *Education Act 2004*.

Membership of the EGC includes the:

- > Director-General;
- > Deputy Director-General;
- > Executive Group Manager, System Policy and Reform;
- > Executive Group Manager, Business Services;
- > Executive Group Manager, School Improvement;
- > Executive Group Manager, Service Design and Delivery; and
- > Chief Finance Officer.

EGC is responsible for:

- > formulating strategic direction and policy including teaching and learning, emergency management, protective security and all other policy frameworks;
- > monitoring the Directorate's performance, compliance and assurance against its corporate commitments and regulatory responsibilities;
- > system wide performance outputs (quarterly/annual reports, budget papers and financial reporting);
- > compliance (such as advice from Audit Committee on Directorate compliance) and assurance outputs (litigation, insurance, legislative compliance and risk management); and
- > prioritising and reviewing system-wide resources (such as financial management control framework, organisational staffing profile and work health and safety).

Education Governance Committee Work Health and Safety Sub-Committee

The Education Governance Committee Work Health and Safety Sub-Committee provides leadership and governance in overseeing and maintaining initiatives related to work health and safety. The Sub-Committee also monitors progress on the completion of strategies identified in the Enforceable Undertaking.

Audit Committee

The objective of the Audit Committee is to provide independent assurance and assistance to the Director-General on the Directorate's risk, control and compliance frameworks, and its external accountability responsibilities. The Audit Committee also reviews the annual financial statements and provides advice to the Director-General on significant risks, audit outcomes and implementation of mitigation strategies.

Corporate Executive Committee

Established by the Director-General, the Corporate Executive Committee (CORPEX) assists the Director-General and the EGC in making decisions by identifying strategic planning, policy and management issues affecting the Directorate and determining priorities and actions for managing those issues.

CORPEX membership comprises:

- > Director-General;
- > Deputy Director-General;
- > Executive Group Managers;
- > all Executive Branch Managers; and
- > Directors, School Improvement.

Directorate Work Health and Safety Consultative Committee (WHSCC)

The WHSCC (previously Injury Prevention and Management Committee) brings together representatives from unions, workers and management to improve WHS performance, consultation and communication practices on work health and safety matters. It also considers injury prevention and management performance measures and initiatives designed to ensure the Directorate is providing a healthy and safe work environment.

Security and Emergency Management Committee

The role of the Education Directorate's Security and Emergency Management Committee (SEMC) is to provide:

- > advice to the Director-General and EGC about significant security, emergency management and business continuity programs and major proposals; and
- > recommendations to the Director-General, EGC and CORPEX on issues in relation to security, emergency management and business continuity.

In undertaking its functions the SEMC will:

- > provide advice to the EGC on security and emergency management initiatives from the Justice and Community Safety Directorate and ACT whole of government committees;
- > approve amendments to policy and training for security, emergency management and business continuity;
- > review quarterly reports on security and emergency management incidents;
- > monitor and report biannually to the EGC on:
 - implementation of policy and procedure in relation to security, emergency management and business continuity across the Directorate; and
 - the delivery of security and emergency management training awareness programs across the Directorate;
- > review and report annually to the EGC on the Directorate Security Plan that will include a Directorate-wide security risk assessment; and
- > monitor and report to the EGC on two yearly review of the Directorate's Business Continuity Plan and issues relating to business continuity management.

Information Communications Technology Working Group

The Information Communications Technology (ICT) Working Group provides advice on the development and implementation of ICT policies, programs and strategies. The ICT Working Group makes recommendations to the EGC through the Deputy Director-General about ICT strategic directions, policies and proposals for system wide ICT initiatives.

Respect, Equity and Diversity Consultative Committee

The Respect, Equity and Diversity Consultative Committee (REDCC) was introduced as an enabling function to support the implementation of the Respect, Equity and Diversity (RED) Framework from 2011 to current years. The REDCC has ensured greater accountability and quality assurance for the administration of the RED Framework and provided an avenue to hear from Respect, Equity and Diversity Contact Officers (REDCOs) throughout schools and ESO settings. Numerous functions previously held by the REDCC (such as Directorate-wide diversity actions, employment action plans and coordination of staff networks for identified diversity cohorts) have been incorporated into the newly established Diversity Council.

Diversity Council

The Diversity Council, established in March 2019, oversees all actions of the ACT Education Directorate relating to workforce diversity, with the intent of embedding long-term cultural change in ACT public schools and the ESO. The Council serves as a forum that allows visibility and input into key diversity initiatives by the EGC, Executive Sponsors of identified diversity cohorts and the co-chairs of the identified staff networks (currently the Aboriginal and Torres Strait Islander Staff Network, Disability Advocacy Staff Network and the Pride Network). In the last reporting period, the Diversity Council was founded, with Executive Sponsors nominated for the following cohorts: Aboriginal and Torres Strait Islander Affairs; LGBTIQ+ Affairs; Culturally and Linguistically Diverse Affairs; Persons with Disability; Respect, Equity and Diversity; Emerging (Youth) Workforce; Established (Aging) Workforce; Women; and Reconciliation. In future, the Diversity Council will act as the strategic body that will facilitate cultural change through a focus in the next reporting period on the development of the Knowing, Being, Doing: Diversity Framework.

Directorate Consultative Committee

The Directorate Consultative Committee was established in accordance with the relevant ACT Public Service (ACTPS) Enterprise Agreements. The main objectives of the Directorate Consultative Committee are to improve consultation and communication processes between staff, managers and unions concerning significant changes to policy and guidelines that relate to the agreements, promote the sharing of information across the Directorate, and provide a forum for consultation.

Principals Advisory Group

The Principals Advisory Group (PAG) is a communication and consultation group. PAG considers key strategic policy and operational matters and provides advice to CORPEX, EGC and Network Executive. PAG raises policy and operational issues impacting on effectiveness and improvement from a school perspective and can form sub-committees to undertake specific tasks. Membership includes five Principals from each of the four networks as well as the Director-General, Deputy Director-General and Directors, School Improvement.

School Education Advisory Committee

Under section 126 of the *Education Act 2004*, the Minister may establish a School Education Advisory Committee as required to advise the Minister about school education or a related matter for a specified period.

In March 2019, the Minister established the Safe and Supportive Schools Education Advisory Committee for the period 18 March until 13 September 2019. The advisory committee was established to provide advice to the Government on opportunities for strengthening safe and supportive school culture in every ACT Government school by reviewing current policies, procedures and processes.

Chaired by Sue Chapman and has seven other members, the members represent a broad stakeholder group and bring extensive expertise and knowledge to the process.

PERFORMANCE ANALYSIS

The 2018-19 Budget Statement identified the strategic priorities for the Directorate in order that it can fulfil its purpose to be a leading learning organisation where people know they matter, delivering high level early childhood and public-school education in an accessible and inclusive environment.

Budget priorities, strategic objectives and indicators are the measurable guidelines for the Directorate, alongside the accountability indicators which are reported separately in the Statement of Performance section (page 200).

This reporting year the Directorate's budget priorities and strategic objectives closely align with the planning framework as discussed in the Our Environment and the Planning Framework section (page 16).

Our 2018-19 Budget Priorities

The 2018-19 Budget Statement identified the Directorate's priorities which were shaped by the ACT Government's objectives and policy context. Four priorities were identified.

The *Future of Education*

The *Future of Education – An ACT education strategy for the next ten years* sets the ACT Government's long-term vision through a roadmap that outlines how all students in all schools – government and non-government – will benefit from an improved education over the next ten years.

Refer to Our Environment and the Planning Framework section (page 16) for detailed reporting on the Strategy.

Review of the *Education Act 2004*

Through the *Future of Education*, one of the first actions under the foundation of 'systems supporting learning' is to review and amend the *Education Act 2004*.

The first phase of amendments was presented to the ACT Legislative Assembly for consideration through the *Education (Child Safety in Schools) Legislation Amendment Bill 2018* and passed in February 2019. Through this Bill, the amended *ACT Teacher Quality Institute Act 2010* enhances the robustness of the teacher registration process to protect child safety and welfare. This will require employers to provide more information about a teacher, including conduct and disciplinary action, to the Teacher Quality Institute before a teacher is registered. Amendments to the Act also strengthen the requirements around Working with Vulnerable People registration as a condition of their teaching status, ensuring that teachers always maintain up to date registration if they wish to continue teaching.

The *Education Act 2004* has been amended to require non-government schools to implement the recommendations of the Royal Commission into Institutional Responses to Child Sexual Abuse. As part of the agreed Royal Commission recommendations, the Government will provide clarity on the criteria and conditions that non-government schools must meet to be registered as a non-government school in the ACT.

The Government has also enhanced the safety and protection of children through recent amendments to the *Education Act 2004* to provide the Director-General with the power to ask for certain information from other states about a child or young person who is, or was enrolled at an education provider or registered for home education under the Act. In practice this allows the Director-General to seek confirmation from another education provider that the child or young person has actually been enrolled in another jurisdiction.

To support the *Future of Education* Strategy, a second phase of amendments is anticipated in the future. All amendments have been informed through consultation with key stakeholders, including non-government schools and education unions.

Further information may be obtained from the Executive Branch Manager, Strategic Policy, (02) 6207 5520.

Growth in student demand

Schools For Our Growing City

Enrolments at ACT public schools continued to grow strongly in 2019, with 1,207 new students across our primary schools, high schools and colleges. This represents a growth rate of 2.5 per cent from 2018 to 2019, and over the past four years, an average growth rate of 3.5 per cent each year.

To meet this growth the ACT Government is investing in new schools and capacity. The Directorate takes a strategic approach to planning for this investment as part of delivering the best possible school network for the future. This is done on a regional level to be able to consider a range of potential demand management and investment options.

The Directorate has invested in modelling and analytical capabilities that will further strengthen the evidence base for long term schools planning. In 2018-19, the Directorate entered into a three-year partnership with the ANU School of Demography to refine the Directorate's approach to forecasting demand and for research into long term demographic and enrolment trends.

In 2018-19, the Directorate has focused its specific planning activities on responding to growth in Gungahlin. This resulted in funding in the 2019-20 Budget to build a new primary school in Throsby to open in 2022 and a provision to build a new high school for East Gungahlin for 2023. The Budget also provides funding to:

- > expand the Franklin Early Childhood school to a full primary school;
- > deliver 200 permanent places at Gold Creek School's Senior Campus; and
- > provide a further 350 places at schools in Gungahlin, Belconnen and the Inner North through flexible, high quality transportable classrooms.

Over 2019-20 the Directorate will undertake further planning and feasibility studies to address other areas of growth across Canberra, including urban infill around our town centres and the City and Gateway corridor, and greenfield development in West Belconnen and Molonglo.

Further information may be obtained from the Executive Branch Manager, Enrolments and Planning, (02) 6204 1632.

New infrastructure and capital works improvements

The ACT Government has spent more than \$80 million during the 2018-19 year to deliver a significant number of new infrastructure projects, school expansions and capital upgrades across ACT Government Schools. New infrastructure, expansions and capital upgrades include:

- > completion of the Margaret Hendry School in the suburb of Taylor. The Margaret Hendry School opened at the start of the 2019 school year for Preschool to Year 6 students;
- > completion of the Belconnen High School Modernisation project. The investment in the modernisation of Belconnen High School will now assist the school in delivering 21st Century pedagogy to students;
- > completion of further short-term expansion works at Neville Bonner Primary School, Gold Creek School (junior campus) and Franklin Early Childhood School for the start of 2019 as part of the *Better Schools for Our Kids – Expanding Schools Gungahlin* four-year program;
- > completion of the installation of 22 transportable units and student amenities at Narrabundah College. As part of the installation the transportable units, three existing buildings containing hazardous materials were demolished;
- > commencement of the construction procurement for the Molonglo Preschool to Year 10 School, Stage One: Preschool to Year 6;
- > commencement of permanent expansion works at Neville Bonner Primary School and Gold Creek School (junior campus) for the 2020 school year as part of the *More Places at Gungahlin Schools* program;
- > commencement of early planning works for the permanent expansion of Franklin Early Childhood School to accommodate students from Preschool up to Year 6;
- > commencement of early planning works for the modernisation of Campbell Primary School including new learning communities and refurbishments of existing infrastructure;

- > commencement of early planning works for the new Preschool to Year 6 school in Throsby; and
- > commencement of early planning works for the new High School in East Gungahlin.

Further information may be obtained from the Executive Branch Manager, Infrastructure and Capital Works, (02) 6205 1289.

Student Administration System (SAS)

The ACT Government continues to deliver on its investment of \$10 million over three years for the provision of a new SAS that will streamline interaction between families and schools, and provide improved and more efficient school administration.

Implementation of this contemporary system will deliver outcomes to enable:

- > improvements to the admissions and enrolment process;
- > improved access to student and school administration information to drive continued improvements in student wellbeing and learning;
- > online attendance marking, with faster absence notifications to parents and guardians;
- > student academic reports delivered electronically, including learning progress information;
- > improved administrative efficiency for schools through automated workflows, enabling staff to spend less time on administration, and more time focused on their students and classrooms; and
- > a reduction in the number of paper forms, with digital options available for providing permissions, consent, payments and updating of student details.

Further information may be obtained from the Executive Branch Manager, Digital Strategy, Services and Transformation, (02) 6205 6749.

Technology Enabled Learning

The ACT Government continues to deliver on its election commitment to provide equity of access to technology for Canberra public secondary students. Irrespective of family circumstances, every student attending an ACT public secondary school is eligible to participate in the *Technology Enabled Learning* program, which is an \$11.48 million commitment over three years.

This is the second year of the program, and the Directorate deployed around 4,000 devices to ACT public secondary students, bringing the total devices distributed to over 17,000.

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

Further information may be obtained from the Executive Branch Manager, Digital Strategy, Services and Transformation, (02) 6205 6749.

Student Resource Allocation

Needs-based school funding – the implementation of the ACT Student Resource Allocation model

ACT public schools receive funding through the Student Resource Allocation (SRA). The needs-based school funding model formed part of the SRA Program to achieve improved educational outcomes for all ACT public school students.

The SRA funding model allocates resources through Core funding and additional resources to recognise student need for students from Low Socio-Economic Status backgrounds, students with English as an Additional Language or Dialect, Aboriginal and Torres Strait Islander students and Students with a Disability.

The SRA funding model commenced at the beginning of the 2016 school year. At the end of June 2019, a significant component of school budgets had been reviewed, designed and implemented. The final stage of the model will involve the implementation of a refined model to fund the supports for Students with a Disability.

Commonwealth Government and School Funding and Reform

On 6 December 2018 the Chief Minister signed the National School Reform Agreement (NSRA) and the Minister for Education and Early Childhood Development signed the Bilateral Agreement between the Australian Capital Territory and the Commonwealth on Quality Schools Reform.

The NSRA identifies eight National Policy Initiatives (NPI) under three reform directions:

- > Supporting students, student learning and achievement;
- > Supporting teaching, school leadership and school improvement; and
- > Enhancing the national evidence base.

The NPIs of greatest interest to the ACT, due to their strong alignment with the *Future of Education Strategy* relate to:

- > Learning progressions and online on-demand formative assessment (aligns with Students at the Centre and Empowered Learning Professionals);
- > Teacher workforce strategy (aligns with Empowered Learning Professionals); and
- > Establishing a national evidence institute (aligns with Systems Supporting Learning).

In addition, the cross-sectoral commitments articulated in the bilateral agreement align with the *Future of Education Strategy* and to a large extent have been embedded in the first phase of the *Future of Education* implementation plan. This ensures that ACT priorities can remain the focus while contributing to the national reforms.

With regard to funding, key elements of the School Resourcing Standard under review by the National Schools Resourcing Board are yet to be finalised. It is anticipated that the outcomes of the first of these (loading for students with disability and the low socio-economic status score methodology) and their implications for funding for ACT schools will be known by the end of 2019.

Further information may be obtained from the Executive Branch Manager, Strategic Finance and Procurement, (02) 6205 2685 and Executive Branch Manager, Strategic Policy, (02) 6207 5520.

Strategic Objectives and Indicators

The Directorate's three new strategic objectives outlined in the 2018-19 budget were guided by the development of the *Future of Education Strategy*.

Output 1 – Public School Education

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

Early Childhood

The ACT Government is developing an *Early Childhood Strategy* for the ACT.

The *Early Childhood Strategy* will be designed to position the ACT for long-term educational success by ensuring every young child across Canberra has access to quality early childhood education. The four key elements will be:

- > increasing access, equity and affordability;
- > enhancing the education and care workforce and qualifications;
- > providing seamless transitions from early education and care to school; and
- > maximising the benefit to children.

The *Early Childhood Strategy* will create a connected/coherent policy context that will improve collaboration between government and non-government providers to improve equitable access to early childhood education and to deliver a more seamless user experience for children and families. It will look to coordinate approaches across Government and, in partnership with non-government organisations, to deliver an aligned education and care framework, and maximise investment into early childhood services in the ACT.

School Improvement

The Directorate has continued to strengthen the way we support schools, especially in the way we support them to use evidence-based information to make decisions about how to improve student outcomes and the overall performance of their school.

We developed tools and resources to help schools make the best decisions possible for their students. These resources were focused into three themes:

- > Helping School Leaders use and understand data at a deeper level.
- > Targeted planning and support for School Leaders.
- > Access to high quality professional learning.

This work is linked with the ACT Government's *Future of Education Strategy*, enabled through the *Empowered Learning Professionals Leadership Plan 2018-2021*.

We are working to maximise learning growth for every child and young person. At the same time, our equity emphasis means we are particularly focused on the learning growth for students from less advantaged backgrounds. Therefore we are focused on ensuring there is accountability around these measures embedded in our approach to school improvement. We are guiding educational decision making and empowering Principals to monitor the most relevant data. Tools, services, systems and professional learning have been developed, delivered and refined in 2019 to meet this need. Prioritisation of data sources and ensuring common practices has enabled enhanced monitoring of progress on educational achievement, progression and equity in ACT public schools.

We are seeing that this model is providing a robust measurement of results being achieved at school and Directorate levels. Some of these outcomes are:

- > deeper teacher engagement with evidence to inform student need and progress;
- > school executive teams utilising multi-faceted evidence to inform the efficacy of initiatives, practices, and approaches to school improvement over time; and
- > Directorate support teams having increased access to an evidence base for the identification and development supports for schools.

Implementation of the Australian Curriculum

The three-dimensional structure of the Australian Curriculum includes eight learning areas, three Cross-Curriculum Priorities and seven General Capabilities and is intended to prepare students to live, work and contribute to a vibrant progressive Canberra now and into the future.

Under the *Strengthening Implementation of the Australian Curriculum* initiative, 2018-19 saw the continued provision of a series of Australian Curriculum workshops for teachers and schools addressing the structure of the Australian Curriculum Achievement Standards and how to plan, assess and report using the Standards.

To further support the implementation of the three-dimensional nature of the Australian Curriculum, a series of specific interactive workshops on the Australian Curriculum General Capabilities were introduced in 2019. The workshops have been designed to increase teachers' understanding of the intent and purpose of the General Capabilities and to build teacher capacity in incorporating each of the seven General Capabilities into learning and teaching programs where appropriate. Approximately 750 teachers engaged in both the Australian Curriculum and General Capabilities professional learning series.

The Directorate has also been working directly with School Leaders and teachers at individual school sites to assist with the design, delivery and scope and sequencing of the Australian Curriculum and its elements, the assessment and reporting of student progress against the Australian Curriculum Achievement Standards and the mapping and integration of the General Capabilities.

The Directorate's three-year approach to cultural integrity encourages the support of schools and teaching staff in strengthening their cultural awareness and competency. This includes schools increasing their capacity and ability to incorporate the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority in student learning. The Directorate began work in this key focus of learning in 2018 through a range of targeted professional learning, the Cultural Integrity Google community and the inclusion of the Aboriginal and Torres Strait Islander Histories and Cultures in General Capability workshops under the Intercultural Understanding banner, the inclusion designed to increase teacher awareness, confidence and efficacy in delivering content in this area.

In addition, the Directorate began working with the Association of Independent Schools and Catholic Education to embed the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority through a project that leverages off the additional 95 elaborations recently added to the core science curriculum content. The elaborations are scientifically rigorous, demonstrating how Indigenous history, culture, knowledge and understanding can be incorporated into teaching core scientific concepts for all year levels.

In 2019 the Directorate introduced for ACT Public Schools a common report format, for students in Kindergarten to Year 10, through the new Student Administration System (SAS). The new common report format template draws student learning outcomes directly from each subject area outlined in the Australian Curriculum. Achievement Standards outline the expected skills, knowledge and understandings for a student's year of schooling. The new SAS generated report format will help ACT public schools to provide greater consistency when reporting student achievement to families.

To ensure that all ACT students have access to a world class curriculum, the Directorate has facilitated access to the Victorian A-D Levels Pre-Foundation Curriculum to support students working towards the Foundation (Kindergarten) level of the Australian Curriculum. Teachers can use the Victorian A-D Levels to develop relevant learning and teaching programs for any students not yet accessing the Foundation to Year 10 Australian Curriculum.

To support teachers in planning pre-foundation learning programs, the ACT Government has provided access to the ABLES (Activity Based Learning and Education Support) suite. ABLES is an online resource developed by the University of Melbourne in partnership with the Victorian Education Department. ABLES supports teachers to assess, monitor and respond to student's needs and is linked directly to the Victorian A-D curriculum.

STEM (Science, Technology, Engineering and Mathematics)

The ACT Education Directorate supports teachers to align implementation of the Australian Curriculum with the goals of the National STEM School Education Strategy, with a focus on building teacher capability to engage their students in authentic, inquiry-based STEM learning.

The ACT Government has established the Academy of Future Skills to help build this capability through various programs and initiatives.

As the southside hub of the Academy of Future Skills, the Centre for Innovation and Learning gives classroom teachers the opportunity to work shoulder-to-shoulder with expert educators to implement the Australian Curriculum and engage students with STEM content and capabilities, such as collaboration, critical thinking and creativity.

Since commencing operations at the beginning of 2018, the Centre for Innovation and Learning staff have worked closely with over 170 teachers from 18 schools to build capability through in-school coaching and pedagogical support while using the facilities to deliver the Australian Curriculum in STEM disciplines. Staff delivered a professional learning session in May 2019 that was open to public school teachers. The workshop 'Understanding how to teach STEM using the Australian Curriculum' was attended by 22 teachers.

The northside hub of the Academy of Future Skills will open in late 2019 at University of Canberra Senior Secondary College Lake Ginninderra.

The Science Mentors ACT program commenced its first year of operation under the auspices of the Academy of Future Skills in 2019. As an expansion of the program previously operating at Melrose High School, Science Mentors ACT is providing Canberra public school students in Years 9 to 12 the opportunity to partner with eminent local science and engineering professionals to design and conduct experiments, collect and analyse data, and report on their findings. Fifty-six students from across Canberra are taking part in the program, with almost 50 per cent being female students.

Canberra public school students can also access a number of high-quality STEM related learning opportunities through collaboration with national institutions, tertiary education providers and industry. One such opportunity is the CyberTaipan competition. A pilot of this competition was launched by the Australian Cyber Security Growth Network Ltd (AustCyber) and Northrop Grumman on 25 June 2018. The Directorate supported 16 ACT public school teams to participate in the competition. Three of these teams were invited to the CyberTaipan National Finals in March 2019. The Lake Tuggeranong College team was awarded second place overall, while the University of Canberra Senior Secondary College Lake Ginninderra team, the only all girls team in the competition, received a special mention. A review of the pilot suggests CyberTaipan was successful in improving student awareness of and interest in cyber security careers and education pathways, as well as improving fundamental cyber security technical skills.

The STEMEd Conference was held on 5-6 April 2019 as a collaboration between the ACT Education Directorate, Catholic Education of the Archdiocese of Canberra and Goulburn, Association of Independent Schools of the ACT, and various ACT teacher professional associations. The Conference showcased leading practice in STEM education, from Preschool to Year 12, aligned to the goals and priorities articulated in the National STEM School Education Strategy. Attendees had the opportunity to learn from education and industry experts with the goal of improving student achievement and engagement in STEM in ACT schools. Feedback from delegates about Conference content and delivery was generally positive. The conference also provided networking opportunities for delegates to share professional knowledge and experiences.

Languages in ACT Schools

Languages are one of the eight learning areas of the Australian Curriculum. In November 2018, a Motion was passed in the ACT Legislative Assembly 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 landscape. The ACT Languages action plan will look to address a range of issues impacting on a school's capacity to deliver languages in schools. Work on the plan commenced in 2019.

Further information may be obtained from the Executive Group Manager, School Improvement, (02) 6205 3988 and the Executive Group Manager, Service Design and Development (02) 6205 7719.

Individual Support for Students

Network Student Engagement Team

The Network Student Engagement Team (NSET) is a multidisciplinary group including:

- > specialist teachers with training in positive behaviour support, disability and learning difficulties, hearing and vision support;
- > senior psychologists; and
- > allied health professionals including speech language pathologists, occupational therapists, physiotherapists, and social workers.

Schools refer to NSET for advice, to build their capacity and support individual students with a focus on improving educational outcomes for all students. Referrals from school have included, but are not limited to, support to:

- > assist in re-engaging students with attendance concerns;
- > link families with appropriate support services;
- > provide coaching and mentoring to executive teams;
- > manage students with complex and challenging behaviour; and
- > put appropriate supports in place for students with mental health concerns.

Referrals to NSET have resulted in both targeted support for individual students, as well as providing advice and support for schools to review policy and procedures, look at universal practices, and build capacity of schools to support students with complex and challenging needs.

NSET has also provided a range of professional learning in the areas of Essential Skills for Teachers, Team Teach, Coaching and Mentoring, Circle Time, Trauma Informed Practice, Dyslexia, Wellbeing, Sensory Processing, Communication and Manual Handling.

Support at Preschool

The Support at Preschool (SAP) team, part of NSET, has continued to build the capacity of School Leaders and preschool teams to provide inclusive preschool environments for all students. The SAP team plays an important role in assisting preschool teachers with the early identification of children with developmental concerns and understanding the appropriate referral pathways. This has included supporting Preschools to connect and develop relationships with external providers. Since the ACT's transition to the National Disability Insurance Scheme (NDIS), the SAP team has developed relationships with NDIS-registered Early Intervention providers to identify children requiring adjustments in their education setting, prior to them commencing at preschool. This has ensured the Directorate and schools are aware of children before the commencement of the school year and can ensure appropriate adjustments and supports are in place for the child's first day.

School Psychologists

School psychologists form an integral part of the wellbeing teams within ACT public schools. They apply their knowledge and expertise to support students and schools to achieve academic success, psychological health, and social emotional wellbeing. The primary purpose of the psychologist's work is to assist schools to address barriers to learning and improve educational outcomes. Significant barriers to educational achievement can include student learning difficulties and mental health issues. In addition to school psychologists, senior psychologists can be accessed for a specialised input through referrals to NSET.

School psychologists work with students, families and teachers to identify learning or wellbeing concerns and plan supports to best address the child or young person's needs. This work is informed by an early intervention and prevention model which is ecologically informed, i.e. the psychologists consider all parts of a student's life (family, classroom, peers).

The ACT Government committed to providing an additional 20 school psychologists to schools over three years. The 2017-18 Budget provided for an additional five full-time psychologists in 2018, a further ten full time psychologists in 2019 and an additional five full time psychologists will commence at the beginning of the 2020 school year.

During 2018, the Directorate looked at ways to enhance the ACT Education School Psychology Service. In particular, there were opportunities identified to enhance the capacity of school-based psychologists to engage in early intervention and prevention. An enhanced service model is being implemented which includes an Assessment Team and an Intervention Team to support the school-based psychologists by undertaking cognitive and learning assessments for primary school students and running small group interventions for high school and college students with a focus on developing skill set to help manage stress, enhance resilience and regulate emotions. This model provides greater capacity for psychologists in schools to be easily accessed by students, parents and teachers.

Continuum of Education in High Schools

The Continuum of Education Support (CES) model is a holistic framework for best practice approaches to the learning engagement of all High School students in the ACT. Introduced in 2017, the CES encompasses provision of flexible learning options and alternative education programs. CES Coaches worked with all High Schools to support the implementation during 2018. A professional learning sequence, 'Future Focused Learning Forums', was designed and delivered to the high school sector in Semester 2, 2018. These Forums provided a collaboration opportunity for High School Leaders and teachers to share ideas about their CES 'on campus' strategies. The Forums and the individual coaching support focused on supporting schools to strengthen their universal, selected and targeted responses in order to deliver positive outcomes for all students.

Alongside this on campus work within the high school sector, the Off Campus Flexible Learning Program (the Program) was designed. In 2018, workshops were conducted to obtain feedback from community, schools and young people. This feedback was incorporated in the design phase. A site was secured at The Smith Family Building in Woden to accommodate the Program and an innovative and modern learning environment was created.

The Program commenced operation in Term 4, 2018. The Program is a future focused learning hub that offers holistic, trauma informed education for a small group of young people with complex needs who, at a particular point in time, cannot access education in a mainstream school setting. Students are supported by a small multidisciplinary team to co-construct their personalised learning plans, which includes both academic and wellbeing goals. In line with the *Future of Education Strategy*, learning is authentically personalised, with students' interests, fascinations and curiosities explored and a learning plan is designed around them. This contemporary style of learning aims to enhance student engagement.

A multidisciplinary team was recruited to support young people within the Program. The team consists of an Executive Teacher, a Senior Social Worker, a Youth Worker, a School Psychologist, a School Youth Health Nurse, a Policy and Project Officer and a Principal, Flexible Education.

Further information may be obtained from the Executive Branch Manager, Student Engagement, (02) 6205 7029.

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

Literacy/numeracy

In 2018 the Directorate commenced a two-phase Secondary Literacy Project, focussed on improving writing outcomes in ACT secondary schools. The School Improvement: Writing (Secondary) project delivered a leaders' masterclass, professional learning for discipline teachers (Sciences, Mathematics, Humanities and Social Sciences) and professional learning in the program Scaffolding Literacy to English teachers. The project spanned 18 months, reaching 203 teachers and School Leaders from 13 ACT public secondary schools. After implementing the professional learning, the majority of teachers reported improvements to student writing after only four lessons. Of the participating schools, 11 completed an Action Research Project as part of the program. The range of topics assessed the impact of professional learning and new literacy pedagogy across diverse subject areas and student groups.

The Directorate offered a range of professional learning to strengthen the capability of School Leaders and teachers in numeracy learning and teaching. As part of the Principals as Numeracy Leaders professional learning suite, the Directorate offered two one-day workshops on developing a whole school approach to problem solving. Held in March 2019, the workshops were attended by leaders and teachers from 24 schools. Feedback from participants was highly positive. Professional learning in Count Me In Too, Middle Years Mental Computation, and Maths by Inquiry continued to be offered as well as a workshop by Anita Chin on Practical Ideas For Your Mathematics Classroom. The Anita Chin workshop was attended by 61 educators and provided useful resources and practical activities that were positively received.

English as an Additional Language or Dialect (EAL/D)

In 2018-19 teachers were supported to improve their practice in EAL/D education through delivery of EAL/D forums each term. The forums include workshops where teachers share their effective teaching practices and professional knowledge; and Communities of Practice meetings where teachers discuss problems of practice and analyse data to consider innovative ways to improve academic and social outcomes for students who are learning English. This combination of elements enables teachers to be innovative in their approach to the EAL/D programs at their schools, become leaders of improved whole school practice and improve engagement with schools and education for vulnerable families.

In 2018 the EAL/D Assessment Suite was finalised. It includes the following tools for teachers:

- > On-entry assessment tasks;
- > Moderation assessment tasks;
- > Adaptable frameworks for assessment;
- > Observation and tracking guides; and
- > Guides to Practice.



Figure 1 Building strong school-home relationships with EAL/D families

The EAL/D Assessment Suite aligns with the Australian Curriculum EAL/D Learning Progression. Teachers use the resources to formatively assess students' English language proficiency, track student progress over time, and identify research-based pedagogical practices to improve students' outcomes. All ACT public schools are now using these resources to provide a consistent approach to identifying the English language proficiency learning needs of students, and to inform EAL/D program decisions.

The Research into Practice series began in 2018 and continues in 2019. Three university professionals delivered workshops for teachers on their research in the field of EAL/D.

- > Dr Polina Vinogradova, The American University, Washington: Creative and engaging English Language Learning with Digital Stories (75 attendees);
- > Dr Alan Williams, Melbourne Graduate School of Education: Using assessment to improve EAL/D teaching and learning (73 attendees); and
- > Dr Gill Pennington, University of Sydney: EAL/D Teachers as Leaders (52 attendees).

Early Years Literacy initiative:

The Early Years Literacy (EYL) initiative and services of Christine Topfer started in 2017 and currently is supporting 51 schools, has reached 459 Preschool to Year 2 teachers, 153 Preschool to Year 2 school leaders, making a total of 612 teachers and School Leaders. The initiative has also reached 50 coaches and 8,568 children from Preschool to Year 2. Programs delivered as part of the EYL initiative include an Intensive program which is highly differentiated and supports teachers and school leaders in their schools, a Masterclass, which includes coaching workshops for School Leaders, coaches and lead teachers and the 10 Essential Instructional Practices (10 EIP) in Literacy, Coaching Workshops and Masterclasses to primary schools to improve outcomes in children's literacy. The impact of this initiative in 2018 can be seen in five of the six schools in the intensive Phase 2 of delivery, (83 per cent) showing improvement in their results for the category '*expected and better than expected growth*' in Reading. In addition a focus on improving writing has been supported by a continuing Primary Leader Writing Inquiry and the start of a Secondary Leader Writing Inquiry.

Further information may be attained from the Executive Branch Manager, Learning and Teaching (02) 6205 9505.

Supporting Quality Teachers

University of Canberra Affiliated Schools Program

As a key initiative under the *Future of Education Strategy*, the University of Canberra Affiliated Schools Program (the Affiliated Schools Program) supports the development of teaching and learning in ACT public schools and further enrich the learning culture of the Directorate. Twenty-five schools are involved in this program.

The Affiliated Schools Program is enhancing pre-service teacher education, meaning graduates from the University of Canberra will be better prepared to teach in ACT schools. Teachers in affiliated schools have engaged in University-facilitated professional learning.



Figure 2 Pre-service teacher education clinics at Giralang Primary School.

Pre-service teacher education clinics are hosted by affiliated schools to enhance the professional experience component of initial teacher education. Clinics took place in secondary schools for the first time in 2019 across a range of subject areas. In Semester 1, 22 clinics were held across two early childhood, 15 primary and four secondary settings.

Research conducted by the University and affiliated schools will be widely shared throughout the Directorate via professional learning, resources, evidence-based programs and other leading initiatives.

The 2019 teacher scholarships to undertake a Master of Education through the University of Canberra were awarded to 30 recipients. These teachers participate in intensive programs during the school holidays and can complete the qualification in two years. Units such as *Leading Coaching and Mentoring in Education*, *Education for Inclusion*, *Leading and Sustaining Professional Learning Communities*, and *Issues and Challenges in School Improvement: International Perspectives* were delivered. The 2020 teacher scholarship round will offer another 30 places for teachers as well as school and non-school based leaders to embark on a Master of Education next year.

The University of Canberra delivered a two-hour Masterclass each term, commencing Term 1 2019, for teachers at affiliated schools. These masterclasses have included *What is Inquiry Learning and how do you engage families and the community?*, *Knowing, Being and Doing – Indigenous Perspectives in the classroom*. Masterclasses have been fully subscribed.

Eight schools are participating in the seven-month 'Teachers as Researchers' professional learning program that commenced on 1 April 2019 with a session on developing a greater understanding of multiple measures of data. School research projects are aligned to *Future of Education* strategic goals and range in topics from STEM and English as an Additional Language or Dialect (EAL/D) to cultural integrity, gender equality and inclusion. The four workshops will culminate in a full day conference for school teams to present their research projects in October 2019.

Further information may be attained from the Executive Branch Manager, Learning and Teaching (02) 6205 9505.

Early Childhood Professional Learning

In 2018-19, the Directorate provided a comprehensive professional learning program to build the capability of leaders, teachers, and educators to embed quality early childhood pedagogy and practice in ACT public preschools, aligned with the National Quality Framework.

Key events in 2018-19 included:

- > *STEM in Early Childhood*, a partnership with Dr Kym Simoncini, University of Canberra, to build the capability of preschool teams to embed STEM disciplines through an explicit focus.
- > Koori Preschool Educators' Network Professional Learning:
 - *Storylines* - a full day professional learning event focused on improving outcomes for Aboriginal and Torres Strait Islander children enrolled in the Koori Preschool Program through building educators' understanding of oral traditions to support culturally proficient language and literacy learning. The event was attended by approximately 45 participants from the Directorate, the Community Services Directorate, and the Environment, Planning and Sustainable Development Directorate (EPSDD).
 - *Embedding Aboriginal and Torres Strait Islander Perspectives* – a full day professional learning event, held in partnership with the Australian National Botanic Gardens and delivered by Jessica Staines, Wiradjuri woman, and early childhood consultant. Approximately 35 participants developed their knowledge and understanding of culturally relevant early childhood education through embedding the principles and practices outlined in the *Aboriginal Early Childhood Practice Guide*.
 - *A combined Koori Preschool Community Gathering* held at the Jerrabomberra Wetlands on 3 April 2019, as a collaboration between EPSDD, Community Services Directorate (Child and Family Centres) and the Directorate to connect families and educators in the Koori Preschool Program in a culturally safe and celebratory way. The event was attended by more than 200 participants who enjoyed food and yarns.



Figure 3 Angela Piscioti, founder of Emuly, connects participants to culture through a weaving and gumnut workshop.

- > Spreading Our Wings: transforming early childhood practice in ACT public preschools professional learning program:
 - Held in January 2019, a professional learning session was delivered by early childhood consultant Catharine Hydon. The session challenged participants to transform their practice aligned with current theories and research articulated in the Early Years Learning Framework. Approximately 350 early childhood teachers and co-educators from 48 schools participated, representing 72 per cent of ACT public schools with a preschool, along with representatives from the ESO and 21 exhibitors from community organisations. A podcast of the professional learning was made available for educators who were unable to attend and as a refresher for attendees.
 - *Embedding Cultural Integrity in everyday practice*, held in March 2019, was presented in partnership with Aboriginal and Torres Strait Islander Education. Attended by over 70 participants, the session built the knowledge and capability of preschool teams to deliver culturally relevant programs in ACT public preschools through an understanding of Cultural Integrity. Feedback from the sessions was overwhelmingly positive with participants indicating an increase in understanding and knowledge as a result of their attendance; signing up to the Cultural Integrity Google Community; and engaging with Aboriginal and Torres Strait Islander led Book Clubs.
 - *Leading Learning in Early Childhood*, held in May 2019, was a targeted leadership professional learning opportunity attended by approximately 100 Principals and School Leaders, representing every ACT public school with a preschool. Presented by early childhood expert, Catharine Hydon, the session strengthened participants' instructional leadership of ACT public preschools aligned with the National Quality Framework.
 - *Measure What Matters* collaboratively designed and delivered by Learning and Teaching and School Improvement branches focused on bringing together multiple sources of evidence to inform curriculum decisions and achieve positive learning and wellbeing outcomes for children in ACT public preschools. The workshops were held in May 2019 at Charles Weston School and Hawker Preschool and included a presentation from Anna Russell, ACT Australian Early Childhood Development Census (AEDC) Coordinator, about using AEDC data, as well as video vignettes of practice at Charles Weston Preschool and Monash School. More than 80 leaders, teachers, and educators attended.

Pedagogical coaching and mentoring were provided to six ACT public preschools to increase educator knowledge and understanding of the National Quality Standard (NQS) Quality Area 1: Educational Program and Practice. After receiving the support from the Pedagogy Early Years team, schools experienced improved practice in Quality Area 1 following their first assessment and rating.

Further information may be obtained from the Executive Branch Manager, Learning and Teaching, (02) 6205 9205

Use of Data to Inform School Performance

The priority for the Government is to increase the effective use of data to ensure students, schools and the system continue to be high performing and improving education achievement for all students, irrespective of their background.

An *Evidence and Data Plan for School Improvement* developed and commenced in late 2018 represents a movement towards a more strategic level of support for Principals, School Leaders and teachers in the presentation of data for improvement, identification of key data sets appropriate to the different stages of schooling and annual data analysis.

To progress the implementation of the Evidence and Data Plan the Directorate is working with schools to:

- > align school and system data for planning and accountability;
- > clarify the agreed data sets and their presentation to ensure that they are fit for purpose and meet the specific needs of teachers, School Leaders and the ESO;
- > increase teacher and School Leader knowledge and skill in the use of data analytics to drive planning, assessment and reporting of student achievement; and
- > provide timely and differentiated professional learning and support for School Leaders in the use of data to inform improvement in student and overall school performance.

Implementation of NAPLAN Online

NAPLAN Online commenced implementation in the ACT in 2018. All ACT public schools participated in online testing. The 2019 NAPLAN Online test window ran from 14-24 May 2019. Approximately 20,000 students in 120 ACT schools (98 per cent) participated online in 2019, with only three small independent schools delivering NAPLAN on paper.

Student Gain

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

Progress in student learning gain is an important measure of evaluating educational outcomes. Drawing on the concept of a year's learning for a year's teaching, the new strategic indicators measure the growth in learning of our students.

NAPLAN gain across ACT public schools between 2016 and 2018 showed that the ACT strengths are in literacy, with reading gain scores for both Years 3-5 and Years 7-9 exceeding predicted gain.

Table 1 Strategic Indicator 2(a) – ACT public schools gain for Years 3 to 5 in reading

	2012-14 Actual	2013-15 Actual	2014-16 Actual	2015-17 Actual	2016-18 Target	2016-18 Actual
Year 3	445	442	439	441	441	440
Year 5	523	522	515	520	520	522
Gain	78	80	76	79	79	82

Source: ACT Education Directorate, unpublished data

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

	2012-14 Actual	2013-15 Actual	2014-16 Actual	2015-17 Actual	2016-18 Target	2016-18 Actual
Year 3	441	413	415	411	412	412
Year 5	498	503	498	497	499	497
Gain	87	90	83	86	87	85

Source: ACT Education Directorate, unpublished data

Table 3 Strategic Indicator 2(c) – ACT public schools gain for Years 7 to 9 in reading

	2012-14 Actual	2013-15 Actual	2014-16 Actual	2015-17 Actual	2016-18 Target	2016-18 Actual
Year 7	554	558	563	566	558	558
Year 9	593	597	597	596	598	599
Gain	39	39	34	30	40	41

Source: ACT Education Directorate, unpublished data

Table 4 Strategic Indicator 2(d) – ACT public schools gain for Years 7 to 9 in numeracy

	2012-14 Actual	2013-15 Actual	2014-16 Actual	2015-17 Actual	2016-18 Target	2016-18 Actual
Year 7	543	548	552	551	556	556
Year 9	589	597	593	594	601	600
Gain	46	49	41	43	45	44

Source: ACT Education Directorate, unpublished data

Further information may be obtained from the Executive Branch Manager, Analytics and Evaluation, (02) 6207 6197.

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

2018 School Survey

The *Future of Education Strategy* recognises the importance of developing students as individuals and creating a learning environment adapted to their needs. The ACT Government recognises that school identification positively impacts the outcomes of students and school staff. School Identification refers to the extent to which stakeholders feel a sense of belonging and connection to the school. It is a key lead indicator of educational outcomes and of the quality of the learning environment and reports information from students, staff and parents. From 2019 onwards, this indicator will show the change over time of the strength of school identification for students, staff and parents/carers.

Table 5 Strongly Identified with their school by group, ACT public schools

2018	%
Student - School Identification	60
Staff - School Identification	91
Parent/Carer - School Identification	86

Source: ACT Budget 2019-2020, Budget Statement F, ACT Education Directorate data

Measures are reported as the proportion of Year 5-12 school students reporting strong (mean score of 3.5 or more) identification with their school. Staff and Parent/Carer measures are calculated in a similar way.

Please note, in previous reports the Directorate reported on the “overall student satisfaction with the education at their public school”. This information also drew from the annual survey of parents and students. The results of this survey are publicly available on the Directorate’s website www.education.act.gov.au.

Further information may be obtained from the Executive Branch Manager, Analytics and Evaluation, (02) 6207 6197.

Safe and Supportive Schools

Safe and Inclusive Schools

The Directorate is committed to providing positive and engaging learning environments where young people feel connected, respected, and are fully engaged in education, regardless of their identity or background. The Safe and Inclusive Schools (SAIS) Initiative has been designed to support schools to create and maintain safe and inclusive environments for all students including young people that are same sex attracted, intersex or gender diverse. The Initiative is delivered by Sexual Health and Family Planning in partnership with the Directorate and with input from a reference group comprised of parent groups and community agencies.

The SAIS Initiative has continued to be a valuable resource for schools who wish to build on their skills and knowledge to create welcoming and inclusive environments. Along with individualised support for schools and professional learning, the SAIS Initiative supports schools to celebrate important days such as Wear It Purple Day and International Day against Homophobia, Biphobia, Interphobia and Transphobia (IDAHOBIT). The SAIS Initiative provides resources for schools to use in their own school-based celebrations and also brings networks of students and staff together. On 17 May 2019, 63 students from 12 ACT public schools and one independent school attended a student and staff leadership event. The day focused on leadership through school and community events, safe and inclusive school and community life, and looking after yourself and others.

Professional learning sessions provide practical examples of strategies educators can use to contribute to safe and inclusive environments for all students and enable them to explore issues and develop inclusive attitudes and practice. Over 100 participants have attended professional learning sessions since March 2018 and the Initiative has gained Teacher Quality Institute Accreditation for the professional learning module.

Bullying

Schools as mini communities reflect wider social issues, attitudes and values, including where there is bullying. The Directorate recognises that bullying may occur within a range of social contexts in our community, including in the workplace, online social media and via text messaging, email and education settings. As children and young people develop their personal relationships, they integrate the values and social norms from their family, school and wider social contexts.

The Directorate's approach to minimising bullying in school environments is multifaceted and includes a preventative approach, seeking to foster positive, healthy and respectful relationships where students are empowered to use pro-social behaviours and develop social and emotional skills for life.

The *Safe and Supportive Schools Policy* (SSSP) provides guidance to schools on establishing a culture of respect, equality and compassion. It requires a whole school approach to positive behaviour support, such as the Positive Behaviour for Learning Framework, which is being progressively rolled out across all ACT government schools, and for schools to explicitly teach social emotional skills. Minor updates to the policy have been made as work in the national sphere has progressed during the year, for example implementation of the revised national definition of bullying.

The SSSP requires each school to have trained Safe and Supportive School Contact Officers (SASSCOs), one male and one female. Where there is a large student population, a further male and female SASSCO are identified. The role of SASSCOs is to respond to complaints from and provide support to students who have experienced bullying, racial or sexual harassment. In some instances, SASSCOs also provide information and/or support to staff members and teams within their schools. During 2018-19 the training package was revised and was delivered to 81 SASSCOs. The package includes preventative and responsive strategies; use of data sources; and highlights a wide range of evidence based resources.

The 2019 National Day of Action against Bullying and Violence (NDA) was actively promoted to schools. NDA resources supported schools to showcase their ongoing work in promoting positive, respectful cultures, and to draw attention to and promote the message that bullying is not acceptable. 2019 saw substantial growth in the number of registered public schools participating from 54 per cent in 2018, to 84 per cent in 2019, engaging approximately 35,000 students. The Directorate's ESO sites participated for the first time. Using an activity pack, ESO staff created pledge walls which were displayed in their buildings for staff and local communities. Nationally, Canberra High School was identified as a Spotlight School for the NDA on the Bullying. No Way! website.



Figure 4 Bullying. No Way! National Day of Action activities

The Minister's Student Congress (the Congress) is a conduit for student voice of ACT public school students to the ACT Minister for Education and Early Childhood Development. In February 2019 the Student Executive selected the topic of 'Bullying' for the 5 July 2019 Congress. The topic was selected based on suggestions provided by the 85 students at the October 2018 Congress. Inspired by a digital clip on the NSW Department of Education Anti-bullying page, the Congress will incorporate the catch phrase *Follow your heart, not the herd*, with acknowledgment of the source, throughout the day. The congress will also showcase a clip with a

Bullying No Way theme, created by and featuring students from ACT's Woden School. The Student Executive will share the findings of Congress at a national level through the Safe and Supportive Schools Community working group and will also write a comprehensive report for the Minister.

Schools have been informed of professional learning and resources to assist teachers, students and the school community in the area of bullying, including cyber safety, through regular Directorate updates. For example, the *Responding to parent reports about bullying* workshop package was developed by the Safe and Supportive School Communities in consultation with Dr Karyn Healy, for use by Australian schools. The package is structured in two parts, featuring content appropriate for all school staff, including non-teaching staff. It has been made available and promoted to ACT schools. The Directorate is providing a range of options to schools to support delivery of workshops as required.

Further information may be obtained from the Executive Branch Manager, Student Engagement, (02) 6205 7029.

eSafety

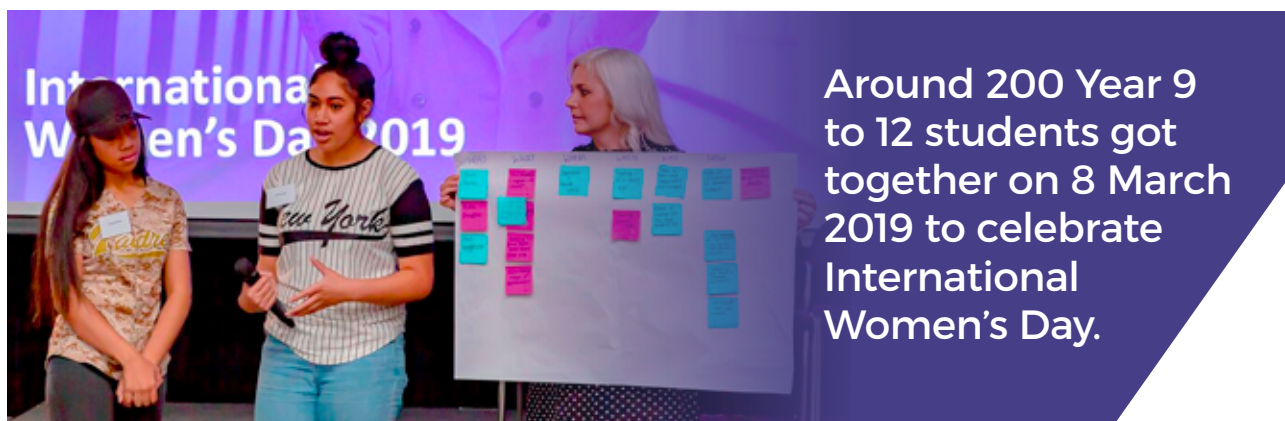
ACT public students develop capability in ICT as part of the Australian Curriculum. They are taught to use ICT effectively and appropriately to access, create, and communicate information and ideas, solve problems, and work collaboratively. Students develop knowledge and skills in ICT and its use, and the ability to transfer these across disciplines and applications. They learn to use ICT with confidence, care and consideration, understanding the possibilities, limitations and impact these tools can have on individuals, teams, and communities.

Our ICT network, SchoolsNET, provides students with reliable access to the internet (including *Google Classroom*, part of the *G Suite*) and network drives that are safe and secure. This includes filtered internet on any device connected to the network, whether that is a school computer or a student's personal electronic device.

The Directorate partners with the Office of the eSafety Commissioner to provide teachers, students and families with a variety of information on how to use the internet in a respectful, responsible, reasonable and resilient manner. This includes online *Virtual Classroom* webinars, which are run by the Office of the eSafety Commissioner and have been facilitated by the ACT Education Directorate since October 2014. To date, over 13,500 students have participated in these webinars.

Further information may be obtained from the Executive Branch Manager, Digital Strategy, Services and Transformation, (02) 6205 6749.

Balance for Better: International Women's Day



Exploring this year's campaign theme 'Balance for Better', the Directorate-hosted event focused on how to proactively address equity issues and lead change at our own local level.

The whole-day workshop featured four inspirational keynote speakers: Sarah Mason from the Museum of Australian Democracy, Chiara Grassia from Girls Rock! Canberra, Clare Hedley from Canberra-based production company Wildbear Entertainment and Sian Keys winner of the ACT Chief Minister's Inclusion Award for Volunteer Support.

Through focus group activities and panel discussions, students talked about the issues they see in their schools and communities and workshopped ways to address those.

Public School Education in the ACT

The Public School Education system spans the years from Primary School Education (Preschool to Year 6), High School (Years 7 to 10) and Secondary College (Years 11 and 12).

Primary School education is designed to allow each student to experience success and achieve high quality learning outcomes. High School organises its curriculum to maximise opportunities for students to develop the knowledge, understanding, skills and values articulated in the Australian Curriculum. Secondary colleges offer courses catering for a broad range of student needs and interests. Courses are accredited by the ACT Board of Senior Secondary Studies.

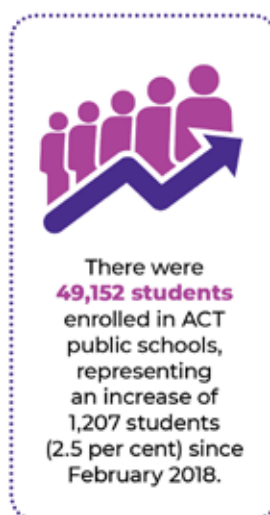
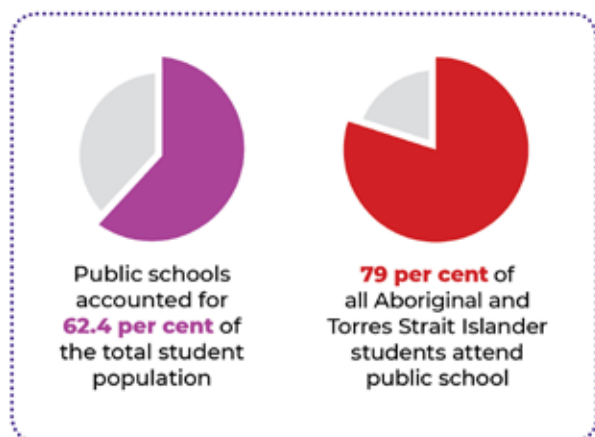
Accountability Indicators for public school education are being reviewed as part of the Strategic Plan initiative. The 2018-19 Accountability Indicators are audited and reported in the Statement of Performance section (page 200).

Census

At the February 2019 census, there were 78,752 students enrolled in ACT public and non-government schools, an increase of 1,610 students (2.1 per cent) since February 2018. From February 2015 to February 2019, enrolments increased by 6,835 students (9.5 per cent). Public schools accounted for 62.4 per cent of the total student population.

There were 49,152 students enrolled in ACT public schools, representing an increase of 1,207 students (2.5 per cent) since February 2018. The increase in total public school enrolments continued the trend of increases each year since 2015.

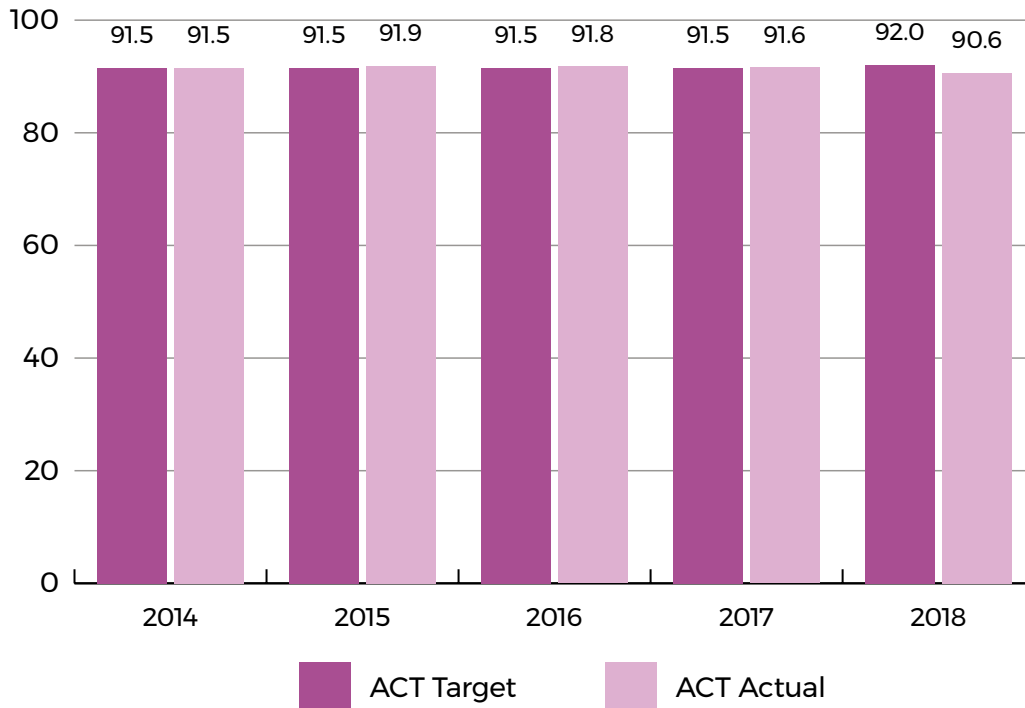
There were 2,527 Aboriginal and Torres Strait Islander students enrolled in ACT schools, an increase of 126 students (5.2 per cent) compared with 2018. Public school enrolments increased by 110 (5.8 per cent) children and young people to 1,997 students representing 79 per cent of all enrolments of Aboriginal and Torres Strait Islander persons.



Student Attendance

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

Figure 5 Attendance rate of public school students Years 1 to 10, 2014 to 2018¹



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

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

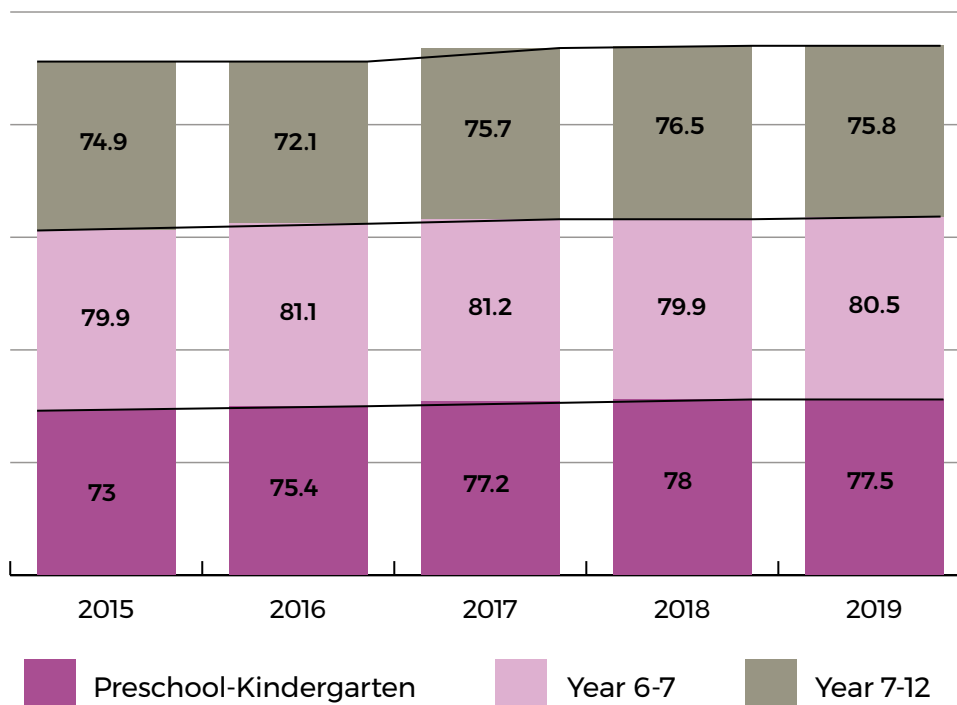
Student Retention

The real retention rate for Preschool to Kindergarten, Year 6 to Year 7 and Year 7 to Year 12 represents the number of children continuing in ACT public education (at the February school census of a given year) as a proportion of the number of the same children enrolled in the prior year level (at the August school census).

The proportions of students continuing in ACT public education from Preschool to Kindergarten, Year 6 to Year 7 and Year 7 to Year 12 have increased between 2015 and 2019 (Figure 5). Real retention is affected by a number of factors including but not limited to:

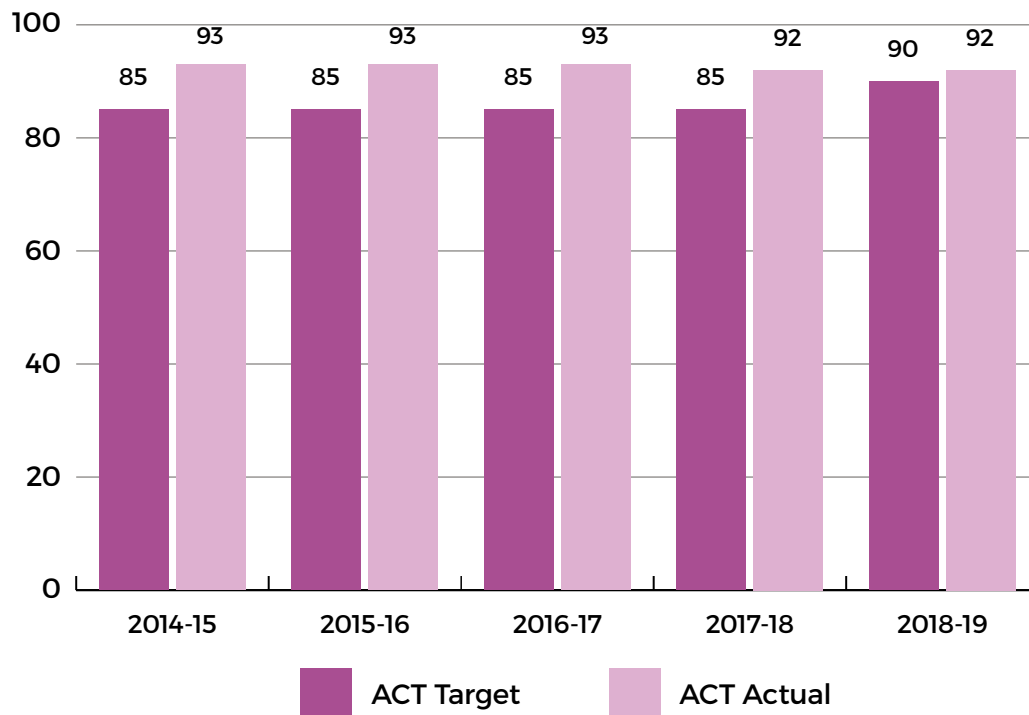
- > migration out of the ACT;
- > inter-sector (affiliation) transfer;
- > children of diplomats and short-term international exchange students returning to their place of origin; and
- > students progressing at a faster or slower than expected rate of one grade a year.

Figure 6 Real retention rates in public schools from Preschool to Kindergarten, Year 6 to Year 7 and Year 7 to Year 12, 2015 to 2019



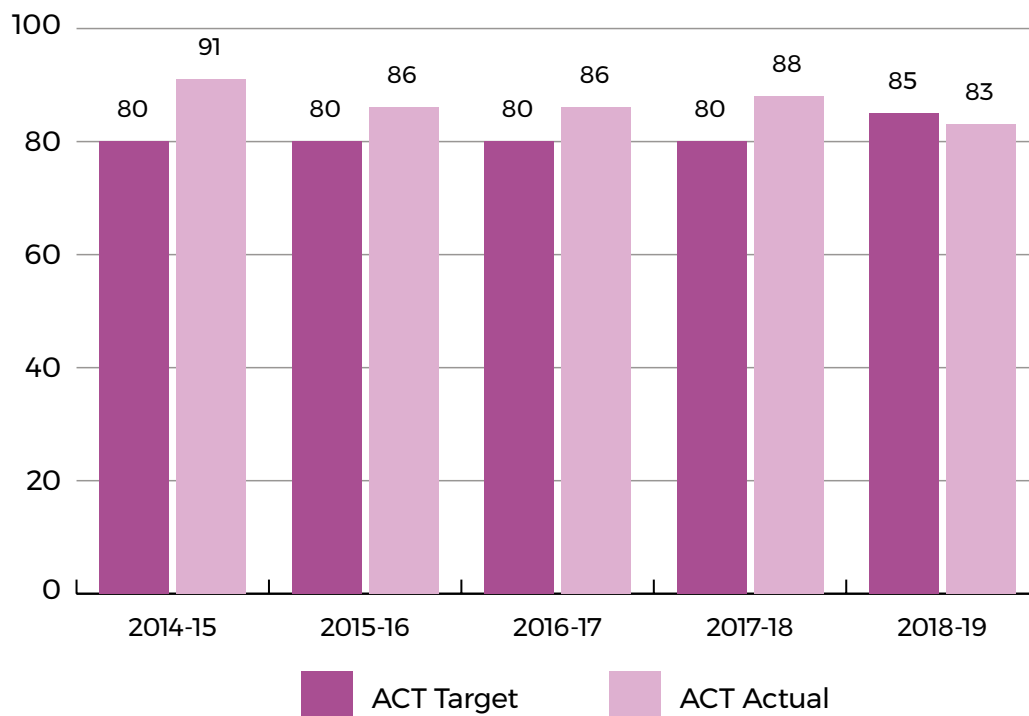
Real retention rates in public schools from Preschool to Kindergarten, Year 6 to Year 7 and Year 7 to Year 12 in the current cycles were consistent with previous results.

Figure 7 Percentage of Year 10 students who proceed to public secondary college education, 2014-15 to 2018-19



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

Figure 8 Percentage of Year 10 Aboriginal and Torres Strait Islander students who proceed to public secondary college education, 2014-15 to 2018-19

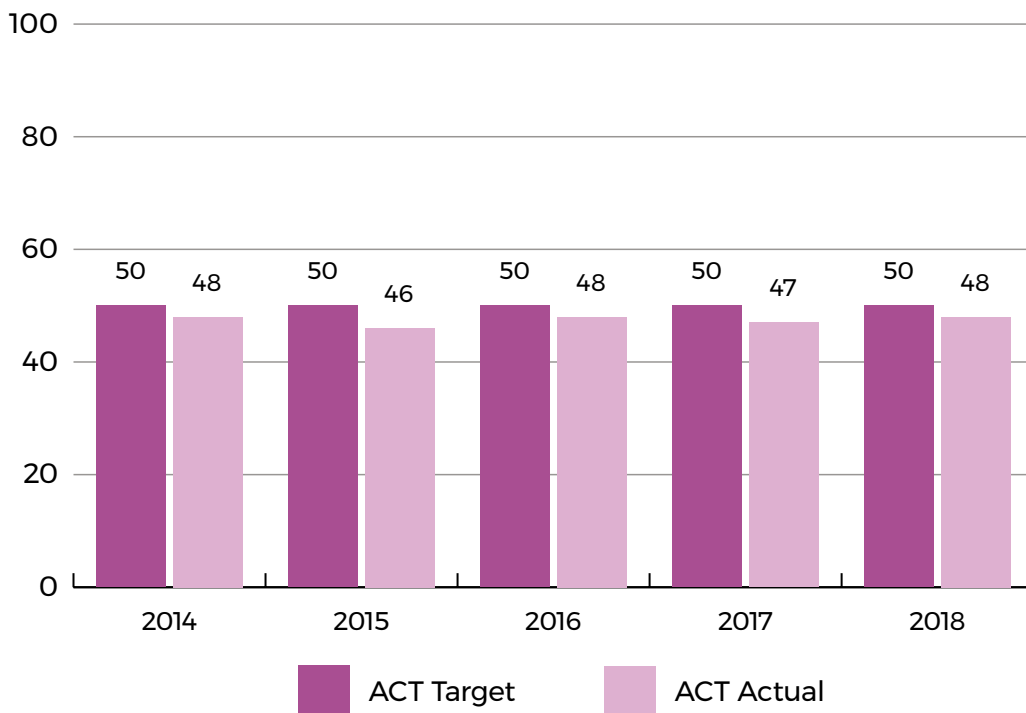


Source: ACT Education Directorate, audited Accountability Indicators Output Class 1: Public School Education, Senior Secondary Education, (b)

Note: The small number of Aboriginal and Torres Strait Islander students counted results in large percentage variances from a change in circumstances from a very small number of students and therefore must be interpreted with caution.

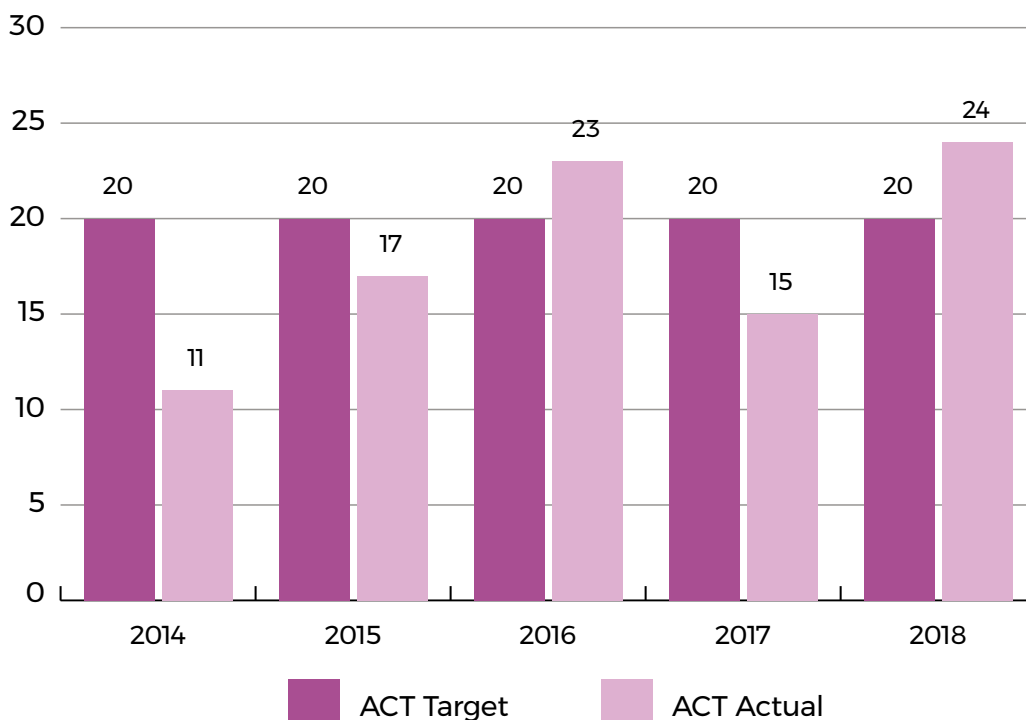
Year 12 certification and outcomes

Figure 9 Percentage of Year 12 public school students who received a Tertiary Entrance Statement, 2014 to 2018



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

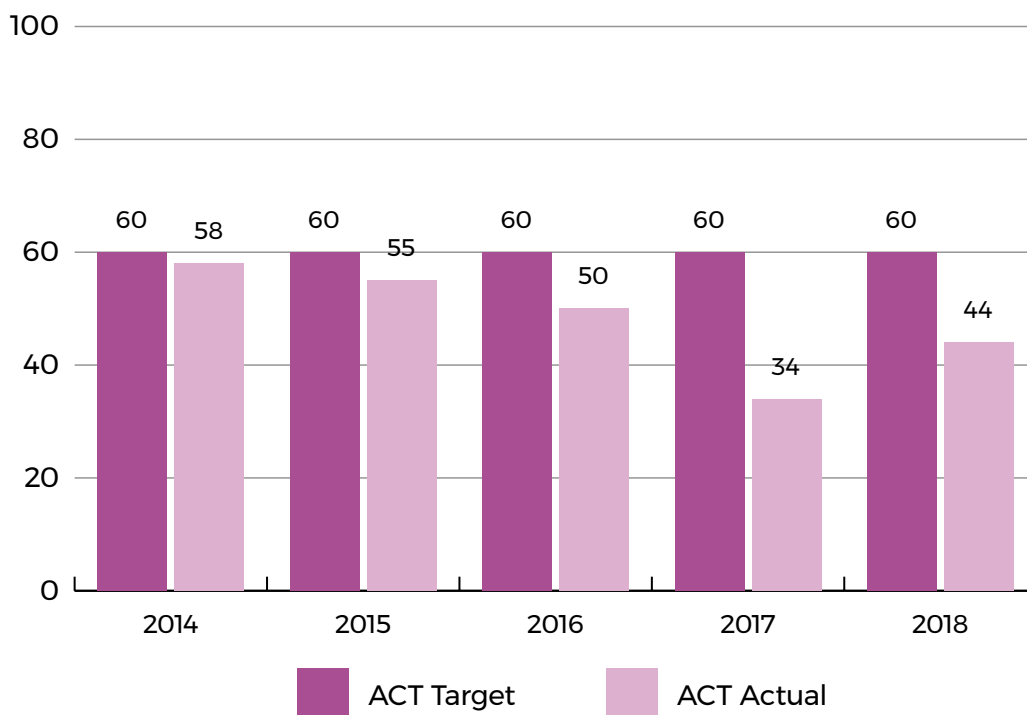
Figure 10 Percentage of Year 12 Aboriginal and Torres Strait Islander students who received a Tertiary Entrance Statement, 2014 to 2018



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

The variance between the percentage of Year 12 Aboriginal and Torres Strait Islander students who received a Tertiary Entrance Statement (TES) is a result of a proportionally higher number of Aboriginal and Torres Strait Islander students receiving a TES. The number of Aboriginal and Torres Strait Islander students receiving a TES was 23 of 95 enrolled in Year 12 in 2018, as opposed to an expected number of 19 from 95 enrolled. The small number of Aboriginal and Torres Strait Islander students counted results in large percentage variances from a change in circumstances from a very small number of students and therefore must be interpreted with caution.

Figure 11 Percentage of Year 12 public school students who received a recognised vocational qualification 2014 to 2018

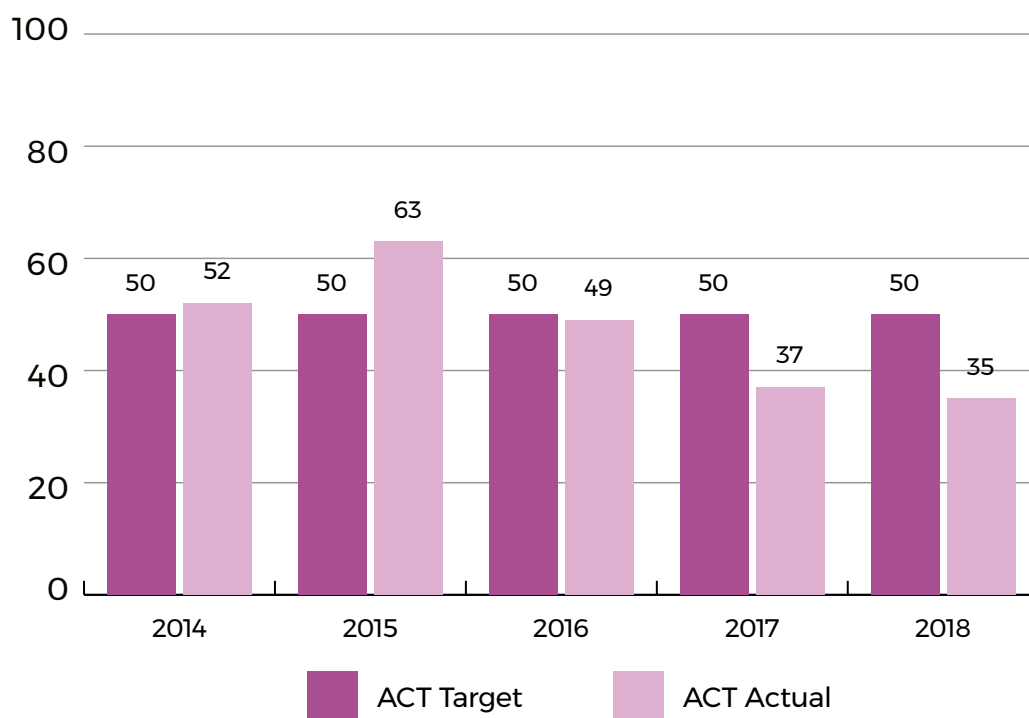


Source: ACT Education Directorate, audited Accountability Indicators Output Class 1: Public School Education, Senior Secondary Education (g)

The variance in the percentage of Year 12 public school students who received a recognised vocational qualification in 2018 is a result of a proportionally fewer number of Year 12 students choosing to undertake a vocational qualification. This is a reflection of student choice.

A total of 1,377 of 3,152 students enrolled in Year 12 in 2018 received a nationally recognised vocational qualification leading to a result of 43.7 per cent as opposed to an expected number of 1,891 students from those enrolled which could have achieved a target of 60 per cent.

Figure 12 Percentage of Year 12 Aboriginal and Torres Strait Islander students who received a nationally recognised vocational qualification, 2014 to 2018



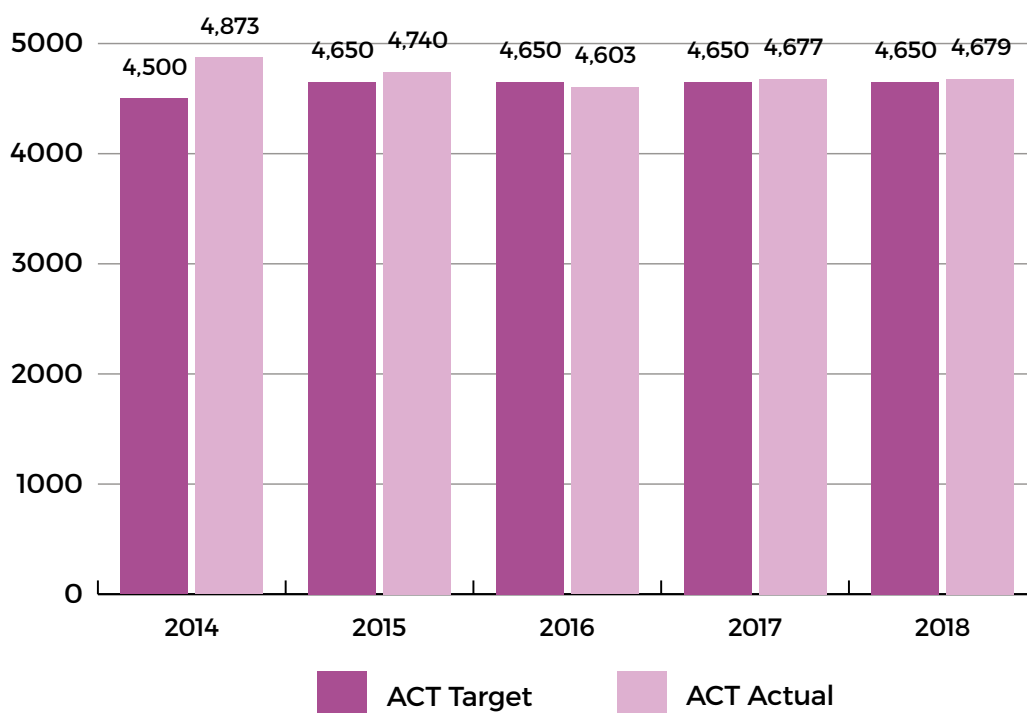
Source: ACT Education Directorate, audited Accountability Indicators Output Class 1: Public School Education, Senior Secondary Education, (h)

The variance in percentage of Year 12 Aboriginal and Torres Strait Islander students who received a nationally recognised vocational qualification in 2018 is a result of a proportionally fewer number of Year 12 Aboriginal and Torres Strait Islander students choosing to undertake a vocational qualification. This is a reflection of student choice.

The number of Aboriginal and Torres Strait Islander students receiving a nationally recognised vocational qualification was 33 of 95 enrolled in Year 12 in 2018, leading to a result of 34.7 per cent as opposed to an expected number of 48 students from those enrolled which could have achieved a target of 50 per cent. The small number of Aboriginal and Torres Strait Islander students counted results in large percentage variances from a change in circumstances for a very small number of students and therefore must be interpreted with caution.

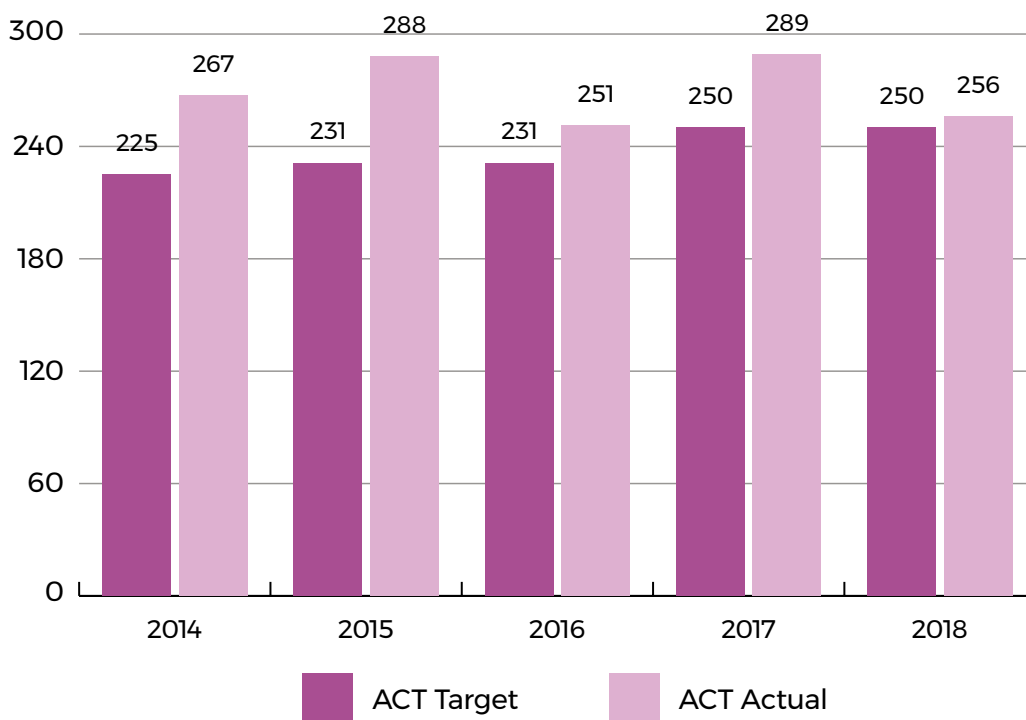
Preschool Enrolments

Figure 13 Number of enrolments in Preschool in public schools, 2014 to 2018



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

Figure 14 Number of enrolments of Aboriginal and Torres Strait Islander children in Preschool in public schools, 2014 to 2018



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

Further information may be obtained from the Executive Branch Manager, Analytics and Evaluation, (02) 6207 6197.

Output 2 - Non-Government Education

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

Home education

At the time of the February 2019 census 305 ACT resident children and young people were registered for home education.

Since 2010 there has been a steady growth in the number of students who are registered for home education. The selection of home education is a parental choice. Home education can be for short or longer term periods depending on the circumstances, needs of the family and compliance with obligations.

Table 6 Home education registrations as at annual February census

Year	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Number of registered students	115	119	122	166	177	192	252	271	302	305
Annual growth	-	3%	3%	36%	6%	9%	31%	8%	11%	1%
Growth since 2010	-	3%	6%	44%	54%	70%	119%	135%	163%	165%

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

During the reporting period 169 applications for provisional registration from ACT resident children were received and approved. Over 95 per cent of these applications were approved within 10 school days of the complete application being received. Refer to the audited Statement of Performance on page 200.

Non-government schools

In 2018-19 there were 47 non-government schools registered in the ACT (comprising 29 Catholic systemic schools and 18 independent schools).

During the reporting period the following applications for registration, expansion or re-registration were received and/or finalised by the Directorate:

- > 7 applications for in-principle approval;
- > 20 applications for registration renewal;
- > 2 applications for the registration of a provisionally registered school;
- > 3 applications for registration of an existing school at additional education level/s;
- > 0 applications for registration of an existing school at an additional campus; and
- > 1 application for provisional registration.

Schools that were the subject of registration applications received during 2018 were reviewed by panels appointed to report on each school's compliance with the conditions of registration (as stated in Section 91 of the *Education Act 2004*). All registration applications received during the first-half of the reporting period were subsequently approved by the Minister for Education and Early Childhood for the period agreed to by the Minister. For applications for registration renewal, the Register of Non-government Schools was updated prior to when the school's previous registration expired.

Directorate registration processes commenced in the second-half of the reporting period will be finalised and reported upon in the next reporting period. This includes an application for registration renewal that, if successful, will amend the location of an existing non-government school from a temporary site to a permanent site.

These applications and their outcomes are summarised in Table 7.

Table 7 Applications received and/or finalised during the 2018-19 reporting period and their outcomes

Type of application	Proprietor	School and location	Year levels	Outcome	Date of decision
In-principle approval to apply for registration at additional educational levels	Islamic Practice and Dawah Circle Ltd	Islamic School of Canberra Weston	Year 8	In-principle approval given	15/10/2018
In-principle approval to apply for registration at additional educational levels	Islamic Practice and Dawah Circle Ltd	Islamic School of Canberra Weston	Year 9	In-principle approval given	15/10/2018
In-principle approval to apply for registration at additional educational levels	Islamic Practice and Dawah Circle Ltd	Islamic School of Canberra Weston	Year 10	To be determined in next reporting period	N/A
In-principle approval to apply for registration at additional educational levels	Canberra Muslim Youth Inc.	Taqwa School Future site Part Block 1, Sn 33 Moncrieff	Years 7 and 8	In-principle approval given	15/10/2018
In-principle approval to apply for registration at additional educational levels	Brindabella Christian Education Ltd	Brindabella Christian College Charnwood campus	Years 7 and 8	To be determined in next reporting period	N/A
In-principle approval to apply for registration at additional educational levels	Communities@Work	Communities@Work – Galilee School	Years 11 and 12	To be determined in next reporting period	N/A
In-principle approval to apply for provisional registration of a new school	Chabad ACT Ltd	Canberra Jewish School proposed site at 7 Menkar Close, Giralang	Kindergarten – Year 3	In-principle approval given	15/10/2018
Registration renewal	Canberra and Goulburn Catholic Education	St Thomas More Primary School, Campbell	Kindergarten – Year 6	Registration renewed for five years (2019-2023)	20/12/2018
Registration renewal	Canberra and Goulburn Catholic Education	Rosary Primary School, Watson	Kindergarten – Year 6	Registration renewed for five years (2019-2023)	20/12/2018
Registration renewal	Canberra and Goulburn Catholic Education	Sts Peter and Paul's Primary School, Garran	Kindergarten – Year 6	Registration renewed for five years (2019-2023)	20/12/2018

Type of application	Proprietor	School and location	Year levels	Outcome	Date of decision
Registration renewal	Canberra and Goulburn Catholic Education	St Monica's Primary School, Evatt	Kindergarten – Year 6	Registration renewed for five years (2019-2023)	20/12/2018
Registration renewal	Canberra and Goulburn Catholic Education	St Vincent's Primary School, Aranda	Kindergarten – Year 6	Registration renewed for five years (2019-2023)	20/12/2018
Registration renewal	Canberra and Goulburn Catholic Education	St Joseph's Primary School, O'Connor	Kindergarten – Year 6	Registration renewed for five years (2019-2023)	20/12/2018
Registration renewal	Canberra and Goulburn Catholic Education	St Benedict's Primary School, Narrabundah	Kindergarten – Year 6	Registration renewed for five years (2019-2023)	20/12/2018
Registration renewal	Canberra and Goulburn Catholic Education	Holy Trinity Primary School, Curtin	Kindergarten – Year 6	Registration renewed for five years (2019-2023)	20/12/2018
Registration renewal	Canberra and Goulburn Catholic Education	St Bede's Primary School, Red Hill	Kindergarten – Year 6	Registration renewed for five years (2019-2023)	20/12/2018
Registration renewal	Canberra and Goulburn Catholic Education	St Michael's Primary School, Kaleen	Kindergarten – Year 6	Registration renewed for five years (2019-2023)	20/12/2018
Registration renewal	Canberra and Goulburn Catholic Education	St Thomas the Apostle Primary School, Kambah	Kindergarten – Year 6	Registration renewed for five years (2019-2023)	20/12/2018
Registration renewal	Best-Practice Education Group Ltd	Blue Gum Community School, Hackett	Kindergarten – Year 10	Registration renewed for five years (2019-2023)	18/12/2018
Registration renewal	Brindabella Christian Education Ltd	Brindabella Christian College, Lyneham campus (LC) and Charnwood campus (CC)	LC: Kindergarten – Year 12 CC: Kindergarten – Year 4	Registration renewed for five years (2019-2023)	19/11/2018
Registration renewal	Canberra Rudolph Steiner School Inc	Orana Steiner School, Weston	Kindergarten – Year 12	Registration renewed for three years (2019-2021)	18/12/2018
Registration renewal	Islamic Practice and Dawah Circle Ltd	Islamic School of Canberra, Weston	Kindergarten – Year 7	Registration renewed for 2019 only	20/12/2018
Registration renewal	Canberra Muslim Youth Ltd	Taqwa School, Spence	Kindergarten – Year 6	Registration renewed for 2019 only	18/12/2018

Type of application	Proprietor	School and location	Year levels	Outcome	Date of decision
Registration renewal	Canberra Grammar School Inc.	Canberra Grammar School, Red Hill and Campbell	Kindergarten – Year 12	To be determined in next reporting period	N/A
Registration renewal	Corporation of the Society of the Missionaries of the Sacred Heart	Daramalan College, Dickson	Years 7 – 12	To be determined in next reporting period	N/A
Registration renewal/ relocation	Canberra Muslim Youth Ltd	Taqwa School, Spence/ Moncrieff	Kindergarten – Year 6	To be determined in next reporting period	N/A
Registration renewal	Islamic Practice and Dawah Circle Ltd	Islamic School of Canberra, Weston	Kindergarten – Year 8	To be determined in next reporting period	N/A
Registration of a provisionally registered school	Canberra and Goulburn Catholic Education	St John Paul II College, Nicholls	Years 7 – 12	Registered for five years (2019-2023)	20/12/2018
Registration of a provisionally registered school	Canberra and Goulburn Catholic Education	Mother Teresa Primary School, Harrison	Kindergarten – Year 6	Registered for five years (2019-2023)	20/12/2018
Registration at additional educational level	Islamic Practice and Dawah Circle Ltd	Islamic School of Canberra, Weston	Year 8	Registered for the period of renewed registration i.e.2019 only	23/01/2019
Registration at additional educational level	Brindabella Christian Education Ltd	Brindabella Christian College, Charnwood campus	Years 5 and 6	Registered for the period of renewed registration i.e. 2019 – 2023	19/11/2018
Registration at additional educational level	Islamic Practice and Dawah Circle Ltd	Islamic School of Canberra, Weston	Year 9	To be determined in next reporting period	N/A
Provisional registration	Chabad ACT Ltd	Canberra Jewish School, proposed site at 7 Menkar Close, Giralang	Kindergarten – Year 3	To be determined in next reporting period	N/A

Source: Extract from Register of Non-Government Schools, ACT Education Directorate

Notes

¹ Proprietor's name in full: Trustees of the Roman Catholic Church for the Archdiocese of Canberra and Goulburn as Trustee for the Catholic Education Office

² Prior to provisional registration St John Paul II College and Mother Teresa Primary School were registered as additional campuses of Good Shepherd Primary School.

No new non-government schools opened in the ACT during the reporting period.

In 2018-19, the Directorate met its targets for non-government school education in that it ensured all non-government schools operating in the ACT during the reporting period were registered.

Further information may be obtained from the Executive Branch Manager, Governance and Community Liaison, (02) 6207 2990.

SCRUTINY

Auditor-General reports

Table 8 ACT Auditor-General's Report 2016-17 Financial Audits Financial Results and Audit Findings Report No. 11/2017

Recommendation	Action	Status
<p>The Audit Office issued an unqualified audit report on the Directorate's 2016-17 financial statements. The Audit Office reported two previously unresolved audit findings:</p> <ul style="list-style-type: none"> > salary reports distributed to schools and business units did not always have evidence of review. This control weakness increases the risk of erroneous or fraudulent salary payments not being promptly detected and corrected; and > The Directorate's school administration system (Maze) does not have the capability to generate audit logs showing the activities of users accessing the system and its data. The Directorate also does not have a documented policy for the review of audit logs. 	<p>Instructions and reminders regarding the review of salary reports have been issued, and will continue to be issued, to relevant staff. In addition, the Directorate is participating in a pilot project with Shared Services to implement an electronic form and approval process to improve compliance and monitoring capability.</p> <p>The Directorate will address this control weakness as part of the replacement of the student administration system. The replacement student administration system is expected to be fully operational by 2019-20.</p>	In progress

Table 9 Auditor-General's Report 2016-17 Financial Audits Computer Information Systems Report No. 4/2018

Recommendation	Action	Status
<p>12. Monitoring of Audit Logs</p> <p>a. The Education Directorate should:</p> <ul style="list-style-type: none"> i. Incorporate procedure for the review of audit logs in the new Schools Administration System; and ii. Perform periodic reviews of audit logs in accordance with these procedures. 	<p>As reported at paragraph 2.28 of the Report, Maze does not have the capability to generate audit logs on access to Maze and its data, and that the periodic review of audit logs will be implemented as part of the planned replacement of Maze with the new School Administration System, expected to occur in 2019-20.</p>	In progress

Table 10 ACT Auditor-General's Report Performance Information in ACT Public Schools Report No. 4/2017

Recommendation	Action	Status
<p>1. The Education Directorate should provide guidance on how performance indicators in its Strategic Planning cycle 2018-2020 are to be measured as well as associated quantitative targets associated with the indicators.</p> <p>Government Response – Agreed</p>	<p>Strategic indicators have been embedded in the <i>Education Directorate 2018-2021 Strategic Plan</i> to allow the measurement of equity of educational outcomes and the change over time in these, the rate of growth in student outcomes and the change in these over time, and the strength of student identity with their school. These measures are supported by data.</p>	Completed
<p>2. The Education Directorate should develop new Strategic Indicators which are based on measuring student progress over time.</p> <p>Government Response – Agreed in principle</p>	<p>Strategic indicators based on measuring student progress over time have been developed and are being progressively embedded in key Directorate accountability documents, starting with the 2018-2019 budget documents. These include related measures able to demonstrate how equitable student growth is, relative to the advantage or disadvantage of student cohorts.</p>	Completed

Recommendation	Action	Status
<p>4. The Education Directorate should examine what may be the appropriate level of support for school Principals with respect to the use of student performance information to drive school improvement and determine how this is to be provided. This should recognise the balance between school autonomy and accountability and central oversight and support from the Education Support Office.</p> <p>Government Response – Agreed</p>	<p>Following on from the release of <i>Enabling Evidence in Canberra Public Schools – Valuing Data as Evidence to inform Great Teaching</i> the Directorate has provided masterclasses for school leaders as they develop their strategic plans (focusing on the schools that have just completed school review) and developed a professional learning program to provide guidance and support for schools. This professional learning continued to be implemented in Term 2, 3 and 4 2018.</p> <p>The Term 3 leadership meetings for SLAs and SLBs are focussing on common data sets and data analysis capability based on stages of schooling.</p>	Completed
<p>5. The Education Directorate should develop strategies to address the low participation rates in NAPLAN testing in some ACT public schools, specifically with respect to Year 9 participation.</p> <p>Government Response – Noted</p>	<p>The benefits of participation in NAPLAN were promoted to parents as part of the rollout of NAPLAN online. Participation rates for 2018 have increased slightly across all years other than Year 9. The benefits will continue to be communicated annually.</p>	Completed
<p>6. The Education Directorate should implement a standards-based moderation process across schools and school networks in order to achieve consistency in A to E grading and reporting.</p> <p>Government Response – Agreed in principle</p>	<p>Teacher professional development in the application of the Australian Curriculum and the achievement standards was strengthened significantly in Term 4, 2017 and Term 1, 2018 with full day curriculum application workshops held for primary and secondary teachers.</p> <p>This robust development program supports consistent judgment through standards-based assessment processes and the assigning of A-E grades.</p>	Completed
<p>7. The Education Directorate should develop a comprehensive professional learning program for school principals and teachers on the use of student performance information and how it can be used to inform differentiated teaching and learning to students and overall school improvement.</p> <p>Government Response – Agreed</p>	<p>As actions taken to response to recommendation 4 above.</p> <p>Building on this leadership plan and capability development the Directorate is explicitly connecting evidenced informed practice and professional learning communities to ensure school improvement and performance information translates into differentiated teaching and learning.</p>	Completed

Table 11 ACT Auditor-General's Report ACT Government Strategic and Accountability Indicators Report No. 2/2018

Recommendation	Action	Status
3. Accountability indicators should be improved by: b)Education Directorate, ... Government Response – Agreed in principle.	The Directorate has undertaken an interim update of strategic and accountability indicators. This work has been published as part of the 2019-20 budget papers. A full review will be commenced in the first half of the 2019-20 financial year to inform the 2020-21 budget cycle.	In progress
4. All Territory entities should document their procedure for the review, selection and approval of strategic and accountability indicators (the Transport Canberra and City Services Directorate and ACTION documented procedures could be used as a guide). The procedures should include: a) specifying a time (e.g. three years or when circumstances change) for reviewing and assessing all accountability indicators against performance indicators used by government agencies for similar services in other jurisdictions; and b) engaging with other Territory entities to identify better practices used in the Territory. Government Response – Agreed	A full review of the current procedure and processes for Annual Budget Statement Preparation (including the review of strategic and accountability indicators procedure) will be undertaken in the first half of the 2019-20 financial year.	In progress
5. When Recommendation 1 a) to e) are complete, all Territory Entities should use the revised criteria as the basis for assessing the suitability of their Strategic and Accountability indicators. Government Response – Agreed	As above.	In progress

Table 12 ACT Auditor-General's Report Physical Security Report No. 6/2018

Recommendation	Action	Status
6. The Education Directorate should, on completion of its <i>Threat and Security Risk Assessment and Security Plan</i> , increase awareness of physical security risk for school based staff and implement a long-term rolling program of site-specific security risk assessments. Government Response – Agreed and action commenced.	As part of the Education Directorates three year rolling program of security risk assessments, a specialist was engaged to prepare site specific protective security risk assessments of ten schools, which have experienced significant asset damage. These reports are now in draft and under consideration by the Directorate.	In progress

Table 13 ACT Auditor-General's Report Five ACT Public Schools' Engagement with Aboriginal and Torres Strait Islander Students, Families and Community Report No. 7/2018

Recommendation	Action	Status
<p>1. The Education Directorate should improve the quality and comprehensiveness of ACT public schools' Strategic Plans and annual Action Plans with respect to engagement with Aboriginal and Torres Strait Islander students, families and community by requiring:</p> <p>a) an explicit strategy and objective for a school's engagement with Aboriginal and Torres Strait Islander students, families and community; and</p> <p>b) performance measures to monitor and evaluate the school's engagement with Aboriginal and Torres Strait Islander students, families and community.</p> <p>Government Response – Agreed</p>	<p>The development of the ACT Government's Cultural Integrity Policy and the Directorate's Cultural Integrity Continuum demonstrates the commitment to a strength based, non-deficit approach to Aboriginal and Torres Strait Islander education. Cultural integrity describes the environment a school creates to support Aboriginal and Torres Strait Islander students and to welcome and engage their families and communities. From 2019 all school plans will detail the school's approach to inclusion including cultural integrity.</p> <p>Schools have been provided with a range of resources to support them to build cultural integrity. This has included a self-assessment tool which schools can use to identify areas for improvement, monitor their progress and engage with families and community to develop a deep understanding of what success looks like.</p>	In progress
<p>5. The Education Directorate should request all schools to share information about their engagement methods, successful or not, with Aboriginal and Torres Strait Islander students, families and community by posting the information on the ACT Education's Google Community website. The ACT Education Directorate should monitor and analyse this information to inform engagement strategies.</p> <p>Government Response – Agreed</p>	<p>The Education Directorate is working to make sharing illustrations of best practice between schools, including strategies for engaging with parents, families and communities, easier. One resource that all Education Directorate staff can access and share these examples is the <i>Cultural Integrity in ACT public schools</i> Google Community (Google Community). It is intended that this is used to share best practice examples and experiences of what is working in schools, including engagement with families and communities.</p>	In progress
<p>6. The Education Directorate should develop, in consultation with Aboriginal and Torres Strait Islander families and community, a range of information, in different formats and in ways that are easily accessible, including information on:</p> <p>a) the ACT school curriculum; and</p> <p>b) support funding for Aboriginal and Torres Strait Islander students, how it is accessed and in what circumstances.</p> <p>Government Response – Agreed</p>	<p>The Education Directorate is committed to ensuring parents and families are able to easily access information on what their children are learning and how schools are meeting the needs and aspirations of all Aboriginal and Torres Strait Islander students.</p> <p>In consultation with the ACT Aboriginal and Torres Strait Islander Education Advisory Group, the Directorate has developed fact sheets on the Australian Curriculum Aboriginal and Torres Strait Islander histories and cultures cross-curriculum priorities and the Australian Institute of Teaching and School Leadership Professional Standards 1.4 and 2.4.</p> <p>Learning and Teaching Branch will update the Australian Curriculum Fact Sheet to include information about the Australian Institute of Teaching and School Leadership Professional Standards 1.4 and 2.4.</p>	In progress

Recommendation	Action	Status
<p>7. The Education Directorate should finalise and implement the next Aboriginal and Torres Strait Islander employment and support action plan and, in so doing, give particular emphasis to increasing the number of, and support provided for, Aboriginal and Torres Strait Islander teachers and school leaders.</p> <p>Government Response – Agreed</p>	<p>The Directorate received a commendation for its first employment action plan by the <i>Inquiry into ACT Public Service Aboriginal and Torres Strait Islander Employment Report</i> handed down in March 2014.</p> <p>The Directorate has evaluated the success of its first employment action plan and initial concepts for the new employment action plan was informed by feedback from the annual <i>Our Mob: Our Voices</i> staff survey.</p> <p>Two workshops have been held with the Education Aboriginal and Torres Strait Islander Staff Network as part of a co-design process. A third workshop is scheduled for August 2019 to finalise the draft with the Aboriginal and Torres Strait Islander Staff Network. It is envisaged that the new Aboriginal and Torres Strait Islander Employment Action Plan will be launched in October 2019.</p>	In progress
<p>8. The Education Directorate should develop and Aboriginal and Torres Strait Islander development and cultural awareness training strategy for staff that:</p> <ul style="list-style-type: none"> a) covers all staff; b) sets targets and timeframes for staff to complete training; c) has quality control principles for guiding the training; d) guides how to monitor and evaluate training; and <p>This strategy should be supported by a system that records data, at a system level, on cultural awareness training.</p> <p>Government Response – Agreed</p>	<p>Cultural integrity training is available to all staff. Each semester, staff are offered the opportunity to complete an Aboriginal and Torres Strait Islander Cultural Competence course provided through the Centre for Cultural Competence Australia. The online course is supplemented with three workshops designed to integrate the local (Ngunnawal) context and provide opportunities for sharing practice, reflection and action planning.</p> <p>Principals and corporate executives have also participated in intensive cultural integrity training. The Directorate is investigating options to extend this training further and embed the principles of cultural integrity into the induction processes for new teachers and school leaders in 2019.</p> <p>In 2018 the Directorate released its <i>Strategic Plan 2018-21: A Leading Learning Organisation</i>. The Annual Action Plan 2018-19 articulates initiatives that include the development of a cultural integrity training program. The development of baseline and targeted cultural integrity programs for all staff is a key project within the core strategic goal of a Learning Culture. This deliverable will include the following elements, to be finalised by December 2019:</p> <ul style="list-style-type: none"> > A Directorate Cultural Integrity Implementation Plan articulating policies, outcomes, resources and accountabilities regarding environments of strong cultural integrity across the organisation. > A cultural integrity development program for School Principals and Corporate Executive Staff. > A cultural integrity training schedule available to all staff. <p>All school plans will be required to detail clear school approaches to cultural integrity by December 2019. These initiatives will complement and expand upon the cultural integrity training already offered to the Corporate Executive, School Principals and Education Directorate staff generally. In addition, the next Aboriginal and Torres Strait Islander Employment Action Plan will include actions to strengthen cultural integrity and training across the Directorate.</p>	In progress

Recommendation	Action	Status
<p>9. The Education Directorate should identify a means of providing culturally appropriate direct support to Aboriginal and Torres Strait Islander students, families and community at schools. In doing so, Aboriginal and Torres Strait Islander students, families and community should be requested to provide direction on what would assist them and how this could be done.</p> <p>Government Response – Agreed</p>	<p>All school staff provide appropriate supports for students. Through the provision of cultural integrity training mentioned above, staff build their capability to provide these supports, in a culturally appropriate way for Aboriginal and Torres Strait Islander students, families and communities.</p> <p>In addition to cultural integrity training, the Directorate currently employs 11 Aboriginal and Torres Strait Islander Education Officers (IEOs) based across 12 schools who also work with feeder schools in their area. IEOs support schools to build their cultural integrity by:</p> <ul style="list-style-type: none"> > supporting schools to engage with families and community; > supporting teachers to embed Aboriginal and Torres Strait Islander perspectives across the curriculum; > providing advice and leadership to schools on celebrating significant events and milestones for Aboriginal and Torres Strait Islander peoples; > supporting schools to grow a culture of high expectations for Aboriginal and Torres Strait Islander students; and > facilitating successful student transitions between year levels, between schools and post school study or work. 	In progress
<p>10. The Education Directorate should place information on its website to inform families about the IEO support provided for students, including where this is available. This information should also be provided through other formats to Aboriginal and Torres Strait Islander students, families and community.</p> <p>Government Response – Agreed</p>	<p>In consultation with the Aboriginal and Torres Strait Islander Advisory Group, a fact sheet on Aboriginal and Torres Strait Islander Education, including the role of IEOs, was developed and will be shared with families and communities through schools, service providers and other networks to ensure that families are able to easily access this information. This fact sheet will also include relevant links to Aboriginal and Torres Strait Islander organisations and service providers.</p>	In progress
<p>12. The Education Directorate should produce a summary document from its <i>Draft Aboriginal and Torres Strait Islander Education Officer Program Guidelines – January 2018</i> and share widely via the website and off-line.</p> <p>Government Response – Agreed</p>	<p>The fact sheet on Aboriginal and Torres Strait Islander Education, mentioned in recommendation 10 will include a summary of the roles and responsibilities of IEOs and will be shared with families and communities through schools, service providers and other networks.</p>	In progress

Table 14 ACT Auditor-General's Report 2017-18 Financial Audits - Financial Results and Audit Findings Report No. 12/2018

Recommendation	Action	Status
<p>The Audit Office issued an unqualified audit report on the Directorate's 2017-18 financial statements and an unqualified report of factual findings on its 2017-18 statement of performance.</p> <p>The Audit Office reported that the Directorate did not resolve the two previously reported audit findings relating to:</p> <ul style="list-style-type: none"> > the review of salary reports which has been reported since 2013-14. Salary reports distributed to schools and business units did not always have evidence of review. When these reports are not evidenced as being reviewed there is a higher risk that incorrect or fraudulent salary payments will not be promptly detected and addressed; and > the Directorate's school administration system (Maze), as it does not have the capability to generate audit logs showing the activities of users accessing the system and its data. The Directorate also does not have a documented policy for the review of audit logs. This increases the risk that erroneous or fraudulent changes to the system or data will not be promptly detected and rectified. This audit finding was first reported in 2011-12. 	<p>Instructions and reminders regarding the review of salary reports have been issued, and will continue to be issued, to relevant staff. In addition, the Directorate is participating in a pilot project with Shared Services to implement an electronic form and approval process to improve compliance and monitoring capability.</p> <p>The Directorate will address this control weakness as part of the replacement of the student administration system. The replacement student administration system is expected to be fully operational by 2019-20.</p>	In progress
No new audit findings were identified in 2017-18.		

Table 15 ACT Auditor-General's Report 2017-18 Financial Audits - Computer Information Systems Report No. 4/2019

Recommendation	Action	Status
<p>10. Monitoring of Audit Logs</p> <p>e. The Education Directorate with respect to MAZE should:</p> <ul style="list-style-type: none"> i. incorporate procedures for the review of audit logs in the new Schools Administration System; and ii. perform periodic reviews of audit logs in accordance with these procedures. 	<p>As reported at paragraph 2.35 of the Report, Maze does not have the capability to generate audit logs on user access to the system and changes made to its data, and that the periodic review of audit logs will be implemented as part of the planned replacement of Maze with the new School Administration System, expected to occur in 2019-20.</p>	In progress

Legislative Assembly Committee reports

Table 16 Government Response to the Report of the Select Committee on Estimates 2017-18 on the Inquiry into Appropriation Bill 2017-18 and the appropriation (Office of the Legislative Assembly) Bill 2017-18 including the Government Response to the Pegasus Economic Report review of the ACT Budget 2017-18

Recommendation	Action	Status
115. The Committee recommends that the ACT Government consider implementing any small capital investments that will help to improve access and security arrangements for community groups using school premises outside standard operating hours. Government response – Agreed	The ACT Government established a cross-agency working group and provided funding of \$100,000 through the 2017-18 Budget to improve access and security for community groups using premises outside standard operating hours. The Education Directorate is continuing to work with ACT Public Schools to provide and improve community access to schools after-hours.	Completed
116. The Committee recommends that the ACT Government conduct an annual survey of teachers who are in their first four years of teaching to determine whether they are receiving an induction commensurate with the Education Directorate's intent. Government response – Agreed in principle	A survey of beginning teachers to gain an understanding of the beginning teacher experience. This survey will go beyond responses regarding induction and will include feedback on student placements and university training experiences.	In progress
117. The Committee recommends that the ACT Government take appropriate action to rectify any shortfalls identified through the annual 'new teacher survey'. Government response – Agreed	A plan will be developed to respond to feedback.	In progress
121. The Committee recommends that the ACT Government investigate options for encouraging more members of the community to become Learning Support Assistants. Government response – Agreed	The Education Directorate is undertaking a bulk recruitment exercise for Learning Support Assistants in Term 3, 2019.	In progress
122. The Committee recommends that the ACT Government conduct an analysis of home-education requirements in other jurisdictions, with a view to determine whether the ACT's approach is consistent or could be improved. Government response – Agreed	This work has been completed in order to progress legislation amendments on home education. The Education Amendment Bill 2017 was introduced in the ACT Legislative Assembly in October 2017 and is currently awaiting debate.	Completed

Table 17 Standardised Testing in ACT Schools Report Title - Standing Committee on Education, Employment and Youth Affairs - March 2019 - Report 5

Recommendation	Action	Status
Reporting will be provided in the next annual report once the Government's response has been tabled.		

Further information may be obtained from the Executive Branch Manager, Governance and Community Liaison, (02) 6207 2990.

RISK MANAGEMENT

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

- > Risk Management Framework;
- > Strategic Risk Profile;
- > school compliance reporting;
- > Managing Occupational Violence Policy and associated risk assessments;
- > *Fraud and Corruption, Prevention and Response Plan 2019-20*;
- > internal audit program;
- > detailed policies and controls, such as the Director-General's Financial Instructions and the *School Management Manual*; and
- > detailed financial operating procedures and practices.

The Directorate's risk management functions are managed by the Senior Director, Risk, Security and Emergency Management, Governance and Community Liaison. The Directorate's Senior Executive and the Audit Committee receive regular risk management reports, providing an overview of significant risks, mitigation strategies, responsibilities and an oversight on the implementation of audit recommendations.

The Senior Executive and the Audit Committee assist with the allocation of resources and timeframes to ensure appropriate mitigation and monitoring strategies are implemented.

Monitoring and reporting on risk management occurs through:

- > regular monitoring of outcomes by the Senior Executive;
- > monitoring by the Audit Committee;
- > reporting to the EGC;
- > reporting to the EGC Work Health Safety Sub-Committee;
- > reporting to the Audit Committee; and
- > implementation of internal and external audit recommendations.

The Directorate manages financial risks through a well-defined financial management framework that includes:

- > clearly established ownership of internal budgets;
- > monthly variance reporting by senior management;
- > quarterly strategic review of financial performance and corrective actions as required by the executive;
- > regularly updated financial procedures and practices documents; and
- > provision of training to office and school-based staff.

In early 2019 the directorate commenced a significant review of risk management across the system, with a view to maturing our capability and integrating risk management into our broader school planning.

The Directorate is working closely the ACT Insurance Authority (ACTIA) to develop capability at the school and ESO level. By the end of 2019 all schools and ESO will have practical and relevant risk registers that align with ACTIA's risk assessment protocols.

Further information may be obtained from the Executive Branch Manager, Governance and Community Liaison, (02) 6207 2990.

INTERNAL AUDIT

The Audit and Assurance Section is responsible for planning and delivering the Directorate's annual audit program, monitoring the Directorate's compliance and governance controls and coordination of audit sponsors, auditees and audit providers. It also undertakes reviews and investigations as requested by the Senior Executive Responsible for Business Integrity Risk (SERBIR), EGC and the Audit Committee.

The Audit and Assurance section engages external auditors to conduct some audits. Providers are sourced from a panel of external audit service providers.

During 2018-19 the Audit Committee Charter and Internal Audit Charter were endorsed by the Audit Committee and approved by the Director-General. The Directorate's Audit Committee and Internal Audit Charters reflect ACT Government requirements and the Institute of Internal Auditors better practice guides.

The Audit Committee's responsibilities are to:

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

The Audit Committee met six times during 2018-19. The Committee membership and attendance are displayed in the following table.

Table 18 Audit Committee membership and meetings in 2018-19

Members	Position	Meetings attended
Carol Lilley	Independent Chair	6
Meg Brighton	Internal member (DDG)	4
David Matthews	Internal member (proxy DDG)	1
Deb Efthymiades	Internal member (proxy DDG)	1
Sue Chapman	External member	6
Mark Ridley	External member	6

Source: Chief Internal Auditor, Audit and Assurance

Six internal audits/reviews were tabled at the Audit Committee in 2018-19:

- > Management and Maintenance of Public Primary, High and College Buildings;
- > 2017 School Compliance Audits;
- > 2018 School Compliance Audits;
- > Asbestos Management in ACT Public Schools;
- > Evaluation of the Quantitative Evidence Base Supporting School Infrastructure Decisions; and
- > Review of Behaviour Management.

Five audits/reviews were underway as follows:

- > Workplace Health and Safety;
- > Restrictive Practices;
- > Governance review of school leisure and community arrangements;
- > Financial review on school leisure and community arrangements; and
- > Compliance with *Government Procurement (Secure Local Jobs) Code* interim arrangements.

Further information may be obtained from the Executive Branch Manager, Governance and Community Liaison, (02) 6207 2990.

New sensory garden for Garran

Garran Primary School students are embracing the outdoors more often thanks to a new sensory garden officially opened 17 June 2019.



The Versatility Garden, named by a Year 1 student who said it could have many uses, is based on nature play. It features plant beds, paths, a dry creek bed, a tepee, an Aboriginal meeting place, sandpit and seating areas.

The garden was designed based on a combination of ideas from students, parents and staff.

FRAUD PREVENTION

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

The *Fraud and Corruption, Prevention and Response Plan* covers the period 2019 to 2020. Risks identified in the Plan and mitigation strategies are reported to the Director-General and the Audit Committee. This ensures that the potential for fraud or corruption is mitigated with appropriate controls.

The Executive Branch Manager, Governance and Community Liaison is the Directorate's SERBIR. The SERBIR reports to the Director-General on matters of fraud and integrity and also reports to the Audit Committee.

The Directorate, in conjunction with the Australian Education Union, has developed the Teachers' Code of Professional Practice. A copy is made available to all new teachers, including casual teachers, on commencement. All new teachers are also required to undertake online training on the Code as part of their induction program.

The general obligations of public employees (obligations) applying to all ACT Public Service staff are outlined in Section 9 of the *Public Sector Management Act 1994* (PSM Act), a copy of which is provided with any application for employment in the Directorate. These obligations are supported by the ACTPS Code of Ethics.

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

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

There were four allegations of possible fraud being investigated within the Directorate in the 2018-19 financial year. Three cases are deemed closed and one case is still under investigation.

Further information may be obtained from the Executive Branch Manager, Governance and Community Liaison, (02) 6207 2990.

FREEDOM OF INFORMATION

Freedom of Information reporting is made under the *Freedom of Information Act 2016* (FOI Act) which commenced on 1 January 2019.

As required under the FOI Act the following data is included:

Table 19 Open Access Information – Section 96 (3) (a) (i), (ii) and (iii)

Number of decisions to publish Open Access information	0
Number of decisions not to publish Open Access information	0
Number of decisions not to publish a description of Open Access information withheld	0

Source: ACT Education Directorate

Table 20 FOI Applications received and decision type - Section 96 (3) (a) (iv), (vii), (viii) and (ix)

Number of access applications received.	64*
Number of applications where access to all information requested was given	1
Number of applications where access to only some of the information requested was given (partial release)	44
Number of applications where access to the information was refused	5

Source: ACT Education Directorate

*The numbers of full (1), partial (44) and refused access (5) decisions do not add up to 64 because there were 14 other cases that were either withdrawn by the applicant (4), transferred to other Directorates (3), still being processed (2), no documents were available (4) or the request was invalid (1). The required FOI Act reporting does not capture these other cases.

In addition, this data only relates to requests received during 2018-19, not decisions that were carried over from two requests received in 2017-18 that were still being processed.

Table 21 FOI Processing timeframe - Section 96 (3) (v) and (vi); Section 96 (3) (d)

Total applications decided within the time to decide under section 40	37
Applications not decided within the time to decide under section 40.	19
Number of days taken to decide over the time to decide in section 40 for each application	3, 3, 5, 5, 6, 6, 10, 10, 11, 11, 11, 12, 13, 14, 20, 21, 21, 25, 34

Source: ACT Education Directorate

Section 40 of the FOI Act only provides for processing within 20 days, or extension due to third party consultation of 15 days. All of the 19 cases that were not completed in accordance with these requirements were extended with the applicant's agreement which was obtained in accordance with Section 41 of the Act.

Table 22 Amendment to personal information - Section 96 (a) (x) and Section 96 (3) (e)

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

Table 23 Review - Section 96 (3) (b); Section 96 (3) (c)

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

Source: ACT Education Directorate

Table 24 Fees - Section 96 (3) (f)

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

Lodging an FOI Request

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

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

Further information may be obtained from the Executive Branch Manager, Governance and Community Liaison, (02) 6207 2990.

COMMUNITY ENGAGEMENT AND SUPPORT

Community Engagement

During 2018-19 the following community engagement activities were undertaken:

New public school in Gungahlin

- > The Directorate consulted with the Canberra community to choose the name, logo and uniform for Canberra's newest school;
- > consultation closed in July 2018;
- > feedback from community was taken into account to decide on the name: Margaret Hendry School, the red/black uniform and the 'spots' school logo; and
- > consultation was done through ACT Government's *Your Say* portal.

Early Childhood Education Strategy

- > The Directorate held a targeted consultation process between November 2018 and April 2019 regarding the development of an Early Childhood Education Strategy for the ACT;
- > the ACT community provided advice on how to improve access, equity and affordability of early childhood education, what is needed to better value the workforce and their qualifications, and how to improve children's transitions from early childhood education to school;
- > participants included 101 children, 138 families, 105 members of the education and care workforce, and 28 peak bodies and associations;
- > participants also provided feedback on the ACT Government's goal of providing 15 hours a week, 600 hours a year of quality early childhood education to three year-old children in the ACT; and
- > consultation was also undertaken via the ACT Government's *Your Say* portal.

Modernisation of Campbell Primary School

- > The Directorate invited input from community members and other stakeholders of Campbell Primary School to be involved in the design for the future learning spaces at the school; and
- > consultation was done via a series of community workshops (June and August 2018); a video capturing 57 voices of students across the school; and an online survey to prioritise the ideas and suggestions resulting from the initial workshops.

Workshops with Parents and Citizens Association

- > In partnership with the ACT Council of Parents and Citizens Association, the Directorate held a series of workshops to work with parents on building broader understanding of the societal problem of violence, raise community awareness that violence in schools is not acceptable and on developing agreed solutions to what is a complex problem;
- > six facilitated workshops towards building strong and safe communities for learning were held in June 2019; and
- > participants at the workshops included parents, ACT Parents and Citizens Council members, Directorate experts across a range of areas, and representatives from other ACT Government and community organisations.

Community Support Initiatives: Grants and Sponsorship

Table 25 2018-19 Grants

Recipient	Project Purpose/Summary	Amount
History Teachers Association	National History Challenge Prize encourages students to engage in research and inquiry-based learning to discover history of the world through an examination of an event or person in terms of a theme. The prize winner, the best entry in the ACT receives a medal, prize money and attends the National Ceremony each November.	\$500
Caroline Chisholm School	A sponsorship provided to support NAIDOC week.	\$500
Harrison School	A sponsorship provided to support NAIDOC week.	\$500
Dickson College	A sponsorship was provided for the Inner North Cluster Celebrations.	\$2,500
Belconnen Arts Centre	A sponsorship was provided for NAIDOC in the North events.	\$2,500
Reconciliation NSW	A sponsorship was provided for the schools Reconciliation Challenge.	\$2,500
The Australian Cyber Security Growth Network	Sponsorship for the CyberTaipan cyber security competition, which encourages ACT high school and college students in 2018-19 to consider further education and training, and careers in science, technology, engineering and mathematics and cyber-related industries.	\$3,200
SEE-Change	Provides funding for teacher professional learning, resources and engaging activities for students to support the sustainability aspect of the Australian Curriculum.	\$8,000
Embassy of The Republic of Indonesia	Provides funding for ten Indonesian Language Teaching Assistants to be placed in ACT public schools to support the Indonesian Program.	\$11,000
Musica Viva	Building teacher capacity in the arts. To develop professional learning workshops in dance and music to ACT teachers which are aligned with the Australian Curriculum: Arts.	\$15,000
Australian Children's Television Foundation	Education support to schools. Access to ACTF film and video resources, lesson plans, classroom materials, online resources and professional learning for all sectors in the ACT.	\$18,350
Mura Awards recipients	An initiative that recognises the achievements of Aboriginal and Torres Strait Islander students, which supports the Future of Education and Cultural Integrity in ACT public schools.	\$25,200
Secondary Scholarship Program recipients	The Directorate provides scholarships to Aboriginal and Torres Strait Islander students that are interested in pursuing a career in post-year 12 study and/or pursuing a vocational pathway.	\$50,000
Tertiary Scholarship Program recipients	The Directorate provides scholarships to Aboriginal and Torres Strait Islander recipients undertaking an approved teaching or health degree.	\$85,500
ANU Extension Program	The Directorate provides a grant to the ANU Extension Program to support students across the full range of extension subjects. The Australian Government is the primary source of funding for the ANU Extension Program through the Commonwealth Grants Scheme.	\$120,000

Recipient	Project Purpose/Summary	Amount
The ACT Council of Parent's and Citizens' Associations Inc	<p>The Directorate provides an annual grant to facilitate consultation with parents and citizens with an interest in public schooling. The Association uses the financial assistance to:</p> <ul style="list-style-type: none"> > support affiliate Associations > promote parent participation in ACT Government schools > advise the Government on views, expectations and concerns of parents > support participation on relevant committees and working parties. 	\$256,602

Source: ACT Education

Further information may be obtained from the Executive Group Manager, Service Design Delivery, (02) 6207 0632.

ABORIGINAL AND TORRES STRAIT ISLANDER REPORTING

Professional Learning

Rediscovering History Symposium

In August 2018, the Aboriginal and Torres Strait Islander Education Section hosted a major symposium to support educators to embed the Aboriginal and Torres Strait Islander histories and cultures cross curriculum priority. With its theme, 'rediscovering history', the symposium opened a dialogue for re-evaluating representations of Aboriginal society.

The symposium was designed to cater for all educators from early childhood settings through to college. It comprised a mix of plenary sessions and practical workshops, some of which were tailored to specific education sectors. Speakers included internationally renowned artist Dr Julie Gough, whose work engages with conflicting and subsumed histories; Daniel Browning, producer and presenter of ABC Radio National's flagship Indigenous art and culture program *Awaye!*; Mikaela Jade, award winning entrepreneur using technology to bring alive ancient stories of Indigenous people and Julie Freeman, Wreck Bay traditional owner and recognised cultural leader.

An expo was held over the lunch break providing opportunities for participants to obtain resources and contact individuals and organisations who can help schools enhance the delivery of their programs. Each school/college represented at the symposium was provided with a substantial book pack to share with colleagues and use in their teaching programs. The symposium was accredited by Teacher Quality Institute for five hours of professional learning.

The symposium was attended by approximately 160 people and feedback received was overwhelmingly positive and included a strong call to hold similar events on a regular basis.

Book Clubs

Emerging as an initiative from the August 2018 Symposium, book clubs have been initially operating in three networks across Canberra for educators from different schools to come together to share ideas and resources for incorporating Aboriginal and Torres Strait Islander perspectives in their teaching.

While the catalyst for the clubs is class room application of texts by Aboriginal and/or Torres Strait Islander authors and illustrators, the book clubs are also providing a forum for sharing a wide range of experiences. These include ways of engaging community, working On Country, incorporating Indigenous languages, showcasing school initiatives and promoting other professional learning opportunities. As the texts are used across subject areas and year levels, the forums are illustrations of teachers' practice in incorporating the Aboriginal and Torres Strait Islander histories and cultures cross curriculum priority in the Australian Curriculum.

Works considered include texts by Bruce Pascoe (*Fog a Dox*, *Seahorse*, *Mrs Whitlam*) due to their broad appeal to middle and upper primary and high school students; the non-fiction text *Our World: Bardi Jaawi Life at Ardiyooloon*, again because of its wealth of material that can be used across so many year groups; and the series of books by Gregg Dreise (*Silly Birds*, *Kookoo Kookaburra*, *Mad Magpie*) that make an excellent set of resources to support social and emotional learning.

2019 Principal and Executive Cultural Integrity Learning Journey

Building upon prior years work to strengthen the cultural integrity, Executive and School Leaders were invited to participate in the three-day cultural integrity experience between March and May 2019. The first session in this three-phased approach engaged Principals and CORPEX in a cultural immersion opportunity with Mr Grant Sarra “To Understand the Present – We Must Understand the Past”. The second session with MurriMatters (Mr Scott Gorringer and Mr David Spillman) engaged participants in a cultural analysis and implications of deficit discourse. The final session, once again with MurriMatters, engaged participants in an examination of approaches to complex challenges and planning for cultural change. This session allowed for reflection and absorption of the learning’s to create robust cultural action plans for schools, engaging with the Directorate’s Cultural Integrity Continuum. These sessions collectively encouraged participants to explore and challenge their own assumptions through an exploration of deeply ingrained cultural biases, moving towards an examination of how these are likely to impact Aboriginal and Torres Strait Islander students and staff in the Directorate and in the wider Canberra community.

Additionally, in collaboration with School Improvement Branch and MurriMatters, Principal and CORPEX Cultural Integrity reflection sessions were offered in May 2019 for Principals and CORPEX members who had undertaken initial Cultural Integrity training in 2017. 39 Principals attended these sessions, in two groups over two days, one for early childhood and primary school Principals and one for high school and college Principals. These sessions were designed to reengage participants with key processes, including challenging assumptions, unconscious bias, deficit discourse and currents of culture. They enabled participants to reflect on Cultural Integrity action plans and the Cultural Integrity Continuum through problem of practice structured yarning circles “deficit discourse– being the change through cultural integrity”, finishing with a commitment to action through identifying next steps.

Executive Teacher Cultural Immersion Program

An Aboriginal and Torres Strait Islander cultural immersion program for all executive teachers is being progressively implemented during 2019 to support the implementation of Cultural Integrity in ACT public schools. To accommodate the over 400 executive teachers in ACT public schools, the program is being offered to one network of schools each term. In the first half of 2019, schools from the South/West and North/Gungahlin School Networks completed the program.

The program has been designed to promote awareness and knowledge in cultural integrity and develop the capability of executive teachers to lead cultural integrity in their teams. It comprises three distinct parts: a plenary session; a cultural immersion workshop; and optional On Country sessions at local sites within the network.

Plenary sessions are delivered by different presenters. At the first program, a youth perspective was provided by Hayley McQuire and Renee Phillips, co-founders of the National Indigenous Youth Education Coalition, whereas Cindy Berwick, President of the NSW Aboriginal Education Consultative Group, outlined developments occurring in NSW especially in relation to reviving language and providing residential learning camps for Indigenous students at the second workshop. Grant Sarra’s cultural immersion workshops have given participants the opportunity to walk briefly in the shoes of Aboriginal and Torres Strait Islander peoples.

The On Country sessions provide opportunities for staff to develop their knowledge of the local area and the Ngunnawal people. A teaching guide is provided with each session, adding to the range of resources available to staff for engaging with their local environment.

Engoori training

During 2019, staff from the Aboriginal and Torres Strait Islander Education Section have been honing their skills in Engoori facilitation. The Engoori story comes from the Mithaka people of South West Queensland. Historically Engoori was used as a method of diplomacy between conflicting ideologies and groups. It has been adapted by Scott Gorringer and David Spillman from MurriMatters as a means of supporting organisations and schools to build robust cultures that embrace diversity and operate from strengths-based perspectives.

With additional internal capacity to lead the Engoori approach, it has been possible to offer a significant number of Engoori workshops across the Directorate. The intent is to contribute to a journey for creating and maintaining robust organisational cultures that embrace cultural integrity. More than 100 ESO staff completed an initial Engoori workshop in May-June 2019 that were facilitated by the Directorate's Aboriginal and Torres Strait Islander Education Officers.

Cultural Competence training

The Education Directorate continued to offer cultural competence training to staff through a licencing arrangement with the Centre for Cultural Competence Australia. More than 100 staff will have completed this training over the 2018-19 reporting year.

In the feedback provided on the course, respondents demonstrated a variety of ways in which they felt more culturally competent, including a greater willingness to engage in conversations with colleagues about Aboriginal and Torres Strait Islander histories and enhanced understanding of the impact of trauma and bias/stigma for Indigenous people.

Action plans submitted as part of the course requirements reflected a range of personal and workplace commitments. Staff from Lyneham High School developed a whole school cultural integrity professional learning day following their participation in the program. Several participants agreed to complete an audit and gap analysis of curriculum resources at their schools.

Refer also to the Implementation of the Australian Curriculum section on page 30 on the incorporating Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority in student learning.

Scholarships

The Directorate administers two scholarship programs for Aboriginal and Torres Strait Islander students in ACT public schools, with \$155,000 being available: the Secondary Scholarship Program for students in Years 11 and 12 interested in a career in teaching, health or undertaking a vocational qualification (VET); and the Tertiary Scholarship Program for students enrolled in teaching or an approved health course at an ACT university. The scholarships are provided to assist students with the costs associated with their studies.

In 2018, there were 11 recipients of the Aboriginal and Torres Strait Islander Secondary Scholarship, five for education, five for VET and one for health. The recipients currently attend Gungahlin College, Melba Copland Secondary School, Canberra College, Dickson College, Erindale College and Lake Tuggeranong College.

There were five recipients of the Aboriginal and Torres Strait Islander Tertiary Scholarship in 2018, two for teaching and three for health, with all recipients studying at the University of Canberra.

Student Leadership Day

On 22 November 2018, thirty-seven students from 14 schools attended the annual Student Aspirations Years 5 and 6 Leadership Day held at the Australian National Botanic Gardens and CSIRO Discovery Centre.

At the Botanic Gardens, the students participated in leadership and team building activities and undertook a guided tour of the gardens led by Adam Shipp from Yurbay, who shared his knowledge of traditional plant uses and how to tell the seasons using plants and flowers.

The afternoon session was held at CSIRO Discovery Centre where students formed small teams and competed in a scavenger hunt. Discovery Centre staff also spoke to students about what opportunities and scholarships are available to Aboriginal and Torres Strait Islander students who have an interest in science, technology, engineering and/or maths.

Mura Awards

The Mura Awards initiative recognises student achievement and provides an opportunity for schools to acknowledge the consistent effort of Aboriginal and Torres Strait Islander students and to engage with families and the local community. The small bursaries, worth \$400, attached to the Mura Awards encourages participation in education by providing some financial assistance for educational expenses such as excursions and uniforms.

In 2018, 59 Mura Awards were awarded to students in Years 4, 5, 6, 10 and 11 for the 2019 school year at a cost of \$23,600.

The breakdown of awards across year groups was:

- > Year 4 – nine awards;
- > Year 5 – twelve awards;
- > Year 6 – seventeen awards;
- > Year 10 – fifteen awards; and
- > Year 11 – six awards.

Mount Stromlo High School

In March 2019, students from Year 7 to 10 participated in the ACT schools Buroinjin Carnival. The Mount Stromlo Sports Coaching students also refereed at the primary school event.



Following on from the Carnival, students also showcased Buroinjin at the Brumbies Indigenous Round game at GIO Stadium where they played and refereed. The showcase was very well received by the crowd of over 8,000 people.

The staff at Mount Stromlo High School have been genuinely inclusive of Aboriginal and Torres Strait Islander perspectives in their lesson plans. The IEO has worked with different faculties as a specialist resource and consultant as they look for new ways to incorporate these learnings in their lessons across the faculties.

In Terms 3 and 4, 2018, the students from the Cultural Awareness Program Class (CAP Class) participated in the Nguru program where they learned how the bush around them sustained Aboriginal peoples for thousands of years. Participants were shown how to safely cut a coolamon and how to find resources to make spears, boomerangs and resin glues.

Additionally, during Terms 3 and 4 of 2018, the students participated in workshops with a local parent and Aboriginal artist to create a series of large paintings depicting the students chosen theme of 'Past, Present and Future'. The final artworks were presented to the school at a breakfast ceremony with families, community and School Leaders in attendance.

Buroinjin

Buroinjin is a ball game adapted from the game played by the Kabi people of Southern Queensland. Originally, the game was played with a ball called a Buroinjin, which was smaller than a soccer ball and made of animal skin.

Approximately 800 students from 34 schools attended the 2019 Buroinjin Carnival held on 13-14 March 2019 at the Deakin playing fields. Sixteen schools competed in the high school carnival in junior (Years 7 and 8) and/or senior (Years 9 and 10) pools. Eighteen schools participated in the primary school competition, held on 14 March 2019.

The event was organised by the Aboriginal and Torres Strait Islander Education Section within the Learning and Teaching Branch with support from staff and students from Mount Stromlo High School and the University of Canberra.

Annual careers event

Broaden Your Horizons is an annual careers event that supports Aboriginal and Torres Strait Islander students in Years 9 to 12 to discover a variety of professions for consideration of future career pathways.



Figure 15 - Students talking to exhibitors at the Broaden Your Horizons event

After the success of the inaugural Broaden your Horizons at the ACT Supreme Court in 2018, an event was held on 30 May 2019 at the National Museum of Australia. Fifty-four students attended this event where they had the opportunity to engage with staff from the museum who shared their pathways into training and employment at the Museum.

A mini Careers Expo was held during morning tea, with 14 exhibitors from other national institutions, including the National Film and Sound Archives and the War Memorial, participating.

A panel of five Aboriginal employees spoke about their experiences and careers within the museum and students were also afforded the opportunity to ask questions of the panel.

Feedback from schools and students was very positive indicating that the event was an overwhelming success.

Aboriginal and Torres Strait Islander Education Officers (IEOs)

The Directorate currently employs 12 IEOs who work across 13 schools. IEOs support schools to build their Cultural Integrity by:

- > supporting schools to engage with families and community;
- > supporting teachers to embed Aboriginal and Torres Strait Islander perspectives across the curriculum;
- > providing advice and leadership to schools on celebrating significant events and milestones for Aboriginal and Torres Strait Islander peoples;
- > supporting schools to grow a culture of high expectations for Aboriginal and Torres Strait Islander students; and
- > facilitating successful student transitions between year levels, between schools and to post-school study or work.

Further information may be obtained from the Executive Branch Manager, Learning and Teaching, (02) 6205 9205.

Amaroo School



The IEO at Amaroo has worked with students to create a large artwork that reflects their identity, culture and community. The artwork was completed over Terms 3 and 4 of 2018 and is now proudly on display in the Mura Burranda room.

In Semester 1 of 2019, the Amaroo School Community Room was transformed into the new cultural room and named Mura Burranda. Mura (Pathway) Burranda (Tomorrow) which aligns with the Amaroo School motto, 'towards tomorrow together'.

In consultation with Aboriginal and Torres Strait Islander families and community, members of the school's Cultural Integrity team worked on collecting and purchasing culturally appropriate resources including floor mats, puzzles, dolls, books, artwork and artefacts.

The schools' Cultural Integrity team worked with Auntie Josie Reardon, a local Ngunnawal Elder, in naming the room.

During Reconciliation Week, the school's Cultural Integrity team worked on reconciliation resources for classes to use which were sent out to teachers to assist in lesson plans; and the Preschool unveiled a mural painted by staff and students that reflects their room names and their reconciliation journey.

As part of Amaroo School's NAIDOC Week preparations:

- > Aboriginal and Torres Strait Islander students from Kindergarten to Year 6 worked with Aboriginal dance teacher, Emma during Term 2, to create a dance to perform. The focus has been shifted to empowering the students in their identity and culture and to create a space for them to get to know each other and to potentially perform for their families at our NAIDOC week Cuppa and Yarn, with the intention of building their confidence to perform for the school at a later date. After the dance, the students will create an artwork and a story that reflects the journey of the dance to display in the school;
- > a Torres Strait Islander parent will be working with a small group of students in the primary school to create a traditional Dhari headdress to be displayed in the Mura Burranda room; and
- > another mural will be created during NAIDOC for the Mura Burranda room. Families are being consulted about what the mural should look like and include. Students, teachers and community members will also have a chance to be part of the design.

WORK HEALTH AND SAFETY

A healthy and safe environment for all

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

In 2018-19, the Directorate continued to focus on promotion of health, safety and wellbeing through progressing the objectives of the *Australian Work Health and Safety Strategy 2012-2022*, and the *Public Sector Work Health, Safety and Wellbeing Strategy 2019-2022* (the PSWHS Strategy) as an integrated approach to improve work health and safety (WHS) engagement, participation, productivity and outcomes. The PSWHS Strategy covers five priority areas including:



Our senior leaders are focused and committed to driving health, safety and wellbeing performance as part of our organisational priorities.



Our people are supported to be responsible for health, safety and wellbeing in the workplace and to participate fully and perform at their best in workplaces.



Our managers are supported to drive better practice in people management for a safe, healthy and engaged workforce, to improve outcomes in work health and safety, and to support our people to remain at or return to work.



Our work - Health, safety and wellbeing is integral to the design of our work and service and enables our people to perform at their best.



Our systems - The systems that support people's health, safety and wellbeing throughout their life course with ACT Government are structured, consistent and integrated.

The Directorate has delivered a number of initiatives during 2018-19 to support workers' health, safety and wellbeing including reviewing and strengthening the content of the Education Safety Management System to include specific risk management guidance material including:

- > strengthening guidance on health and safety roles and responsibilities including clearer linkages to ACT public sector policy;
- > reviewing advisory material for occupational noise and electrical safety;
- > reviewing first aid procedures and medical support for students with medical care needs;
- > providing WHS training for key groups across the Directorate including business managers, building service officers, health and safety representatives, and first aid officers;
- > providing an influenza vaccination program for staff; and
- > providing a Hepatitis A/B vaccination program for workers in high-risk roles.

Highlights for 2018-19 include:

- > delivering face-to-face training on WHS (including occupational violence management) to all Principals, School Leaders, and new starters;
- > revising and improving on the reporting and governance arrangements to ensure Executive have the knowledge and understanding of our workplace risks to make informed decisions;
- > developing and commencing the implementation on the Principal Health and Wellbeing Strategy (refer to page 80);

- > continuing improvements and support to develop sensory spaces in schools so staff are able to support students with complex needs and challenging behaviours;
- > reviewing the Employee Assistance Program's to tailor our support services and programs particularly around critical incidents response;
- > enhancing our return to work services and resources to better support schools through a Human Resources (HR) Business Partner model and People Cases team; and
- > developing a range of e-learning modules to be implemented in 2019-20.

During the 2018-19 reporting period, 4,464 worker WHS incident reports were received including 54 reports for other parties. Reporting numbers increased from 3,139 in the previous year and this is reflective of increased workforce education on the importance of reporting and the provision of an online reporting tool, RiskMan.

Whilst the Directorate is experiencing growth, the Directorate has been encouraging and enabling a positive reporting culture to get a clear picture of the hazards and risks the Directorate is facing. Over the years we have also increased our reporting capabilities through a whole of government integrated reporting system. This manages incidents as well as identifies the potential workplace hazards, therefore enabling a review of the effectiveness of the controls to reduce further risk of injury or harm to others.

Table 26 WHS Performance Results

Lead WHS indicators	Lag WHS indicators
<ul style="list-style-type: none"> > Safety and Wellbeing Commitment (WHS policy) current and available across all schools and the ESO offices. > Work groups and representation were renominated and as at 30 June 2019, there are 97 Work groups, 99 trained health and safety representatives (HSR's), and 48 deputy HSR's. > Health and Safety training has been incorporated into all induction training, school leadership and Principal training. Evaluation of these sessions included 87 per cent of participants felt more informed of their WHS role and responsibility within the Directorate. 98 per cent agreed that the School Leader inductions increased their knowledge and understanding of WHS. > Health and Safety incorporated in each position description. 	<ul style="list-style-type: none"> > WorkSafe were notified of 21 Notifiable Incidents. > No improvement notices, or prohibition notices were served on any school or the Directorate during 2018-19. > 4,464 worker work health and safety incident reported were received including 54 reports for other parties. > 17 new musculoskeletal claims during 2018-19, compared to 19 in 2017-18.

Table 27 WHS Activities

Categories	Initiative
Work Health and Safety Management System (WHSMS), reporting and risk management	<ul style="list-style-type: none"> > 80 site visits by Safety Advisors completed. > Internal review of our WHSMS.
Information, education and training	<ul style="list-style-type: none"> > 43 new Principal Induction sessions held for individuals either acting or new to the role. > 116 new School Leader Workplace Health and Safety Inductions were conducted. > 304 new staff Workplace Health and Safety Inductions were conducted. > 41 Learning Support Assistant (LSA) scholarship applications have been awarded and classes have commenced. > We offer face-to-face training on WHS (including occupational violence and risk management) to all Principals, School Leaders, and new starters.
Ergonomics	<ul style="list-style-type: none"> > 38 workstation assessments conducted. > Three home-based assessments conducted.

Categories	Initiative
Consultation	<ul style="list-style-type: none"> > Eight meetings held by Executive Governance Committee WHS sub-committee. > Four WHS Consultative Committee meetings (formerly known as Injury Prevention and Management Consultative Committee). > Four Health and Safety Representative (HSR) network meetings. > Four Building Service Officers (BSO) network meetings.
Health and wellbeing	<ul style="list-style-type: none"> > Flu vaccinations provided to 2,958 permanent and contract staff across multiple locations for schools and executive support offices, compared to 2,890 in 2017-18 and 2,531 in 2016-17. > Development and implementation of the Principal Health and Wellbeing Strategy. > Seven Hepatitis A/B vaccinations to targeted worker groups including building service officers, first aid officers, early childhood educators and learning support assistants. > Over 600 staff attended two wellbeing expos. Providers included EAP, Healthier Work, WorkSafe ACT, CIT Fit and Well, seated massage, yoga sessions, Nutrition Australia, ACT Health and many more.

Principal Health and Wellbeing

The Directorate has partnered with the ACT Principals Association (ACTPA) to develop a Principal Health and Wellbeing (PHWB) Plan which will deliver on a range of immediate, short and long term initiatives to increase the focus on Principal health and wellbeing.

The PHWB Plan is aimed at increasing the focus on the mental and physical wellbeing of Principals and to instigate cultural change more broadly.

The PHWB Plan 2018-20 has identified nine key recommendations, of which four have been actioned and are now closed.

Consultative Committees

Work Health and Safety Health and Safety Representatives (HSRs) Network

This purpose of this consultative forum is to facilitate cooperation in developing and carrying out measures to improve the safety of workers and help develop health and safety processes within the Directorate. This Committee has been established to discuss Directorate-wide hazards and risk management. HSRs are an employee or worker who has been elected to raise health and safety concerns on behalf of their worker groups. Agenda items include WHS performance, current workplace safety matters, ACTPS and Directorate initiatives, and training opportunities.

Work Health and Safety Building Support Officer Network

This Committee has been established to provide a consultative network forum for workers to discuss their HR or WHS concerns. Agenda items include WHS performance, current safety matters, ACTPS and Directorate initiatives, and safety awareness training. The role of Network representatives in this group are to effectively consult and communicate with workers, relevant representatives and management on workplace issues or concerns.

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

Table 28 Target 1 - reduce the incidence rate of claims resulting in one or more weeks off work by at least 30 per cent

Financial year	# new 5 day claims	Rate per 1,000 employees	Directorate Target	ACTPS # new 5 day claims	Rate per 1,000 employees	ACTPS Target
2012-13	60	12.53	10.69	274	13.42	12.08
2013-14	44	9.28	10.36	257	12.20	11.70
2014-15	31	6.17	10.03	228	10.49	11.33
2015-16	34	6.63	9.70	205	9.36	10.96
2016-17	50	9.73	9.37	243	10.91	10.58
2017-18	45	8.24	9.04	202	8.93	10.21
2018-19	54	9.45	8.71	201	8.50	9.84
2019-20			8.38			9.46
2020-21			8.05			9.09
2021-22			7.72			8.72

Source: Workplace Safety and Industrial Relations, CMTEDD

Table 29 Target 2 - reduce the incidence rate of claims for musculoskeletal disorders (MSD) resulting in one or more weeks off work by at least 30 per cent

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

Source: Workplace Safety and Industrial Relations, CMTEDD

Further information may be obtained from the Executive Branch Manager, People and Performance, (02) 6205 9203.

Enforceable Undertaking

On 28 September 2018, the ACT Education Directorate entered into an Enforceable Undertaking on behalf of the Territory following a Work Health and Safety investigation by WorkSafe ACT (www.education.act.gov.au/about-us/risk_management_and_audit). The Undertaking references incidents where the Territory had a health and safety duty of care and failed to comply with that duty. It also acknowledges the significant work undertaken by the Education Directorate in addressing occupational violence in schools and provides for a number of further enhancements in the Directorate's approach.

The Directorate holds the health, safety and wellbeing of its workforce and of its students at the core of its education and school improvement agenda. To develop, implement and maintain a safe and supportive learning and teaching environment requires a comprehensive and robust safety management system framework supported by governance mechanisms, systems of training, assessment, reporting, response and prevention. The Directorate recognises the need to continue to strengthen the depth and breadth of its safety management system framework. This undertaking provides the Directorate with the ability to make further improvements for the benefit of staff, students and the broader community.

To support the ongoing commitment in complying with its obligations under the *Work Health and Safety Act 2011*, the Directorate established the Education Governance Committee Work Health and Safety Sub-Committee to provide leadership and governance in overseeing and monitoring initiatives undertaken by the Directorate and related to work health and safety. The Sub-Committee also monitors progress on the completion of strategies identified in the Undertaking.

Since entering the Undertaking in September 2018, the Directorate has invested approximately \$2.375 million in supporting the safety of our staff and students and achieved significant progress in implementing the safety strategies as identified below. The total amount to be spent on all strategies (including existing rectifications and previous commitments) is \$10.045 million.

Strategy 1 – Strategies that will deliver worker benefits

Fully Implement the Education Directorate's Occupational Violence Policy and Management Plan

The Directorate has further strengthened the implementation of its Occupational Violence Management Policy and Management Plan through a number of targeted activities including:

- > establishing an Occupational Violence and Complex Case Management team to support schools in strengthening risk assessments and the implementation of risk management controls. The Team provides a behaviourally and therapeutically informed approach to working with schools to support staff and student safety;
- > monitoring reports of occupational violence through RiskMan to support appropriate and timely responses to incidents and provide an increased level of assurance that appropriate responses are in place. This system provides ongoing data analysis to further inform future improvements in practice and approach;
- > completing Occupational Violence management training at all schools by the end of 2018;
- > updating the Directorate's mandatory work health and safety system training package. Modules for the training program will be rolled out during the second half of 2019. Sitting alongside this system level training, the ESO has worked closely with schools and staff in providing advice and training on specific control responses related to the circumstances of individual schools;
- > Learning Support Assistants commencing a Certificate IV Education Support as part of the Learning Support Assistants Scholarship Program in May 2019;
- > communicating with staff on the importance of a positive reporting culture and how this information is used by the ESO to support safety, supporting supervisors to understand their responsibilities in consulting with staff on managing risk, and increasing the profile of the WHS hotline; and
- > progressing the sensory spaces in schools program that has enhanced and developed sensory spaces in schools where staff are able to support students with complex needs and challenging behaviour.

Strategy 2 – Strategies that will deliver industry benefits

Share learnings and resources with other Education Directorate jurisdictions within Australia

On 21 March 2019, the Directorate hosted a national forum to address the issue of occupational violence in schools. The purpose of the forum was to share work safety learnings across jurisdictions and collectively identify best practice strategies to support safe and inclusive school communities for staff and students. The Directorate engaged with key stakeholders within schools, the Directorate and external agencies to identify current challenges and issues to inform the development of the concept, methodology and agenda for the forum.

Delegates representing state and territory education departments, Work Health and Safety regulators, Education unions, ACT Council of Parents and Citizens Associations, Australian Primary Principals Association and the Australian Secondary Principals Association, came together to examine the ACT occupational violence management approach and share WHS insights and practice.

The forum highlighted that occupational violence in schools is a national and international issue impacting education systems worldwide. The safety of staff and students in schools is paramount and occupational violence is a complex societal issue. The forum confirmed that the Directorate's response to occupational violence is sound, comprehensive and aligned to national best practice. The forum also shared a range of insights that will further enhance jurisdiction responses to occupational violence and that the Directorate will use to continue to strengthen the ongoing commitment to providing safe and supportive schools.

Strategy 3 – Strategies that will deliver community benefits

Building Strong, Safe Communities for Learning

The Directorate has collaborated with the ACT Parents and Citizens Association in an innovative partnership to design and deliver a series of community workshops focussed on ensuring the safety of staff, students and families and meeting the diverse range of student academic and wellbeing needs.

The objectives of the workshops were to:

- > establish a shared understanding of the safety in schools by understanding how the system is experienced;
- > raise awareness and understanding of issues and the impact, including identifying appropriate ways to minimise and respond to violence and bullying in schools; and
- > build on previous conversations about safety in schools by designing solutions that are inclusive and engage the whole school community.

The workshops brought together stakeholders from across the ACT including those within the public school system (teachers, parents, carers, Principals, psychologists, counsellors, students, ESO staff); the community sector and the ACT Council of Parents and Citizens Associations.

The initial work established a shared understanding of the challenges associated with building and maintaining safe and inclusive environments. It highlighted our joint commitment to the way forward and ownership of the solutions to address and reduce incidents of violence and bullying that occur in schools. Further workshops continued the momentum to build a deep and shared understanding of the problem of violence in schools, its genesis and explored possible future actions to ensure safety.

A final showcase ('Ideas Xchange') comprised of a series of six short workshops enabling attendance by the broader school community and took participants on a journey through the project background and the insights and ideas generated in previous workshops. The Ideas Xchange provided more than 50 stakeholders with an opportunity to provide commentary on concepts and ideas to explore this issue and further actions in further depth.

Schools are reflective of our community. Complex behaviours are present in all aspects of our society and the Education Directorate is taking a strong stand in responding to violence: schools are places for learning – not a place for violence.

Further information may be obtained from the Executive Branch Manager, Student Engagement, (02) 6205 7029.

HUMAN RESOURCE MANAGEMENT

Ensuring a Highly Capable Workforce

The ACTPS Education and Training Directorate (Teaching Staff) Enterprise Agreement 2014-2018 (the Agreement) established the platform for ongoing development of a highly capable teaching workforce. Attraction, development and retention of excellent teachers are central to becoming a leading learning organisation where people know they matter and leading the nation in achieving high quality outcomes for all students.

The Directorate is committed to ensuring students in ACT public schools are taught by excellent teachers in every classroom in every school. The Agreement creates the enabling environment where striving for excellence by teachers and School Leaders is recognised and celebrated. In 2018-19, the Directorate successfully completed the delivery of commitments arising from the Agreement.

Enterprise Agreement Bargaining

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

Bargaining for five of the Enterprise Agreements for staff other than teachers were completed during the reporting period as follows:

- > ACT Public Sector Administrative and Related Classification Enterprise Agreement 2018-2021;
- > ACT Public Sector Infrastructure Services Enterprise Agreement 2018-2021;
- > ACT Public Sector Health Professional Enterprise Agreement 2018-2021;
- > ACT Public Sector Technical and Other Professional Enterprise Agreement 2018-2021;
- > ACT Public Sector Support Services Enterprise Agreement 2018-2021.

The 2014-18 Agreement expired on 30 September 2018. In accordance with Clause A4 of the Agreement, notification of the commencement of bargaining for a new Agreement occurred on 31 January 2018, with formal bargaining meetings commencing in August 2018.

In anticipation of the enterprise bargaining process, the Directorate developed a Strategic Reform Framework for bargaining. The Strategic Reform Framework positions the Enterprise Agreement as an enabling structure to support delivery of public education reforms, specifically, the implementation of the *Future of Education* strategy, supporting achievement of school improvement and better outcomes for students. In support of the Strategic Reform Framework, the Directorate undertook an interest-based approach to negotiations centred on the individual and shared interests and responsibilities of the bargaining parties.

Following informal notification of the Australian Education Union's acceptance of the Government's offer in response to bargaining, the consideration period for the Agreement took place over the period 12 to 21 June 2019 with the ballot for the Agreement commencing from 24 June 2019.

Principal Career Structure

The proposed new Principal Career Structure was endorsed by the Australian Education Union in May 2019 and will be implemented in Term 3, 2019.

The new structure is aligned to the principles of the Government's *Future of Education Strategy*, the Directorate's *Strategic Plan 2018-21* and *Strengthening Leadership Capability Plan 2018-21*. The structure recognises the increasing responsibility of the Principal role through equity challenges, specific to the needs of the school, community and system.

Recognition and Reward for Highly Accomplished and Lead Teachers

In 2015, the reward and recognition process for teachers who achieve certification at the national Australian Standards of Highly Accomplished and Lead Teacher career stages was established. Through this initiative, Certified Teachers are recognised and financially rewarded with an additional salary increment or equivalent allowance for one year.

In 2018, there were 11 successful new applicants across the ACT Public Schools system who attained certification at the Highly Accomplished stage. Refer to the ACT Teacher Quality Institute annexed report page 233.

Reportable Conduct

In September 2018 the ACT Ombudsman delivered their report on the Directorate's handling of an allegation of reportable conduct under section 17k (report) of the *Ombudsman Act 1989*. The report contained seven recommendations relating to the management of an incident of reportable conduct and, more broadly, the implementation of the ACT Reportable Conduct Scheme within the Directorate.

In June 2019, the Directorate provided the ACT Ombudsman with an update on progress of critical actions and initiatives identified by the Directorate in response to the recommendations of the report. Key initiatives include:

- > revision of the Directorate's code of conduct for teaching staff and development of a new code for all non-teaching school-based staff;
- > development of a Directorate specific Reportable Conduct policy, guidelines and supporting procedures for Directorate employees; and
- > face-to-face and e-learning training.

The Directorate has made significant progress in the implementation of these key actions and initiatives, with most expected to be delivered in Term 3, 2019. The Directorate will provide a further report to the ACT Ombudsman prior to the end of 2019.

Human Resources Services

Human Resources Business Partnering

In 2018, the People and Performance Branch undertook a review of the HR service offerings and operating model. In order to ensure that the 'Core People Capabilities' outlined in the Strategic Plan were at the core of HR service delivery, this review resulted in an organisational restructure of the Branch. The HR Business Partnering Model was implemented in Term 1, 2019 which provides contemporary generalist HR services from frontline HR Business Partners and the ensuing enhancement of HR strategies are designed by the HR Centres of Excellence.

The HR Business Partners have been working closely with Principals, School Executive Teams, Managers and Directors of School Improvement to determine the high-risk human resource needs and matters for each school. These have included supporting strategic recruitment, performance management processes, critical incident response and coordination, workplace values and behaviour, injury management, preliminary assessments and Reportable Conduct advice through a coordinated effort with the People Cases Team.

Workforce Capability Framework

The Directorate's *Workforce Capability Framework 2019-2021* (the Capability Framework) was endorsed on 21 November 2018, to compliment the HR Business Partner model and further support the Directorate's Strategic Plan and vision of being a Leading Learning Organisation, where our people know they matter. The Capability Framework endorses a strategic approach to support our workforce under a model of analyse, recruit, train and retain.

To support delivery of the Capability Framework, a 2019 Action Plan was developed with actions under each approach and is reported on quarterly to our Executive with status updates.

The Action Plan has delivered on a number of initiatives to date, including:

- > enhancement of HR data analytics and real time reporting across the Directorate;
- > implementation of a HR Business Partner model to provide contemporary generalist HR services to our school networks and Executive supported by specialist HR strategic services in the Centre of Excellence;
- > support for more streamlined performance management processes and improved access to Learning and Development opportunities;
- > provision of the Learning Support Assistants (LSAs) Scholarship Program to support LSAs to undertake a Certificate IV in Education Support, with a focus on building capability to work with students with complex needs and challenging behaviour; and
- > delivery of a Principal Health and Wellbeing Strategy to increase the focus on the mental and physical wellbeing of our Principals and to instigate cultural change more broadly.

Delivery of initiatives identified within the Action Plan complement the HR Business Partner service offer and supports improved HR maturity and delivery of contemporary HR practices, resulting in a high performing, engaged and capable workforce.

Development Programs

Our Directorate has an extensive suite of development programs designed to increase workforce and leadership capability, increase talent attraction and retention through induction, entry level pathways, scholarships and reward and recognition programs.

In addition to these Development Programs also refer to the programs previously discussed for Strategic Objective 2 to facilitate high quality teaching in ACT public schools and strengthen educational outcomes. Refer to page 35.

DEVELOPMENT PROGRAMS



Learning Support Assistant Scholarship Program

The Directorate has a cohort of LSAs undertaking a Certificate IV in Education Support from Term 2 2019 to be completed in Term 1 2020. The Certificate has a focus on building capability to work with students with complex needs and challenging behaviours. The opportunity to undertake this qualification through a funding scholarship was offered to all LSAs employed by the Directorate, including casual and temporary employees.

Teacher Scholarships Program

The Directorate's Teacher Scholarships Program provides both teachers and School Leaders with financial support to undertake further study, training and/or research to build teacher capability leading to improved student outcomes.

In June 2019, the Teacher Scholarships Program opened for applications with identified priority areas that include study to improve student outcomes, STEM education, Complex Needs and Challenging Behaviours and Languages. Successful recipients will have 24 months (2019-21) to complete their scholarships.

Also refer to the 2019 teacher scholarships to undertake a Master of Education on page 36.

Online Learning

The Directorate is committed to providing our staff with access to professional learning opportunities to assist and support them with their work.

In 2019, staff will have access to a new suite of online learning modules. There will be nine modules in total:

- > Work Health and Safety;
- > Occupational Violence;
- > Reportable Conduct;
- > Risk Management;
- > Family and Domestic Violence;
- > Keeping Children and Young People Safe;
- > Disability Awareness;
- > Workplace Bullying; and
- > Code of Conduct.

The modules are designed to support staff in understanding their obligations and ensuring that they are compliant in their day to day duties. Importantly, the modules will also highlight the avenues for support available to staff and will assist the Directorate in creating a safer work environment for both our staff and students.

Leadership Programs

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

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

Joint Selection Committee Compliance Training

In 2019, the Directorate redeveloped the Joint Selection Committee Compliance training to support our staff in recruiting the right people with the right skills. This training is mandatory for staff to complete if they will be participating or leading the recruitment of any school-based staff member as agreed between the Directorate and the Australian Education Union.

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

Studies Assistance Policy

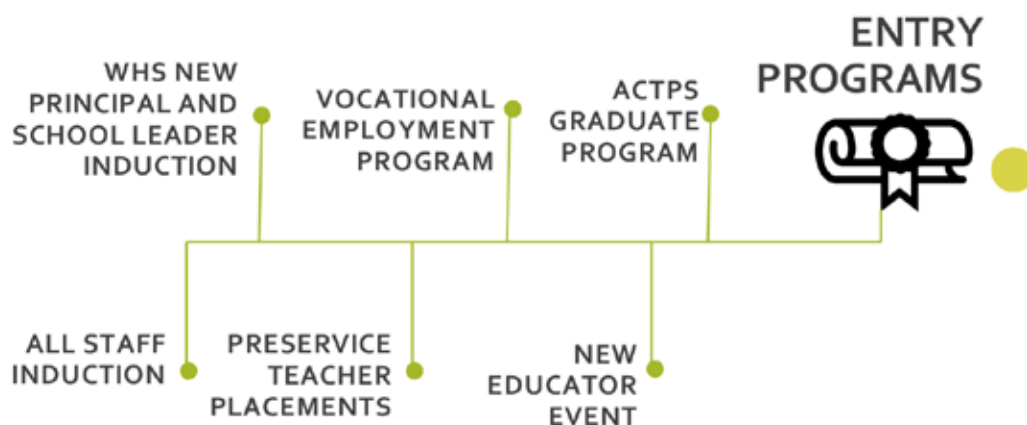
An important component of learning and development is formal study to support professional development identified through an agreed Professional Development Plan. The *Study Assistance Policy* provides assistance for our staff to undertake an approved course of study in line with the operational needs of the work area and should be linked to the goals in the Strategic Plan. Studies assistance can be in the form of paid or unpaid leave to undertake study, and/or financial assistance for course costs.

Just in Time series

Our Just in Time series of training packages are designed to support new and acting Principals with information relating to governance, human resources, strategic finance and procurement. These sessions also support the Key Improvement Strategies of the Empowered Learning Professionals Leadership Plan. In 2018-19, topics that were covered included work health and safety, strategic finance, recruitment, injury management and employee relations matters.

Entry Level Programs

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



Induction

The Directorate has enhanced our suite of induction programs to ensure that all Directorate employees are aware of their obligations as ACTPS employees and provides an overview of the strategic direction of the Directorate and how they can support delivery on our strategic objectives. Our induction programs have an explicit focus on WHS, wellbeing as well as occupational violence.

There are several induction programs offered:

- > New starter induction session;
- > New educator welcome session;
- > Work Health and Safety inductions for all new and acting School Leaders; and
- > Work Health and Safety induction for all new and acting Principals.

Pre-Service Teacher Placement Program

The ACT Education Directorate has entered into a contract with the University of Canberra for the placement of pre-service teachers into schools to provide practical experience for students within our schools.

This contract outlines the expectations of the Directorate regarding professional experience placements of University of Canberra students within our schools.

Refer also to section Strategic Objectives (page 35) for more discussion.

ACTPS Graduate Program

The Directorate participates in the ACTPS Graduate Program on an annual basis. The Directorate supports a number of positions for graduates identifying as Aboriginal and Torres Strait Islanders, or as people with a disability.

The Graduate Program supports our graduates in completion of a comprehensive learning and development program, which provides them with exposure to senior leaders and regular training designed to help them to build the skills that they need for a successful career, within the Directorate or across ACT Government. In 2018 the Directorate supported four graduate placements (inclusive of inclusion graduates) and in 2019 we have supported three placements (inclusive of inclusion graduates).

Vocational Employment Programs

The Directorate undertakes a range of inclusion employment initiatives to recruit and retain staff to better reflect the diversity within the community.

There are two ACTPS Vocational Employment Programs (VEPs), the Aboriginal and Torres Strait Islander VEP and the Inclusion VEP (for People with Disability). The VEPs are whole of government, 12 month entry level employment programs offering an entry level career within the Directorate following successful completion.

The VEPs include a formal training component (certificate level qualification or a targeted training program), on the job training and workplace experienced. The programs offer flexibility to accommodate a range of entry classifications, reasonable adjustments, part-time or reduced working hours or a qualification that may take longer than 12 months to achieve.

Following completion of the programs, participants are eligible for permanent appointment. Between 2017 and 2019, the Directorate has employed five VEPs in school-based positions.

The Directorate has committed to support four placements - two of Aboriginal and Torres Strait Islander descent and two People with Disability - each year as part of the Access and Inclusion (Disability) Employment Action Plan 2019-2023.

Reward and Recognition

The Directorate values and recognises the achievements of our employees. The Directorate hosts our Public Education Award ceremony and also nominates and participates in whole of government award programs to acknowledge the outstanding achievements of our employee's.



Public Education Awards

The Public Education Awards recognise and celebrate outstanding achievements in public education in the ACT, covering nine award categories.

In August 2018, the Directorate received 193 eligible nominations for the 2018 Public Education Awards, the largest number of nominations received since its inception. Out of the nominations, 10 individuals were announced as winners recognising their contribution to the ACT public education system.

The 2018 award recipients were:

- > Education Support Person of the Year: Frank Maynard, Gowrie Primary School;
- > Volunteer of the Year: Leah House, Namadgi Primary School;
- > New Educator of the Year: Jennifer Tabur, Lyneham High School;
- > Early Childhood Teacher of the Year: Sharon DeRooy, Early Years Preschool Educator, Bonython Primary School;
- > Primary Teacher of the Year: Anthea Theodoridis and Matthew Weickhardt, Gordon Primary School;
- > Secondary Teacher of the Year: Janet Richardson, University of Canberra High School Kaleen;
- > Outstanding Partnership of the Year: Andrew Kingston, Kids Hope Mentoring and Isabella Plains Early Childhood School;
- > Leadership in Aboriginal and Torres Strait Islander Education: Kelly Pulver, Evatt Primary School; and
- > Outstanding School Leader of the Year: Cheryl Diggins, Production Manager, Step into the Limelight and Arts Officer, Instrumental Music Program.



Figure 16 ACT Public Education Awards recipients

Workforce Profile

The number of staff employed in the Directorate increased from 6,814 at 27 June 2018 to 7,131 at 26 June 2019. The majority of the additional staff were employed in schools to meet increases in student enrolments. The average length of service remained steady at 8.9 years during 2018-19.

Diversity

The ratio of female to male staff of 3.3 females to 1 male has remained consistent for the last five financial years.

The Directorate had a target headcount of 108 Aboriginal and/or Torres Strait Islander staff members by June 2019.

The Directorate currently employs 119 Aboriginal and Torres Strait Islander staff members, representing 1.7 per cent of the Directorate's total headcount.

The Directorate had a target headcount of 152 staff members with a Disability by June 2019 and currently employs 156 staff members with a Disability, which represents 2.2 per cent of the Directorate's total headcount.

Table 30 outlines full-time equivalent (FTE) and head count of staff by gender. The information is provided by Shared Services and is reported for the pay period of 26 June 2019. The statistics exclude staff not paid by the ACT Public Service and people on leave without pay. Staff members who separated from the ACT Public Service prior to 26 June 2019 but received a payment have been included.

Gender, as defined in the Australian Government Guidelines on the Recognition of Sex and Gender is 'part of a person's personal and social identity. It refers to the way a person feels, presents and is recognised within the community. A person's gender may be reflected in outward social markers, including their name, outward appearance, mannerisms and dress'¹.

At June 2019, the ACTPS consisted of employees who identified as male, female and Indeterminate/Intersex/Unspecified (referred to as Gender X). Employees who identify as Gender X are those individuals who do not exclusively identify as male or female (i.e. a person of a non-binary gender)².

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

Table 30 FTE and headcount by gender

	Female	Male	Total ¹
FTE by Gender	4,507.2	1,460.1	5,968.3
Headcount by Gender	5,455	1,675	7,131
% of Workforce	76.5%	23.5%	100%

Source: Shared Services

¹ Breakdown for Indeterminate/Intersex/Unspecified not for publication due to privacy reasons.

¹ Australian Government Guidelines on the Recognition of Sex and Gender, Australian Government, 2013, <https://www.ag.gov.au/Publications/Documents/AustralianGovernmentGuidelinesontheRecognitionofSexandGender/AustralianGovernmentGuidelinesontheRecognitionofSexandGender.pdf>

² ibid

Table 31 to Table 37 break this data down further representing classification, employment category, FTE and headcount by Division/Branch, age, length of service, diversity and separation.

Table 31 Headcount by classification and gender

Classification Group	Female	Male	Total ¹
Administrative Officers	1,662	353	
Executive Officers	9	8	
General Service Officers & Equivalent	2	130	
Health Assistants	3	0	
Health Professional Officers	28	4	
Information Technology Officers	3	24	
Professional Officers	98	13	
School Leaders	573	207	
Senior Officers	171	61	
Teachers	2,905	875	
Trainees and Apprentices	1	0	
TOTAL	5,455	1,675	7,131

¹ Breakdown by classification groups for Indeterminate/Intersex/Unspecified not for publication due to privacy reasons.

Source: Shared Services

Table 32 Headcount by employment category and gender

Employment Category	Female	Male	Total ¹
Casual	669	270	
Permanent Full-time	2,460	916	
Permanent Part-time	1,440	151	
Temporary Full-time	373	184	
Temporary Part-time	513	154	
TOTAL	5,455	1,675	7,131

¹ Breakdown by employment category for Indeterminate/Intersex/Unspecified not for publication due to privacy reasons.

Source: Shared Services

Table 33 FTE and headcount by division/branch

Branch/Division	FTE	Headcount
Business Services	185.6	197
Deputy-Director General's Office	3.0	3
Director General's Office	3.0	3
Casual Staff	439.5	919
School Performance and Improvement	5,257.3	5,927
System Policy and Reform	79.9	82
Total	5,968.3	7,131

Source: Shared Services

Table 34 Headcount by age group and gender

Age Group	Female	Male	Total ¹
Under 25	327	212	
25-34	1,224	385	
35-44	1,440	425	
45-54	1,418	326	
55 and over	1,046	327	
Total	5,455	1,675	7,131

¹ Breakdown by age group for Indeterminate/Intersex/Unspecified not for publication due to privacy reasons.

Source: Shared Services

Table 35 Average years of service by gender

Gender	Female	Male	Total ¹
Average years of service	9.0	8.2	8.9

¹ Indeterminate/Intersex/Unspecified not for publication due to privacy reasons.

Source: Shared Services

Table 36 Headcount by diversity group

	Headcount	% of Total Staff
Aboriginal and/or Torres Strait Islander	119	1.7
Culturally & Linguistically Diverse	764	10.7
People with a disability	156	2.2

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

Source: Shared Services

Table 37 Recruitment and separation rates

Classification Group	Recruitment Rate	Separation Rate
Total	8.1%	5.3%

Source: Shared Services

Further information may be obtained from the Executive Branch Manager, People and Performance, (02) 6205 9203

ECOLOGICALLY SUSTAINABLE DEVELOPMENT

The ACT Government is focussed on providing healthy and comfortable teaching and learning spaces to maximise the learning outcomes for all children. The Directorate acknowledges the role that Ecologically Sustainable Development (ESD) plays in achieving this goal through project design and the efficient management of natural resources.

The Directorate's strategic priorities for ESD align with the ACT Government's commitments to: energy efficiency and greenhouse gas (GHG) reductions, waste minimisation and resource recovery, water efficiency and sustainable transport.

The Directorate's priorities are informed by the strategic pathway outlined in the AP2: A New Climate Change Strategy and Action Plan for the ACT and the ACT Carbon Neutral Government Framework.

School-based sustainability

Information on operational consumption of resources for 2017-18 and 2018-19 for all ACT public schools is summarised below.

Table 38 School-based Sustainable Development Performance: Current and Previous Financial Year

Indicator as at 30 June	Unit	Current FY	Previous FY ¹	% change
Stationary energy usage				
Electricity use	Kilowatt hours	23,098,508	22,266,616	3.7
Natural gas use (non-transport)	Megajoules	123,337,355	129,578,262	-4.8
Diesel use (non-transport)	Kilolitres	N/A	N/A	N/A
Transport fuel usage				
Electric vehicles	Number	N/A	N/A	N/A
Hybrid vehicles	Number	1	1	0
Hydrogen vehicles	Number	N/A	N/A	N/A
Total number of vehicles ²	Number	18	19	-5.3
Fuel use – Petrol	Kilolitres	2	3	-33.3
Fuel use – Diesel	Kilolitres	12	11	9.1
Fuel use – Liquid Petroleum Gas (LPG)	Kilolitres	N/A	N/A	N/A
Fuel use – Compressed Natural Gas (CNG)	Gigajoules	N/A	N/A	N/A
Water usage				
Water use	Kilolitres	341,324 ³	341,674	-0.1
Resource efficiency and waste				
Reams of paper purchased	Reams	66,586	N/A	N/A
Recycled content of paper purchased	Percentage	4.23	N/A	N/A
Waste to landfill	Litres	N/A	N/A	N/A
Co-mingled material recycled	Litres	N/A	N/A	N/A
Paper & Cardboard recycled (incl. secure paper)	Litres	N/A	N/A	N/A
Organic material recycled	Litres	N/A	N/A	N/A

Indicator as at 30 June	Unit	Current FY	Previous FY ¹	% change
Greenhouse gas emissions⁴				
Emissions from electricity use	Tonnes CO ₂ -e	5,890	11,289	-47.8
Emissions from natural gas use (non-transport)	Tonnes CO ₂ -e	6,356	6,677	-4.8
Emissions diesel use (non-transport)	Tonnes CO ₂ -e	N/A	N/A	N/A
Emissions from transport fuel use	Tonnes CO ₂ -e	37	39	-5.1
Total emissions	Tonnes CO ₂ -e	12,283	18,005	-31.8

Source: Enterprise Sustainability Platform (as at 12 August 2019), CMTEED and Waste invoices.

¹ Differences between Enterprise Sustainability Platform sourced data included in the Previous FY (2017-18) column and that in the 2017-18 Annual Report are due to updates to agency occupancy and historical consumption data, and annual adjustments to ACT specific electricity emissions factors. Where actual data is not available, the Enterprise Sustainability Platform provides estimations using an accruals function.

² Total number of vehicles data includes all vehicle types.

³ Water consumption includes accrued data for 20 sites. Accruals are due to the quarterly billing cycle falling outside the reporting timeframe.

⁴ Emission factors used to calculate natural gas and fleet fuel are based on the latest National Greenhouse Accounts factors. Greenhouse gas emissions for electricity consumption have been calculated using emissions factors based on the latest ACT Electricity Emissions Factor Report released in 2019.

Energy consumption and GHG Emissions

Electricity consumption in 2018-19 totalled 23,098,508 kilowatt hours (kWh). This is an increase of 3.7 per cent from 2017-18. As new schools come on line it is anticipated that electricity energy will increase as new facilities source 100 per cent of their energy requirements from electricity.

Gas consumption totalled 123,337,355 megajoules (MJ) and is a decrease of 4.8 per cent from 2017-18. The decrease in gas consumption is the result of specific programs targeting gas use reduction.

Greenhouse gas (GHG) emissions for the reporting year were 12,283 tonnes of CO₂-e. This is a decrease of 31.8 per cent from 2017-18. A significant portion of the emission reduction is attributed to the ACT Government's transition to renewable energy.

Photovoltaic (solar panel) systems

A total of 1,736 (Megawatt hours) MWh of solar energy was generated from solar photovoltaic systems resulting in approximately \$771,524 (excluding GST) of benefit for ACT public schools.

Solar photovoltaic systems installed at ACT public schools prior to 2014 receive the maximum tariff rate of 45.7 cents/kWh under the ACT Feed-in-Tariff (FiT) scheme for small scale systems. The collective size of solar installations at public schools under this scheme is 1,200 kilowatts (kW).

In 2018-19, schools re-invested FiT income into a diverse range of environmentally sustainable initiatives including:

- > bicycle facilities;
- > LED lighting upgrades;
- > curriculum resources such as books and puzzles;
- > draught proofing of doors;
- > blackout thermal window blinds;
- > double glazed windows and doors;
- > recycling infrastructure including systems for composting, recycling and worm farms;
- > improvements to the building thermal envelope such as insulation in the roof and walls; and
- > thermal window film.

In addition to the gross fed systems which operate under the FiT scheme, a 100kW net fed solar photovoltaic system was installed at the new Margaret Hendry School in the reporting year.

Building Tuning

Building tuning initiatives in 2018-19 targeted gas use efficiency and improved thermal comfort of students and staff. Projects included: building envelope improvements to enable better maintenance of internal temperatures by preventing heat loss in winter and heat gain in summer; improved efficiency of heating and cooling systems; and training to assist school-based staff to monitor and manage gas and electricity use.

The Directorate commenced an initiative to draught proof all external doors at schools to reduce heat loss during winter and improve building thermal comfort. In 2018-19, draught proofing was completed at 21 schools. The initiative was supported by the schools through co-investment. Significant improvement in student and staff comfort has been recorded.

In 2018-19, Business Managers from 20 schools received Enterprise Sustainability Platform (ESP) training. The workshop sessions were hosted by EPSDD and provided training in the use of the ESP to monitor school energy, emissions and water use data and track performance against energy and water management initiatives.

Building tuning initiatives were undertaken at Namadgi School, Calwell High School, Chapman Preschool, Campbell High School, Malkara School, Turner School, Black Mountain School and Franklin Early Childhood School. Initiatives included:

- > installation of control systems to allow efficiency management of heating and cooling equipment;
- > glazing upgrades including double glazing and thermal window film;
- > draught proofing;
- > reprogramming of building management systems to improve efficient operation of Heating, Ventilation and Air Conditioning (HVAC) systems;
- > mechanical upgrades to heating systems to improve energy efficiency; and
- > installation of roof insulation to increase thermal comfort to staff and students.

Heat Mitigation Program

Initiatives to reduce the impact of summer heat on classroom comfort were undertaken in 2018-19 as part of an annual Heat Mitigation Program. The program targeted spaces identified by schools as experiencing extreme temperatures. While some spaces required mechanical cooling via the installation of air conditioning systems, the initiative predominantly targeted passive cooling via improved ventilation, energy efficient ceiling fans, external shade structures, landscape treatments (e.g. tree planting) and heat rejecting glazing treatments. In 2018-19, heat mitigation works were undertaken at 52 sites.

An advanced tree program was implemented at nine schools to assist in managing the impact of extreme heat by shading external building walls and heat banking surfaces. The program will enhance playground shade as the trees reach maturity.

Audits

Building envelope audits and HVAC system audits were conducted at six school sites. The audits identified energy conservation measures for implementation in 2018-19 and 2019-20.

Energy conservation measures implemented in 2018-19 included: the installation of a control system and double glazing at the Turner School hydrotherapy pool; installation of a control system at Calwell High School, mechanical upgrades to the Black Mountain School hydrotherapy pool heating system; and recommissioning of the building management system at Namadgi School.

Major upgrades were identified and scoped for the building envelope at Melba Copland Secondary School (Melba Campus) and Gordon Primary School and the heating system at Melba Copland Secondary School (Copland Campus). The upgrades are scheduled for implementation in 2019-20.

Water Consumption

Water consumption across ACT public school in 2018-19 totalled 341,324 kilolitres (kL) which was a decrease of 0.10 per cent from 2017-18.

ACT public schools are equipped with data logging technology to monitor water usage. Water usage is reported daily through a monitoring system which alerts the Directorate and schools to potential water leaks and higher than expected water consumption. The Directorate proactively engages schools to identify and resolve anomalies in water consumption.

In 2018-19, early detection and rectification of water leaks and overnight usage avoided the use of approximately 173,982 kL of water, enough to supply 870 ACT households annually (based on the average annual ACT household water consumption as estimated by Icon Water). The estimated cost saving across the reporting period is \$422,776.

Transport

The Directorate supports the Ride or Walk to School Program through the construction and upgrade of end of trip bicycle parking infrastructure. Secure and weather proof bicycle parking and access to basic bicycle maintenance equipment encourages active travel, reducing transport emissions associated with travelling to and from school. In 2018-19 works included construction of new bicycle enclosures, with a bicycle pump, at Calwell Primary School and Latham Primary School. The design of new bicycle enclosures for Southern Cross Early Childhood School (including bicycle pump) and Dickson College (including repair station) were also completed for implementation in 2019-20. A new bicycle enclosure and bicycle pump was included as part of the construction of the new Margaret Hendry School.

Traffic safety management

The Active Streets for Schools program expanded in 2018-19 to include an additional 29 ACT public schools over four years (2018-22). The Active Streets program delivers infrastructure improvements and educational resources to support walking and riding to school. In 2018-19, engagement commenced with participating schools to develop educational resources and a list of potential infrastructure improvements. Infrastructure improvements are tailored to suit each school's needs and can include new or upgraded footpaths, safer crossings, traffic calming devices like speed humps and improved wayfinding signage. The educational resources and infrastructure improvements will commence delivery in 2019-20.

Collectively these initiatives aim to promote active and safe travel to school while reducing the carbon emissions associated with the school commute.

The Directorate works with Transport Canberra and City Services (TCCS) to address issues that affect the safety of pedestrians, car parking spaces and safe school set-down and pick-up areas, in line with the Active Streets program.

Working closely with schools and their communities, the Directorate and TCCS create individual 'School Travel and Traffic Management Plans' and invest in effective and appropriate safety improvements, including slower traffic speeds, more pedestrian crossings, improved walking and cycling connections, improved signage and education initiatives that will help both students and parents to use school car parks and roads more safely.

Car parks

Amaroo School – construction of 27 new car parking spaces was commenced and, combined with flow management improvements, are due for completion in early August 2019. A Temporary Traffic Management Plan was put in place.

Fraser Primary School – construction of 12 new car parking spaces was commenced and are due for completion in early August 2019.

Theodore Primary School – relocation of the disabled spaces, flow improvements to car park, and signage and compliance improvements to enable parking regulation enforcement were completed in June 2019.

Wanniassa Hills Primary School – expansion of the Preschool car park and construction of a car park for teachers’ spaces were commenced and are due for completion in July 2019. Landscape works will also be carried out.

Car park design and other preparatory work was commenced for Charles Conder Preschool, Gowrie Primary School, Monash Primary School, Mount Rogers Primary School and Namadgi School.

Further information may be obtained from the Executive Branch Manager, Infrastructure and Capital Works, (02) 6205 1289.

External Learning Environments

External Learning Environments (ELE) incorporate environmentally sustainable principles through a Landscape Masterplan program. The program provides for the development of site specific landscape masterplans that identify opportunities to: enrich student outdoor experience; support external learning activities; improve microclimates; improve water quality; increase water infiltration; reduce soil erosion; mitigate the impact of high temperatures; and support student safety. In 2018-19 landscape masterplans were completed at five schools including Duffy Primary, Gordon Primary, Mt Rogers Primary, Ngannawal Primary and Richardson Primary Schools.

A Tree Canopy Survey Program commenced in 2018-19 to identify opportunities for school campuses to contribute to Canberra’s urban forest, reduce the heat island effect, improve biodiversity and provide habitat. The program measures canopy coverage and the health of trees on school sites. During the school holidays surveys were completed at 10 schools including Amaroo School, Calwell High, Canberra High, Farrer Primary, Hawker Primary, Kingsford Smith School, Lyneham Primary, Mount Stromlo High, Red Hill Primary and Turner Primary School.

A Tree Planting Program initiated in 2017-18 involves the planting of advanced tree specimens to provide shade to buildings, reduce the impact of heat banking surfaces, provide cool shade to students and playgrounds and replace trees at end of life. Sites were selected based on the Heat Mitigation Program, Building Tuning Program, Landscape Masterplans and the Tree Canopy Surveys. In 2018-19 a further 98 trees were planted across eight schools including: Bonython Primary, Caroline Chisholm (senior and junior campuses), Fadden Primary, Hawker Primary, Monash Primary, Wanniassa Hills Primary and Yarralumla Primary School.

In 2018-19 sensory gardens were constructed at 12 schools: Evatt Primary, Black Mountain, Chapman Primary, Dickson College, Florey Primary, Forrest Primary, Fraser Primary, Garran Primary, Gordon Primary, Harrison School, Ngannawal Primary, and Wanniassa (junior campus) School. The gardens supported the Schools for All Program. The sensory gardens consist of deciduous trees, native plants and hardy understorey planting, organic mulches, timber log seats, gravels and a mix of pavement types to provide an enriched natural landscape.

ActSmart Schools

The Directorate works in partnership with ActSmart Schools to implement sustainable practice in schools. ActSmart Schools is a specialised program managed by EPSDD that provides support, practical tips, tools and resources to drive behavioural change and sustainability awareness. In 2018-19 the ActSmart Schools education officers made 95 school visits across ACT schools.

As at June 2019, a total of 64 public schools had been awarded ActSmart Schools accreditation for the sustainable management of energy, 50 for sustainable management of water, 55 for sustainable waste management, 39 for biodiversity and schools ground management and 24 for sustainability curriculum. Four public schools gained five-star accreditation (accreditation in all areas of ActSmart School’s focus) in the reporting year bringing the total number of five-star accredited public schools to 20.

Professional development and training was provided to over 360 teachers and school staff. Workshop topics included: supporting sustainability coordinators; a junior schools eco bus tour; engaging students through food gardens; waste and recycling at your school; and a curriculum focussed workshop.

Emissions Target

In 2018-19 the Directorate set an emissions reduction target of two per cent across the school portfolio and ESO. Performance against the emissions target is detailed in the Annual Carbon Budget report in September 2019.

Sustainable Delivery of Public School Facilities

The Sustainable Development of Public School Facility Output Specifications (the Specifications) for Preschool to Year 6 schools were endorsed on 28 June 2017. The Specifications include energy and sustainability standards that target improved thermal comfort, operational and resource use efficiency and sustainability. The Margaret Hendry School in North Gungahlin was the first primary school constructed under the Specifications. An Output Specification for high schools, Years 7-10, is currently under development.

As capital upgrades and refurbishments are undertaken at ACT public schools, opportunities to improve sustainability performance and student comfort are identified and implemented.

Education Support Office (ESO) based sustainability

Information on resource use for the three main ESO sites at Braddon, Stirling and Callam is provided in the table below. Costs for the school-based ESO staff are met by the school, therefore these sites are not reported in the table. These smaller sites are located at Gilmore Primary School, Majura Primary School, Melrose High School, Wanniasa School Senior Campus and the University of Canberra High School Kaleen.

Table 39 Education Support Office-based Sustainable Development Performance: Current and Previous Financial Year

Indicator as at 30 June	Unit	Current FY	Previous FY ¹	% change
Stationary energy usage				
Electricity use	Kilowatt hours	649,966	729,610	-10.9
Natural gas use (non-transport)	Megajoules	2,418,352	2,615,008	-7.5
Diesel use (non-transport)	Kilolitres	N/A	N/A	N/A
Transport fuel usage				
Electric vehicles	Number	1	1	0
Hybrid vehicles	Number	9	9	0
Hydrogen vehicles	Number	N/A	N/A	N/A
Total number of vehicles ²	Number	17	17	0
Fuel use – Petrol	Kilolitres	5	4	25
Fuel use – Diesel	Kilolitres	5	6	-16.7
Fuel use – Liquid Petroleum Gas (LPG)	Kilolitres	N/A	N/A	N/A
Fuel use – Compressed Natural Gas (CNG)	Gigajoules	N/A	N/A	N/A
Water usage				
Water use	Kilolitres	2,365 ³	3,309	-28.5
Resource efficiency and waste				
Reams of paper purchased	Reams	3,557	5,532	-35.7
Recycled content of paper purchased	Percentage	93.35	95.36	-2.1
Waste to landfill	Litres	309,000	307,500	0.49
Co-mingled material recycled	Litres	116,580	107,400	8.5

Indicator as at 30 June	Unit	Current FY	Previous FY ¹	% change
Paper & Cardboard recycled (incl. secure paper)	Litres	385,800	301,800	27.8
Organic material recycled	Litres	1,404	1,669	-15.9
Greenhouse gas emissions⁴				
Emissions from electricity use	Tonnes CO ₂ -e	166	370	-55.1
Emissions from natural gas use (non-transport)	Tonnes CO ₂ -e	125	135	-7.4
Emissions diesel use (non-transport)	Tonnes CO ₂ -e	N/A	N/A	N/A
Emissions from transport fuel use	Tonnes CO ₂ -e	26	27	-3.7
Total emissions	Tonnes CO₂-e	317	532	- 40.4

Source: Enterprise Sustainability Platform (as at 12 August 2019), CMTEDD and Waste invoices.

¹ Previous financial year - Differences between Enterprise Sustainability Platform sourced data included in the Previous FY (2017-18) column and that in the 2017-18 Annual Report are due to updates to agency occupancy and historical consumption data, and annual adjustments to ACT specific electricity emissions factors. Where actual data is not available, the Enterprise Sustainability Platform provides estimations using an accruals function.

² Total number of vehicles – total number of vehicles data includes all vehicle types.

³ Water use – water use data is not available for 200 Northbourne Avenue, Braddon.

⁴ Greenhouse gas emissions – Emission factors used to calculate natural gas and fleet fuel are based on the latest National Greenhouse Accounts factors. Greenhouse gas emissions for electricity consumption have been calculated using emissions factors based on the latest ACT Electricity Emissions Factor Report released in 2019.

In 2018-19 electricity consumption at the three ESO sites: Callam Offices, Hedley Beare Centre for Teaching and Learning and 220 Northbourne Avenue Braddon totalled 649,966 kilowatt hours (kWh). This is a decrease of 10.9 per cent from 2017-18. Gas consumption totalled 2,418,352 megajoules (MJ) and is a decrease of 7.5 per cent from 2017-18.

The reductions in gas and electricity consumption are attributed to ongoing energy efficiency improvements and building thermal envelope improvements.

Greenhouse gas (GHG) emissions from stationary energy totalled 317 tonnes of CO₂-e. This is a decrease of 40.4 per cent from 2017-18.

Water Consumption

Water consumption at Hedley Beare Centre for Teaching and Learning and Callam Offices totalled 2,365 kilolitres in 2018-19, which is a decrease of 28.5 per cent from 2017-18. Water consumption data is not available for 220 Northbourne Avenue Braddon.

Waste Management

The Directorate's ESO sites at Hedley Beare Centre for Teaching and Learning and 220 Northbourne Avenue Braddon are accredited recyclers under the ActSmart Business Recycling program. Core resource recovery activities include paper, co-mingled recycling and organic material.

A small recycling initiative was implemented at 220 Northbourne Avenue Braddon in 2017-18 to recover coffee pods generated by an office-based coffee machine. Local supplier Podcycle collects the pods and recycles both the coffee and metal/plastic components. The initiative supports a small local business.

Transport

The Directorate participated in the whole of government electric bicycles trial coordinated by EPSDD in 2017-18, with two electric bicycles located at 220 Northbourne Avenue for staff use. At the completion of the trial the bicycles were returned to EPSDD and two dedicated Education Directorate electric bicycles were purchased and based at 220 Northbourne Braddon.

In 2018-19 the bikes travelled 58.6 kilometres with most trips taken to and from the city and Dickson.

Further information may be obtained from the Executive Branch Manager, Infrastructure and Capital Works, (02) 6205 1289.

New school for ACT students

Excited children streamed through the doors of the new Margaret Hendry School as they were officially opened on 4 February 2019.



Located in the new suburb of Taylor in Gungahlin's north, the ACT's 88th school caters for 176 preschool and 600 primary students.

The school features innovative learning environments centred around open areas and outdoor spaces. It also has a range of purpose-built facilities for music and physical education, as well as Science, Technology, Engineering and Mathematics (STEM).

Principal Kate Woods says her focus is on nurturing the development of an inclusive and connected community. "My priority is to connect everyone to the Margaret Hendry School Community through our four pillars for learning – Grow, Collaborate, Connect, Love."

Part C

Financial Management
Reporting

FINANCIAL MANAGEMENT ANALYSIS

General overview

Objectives

The Education Directorate (the Directorate) is a leading learning organisation where people know they matter, delivering high quality early childhood education and public school education in an accessible and inclusive environment.

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

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

Through engaging with students, families and the community the Directorate is shaping the future of education and establishing strong foundations for the continual development and provision of educational services that empower each young person in the ACT to learn for life.

Over the coming years, the Directorate will continue to provide opportunities for every student to have equitable access to quality teaching, delivered by professional and skilled educators.

Risk Management

The development of the Directorate's annual Strategic Risk Management Register identifies risks that could impact on the Directorate's operations and objectives. The key risks provided below are medium to long-term risks that are monitored by the Directorate's senior executive and the Audit Committee.

Key risks, including mitigation strategies, are identified below:

1. Inadequate planning, prioritisation and implementation of system reforms.

The Directorate has a maturing project management culture; has rigorous project management around complex reform programs (such as project planning for the Student Resource Allocation and School Administration System reform programs) and has comprehensive corporate governance processes. Risk management planning at various levels is being integrated in alignment with the Directorate's 2018-2021 Strategic Plan and annual action plan.

2. Lack of workforce capability and increasing efficiency demands to deliver core education services and strategic reforms.

The Directorate has a comprehensive professional development planning process in place for school leaders and provides professional learning opportunities to staff including through a maturing approach to professional learning communities. In addition, all staff are required to attend induction on commencement, have a professional development plan and undertake professional development training. The Directorate is continuing to implement initiatives to reduce teacher workload.

3. Insufficient stakeholder engagement and management of stakeholder expectations.

The Directorate provides alignment through key strategic documents including the Directorate's *Strategic Plan 2018-21: A Leading Learning Organisation*. The Strategic Plan outlines the mechanisms by which the Government's *Future of Education Strategy* will be delivered and the Plan is communicated to schools and the community. The *Future of Education Strategy* is supported by a comprehensive communication strategy to engage students, families and the community.

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

- > Occupational violence;
- > Physical security threats;
- > Bushfire;
- > Violent extremism;
- > Terrorist attacks; and
- > Workplace health and safety incidences.

The Directorate has undertaken a number of actions to continue to improve risk management practices in the workplace, raising awareness of workplace health and safety and occupational violence obligations of staff and delivery of refresher training for school Principals and staff. The Directorate annually reviews emergency management frameworks and plans. Evacuation and lock down exercises are undertaken on a regular basis. Through the Protective Security Policy Framework, the Directorate has programs, policies and procedures in place to continue to improve the safety of students, staff, families, visitors and contractors.

5. Inadequate information management and storage.

The Directorate has undertaken an information security threat assessment and information security risk assessment. The Directorate ensures that assessments and certification of third-party providers are in alignment with Territory Privacy and Security Requirements. The Directorate has utilised the Attorney General's Protective Security Policy Framework (PSPF) and Threat Risk Assessments for software and cloud systems.

6. Inadequate asset management planning and investment.

The Directorate is continuing to develop and implement a Strategic Asset Management Plan. This plan will provide timely advice to government about risks and associated remediation options and has focused investment on core issues – such as the growth of the Territory and the impact on the Directorate's infrastructure. The Directorate is undertaking significant work in the area of system growth to ensure the timely provision of expanded capacity within growth regions to meet the student demand coming from greenfield sites and infill development.

In addition, the Directorate continues its significant investment in ICT Infrastructure and software to meet the needs of students and staff.

7. Lack of data analysis, systems and tools to inform good decision making and improve system performance.

The Directorate has increased the visibility of data for decision making and has developed a tiered approach. The Directorate has provided masterclasses for school leaders as they develop their strategic plans (focusing on the schools that have just completed school review) and developed a professional learning program to provide guidance and support for schools. The Directorate has established performance indicators with a clear line of sight between government priorities and achievements in each school, based on student performance data over time. The Directorate is continuing to build agency-wide evaluation expertise and skills.

Accounting Changes

There were no significant accounting changes that impacted the 2018-19 financial statements.

Directorate Financial Performance

The Directorate has managed its operations within the 2018-19 budgeted appropriation. During the financial year, the Directorate achieved savings targets and internally managed cost pressures associated with increased enrolments including increases in numbers of students with additional needs.

The table below provides a summary of the financial operations based on the audited financial statements for 2017-18 and 2018-19.

Table 40 Net cost of services

Net Cost of Services	Actual 2018-19 \$m	Original Budget 2018-19 \$m	Actual 2017-18 \$m
Total expenditure	842.6	826.4	780.8
Total own source revenue ¹	42.6	44.5	43.5
Net cost of services	800.0	781.9	737.3

¹ Relates to Total Revenue excluding Controlled Recurrent Payments.

Net Cost of Services

The Directorate's net cost of services for 2018-19 of \$800.0 million was \$18.1 million or 2.3 per cent higher than the 2018-19 original budget of \$781.9 million. The variance was primarily due to change in the present value factor applied to employee benefits including annual and long service leave, in addition to increased expenditure related to learning professionals and support staff to meet enrolment growth in ACT Public Schools.

In comparison to 2017-18, the net cost of services in 2018-19 increased by \$62.7 million or 8.5 per cent. The net increase is primarily due to additional employee expenses associated with staff wage and salary increases, an increase in learning professionals and support staff numbers to meet enrolment growth in ACT Public Schools, along with increased depreciation expense due to additional Information and Communications Technology (ICT) assets, and increased school based expenditure on utilities and maintenance costs.

Operating Result

In 2018-19, the operating and comprehensive deficit for the Directorate was \$91.4 million and was \$17.1 million or 23 per cent greater than the original budget deficit of \$74.3 million. The variance was primarily due to change in the present value factor applied to employee benefits including long service leave and annual leave, in addition to increased expenditure related to learning professionals and support staff to meet enrolment growth in ACT Public schools.

Table 41 Line item explanation of significant variances from the amended budget – Controlled operating statement

Variance from Budget	Actual 2018-19 \$m	Original Budget 2018-19 \$m	Variance \$m ¹
Revenue			
Controlled Recurrent Payments	708.6	707.5	1.1
User charges ²	16.4	20.0	(3.6)
Interest and distribution from investments	1.3	1.4	(0.1)
Resources received free of charge	0.7	0.7	-
Other revenue	24.2	22.5	1.7
Total Revenue¹	751.2	752.1	(0.9)
Expenses			
Employee expenses ³	555.8	539.7	16.1
Superannuation expenses	75.8	75.9	(0.1)
Supplies and services	61.6	61.8	(0.2)
Depreciation	72.4	72.8	(0.4)
Grants and purchased services ⁴	2.0	3.2	(1.2)
Other	75.0	73.0	2.0
Total Expenses¹	842.6	826.4	16.2
Operating Deficit⁵	(91.4)	(74.3)	(17.1)

Notes:

¹ Figures may not add due to rounding.

² The lower than budgeted User Charges revenue primarily relates to lower numbers of International students and decreased user charges from the Active Leisure Centre due to the temporary closure of the pool for rectification works.

³ Higher than anticipated expenditure primarily relates to change in the present value factor applied to employee benefits including annual and long service leave, and growth in staff numbers to meet increased student enrolment in ACT public schools.

⁴ Lower than anticipated grant expenditure relates to funds rolled over to 2019-20.

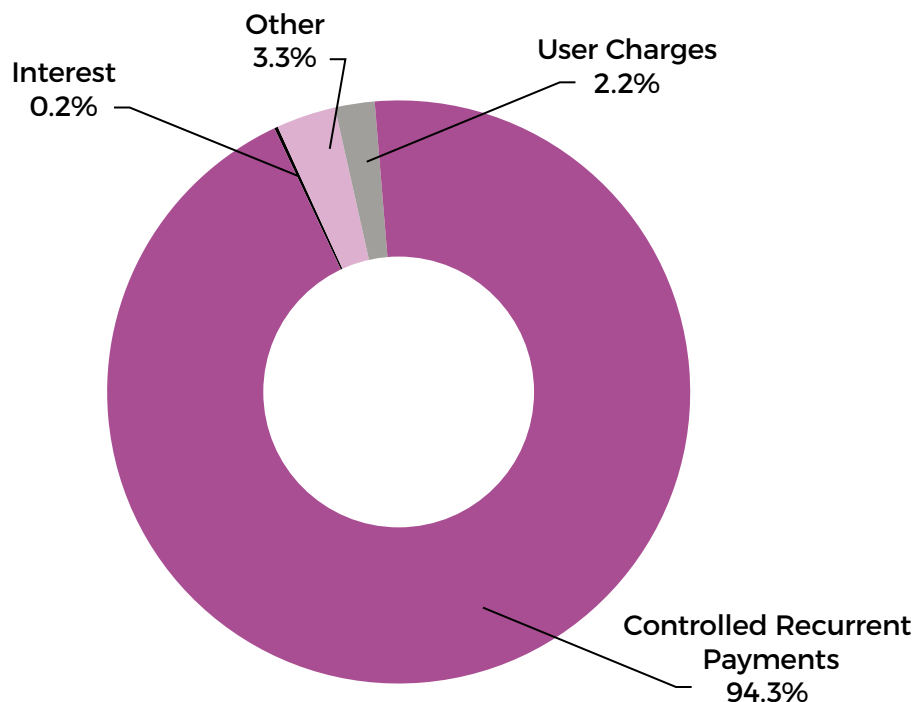
⁵ The higher than expected operating deficit is mainly due to a change in the present value factor applied to employee benefits including annual and long service leave.

Total Revenue

Components of Revenue

The Directorate's revenue for 2018-19 totalled \$751.2 million. The main source of revenue for the Directorate is Controlled Recurrent Payments.

Figure 17 Components of Revenue 2018-19



Source: Education Directorate's 2018-19 Financial Statements.

The Directorate's revenue for 2018-19 was \$0.9 million or 0.1 per cent lower than the original budget (\$752.1 million). In comparison to the 2017-18 actual, revenue increased by \$45.6 million or 6.5 per cent.

The increased revenue from 2017-18 is primarily due to additional funding received for increased salaries and wages associated with the enterprise agreements for teaching and non-teaching staff combined with increased funding for enrolment growth, Commonwealth grants and funding related to new initiatives. The increase has been partially offset by:

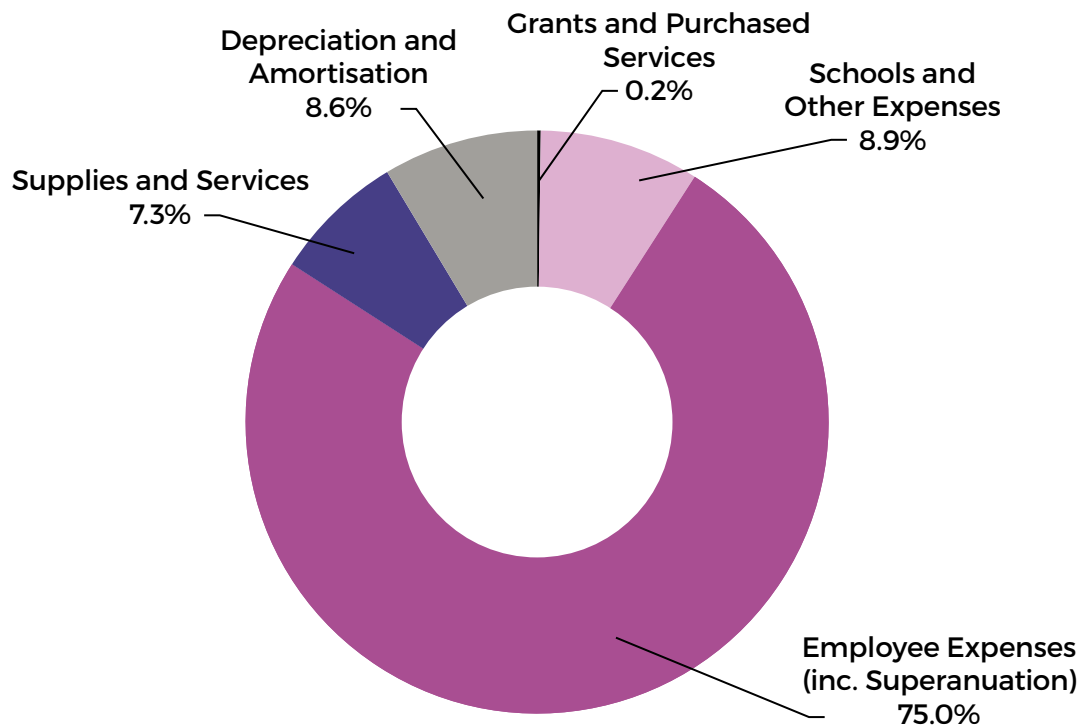
- > reduced costs related to superannuation due to a changing workforce profile;
- > decreased revenue from international students associated with a decision by the Directorate to accept a reduced number of international students to ensure equity of access for local students in a growing system; and
- > decreased user charges from the Active Leisure Centre due to the temporary closure of the pool for rectification works.

Total Expenses

Components of Expenses

Expenses for the Directorate totalled \$842.6 million for 2018-19. As shown in Figure 18, the main component of expenses is employee expenses, including superannuation.

Figure 18 Components of Expenditure 2018-19



Source: Education Directorate's 2018-19 Financial Statements

In 2018-19, total expenses were \$16.2 million or two per cent higher than the original budget of \$826.4 million. The variance is primarily due to change in the present value factor applied to employee benefits including annual and long service leave.

Total expenses were \$61.8 million or 7.9 per cent higher than the previous year (\$780.8 million). The increase is primarily due to additional employee expenses associated with staff wage and salary increases, an increase in learning professionals and support staff numbers to meet enrolment growth in ACT Public Schools, along with increased depreciation expense due to additional Information and Communications Technology (ICT) assets, and increased school based expenditure on utilities and maintenance costs.

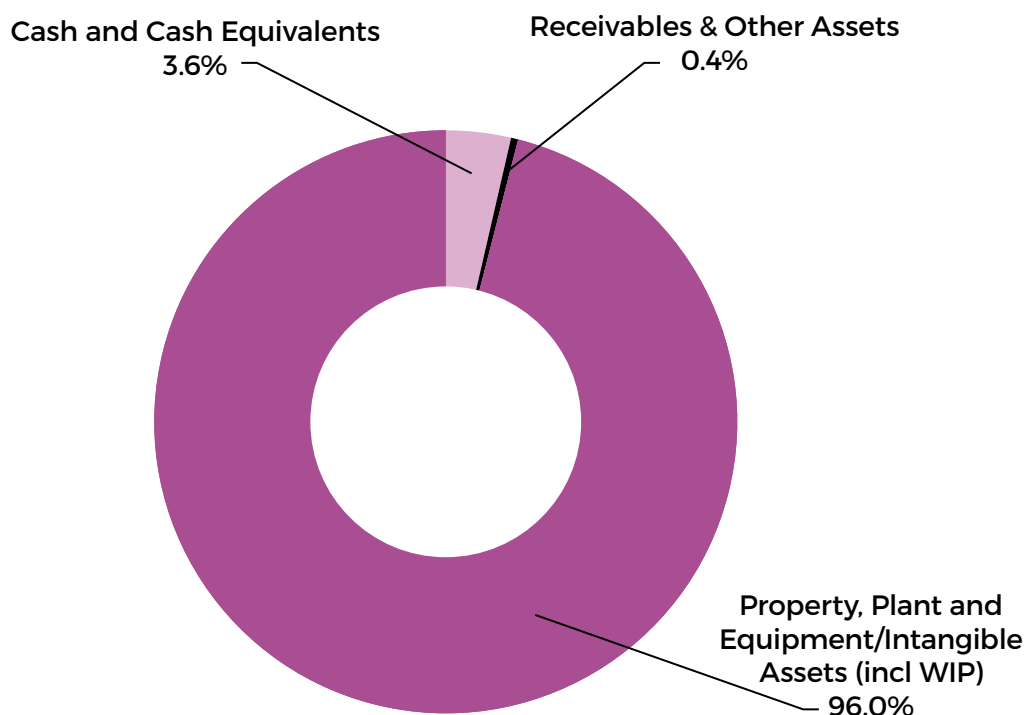
Financial Position

Total Assets

Components of Total Assets

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

Figure 19 Total Assets at 30 June 2019



Source: Education Directorate's 2018-19 Financial Statements.

Comparison to Budget

At 30 June 2019, the Directorate's assets totalled \$2.0 billion, which was materially in line with the 2018-19 original budget.

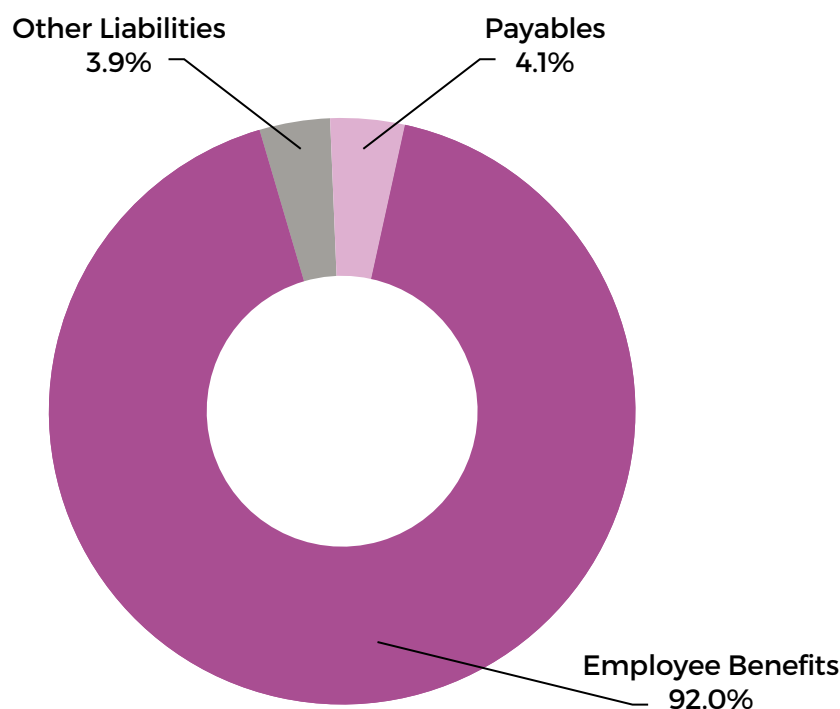
In comparison to 30 June 2018, total assets increased by \$18 million or 0.9 per cent primarily due to the addition of completed capital works projects to the Directorate's assets base, including works currently underway at Narrabundah College, Campbell Primary School, North Gungahlin Primary- Year 6 School, Belconnen High School and for various ICT projects.

Financial Position

Components of Total Liabilities

The Directorate's liabilities comprised mostly of employee benefits.

Figure 20 Total liabilities at 30 June 2019



Source: Education Directorate's 2018-19 Financial Statements.

At 30 June 2019, the Directorate's liabilities totalled \$190.3 million. This was \$22.8 million or 13.6 per cent higher than the original budget of \$167.5 million. The variance is primarily due to change in the present value factor applied to employee benefits such as annual and long service leave which increased from budget by 6.4 per cent (long service leave) and 1.9 per cent (annual leave).

In comparison to 30 June 2018, total liabilities increased by \$22.6 million or 13.5 per cent which is primarily due to change in the present value factor applied to employee benefits such as annual and long service leave.

Current Assets to Current Liabilities

At 30 June 2019, the Directorate's current assets (\$82.0 million) were lower than its current liabilities (\$172.6 million). The Directorate does not consider this as a liquidity risk as working capital needs are funded through appropriation from the ACT Government on a cash needs basis.

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

Table 42 Line item explanation of significant variances from the amended budget - Controlled balance sheet

Variance from budget	Actual 30 June 2019 \$m	Original Budget 30 June 2019 \$m	Variance \$m ¹
Current assets			
Cash and cash equivalents ²	73.8	77.3	(3.5)
Receivables ³	6.2	2.9	3.3
Investments	-	0.3	(0.3)
Other Assets	2.0	1.8	0.2
Total current assets	82.0	82.3	(0.3)
Non-current assets			
Investments	-	1.9	(1.9)
Property, plant and equipment and intangible assets (including capital works in progress) ⁴	1,955.7	1,951.8	3.9
Total non-current assets	1,955.7	1,953.7	2.0
Total assets¹	2,037.7	2,036.0	1.7
Variance from budget	Actual 30 June 2019 \$m	Original Budget 30 June 2019 \$m	Variance \$m¹
Current liabilities			
Payables	7.8	7.1	0.7
Employee benefits ⁵	160.1	139.5	20.6
Other liabilities	4.7	6.8	(2.1)
Total current liabilities	172.6	153.4	19.2
Non-current liabilities			
Employee benefits ⁵	15.0	11.7	3.3
Other liabilities	2.7	2.4	0.3
Total non-current liabilities	17.7	14.1	3.6
Total liabilities¹	190.3	167.5	22.8

Notes:

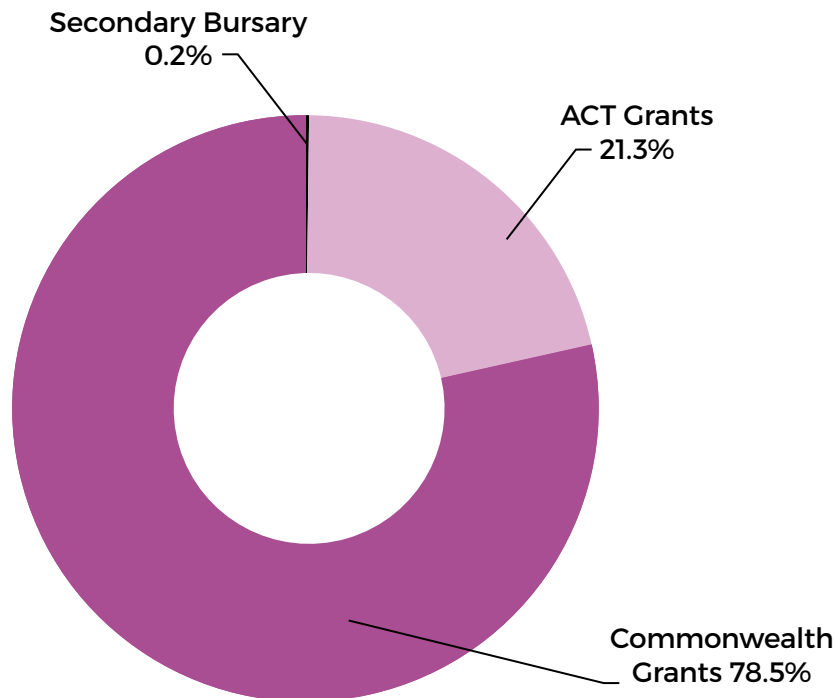
¹ Figures may not add due to rounding.² Decrease primarily due to expenditure related to use of cash for specific projects and mitigation of cost pressures within the Directorate, offset by increase in school cash balances.³ Increase primarily relates to higher than budgeted schools receivables, salary recoveries and GST receivables.⁴ Increase primarily relates to addition of completed capital works projects to the Directorate's asset base.⁵ Primarily due to a change in the present value factor applied to employee benefits including annual and long service leave.

Territorial Statement of Revenue and Expenses

Territorial Revenue

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

Figure 21 Sources of Territorial revenue



Source: Education Directorate's 2018-19 Financial Statements.

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

Territorial revenue totalled \$317.2 million in 2018-19, which was \$17.2 million or 5.7 per cent higher than original budget of \$300.0 million. The increase in revenue primarily related to Australian Government grants reflecting the impact of the National Schools Reform Agreement, and the associated Bilateral Agreement between the ACT and the Commonwealth on Quality Schools Reform. The Agreements implemented a change in education funding to transition to a revised needs-based approach.

When compared to the same period last year, total revenue increased by \$21.1 million or 7.1 per cent primarily due to higher levels of general recurrent grants for nongovernment schools reflecting the impact of the new bilateral agreement.

Territorial Expenses

Territorial expenses comprised of grant payments to non-government schools (\$316.6 million) and payments made under the Junior Bursary Scheme (\$0.6 million). Territorial expenses in 2018-19 were \$17.2 million or 5.7 per cent higher than the original budget. The increase in expenses is primarily related to the impact of the new bilateral agreement.

When compared to the same period last year, total expenses increased by \$21.1 million or 7.1 per cent primarily due to higher levels of general recurrent grants for non-government schools reflecting the impact of increased Commonwealth and ACT Government grants in accordance with the new bilateral agreement.

Further information may be obtained from the Chief Finance Officer, Strategic Finance and Procurement, (02) 6205 2685

FINANCIAL STATEMENTS



AUDITOR-GENERAL AN OFFICER
OF THE ACT LEGISLATIVE ASSEMBLY 

INDEPENDENT AUDITOR'S REPORT

To the Members of the ACT Legislative Assembly

Opinion

I have audited the financial statements of the Education Directorate (the Directorate) for the year ended 30 June 2019 which comprise the:

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

In my opinion, the financial statements:

- (i) present fairly, in all material respects, the Directorate's financial position as at 30 June 2019, and its financial performance and cash flows for the year then ended; and
- (ii) are presented in accordance with the *Financial Management Act 1996* and comply with Australian Accounting Standards.

Basis for opinion

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

I am independent of the Directorate in accordance with the ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 *Code of Ethics for Professional Accountants* (the Code). I have also fulfilled my other ethical responsibilities in accordance with the Code. I believe that the audit evidence obtained is sufficient and appropriate to provide a basis for my opinion.

Responsibilities of the Directorate for the financial statements

The Director-General is responsible for:

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

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T 02 6207 0833 F 02 6207 0826 E actauditorgeneral@act.gov.au W www.audit.act.gov.au

Auditor's responsibilities for the audit of the financial statements

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

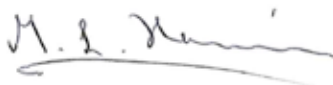
My objective is to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion.

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

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

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

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



Michael Harris
Auditor-General
18 September 2019

Financial Statements
For the Year Ended
30 June 2019

Education Directorate

**Education Directorate
Financial Statements
For the Year Ended 30 June 2019**

Statement of Responsibility

In my opinion, the financial statements are in agreement with the Directorate's accounts and records and fairly reflect the financial operations of the Directorate for the year ended 30 June 2019 and the financial position of the Directorate on that date.

A handwritten signature in dark ink, appearing to read 'megbrighton', with a stylized, flowing script.

Meg Brighton
Director-General
Education Directorate
17 September 2019

**Education Directorate
Financial Statements
For the Year Ended 30 June 2019**

Statement by the Chief Finance Officer

In my opinion, the financial statements have been prepared in accordance with the Australian Accounting Standards, and are in agreement with the Directorate's accounts and records and fairly reflect the financial operations of the Directorate for the year ended 30 June 2019 and the financial position of the Directorate on that date.



Lynette Daly
Chief Finance Officer
Education Directorate
17 September 2019

EDUCATION DIRECTORATE

CONTROLLED FINANCIAL STATEMENTS

**FOR THE YEAR ENDED
30 JUNE 2019**

**Education Directorate
Operating Statement
For the Year Ended 30 June 2019**

	Note No.	Actual 2019 \$'000	Original Budget 2019 \$'000	Actual 2018 \$'000
Income				
<i>Revenue</i>				
Controlled Recurrent Payments	4	708,562	707,538	662,146
User Charges	5	16,427	19,964	18,952
Interest		1,252	1,396	1,199
Distribution from Investments with the Territory Banking Account		22	84	61
Resources Received Free of Charge		756	682	688
Other Revenue	6	24,217	22,417	22,587
Total Revenue		751,236	752,081	705,633
Total Income		751,236	752,081	705,633
Expenses				
Employee Expenses	7	555,777	539,687	506,780
Superannuation Expenses	8	75,837	75,885	71,914
Supplies and Services	9	61,660	61,851	59,344
Depreciation and Amortisation	10	72,363	72,762	68,777
Grants and Purchased Services		1,959	3,245	2,231
School and Other Expenses	11	75,039	72,990	71,734
Total Expenses		842,635	826,420	780,780
Operating (Deficit)		(91,399)	(74,339)	(75,147)
Other Comprehensive Income				
(Decrease) in Asset Revaluation Surplus		-	-	(7,917)
Total Other Comprehensive Income		-	-	(7,917)
Total Comprehensive (Deficit)		(91,399)	(74,339)	(83,064)

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

**Education Directorate
Balance Sheet
As at 30 June 2019**

	Note	Actual	Original	Actual
	No.	2019	Budget	2018
		\$'000	\$'000	\$'000
Current Assets				
Cash and Cash Equivalents	13	73,798	77,326	72,389
Receivables	14	6,220	2,865	5,400
Investments	15	-	261	261
Other Assets		1,954	1,859	1,600
Total Current Assets		81,972	82,311	79,650
Non-Current Assets				
Investments	15	-	1,860	1,860
Property, Plant and Equipment	16	1,941,512	1,912,411	1,903,969
Intangible Assets	17	4,435	8,207	5,654
Capital Works in Progress	18	12,485	31,200	28,210
Total Non-Current Assets		1,958,432	1,953,678	1,939,693
Total Assets		2,040,404	2,035,989	2,019,343
Current Liabilities				
Payables	19	7,752	7,057	7,628
Employee Benefits	20	160,104	139,493	138,274
Other Liabilities	21	4,713	6,805	5,887
Total Current Liabilities		172,569	153,355	151,789
Non-Current Liabilities				
Employee Benefits	20	15,021	11,727	12,545
Other Liabilities	21	2,672	2,422	3,361
Total Non-Current Liabilities		17,693	14,149	15,906
Total Liabilities		190,262	167,504	167,695
Net Assets		1,850,142	1,868,485	1,851,648
Equity				
Accumulated Funds		852,171	862,597	853,677
Asset Revaluation Surplus		997,971	1,005,888	997,971
Total Equity		1,850,142	1,868,485	1,851,648

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

Education Directorate
Statement of Changes in Equity
For the Year Ended 30 June 2019

	Accumulated	Asset	Total	Original
	Funds	Revaluation	Equity	Budget
	Actual	Surplus	Actual	
Note	2019	2019	2019	2019
No.	\$'000	\$'000	\$'000	\$'000
Balance at 1 July 2018	853,677	997,971	1,851,648	1,858,726
Comprehensive Income				
Operating (Deficit)	(91,399)	-	(91,399)	(74,339)
Total Comprehensive (Deficit)	(91,399)	-	(91,399)	(74,339)
Transactions Involving Owners				
Affecting Accumulated Funds				
Capital Injections	89,893	-	89,893	84,098
Total Transactions Involving Owners	89,893	-	89,893	84,098
Affecting Accumulated Funds				
Balance at 30 June 2019	852,171	997,971	1,850,142	1,868,485

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

Education Directorate
Statement of Changes in Equity - Continued
For the Year Ended 30 June 2019

	Accumulated	Asset	Total
	Funds	Revaluation	Equity
	Actual	Surplus	Actual
Note	2018	2018	2018
No.	\$'000	\$'000	\$'000
Balance at 1 July 2017	833,088	1,005,888	1,838,976
Comprehensive Income			
Operating (Deficit)	(75,147)	-	(75,147)
(Decrease) in Asset Revaluation Surplus	-	(7,917)	(7,917)
Total Comprehensive (Deficit)	(75,147)	(7,917)	(83,064)
Transactions Involving Owners Affecting Accumulated Funds			
Capital Injections	95,736	-	95,736
Total Transactions Involving Owners Affecting Accumulated Funds	95,736	-	95,736
Balance at 30 June 2018	853,677	997,971	1,851,648

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

**Education Directorate
Cash Flow Statement
For the Year Ended 30 June 2019**

	Note No.	Actual 2019 \$'000	Original Budget 2019 \$'000	Actual 2018 \$'000
Cash Flows from Operating Activities				
Receipts				
Controlled Recurrent Payments		708,562	707,538	662,146
User Charges		16,049	19,964	17,428
Interest Received		1,252	1,396	1,199
Distribution from Investments with the Territory Banking Account		39	84	61
Schools and Other		22,785	43,618	22,128
Goods and Services Tax Received		25,241	-	21,402
Total Receipts from Operating Activities		773,928	772,600	724,364
Payments				
Employees		533,680	538,073	498,008
Superannuation		75,802	76,159	71,891
Supplies and Services		60,749	61,169	60,101
Grants and Purchased Services		1,959	3,245	2,231
Schools and Other		74,324	94,092	70,918
Goods and Services Tax Paid		24,350	-	23,016
Total Payments from Operating Activities		770,864	772,738	726,165
Net Cash Inflows/(Outflows) from Operating Activities	26	3,064	(138)	(1,801)
Cash Flows from Investing Activities				
Receipts				
Proceeds from the Sale of Property, Plant and Equipment		2	-	54
Proceeds Divestment of Investments		2,121	-	-
Total Receipts from Investing Activities		2,123	-	54
Payments				
Purchase of Property, Plant and Equipment		92,982	83,080	98,812
Total Payment from Investing Activities		92,982	83,080	98,812
Net Cash (Outflows) from Investing Activities		(90,859)	(83,080)	(98,758)
Cash Flows from Financing Activities				
Receipts				
Capital Injections		89,893	84,098	95,736
Payments				
Repayment of Loan		689	772	607
Net Cash Inflows from Financing Activities		89,204	83,326	95,129
Net Increase/(Decrease) in Cash and Cash Equivalents Held		1,409	108	(5,430)
Cash and Cash Equivalents at the Beginning of the Reporting Period		72,389	77,218	77,819
Cash and Cash Equivalents at the End of the Reporting Period	26	73,798	77,326	72,389

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

Education Directorate
Summary of Directorate Output Classes
For the Year Ended 30 June 2019

	Output Class 1 \$'000	Output Class 2 \$'000	Total \$'000
2019			
Total Income	747,882	3,354	751,236
Total Expenses	(839,309)	(3,326)	(842,635)
Operating (Deficit)/Surplus	(91,427)	28	(91,399)
2018			
Total Income	702,369	3,264	705,633
Total Expenses	(777,170)	(3,610)	(780,780)
Operating (Deficit)	(74,801)	(346)	(75,147)

Education Directorate
Operating Statement for Output Class 1 - Public School Education
For the Year Ended 30 June 2019

Description

This output contributes to the provision of preschool, primary, high, secondary and special school education in public schools to all enrolled students, and regulation of education and care services.

	Actual 2019 \$'000	Original Budget 2019 \$'000	Actual 2018 \$'000
Income			
<i>Revenue</i>			
Controlled Recurrent Payments	705,648	704,628	659,178
User Charges	16,299	19,931	18,949
Interest	1,242	1,396	1,192
Distribution from Investments with the Territory Banking Account	22	83	61
Resources Received Free of Charge	755	677	686
Other Revenue	23,916	21,994	22,303
<i>Total Revenue</i>	<u>747,882</u>	<u>748,709</u>	<u>702,369</u>
Total Income	<u>747,882</u>	<u>748,709</u>	<u>702,369</u>
Expenses			
Employee Expenses	554,110	538,117	504,896
Superannuation Expenses	75,610	75,622	71,647
Supplies and Services	60,768	60,698	58,468
Depreciation and Amortisation	72,270	72,553	68,639
Grants and Purchased Services	1,521	2,859	1,801
Other Expenses	75,030	72,990	71,719
Total Expenses	<u>839,309</u>	<u>822,839</u>	<u>777,170</u>
Operating (Deficit)	<u><u>(91,427)</u></u>	<u><u>(74,130)</u></u>	<u><u>(74,801)</u></u>

Education Directorate
Operating Statement for Output Class 2 – Non Government Education
For the Year Ended 30 June 2019

Description

This output contributes to the maintenance of standards in non-government schools and home education through compliance and registration, accreditation and certification of senior secondary courses, support and liaison with the non-government sector, administration and payment of Commonwealth Government and Territory grants for the non-government sector and the conduct of an annual non-government schools census.

	Actual	Original	
	2019	Budget	Actual
	\$'000	2019	2018
		\$'000	\$'000
Income			
<i>Revenue</i>			
Controlled Recurrent Payments	2,914	2,910	2,968
User Charges	128	33	3
Interest	10	-	7
Distribution from Investments with the Territory Banking Account	-	1	-
Resources Received Free of Charge	1	5	2
Other Revenue	301	423	284
<i>Total Revenue</i>	3,354	3,372	3,264
Total Income	3,354	3,372	3,264
Expenses			
Employee Expenses	1,667	1,570	1,884
Superannuation Expenses	227	263	267
Supplies and Services	892	1,153	876
Depreciation and Amortisation	93	209	138
Grants and Purchased Services	438	386	430
Other Expenses	9	-	15
Total Expenses	3,326	3,581	3,610
Operating Surplus/(Deficit)	28	(209)	(346)

**Education Directorate
Financial Statements
For the Year Ended 30 June 2019**

DISAGGREGATED DISCLOSURE OF ASSETS AND LIABILITIES

Year Ended 30 June 2019

	Output Class 1 \$'000	Output Class 2 \$'000	Unallocated \$'000	Total \$'000
Current Assets				
Cash and Cash Equivalents ¹	72,942	479	377	73,798
Receivables	6,147	73	-	6,220
Other Assets	1,941	13	-	1,954
Total Current Assets	81,030	565	377	81,972
Non-Current Assets				
Property, Plant and Equipment	1,938,988	2,524	-	1,941,512
Intangible Assets	4,159	276	-	4,435
Capital Works in Progress	12,469	16	-	12,485
Total Non-Current Assets	1,955,616	2,816	-	1,958,432
Total Assets	2,036,646	3,381	377	2,040,404
Current Liabilities				
Payables	7,721	31	-	7,752
Employee Benefits	159,624	480	-	160,104
Other Liabilities	4,713	-	-	4,713
Total Current Liabilities	172,058	511	-	172,569
Non-Current Liabilities				
Employee Benefits	14,976	45	-	15,021
Other Liabilities	2,668	4	-	2,672
Total Non-Current Liabilities	17,644	49	-	17,693
Total Liabilities	189,702	560	-	190,262
Net Assets	1,846,944	2,821	377	1,850,142

1. Some cash and cash equivalents have been included in the 'Unallocated' column above as parts of the line item cannot be reliably attributed to the Directorate's output classes. As the amount in cash and cash equivalents held by the Directorate is comprised of a number of disparate components, no single allocation driver can be used to reliably attribute this asset class. The components include working capital, cash for un-presented cheques and for specific purpose payments.

**Education Directorate
Financial Statements
For the Year Ended 30 June 2019**

DISAGGREGATED DISCLOSURE OF ASSETS AND LIABILITIES - CONTINUED

Year Ended 30 June 2018

	Output Class 1 \$'000	Output Class 2 \$'000	Unallocated \$'000	Total \$'000
Current Assets				
Cash and Cash Equivalents ¹	68,553	285	3,551	72,389
Investments	261	-	-	261
Receivables	5,341	59	-	5,400
Other Assets	1,593	7	-	1,600
Total Current Assets	75,748	351	3,551	79,650
Non-Current Assets				
Investments	1,860	-	-	1,860
Property, Plant and Equipment	1,900,160	3,809	-	1,903,969
Intangible Assets	5,427	227	-	5,654
Capital Works in Progress	28,154	56	-	28,210
Total Non-Current Assets	1,935,601	4,092	-	1,939,693
Total Assets	2,011,349	4,443	3,551	2,019,343
Current Liabilities				
Payables	7,586	42	-	7,628
Employee Benefits	137,674	600	-	138,274
Other Liabilities	5,887	-	-	5,887
Total Current Liabilities	151,147	642	-	151,789
Non-Current Liabilities				
Employee Benefits	12,491	54	-	12,545
Other Liabilities	3,354	7	-	3,361
Total Non-Current Liabilities	15,845	61	-	15,906
Total Liabilities	166,992	703	-	167,695
Net Assets	1,844,357	3,740	3,551	1,851,648

1. Some cash and cash equivalents have been included in the 'Unallocated' column above as parts of the line item cannot be reliably attributed to the Directorate's output classes. As the amount in cash and cash equivalents held by the Directorate is comprised of a number of disparate components, no single allocation driver can be used to reliably attribute this asset class. The components include working capital, cash for un-presented cheques and for specific purpose payments.

**Education Directorate
Controlled Statement of Appropriation
For the Year Ended 30 June 2019**

	Note No.	Original Budget 2019 \$'000	Total Appropriated 2019 \$'000	Appropriation Drawn 2019 \$'000	Appropriation Drawn 2018 \$'000
Controlled					
Controlled Recurrent Payments	4	707,538	715,846	708,562	662,146
Capital Injections		84,098	89,893	89,893	95,736
Total Controlled Appropriation		791,636	805,739	798,455	757,882

The above Controlled Statement of Appropriation should be read in conjunction with the accompanying notes.

Column Heading Explanations

The *Original Budget* column shows the amounts that appear in the Cash Flow Statement in the Budget Papers. This amount also appears in the Cash Flow Statement.

The *Total Appropriated* column is inclusive of all appropriation variations occurring after the Original Budget.

The *Appropriation Drawn* is the total amount of appropriation received by the Directorate during the year. This amount appears in the Cash Flow Statement.

Variances between 'Original Budget' and 'Total Appropriated'

Controlled Recurrent Payments

The difference between the Original Budget and the Total Appropriated mainly related to the transfer of funds from 2017-18 (\$2.356m) which mainly includes professional development funds (\$0.981m) and the Independent Public Schools national partnership (\$0.763m), increased Commonwealth Government grants (\$1.502m) and a Treasurer's Advance to provide for increased enrolments in public schools (\$3.700m).

Capital Injection

The difference between the Original Budget and the Total Appropriated mainly related to the rollover of funds from 2017-18 (\$4.984m). Funds transferred from 2017-18 mainly related to Supporting our School System - Improving ICT (\$2.694m) following deployment issues and the IT Upgrade for School Administration (\$1.880m) resulting from delays in the release of the first stage of functionality.

Variances between 'Total Appropriated' and 'Appropriated Drawn'

Controlled Recurrent Payments

The difference between the Total Appropriated and the Appropriation Drawn down largely related to lower than budgeted workers' compensation costs (\$1.681m) and undrawn funds to be transferred to 2019-20 (\$4.536m). Funds to be transferred to 2019-20 included transfers associated with Early Childhood Scholarships (\$0.975m) to enable finalisation of a revised program structure, the Independent Public Schools National Partnership (\$0.754m) following delays in implementation of the National Partnership Agreement and the Academy for Coding and Cyber Skills initiative (\$0.400m) due to delayed purchase of specialised equipment.

Capital Injection

There was no variance between the Total Appropriated and Appropriation Drawn.

EDUCATION DIRECTORATE CONTROLLED NOTE INDEX

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Education Directorate

Notes to and Forming Part of the Financial Statements

For the Year Ended 30 June 2019

NOTE 1. OBJECTIVES OF THE DIRECTORATE

Operations and Principal Activities

The Directorate is a leading learning organisation where people know they matter, delivering high quality early childhood education and public school education in an accessible and inclusive environment.

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

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

NOTE 2. SIGNIFICANT ACCOUNTING POLICIES

Refer to the following appendices for the notes comprising significant accounting policies and other explanatory information.

Appendix A – Basis of Preparation of the Financial Statements

Appendix B – Significant Accounting Policies

Appendix C – Impact of Accounting Standards Issued But Yet to be Applied

NOTE 3. CHANGE IN ACCOUNTING ESTIMATES

Refer to Appendix D – Change in Accounting Estimates.

NOTE 4. CONTROLLED RECURRENT PAYMENTS

	2019 \$'000	2018 \$'000
Revenue from ACT Government		
Controlled Recurrent Payments ¹	708,562	662,146
Total Controlled Recurrent Payments	708,562	662,146

1. The increase primarily relates to additional funding for pay increases associated with teaching, administrative and other staff enterprise agreements and salary costs due to enrolment increases in public schools.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2019

NOTE 5. USER CHARGES

	2019 \$'000	2018 \$'000
User Charges - ACT Government		
User Charges - ACT Government	362	357
Total User Charges - ACT Government	362	357
User Charges - Non-ACT Government		
International Private Students Program ¹	8,967	10,462
Active Leisure Centre ²	1,633	2,891
Hire of Facilities and Recreational Activities	717	689
Commonwealth National Agreements	4,126	4,000
Commonwealth Own Purpose Payments (COPE) / Specific Projects	233	389
Other	389	164
Total User Charges - Non-ACT Government	16,065	18,595
Total User Charges for Goods and Services	16,427	18,952

1. The decrease relates to lower international student numbers.
2. The decrease relates to lower revenue associated with the temporary closure of the swimming pool at the Active Leisure Centre for rectification works during 2018-19.

NOTE 6. OTHER REVENUE

Other Revenue is mainly comprised of schools' revenue from voluntary contributions, fund raising revenue and excursion funds.

Other Revenue		
School Revenue ¹	22,485	21,420
ACT Teacher Quality Institute	977	923
Other ²	755	244
Total Other Revenue	24,217	22,587

1. The increase mainly relates to additional transitory revenue associated with student excursions.
2. The increase is mainly due to revenue from the Health Directorate for the Healthcare Access at School program.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2019

NOTE 7. EMPLOYEE EXPENSES

	2019	2018
	\$'000	\$'000
Wages and Salaries ¹	526,050	491,708
Movement in Employee Benefits ²	18,348	6,561
Workers' Compensation Insurance Premium ³	11,379	8,511
Total Employee Expenses	555,777	506,780

1. The increase is mainly due to pay increases associated with teaching, administrative and other staff enterprise agreements and salary costs related to enrolment increases in public schools.
2. The increase is primarily related to a change in the present value factor used to calculate employee benefits.
3. The increase is mainly due to timing of recoveries and payments associated with workers compensation combined with an increase in the 2018-19 premium.

NOTE 8. SUPERANNUATION EXPENSES

Superannuation Contributions to the Territory Banking Account	32,975	33,042
Productivity Benefit	4,528	4,433
Superannuation to External Providers ¹	38,334	34,439
Total Superannuation Expenses	75,837	71,914

1. The increase is mainly due to increased staff utilising external superannuation providers following the closure of the Public Sector Superannuation Scheme, the Commonwealth Superannuation Scheme and the Public Sector Superannuation Accumulation Plan to new entrants.

NOTE 9. SUPPLIES AND SERVICES

	2019	2018
	\$'000	\$'000
Property and Maintenance	18,226	18,575
Materials and Services ¹	33,525	30,803
Travel and Transport	741	749
Administrative	4,193	4,055
Financial	3,554	3,739
Audit Fees Paid to the ACT Audit Office	145	153
Operating Lease Costs	1,267	1,214
Write-Off of Assets	9	56
Total Supplies and Services	61,660	59,344

1. The increase is mainly due to indexation, information communication technology costs associated with system growth and new initiatives, early planning for school infrastructure, the audit and operational activities associated with school cleaning services.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2019

NOTE 10. DEPRECIATION AND AMORTISATION

Depreciation

Buildings and Land Improvements	57,808	56,668
Plant and Equipment	13,069	11,786
Leasehold Improvements	11	5
Total Depreciation	70,888	68,459

Amortisation

Intangible Assets ¹	1,475	318
Total Amortisation	1,475	318

Total Depreciation and Amortisation	72,363	68,777
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1. The increase is mainly due to assets associated with the School Administration System.

NOTE 11. SCHOOL AND OTHER EXPENSES

Mainly comprise utilities, cleaning, security and maintenance costs in schools as well as educational enrichment activities.

	2019	2018
	\$'000	\$'000
School Expenses ¹	71,403	68,060
Other Expenses	3,636	3,674
Total School and Other Expenses	75,039	71,734

1. The increase primarily relates to higher utilities and maintenance costs in schools as well as additional transitory revenue for school excursions.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2019

NOTE 12. ACT OF GRACE PAYMENTS, WAIVERS, IMPAIRMENT LOSSES AND WRITE-OFFS

Write-Offs

Write-Off of Assets	9	56
Total Write-Offs	9	56

Impairment Losses

Property, Plant and Equipment ¹	-	7,917
Total Impairment Losses	-	7,917

Act of Grace Payments

Payments relating to cleaning contracts ²	-	202
Total Act of Grace Payments	-	202

Total Act of Grace payments, Waivers, Impairment Losses and Write-offs	9	8,175
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1. There were no impairment losses in 2018-19.

2. There were no Act of Grace payments in 2018-19.

NOTE 13. CASH AND CASH EQUIVALENTS

The Directorate holds a number of bank accounts with the Westpac Bank as part of the whole-of-government banking arrangements.

Educational Support Office Bank Accounts	20,072	22,137
School Management Accounts ¹	52,473	49,481
ACT Teacher Quality Institute Bank Account	1,198	712
Other Operations Bank Accounts	49	49
Cash on Hand	6	10
Total Cash and Cash Equivalents	73,798	72,389

1. The increase mainly relates to cash held for excursions and the timing of expenditure associated with grants.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2019

NOTE 14. RECEIVABLES

	2019 \$'000	2018 \$'000
Current Receivables		
Trade Receivables	1,652	1,643
Less: Allowance for Impairment Losses	(451)	(146)
	1,201	1,497
Other Trade Receivables ¹	1,143	434
Less: Allowance for Impairment Losses	-	-
	1,143	434
Accrued Revenue ²	1,338	41
Net Goods and Services Tax Receivable	2,538	3,428
Total Current Receivables	3,876	3,469
Total Receivables	6,220	5,400

1. The increase relates to additional receivables in schools associated with hire of school facilities.
2. The increase is due to accrued revenue associated with Commonwealth payments for the Jervis Bay School and payments from the ACT Health Directorate for Healthcare Access at Schools Program.

Ageing of Receivables	Days Past Due				
	Total	Not Overdue	1-30 days	31 - 60 days	> 61 days
	\$	\$	\$	\$	\$
30 June 2019					
Expected credit loss rate		0.0%	0.0%	0.0%	46%
Estimated total gross carrying amount at default	6,220	5,028	88	128	976
Expected credit losses	(451)	-	-	-	(451)
1 July 2018 (remeasurement)					
Expected credit loss rate		0.0%	0.0%	0.0%	39%
Estimated total gross carrying amount at default	5,400	4,727	142	158	373
Expected credit losses	(146)	-	-	-	(146)

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2019

NOTE 14. RECEIVABLES – CONTINUED

An impairment loss from receivables was recognised in 2017-18 and prior years on an incurred loss basis. From 2018-19, Expected Credit Loss Expense is recognised as the movement in the allowance for expected credit losses. The allowance for expected credit losses of trade receivables is measured based on an assessment of each debtor.

	2019	2018
	\$'000	\$'000
Reconciliation of the Allowance for Impairment Losses		
Allowance for Impairment Losses at the Beginning of the Reporting Period	146	207
Remeasurement under AASB 9	-	-
Restated Allowance for Impairment Losses at the Beginning of the Reporting Period	146	207
Additional Allowance Recognised During the Reporting Period	305	-
Reduction in Allowance from Amounts Written-Off During the Reporting Period	-	(61)
Allowance for Impairment Losses at the End of the Reporting Period	451	146
Classification of ACT Government/Non-ACT Government Receivables		
Receivables from ACT Government Entities		
Net Trade Receivables	174	149
Net Other Trade Receivables	809	28
Accrued Revenue	600	17
Total Receivables from ACT Government Entities	1,583	194
Receivables from Non-ACT Government Entities		
Net Trade Receivables	1,478	1,494
Net Other Trade Receivables	334	406
Accrued Revenue	738	24
Net Goods and Services Tax Receivable	2,538	3,428
Less: Allowance for Impairment Losses	(451)	(146)
Total Receivables from Non-ACT Government Entities	4,637	5,206
Total Receivables	6,220	5,400

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2019

NOTE 15. INVESTMENTS

Short-term investments were held with the Territory Banking Account in the Cash Enhanced Portfolio throughout the year. These funds are able to be withdrawn upon request.

The purpose of the investment in the Fixed Interest Portfolio is to hold it for a period of longer than 12 months. The total carrying amount of the Fixed Interest Portfolio investment below has been measured at fair value.

	2019	2018
	\$'000	\$'000
Current Investments		
Investments with the Territory Banking Account - Cash Enhanced Portfolio ¹	-	261
Total Current Investments	<u>-</u>	<u>261</u>
Non-Current Investments		
Investments with the Territory Banking Account - Fixed Interest Portfolio ¹	-	1,860
Total Non-Current Investments	<u>-</u>	<u>1,860</u>
Total Investments	<u><u>-</u></u>	<u><u>2,121</u></u>

1. The Directorate divested all cash held as investments in 2018-19 in accordance with revised ACT Government policy.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2019

NOTE 16. PROPERTY, PLANT AND EQUIPMENT

Property, plant and equipment includes the following classes of assets – land, buildings, improvement to land, leasehold improvements and plant and equipment.

	2019 \$'000	2018 \$'000
Land and Buildings		
Land at Fair Value	358,518	358,518
Total Land Assets	358,518	358,518
Buildings and Improvements to Land at Fair Value	1,665,113	1,566,081
Less: Accumulated Depreciation	(114,476)	(56,668)
Total Written-Down Value of Buildings and Improvements to Land	1,550,637	1,509,413
Total Land and Written-Down Value of Buildings and Improvements to Land	1,909,155	1,867,931
Leasehold Improvements		
Leasehold Improvements at Cost	5,758	5,697
Less: Accumulated Depreciation	(5,659)	(5,648)
Total Written-Down Value of Leasehold Improvements	99	49
Plant and Equipment		
Plant and Equipment at Cost	148,177	138,939
Less: Accumulated Depreciation	(115,919)	(102,950)
Total Written-Down Value of Plant and Equipment	32,258	35,989
Total Property, Plant and Equipment	1,941,512	1,903,969

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2019

NOTE 16. PROPERTY, PLANT AND EQUIPMENT - CONTINUED

Reconciliation of Property, Plant and Equipment

The following table shows the movement of Property, Plant and Equipment during 2018-19

	Land \$'000	Buildings and Improvements to Land \$'000	Leasehold Improvements \$'000	Plant and Equipment \$'000	Total \$'000
Carrying Amount at the Beginning of the Reporting Period	358,518	1,509,413	49	35,989	1,903,969
Additions	-	99,032	61	9,347	108,440
Depreciation	-	(57,808)	(11)	(13,069)	(70,888)
Write-offs/Other	-	-	-	(9)	(9)
Carrying Amount at the End of the Reporting Period	358,518	1,550,637	99	32,258	1,941,512

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2019

NOTE 16. PROPERTY, PLANT AND EQUIPMENT - CONTINUED

Reconciliation of Property, Plant and Equipment

The following table shows the movement of Property, Plant and Equipment during 2017-18.

	Land \$'000	Buildings and Improvements to Land \$'000	Leasehold Improvements \$'000	Plant and Equipment \$'000	Total \$'000
Carrying Amount at the Beginning of the Reporting Period	358,518	1,517,223	27	30,579	1,906,347
Additions	-	56,775	27	17,252	74,054
Depreciation	-	(56,668)	(5)	(11,786)	(68,459)
Impairment Losses Recognised Directly in Other Comprehensive Income	-	(7,917)	-	-	(7,917)
Write-Offs/Other	-	-	-	(56)	(56)
Carrying Amount at the End of the Reporting Period	358,518	1,509,413	49	35,989	1,903,969

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2019

NOTE 16. PROPERTY, PLANT AND EQUIPMENT - CONTINUED

Fair Value Hierarchy

The Fair Value Hierarchy below reflects the significance of the inputs used in determining their fair value. The Fair Value Hierarchy is made up of the following three levels:

- Level 1 - quoted prices (unadjusted) in active markets for identical assets or liabilities that the Directorate can access at the measurement date;
- Level 2 - inputs other than quoted prices included within Level 1 that are observable for the asset or liability, either directly or indirectly; and
- Level 3 - inputs that are unobservable for particular assets or liabilities.

Details of the Directorate's property, plant and equipment at fair value and information about the Fair Value Hierarchy as at 30 June 2019 are as follows:

2019

	Classification According to Fair Value Hierarchy			
	Level 1 \$'000	Level 2 \$'000	Level 3 \$'000	Total \$'000
Property, Plant and Equipment at Fair Value				
Land	-	-	358,518	358,518
Buildings and Improvements to Land	-	-	1,550,637	1,550,637
	-	-	1,909,155	1,909,155

2018

	Classification According to Fair Value Hierarchy			
	Level 1 \$'000	Level 2 \$'000	Level 3 \$'000	Total \$'000
Property, Plant and Equipment at Fair Value				
Land	-	-	358,518	358,518
Buildings and Improvements to Land	-	-	1,509,413	1,509,413
	-	-	1,867,931	1,867,931

Transfers Between Categories

There have been no transfers between Levels 1, 2 and 3 during the current or previous reporting period.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2019

NOTE 16. PROPERTY, PLANT AND EQUIPMENT - CONTINUED

Valuation Techniques, inputs and processes

Level 3 Valuation Techniques and Significant Unobservable Inputs

Valuation Technique: Land where there is no active market or significant restrictions is valued through the market approach.

Significant Unobservable Inputs: Selecting land with similar approximate utility. In determining the value of land with similar approximate utility significant adjustment to market based data was required.

Valuation Technique: Buildings, and improvements to land were considered specialised assets by the valuers and measured using the cost approach.

Significant Unobservable Inputs: Estimating the cost to a market participant to construct assets of comparable utility adjusted for obsolescence. In determining the value of buildings and improvements to land regard was given to the age and condition of the assets, their estimated replacement cost and current use. This required use of data internal to the Directorate.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2019

NOTE 17. INTANGIBLE ASSETS

The Directorate has internally generated software and externally purchased software.

	2019 \$'000	2018 \$'000
Information Communication Technology Software		
<i>Internally Generated/Externally Purchased Software</i>		
Software at Cost	7,090	6,834
Less: Accumulated Amortisation	(2,655)	(1,180)
Total Information Communication Technology Software¹	4,435	5,654

1. The movement primarily relates to amortisation of assets associated with the School Administration System.

NOTE 18. CAPITAL WORKS IN PROGRESS

Assets under construction include buildings, infrastructure assets and software.

Capital Works in Progress	12,485	28,210
Total Capital Works in Progress	12,485	28,210

Reconciliation of Capital Works in Progress¹

The following table shows the movement of Capital Works in Progress during the reporting periods.

Balance at the Beginning of the Reporting Period	28,210	8,494
Additions ²	88,160	96,395
Capitalised to Property, Plant and Equipment ³	(103,885)	(76,679)
Carrying Amount at the End of the Reporting Period	12,485	28,210

1. The reconciliation of capital works in 2018-19 has been prepared on a gross movement basis to reflect the full amount of capital works in progress during the year.
2. The additions primarily relate to North Gungahlin Primary School, Modernising Belconnen High School, Expanding Gungahlin Schools, works at Narrabundah College and Campbell Primary School and Information Communication Technology projects.
3. The capitalisations primarily relate to North Gungahlin Primary School, Modernising Belconnen High School, Expanding Gungahlin Schools and works at Narrabundah College and Campbell Primary School.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2019

NOTE 19. PAYABLES

	2019 \$'000	2018 \$'000
Current Payables		
Payables	1,105	172
Accrued Expenses	6,647	7,456
Total Current Payables	7,752	7,628

Payables are aged as followed

Not Overdue	7,408	7,608
Overdue for Less than 30 Days	270	20
Overdue for 30 to 60 Days	31	-
Overdue for More than 60 Days	43	-
Total Payables	7,752	7,628

Classification of ACT Government/Non-ACT Government Payables

Payables with ACT Government Entities

Payables	324	15
Accrued Expenses	2,920	3,267
Total Payables with ACT Government Entities	3,244	3,282

Payables with Non-ACT Government Entities

Payables	781	157
Accrued Expenses	3,727	4,189
Total Payables with Non-ACT Government Entities	4,508	4,346

Total Payables	7,752	7,628
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Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2019

NOTE 20. EMPLOYEE BENEFITS

	2019	2018
	\$'000	\$'000
Current Employee Benefits		
Annual Leave	40,614	38,437
Long Service Leave ¹	109,041	95,347
Accrued Salaries ²	10,449	4,490
Total Current Employee Benefits	160,104	138,274
Non-Current Employee Benefits		
Long Service Leave ¹	15,021	12,545
Total Non-Current Employee Benefits	15,021	12,545
Total Employee Benefits	175,125	150,819
Estimate of when Leave is Payable		
Estimated Amount Payable within 12 months		
Annual Leave	33,964	32,118
Long Service Leave	6,267	5,786
Accrued Salaries	10,449	4,490
Total Employee Benefits Payable within 12 months	50,680	42,394
Estimated Amount Payable after 12 months		
Annual Leave	6,650	6,319
Long Service Leave	117,795	102,106
Total Employee Benefits Payable after 12 months	124,445	108,425
Total Employee Benefits	175,125	150,819

1. The increase is mainly due to a change in the present value factor used to calculate long service leave from 100.9% in 2017-18 to 110.1% in 2018-19.
2. The increase is primarily due to an accrual associated with the Teaching Staff Enterprise Agreement.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2019

NOTE 21. OTHER LIABILITIES

	2019	2018
	\$'000	\$'000
Current Other Liabilities		
International Students Revenue Received in Advance ¹	4,042	5,030
Schools Revenue Received in Advance	671	857
Total Current Other Liabilities	4,713	5,887
Non-Current Other Liabilities		
Other Loans ²	2,672	3,361
Total Non-Current Other Liabilities	2,672	3,361
Total Other Liabilities	7,385	9,248

1. The reduction is due to reduced international student numbers in 2018-19.

2. Relates to loans from the Environment, Planning and Sustainable Development Directorate for environmentally sustainable projects.
The reduction in 2018-19 is due to the repayment of loans.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2019

NOTE 22. FINANCIAL INSTRUMENTS

Details of the significant policies and methods adopted, including the criteria for recognition, the basis of measurement, and the basis on which income and expenses are recognised, with respect to each class of financial asset and financial liability are disclosed in Appendix B – Significant Accounting Policies.

Interest Rate Risk

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market interest rates.

The Directorate's financial assets consist of cash and cash equivalents, investments (divested in 2018-19) and receivables. Its financial liabilities are comprised of payables. The Directorate's exposure to interest rate risk relating to these financial assets and liabilities is shown below in the table later in this note on 'Maturity Analysis and Exposure to Interest Rates'.

As receivables and payables are held in non-interest bearing arrangements, the Directorate is not exposed to movements in interest rates in respect of these financial assets and liabilities.

A significant proportion of the Directorate's financial assets consist of cash and cash equivalents. As these are held in floating interest arrangements with the Territory's Banking Provider, the Directorate is exposed to movements in the amount of interest it may earn on cash and cash equivalents.

There have been no changes in risk exposure or processes for managing risk since the last financial reporting period.

As the Directorate's operating cash flows are not significantly dependant on interest earned from cash and cash equivalents, a sensitivity analysis of interest rate risk has not been performed.

Credit Risk

Credit risk is the risk that one party to a financial instrument will fail to discharge an obligation and cause the other party to incur a financial loss.

Financial assets consist of cash, investments and receivables. The Directorate's maximum exposure to credit is limited to the amount of these financial assets net of any allowance made for impairment. This is shown below in the table 'Maturity Analysis and Exposure to Interest Rates'.

Cash and investment accounts are held with high credit quality financial institutions under whole-of-government banking arrangements. Cash at bank is held with the Westpac Bank and cash not immediately required is invested with the Territory Banking Account. The Chief Minister, Treasury and Economic Development Directorate coordinates the investment of this money with various fund managers. These fund managers have the discretion to invest money in a variety of different investments within certain parameters.

The Directorate's allowance for impairment losses changed following the adoption of the expected credit loss approach under AASB 9. Refer to Note 14, Appendix A and D for the impact of this change in accounting policy.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2019

NOTE 22. FINANCIAL INSTRUMENTS – CONTINUED

Credit Risk - Continued

The majority of receivables consist of Goods and Services Tax (GST) refunds due from the Australian Taxation Office (ATO) and ACT Government Agencies which have a strong credit history. Credit risk for investments was managed by the Directorate through only investing with the Territory Banking Account, which has appropriate investment criteria for the external fund manager engaged to manage the Territory's surplus funds and therefore the credit risk is considered low.

There have been no significant changes to credit risk exposure since the last reporting period. Trade receivables are measured at lifetime expected credit losses (the simplified approach).

Liquidity Risk

Liquidity risk is the risk that the Directorate will not be able to meet its financial obligations as they fall due.

The Directorate's exposure to liquidity risk is shown below in the table later in this note on 'Maturity Analysis and Exposure to Interest Rates'. This note discloses when the Directorate expects its financial assets and financial liabilities to mature.

Appropriations received to fund operations are drawn down progressively throughout the year to meet the operating requirements. Under the cash management framework, the Directorate cannot hold excess cash, however, in the event of a cash pressure, access to additional appropriation from the Territory Banking Account can be obtained.

The Directorate's exposure to liquidity risk has not changed since the previous reporting period.

Price Risk

Price risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market price (other than arising from interest rate risk or currency risk).

The only price risk which the Directorate was exposed to results from investments in the Fixed Interest Portfolio which have now been divested.

Cash and cash equivalents do not have a price risk.

The Directorate's exposure to price risk and the management of this risk has not significantly changed since last reporting period. A sensitivity analysis has not been undertaken for the price risk of the Directorate as it has been determined that the possible impact on profit and loss or total equity from fluctuations in price is immaterial.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2019

NOTE 22. FINANCIAL INSTRUMENTS – CONTINUED

Fair Value of Financial Assets and Liabilities

The carrying amounts and fair values of financial assets and financial liabilities at the end of the reporting period are:

	Note No.	Carrying Amount 2019 \$'000	Fair Value 2019 \$'000	Carrying Amount 2018 \$'000	Fair Value 2018 \$'000
Financial Assets					
Cash and Cash Equivalents	13	73,798	73,798	72,389	72,389
Receivables ¹	14	3,682	3,682	1,972	1,972
Investments	15	-	-	2,121	2,121
Total Financial Assets		77,480	77,480	76,482	76,482
Financial Liabilities					
Payables	20	7,752	7,752	7,628	7,628
Other Loans	22	2,672	2,672	3,361	3,361
Total Financial Assets		10,424	10,424	10,989	10,989

1. Receivables reported under Financial Instruments do not include receivables relating to goods and service tax.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2019

NOTE 22. FINANCIAL INSTRUMENTS - CONTINUED

Fair Value Hierarchy

The carrying amount of financial assets measured at fair value, as well as the methods used to estimate the fair value are summarised in the table below. All other financial assets and liabilities are measured, subsequent to initial recognition, at amortised cost and as such are not included in the table below. The Directorate divested all investments during 2018-19 and therefore no fair value hierarchy classification is required.

30 June 2018	<u>Classification According to Fair Value Hierarchy</u>			Total \$'000
	Level 1	Level 2	Level 3	
	\$'000	\$'000	\$'000	
Financial Assets				
Financial Assets at Fair Value through the Profit and Loss	-	-	-	-
Investment with the Territory Banking Account - Cash Enhanced Portfolio	-	261	-	261
Investment with the Territory Banking Account - Fixed Interest Portfolio	-	1,860	-	1,860
	-	2,121	-	2,121

Transfer between Categories

There were no transfers of financial assets or financial liabilities between Level 1 and Level 2 during the previous reporting period.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2019

NOTE 22. FINANCIAL INSTRUMENTS – CONTINUED

The following tables set out the Directorate's maturity analysis for financial assets and liabilities as well as the exposure to interest rates, including the weighted average interest rates by maturity period as at 30 June 2019. Except for non-current payables, financial assets and liabilities which have a floating interest rate or are non-interest bearing will mature in 1 year or less. All amounts appearing in the following maturity analysis are shown on an undiscounted cash flow basis.

As at 30 June 2019		Weighted	Floating	Fixed Interest Maturing In:			Non-Interest	Total
Note	Average	Interest	Interest	1 Year	Over 1 Year	Over	Bearing	
No.	Rate	Rate	Rate	or Less	to 5 Years	5 Years	\$'000	\$'000
				\$'000	\$'000	\$'000		
Financial Instruments								
Financial Assets								
Cash and Cash Equivalents	13	1.47%	53,720	-	-	-	20,078	73,798
Investments	15	-	-	-	-	-	-	-
Receivables	14	-	-	-	-	-	3,682	3,682
Total			53,720	-	-	-	23,760	77,480
Financial Liabilities								
Payables	20	-	-	-	-	-	(7,752)	(7,752)
Other Liabilities	22	-	-	-	-	-	(2,672)	(2,672)
Total			-	-	-	-	(10,424)	(10,424)
Net Financial Assets								
			53,720	-	-	-	13,336	67,056

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2019

NOTE 22. FINANCIAL INSTRUMENTS – CONTINUED

The following tables set out the Directorate's maturity analysis for financial assets and liabilities as well as the exposure to interest rates, including the weighted average interest rates by maturity period as at 30 June 2018. Except for non-current payables, financial assets and liabilities which have a floating interest rate or are non-interest bearing will mature in 1 year or less. All amounts appearing in the following maturity analysis are shown on an undiscounted cash flow basis.

As at 30 June 2018		Weighted	Fixed Interest Maturing In:				Non-Interest Bearing \$'000	Total \$'000
Note No.	Floating Interest Rate	Interest Rate	1 Year or Less \$'000	Over 1 Year to 5 Years \$'000	Over 5 Years \$'000			
Financial Instruments								
Financial Assets								
Cash and Cash Equivalents	13	1.36%	50,242	-	-	-	22,147	72,389
Investments	15	-	-	-	-	-	2,121	2,121
Receivables	14	-	-	-	-	-	1,972	1,972
Total Financial Assets			50,242	-	-	-	26,240	76,482
Financial Liabilities								
Payables	20	-	-	-	-	-	(7,628)	(7,628)
Other Liabilities	22	-	-	-	-	-	(3,361)	(3,361)
Total Financial Liabilities			-	-	-	-	(10,989)	(10,989)
Net Financial Assets								
			50,242	-	-	-	15,251	65,493

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2019

NOTE 22. FINANCIAL INSTRUMENTS - CONTINUED

	2019 \$'000	2018 \$'000
Carrying Amount of Each Category of Financial Asset and Financial Liability		
Financial Assets		
Financial Assets at Fair Value through the Profit and Loss		
Designated upon Initial Recognition	-	2,121
Financial Assets at Amortised Cost	3,682	1,972
Financial Liabilities		
Financial Liabilities Measured at Amortised Cost	10,424	10,989

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2019

NOTE 23. COMMITMENTS

Capital Commitments

Capital commitments contracted at reporting date that have not been recognised as liabilities, are as follows:

	2019 \$'000	2018 \$'000
Capital Commitments - Property, Plant and Equipment		
Payable:		
Within one year	23,379	12,984
Later than one year but not later than five years	7,896	16,880
Later than five years	2,642	10,375
Total Capital Commitments - Property, Plant and Equipment¹	33,917	40,239

1. The decrease mainly relates to completion of major works including Belconnen High School and North Gungahlin Primary School.

Other Commitments

Other commitments contracted at reporting date that have not been recognised as liabilities are payable as follows:

Within one year	17,813	22,157
Later than one year but not later than five years	6,030	16,220
Later than five years	61	-
Total Other Commitments¹	23,904	38,377

1. The decrease is mainly associated with the expected expiration of a number of existing contracts in 2020, primarily due to the cessation of cleaning contracts as a result of the Directorate's 2019-20 initiative 'Delivering Secure Local Jobs for School Cleaners'.

Operating Lease Commitments¹

Within one year	3,809	3,927
Later than one year but not later than five years ²	3,656	4,504
Later than five years	307	332
Total Operating Lease Commitments	7,772	8,763

1. Operating lease commitments mainly relate to building leases and information communication technology leases.
2. The reduction mainly relates to lower building lease commitments associated with the transition of accommodation for staff to the whole-of-government office block in 2020.

All amounts shown in the commitment note are inclusive of goods and services tax.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2019

NOTE 24. CONTINGENT LIABILITIES AND CONTINGENT ASSETS

Contingent Liabilities

As at 30 June 2019 the Directorate had contingent liabilities in relation to known personal injury cases not settled of \$2.965 million. As at 30 June 2018, the liability was \$2.891 million. The liabilities will be offset by insurance and the final settlement amounts are unknown as at 30 June 2019.

NOTE 25. INTEREST IN A JOINT OPERATION

Gold Creek Primary School operates adjacent to the Holy Spirit Primary School that is operated by the Catholic Education Office. Both schools share joint facilities including a hall/gymnasium, canteen, library, car park and meeting rooms. The shared facilities are managed by a Joint Facilities Management Committee which was created under a formal agreement in December 1995 between the ACT Government and the Catholic Education Office. All assets and liabilities relating to the shared facilities are owned by the ACT Government and Catholic Education Office in accordance with the participating share of each party, which is 53% for the ACT Government and 47% for the Catholic Education Office.

	2019	2018
	\$'000	\$'000
Share of the Jointly Controlled Operation is as follows:		
Revenue	94	104
Expenses	(155)	(152)
Operating (Deficit)	(61)	(48)
Share of Asset in the Jointly Controlled Operation		
Current Assets	104	105
Non-Current Assets	3,393	3,455
Total Assets	3,497	3,560
Current Liabilities	4	6
Total Liabilities	4	6
Net Assets	3,493	3,554

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2019

NOTE 26. CASH FLOW RECONCILIATION

	2019 \$'000	2018 \$'000
(a) Reconciliation of Cash and Cash Equivalents at the End of the Reporting in the Cash Flow Statement to the Equivalent Items in the Balance Sheet		
Total Cash and Cash Equivalents Recorded in the Balance Sheet	73,798	72,389
Cash and Cash Equivalents at the End of the Reporting Period as Recorded in the Cash Flow Statement	73,798	72,389
(b) Reconciliation of Operating (Deficit) to Net Cash Inflows from Operating Activities		
Operating (Deficit)	(91,399)	(75,147)
Add/(Less) Non-Cash Items		
Depreciation and Amortisation	72,363	68,777
Assets Written-Off/Other Asset Adjustments	9	56
(Gain) from Sale of Assets	(2)	(54)
Cash Before Changes in Operating Assets and Liabilities	(19,029)	(6,368)
Changes in Operating Assets and Liabilities		
(Increase) in Receivables	(820)	(2,534)
(Increase)/Decrease in Prepayments	(354)	259
Increase in Payables	135	898
Increase in Employee Benefits	24,306	6,861
(Decrease) in Revenue Received in Advance	(1,174)	(917)
Net Changes in Operating Assets and Liabilities	22,093	4,567
Net Inflows/(Outflows) from Operating Activities	3,064	(1,801)

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2019

NOTE 27. RELATED PARTY DISCLOSURES

A related party is a person that controls or has significant influence over the reporting entity or is a member of the Key Management Personnel (KMP) of the reporting entity or its parent entity and includes their close family members and entities in which the KMP and/or their close family members individually or jointly have controlling interests.

KMP are those persons having authority and responsibility for planning, directing and controlling the activities of the Directorate, directly or indirectly.

KMP of the Directorate are the Portfolio Minister, Director-General and certain members of the Senior Executive Team.

The Head of Service and the ACT Executive comprising the Cabinet Ministers are KMP of the ACT Government and therefore related parties of Directorate.

This note does not include typical citizen transactions between the KMP and Directorate that occur on terms and conditions no different to those applying to the general public.

(A) CONTROLLING ENTITY

The Directorate is an ACT Government controlled entity.

(B) KEY MANAGEMENT PERSONNEL

B.1 Compensation of Key Management Personnel

Compensation of all Cabinet Ministers, including the Portfolio Minister, is disclosed in the note on related party disclosures included in the ACT Executive's financial statements for the year ended 30 June 2019.

Compensation of the Head of Service is included in the note on related party disclosures included in the CMTEDD financial statements for the year ended 30 June 2019.

Compensation by the Directorate to KMP employed by the Directorate is set out below.

	2019	2018
	\$'000	\$'000
Short-term employee benefits	2,068	2,294
Post-employment benefit	305	363
Other long-term benefit	48	54
Total Compensation by the Education Directorate to KMP	2,421	2,711

1. The total full time equivalent (FTE) staff identified as key management personnel in 2018-19 was 10. The total FTE key management personnel in 2017-18 was 10.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2019

NOTE 27. RELATED PARTY DISCLOSURES – CONTINUED

B.2 Transactions with Key Management Personnel

There were no transactions with KMP that were material to the financial statements of the Directorate.

B.3 Transactions with parties related to Key Management Personnel

There were no transactions with parties related to KMP, including transactions with KMP's close family members or other related entities that were material to the financial statements of the Directorate.

(C) TRANSACTIONS WITH OTHER ACT GOVERNMENT CONTROLLED ENTITIES

All transactions with ACT Government controlled entities are disclosed in the relevant notes to the financial Statements of the Directorate.

Education Directorate
Notes to and Forming Part of the Financial Statements
For the Year Ended 30 June 2019

Note 28. BUDGETARY REPORTING

Balance Sheet Line Items	Actual 2018-19 \$'000	Original Budget ¹ 2018-19 \$'000	Variance \$'000	Variance %	Variance Explanation ²
Employee Benefits - Current	160,104	139,493	20,611	15	The variance against budget is mainly due to a change in the present value for long service leave from 100.9% in 2017-18 to 110.1% in 2018-19.

Cash Flow Statement Line Items	Actual 2018-19 \$'000	Original Budget 2018-19 ¹ \$'000	Variance \$'000	Variance %	Variance Explanation ²
Purchase of Property Plant and Equipment	92,982	83,080	9,902	12	The variance against budget is mainly due to acceleration of works associated with the Public School Infrastructure Upgrades Program

1. Original Budget refers to the amounts presented to the Legislative Assembly in the original budgeted financial statements in respect of the reporting period (2018-19 Budget Statements). These amounts have not been adjusted to reflect supplementary appropriation or appropriation instruments.
2. Explanations for variations in from budget for Controlled Recurrent Payments and Capital Injection are provided in the Statement of Appropriation.

EDUCATION DIRECTORATE

TERRITORIAL FINANCIAL STATEMENTS

**FOR THE YEAR ENDED
30 JUNE 2019**

Education Directorate
Statement of Income and Expenses on Behalf of the Territory
For the Year Ended 30 June 2019

		Actual	Original	Actual
	Note	2019	Budget	2018
	No.	\$'000	\$'000	\$'000
Income				
Payments for Expenses on Behalf of the Territory	29	317,169	300,018	296,072
Total		317,169	300,018	296,072
Expenses				
Grants and Purchased Services	30	317,169	300,018	296,072
Total		317,169	300,018	296,072
Operating Result		-	-	-

The above Statement of Income and Expenses on Behalf of the Territory should be read in conjunction with the accompanying notes.

Education Directorate
Statement of Assets and Liabilities on Behalf of the Territory
For the Year Ended 30 June 2019

	Note No.	Actual 2019 \$'000	Original Budget 2019 \$'000	Actual 2018 \$'000
Current Assets				
Cash and Cash Equivalents	31	158	201	51
Receivables	32	437	-	-
Total Current Assets		595	201	51
Total Assets		595	201	51
Current Liabilities				
Payables	33	595	201	51
Total Current Liabilities		595	201	51
Total Liabilities		595	201	51
Net Assets		-	-	-
Equity				
Accumulated Funds		-	-	-
Total		-	-	-

The above Statement of Assets and Liabilities on Behalf of the Territory should be read in conjunction with the accompanying notes.
Net Assets and Total Equity has remained at nil, therefore a Statement of Changes in Equity on Behalf of the Territory has not been prepared.

Education Directorate
Cash Flow Statement on Behalf of the Territory
For the Year Ended 30 June 2019

	Note No.	Actual 2019 \$'000	Original Budget 2019 \$'000	Actual 2018 \$'000
Cash Flows from Operating Activities				
Receipts				
Cash from Government for Expenses on Behalf of the Territory		317,713	300,018	295,923
Goods and Services Tax Received		6,633	6,963	6,395
Total Receipts from Operating Activities		324,346	306,981	302,318
Payments				
Grants and Purchased Services		317,230	300,018	296,072
Goods and Services Tax Paid		7,009	6,963	6,396
Total Payments from Operating Activities		324,239	306,981	302,468
Net Cash Inflows/(Outflows) from Operating Activities	35	107	-	(150)
Net Increase/(Decrease) in Cash and Cash Equivalents Held				
Cash and Cash Equivalents at the Beginning of the Reporting Period		51	201	201
Cash and Cash Equivalents at the End of the Reporting Period	35	158	201	51

The above Cash Flow Statement on Behalf of the Territory should be read in conjunction with the accompanying notes.

**Education Directorate
Territorial Statement of Appropriation
For the Year Ended 30 June 2019**

	Original Budget 2019 \$'000	Total Appropriated 2019 \$'000	Appropriation Drawn 2019 \$'000	Appropriation Drawn 2018 \$'000
Expenses on Behalf of the Territory				
Expenses on Behalf of the Territory	300,018	318,602	317,713	295,923
Total Territorial Appropriation	300,018	318,602	317,713	295,923

The above Territorial Statement of Appropriation should be read in conjunction with the accompanying notes.

Column Heading Explanations

The *Original Budget* column shows the amounts that appear in the Cash Flow Statement in the Budget Papers.

The *Total Appropriated* column is inclusive of all appropriation variations occurring after the Original Budget.

The *Appropriation Drawn* is the total amount of appropriation received by the Directorate during the year. This amount appears in these financial statements, in the Cash Flow Statement.

Variances between 'Original Budget' and 'Total Appropriated'

Expenses on Behalf of the Territory

The difference between the original budget and the total appropriated mainly related to increased Commonwealth Government Quality Schools grants (\$19.214m) in line with the National School Reform Agreement: Australian Capital Territory Bilateral Agreement.

Variances between 'Total Appropriated' and 'Appropriation Drawn'

Expenses on Behalf of the Territory

The difference between the total appropriated and appropriation drawn mainly related to transfer of funds to 2019-20 for the Supporting Non-Government Preschools program (\$0.815m) due to completion of the program. The program has now been replaced by the Supporting Non-Government School Infrastructure program.

TERRITORIAL NOTE INDEX

Income Notes

Note 29 Payment for Expenses on behalf of the Territory – Territorial

Expenses Notes

Note 30 Grants and Purchased Services – Territorial

Assets Notes

Note 31 Cash and Cash Equivalents – Territorial

Note 32 Receivables – Territorial

Liabilities Notes

Note 33 Payables – Territorial

Other Notes

Note 34 Financial Instruments – Territorial

Note 35 Cash Flow Reconciliation – Territorial

Note 36 Budgetary Reporting – Territorial

Education Directorate
Notes to and Forming Part of the Financial Statements - Territorial
For the Year Ended 30 June 2019

NOTE 29. PAYMENT FOR EXPENSES ON BEHALF OF THE TERRITORY – TERRITORIAL

Under the *Financial Management Act 1996*, the Directorate receives this appropriation to fund a number of expenses incurred on behalf of the Territory, the main one being the payment of grants to non-government schools. Refer **Note 30 – Grants and Purchased Services – Territorial** for the details of the expenses.

	2019	2018
	\$'000	\$'000
Expenses Incurred on Behalf of the Territory	317,169	296,072
Total Payment for Expenses on Behalf of the Territory¹	317,169	296,072

1. The increase from 2017-18 primarily relates to increased Commonwealth and ACT Government Grants in accordance with the *Commonwealth Education Act 2013* and the National Education School Agreement: Australian Capital Territory Bilateral Agreement.

NOTE 30. GRANTS AND PURCHASED SERVICES – TERRITORIAL

	2019	2018
	\$'000	\$'000
Grants and Purchased Services		
<i>Payments for grants and subsidies were as follows:</i>		
Grants - Non-Government Schools ¹	316,550	295,396
Bursary Scheme	619	676
Total Grants and Purchased Services	317,169	296,072

1. The increase from 2017-18 primarily relates to increased Commonwealth and ACT Government Grants in accordance with the *Commonwealth Education Act 2013* and the National School Reform Agreement: Australian Capital Territory Bilateral Agreement.

Education Directorate
Notes to and Forming Part of the Financial Statements - Territorial
For the Year Ended 30 June 2019

NOTE 31. CASH AND CASH EQUIVALENTS – TERRITORIAL

	2019 \$'000	2018 \$'000
Cash at Bank ^{1,2}	158	51
Total Cash and Cash Equivalents	158	51

1. The Territorial accounts are programs administered by the Directorate on behalf of the Territory. Territorial accounts are not expected to generate an operating result and hold nil equity balance. This means cash held at year-end is recorded as a payable owed to the Territory Banking Account. The increase in 2018-19 is due to the timing of payments.
2. Under whole-of-government banking arrangements interest is not earned on cash at bank held with the Territory Banking Account.

NOTE 32. RECEIVABLES – TERRITORIAL

All receivables at 30 June 2019 are current and not overdue.

Current Receivables

Non-Government Schools – Enrolment Adjustment ¹	61	-
Goods and Services Tax Receivable from the Australian Taxation Office	376	-
Total Receivables	437	-

1. Reflects grant recoveries associated with reduced enrolments in some non-government schools.

NOTE 33. PAYABLES – TERRITORIAL

All payables at 30 June 2019 are current and not overdue.

Current Payables

Payable to the Territory Banking Account ¹	595	51
Total Payables	595	51

1. The Territorial accounts are programs administered by the Directorate on behalf of the Territory. Territorial accounts are not expected to generate an operating result and hold nil equity balance. This means cash held at year-end is recorded as a payable owed to the Territory Banking Account.

Education Directorate
Notes to and Forming Part of the Financial Statements - Territorial
For the Year Ended 30 June 2019

NOTE 34. FINANCIAL INSTRUMENTS – TERRITORIAL

Terms, Conditions and Accounting Policies

Details of the significant policies and methods adopted, including the criteria for recognition, the basis of measurement, with respect to each class of financial asset and financial liability are disclosed in Appendix B - Significant Accounting Policies.

The carrying amounts for all financial assets and liabilities reflect their fair-value and are non-interest bearing. The Directorate on behalf of the Territory has no exposure to interest rate, credit, liquidity or price risk.

Education Directorate
Notes to and Forming Part of the Financial Statements - Territorial
For the Year Ended 30 June 2019

NOTE 35. CASH FLOW RECONCILIATION – TERRITORIAL

(a) Reconciliation of Cash and Cash Equivalents at the end of the Reporting Period in the Cash Flow Statement on Behalf of the Territory to the Related Items in the Statement of Assets and Liabilities on Behalf of the Territory.

	2019	2018
	\$'000	\$'000
Total Cash Disclosed on the Statement of Assets and Liabilities on Behalf of the Territory	158	51
Cash at the end of the Reporting Period as Recorded in the Cash Flow Behalf of the Territory	158	51

(b) Reconciliation of Net Cash Inflows/(Outflows) from Operating Activities to the Operating Surplus/(Deficit)

Operating Result	-	-
Cash Before Changes in Operating Assets and Liabilities	-	-
Changes in Operating Assets and Liabilities		
(Increase) in Receivables	(437)	-
Increase/(Decrease) in Payables	544	(150)
Net Changes in Operating Assets and Liabilities	107	(150)
Net Cash Inflows/(Outflows) from Operating Activities	107	(150)

Education Directorate
Notes to and Forming Part of the Financial Statements - Territorial
For the Year Ended 30 June 2019

Note 36. BUDGETARY REPORTING – TERRITORIAL

Balance Sheet Line Items	Actual 2018-19 \$'000	Original Budget ¹ 2018-19 \$'000	Variance \$'000	Variance %	Variance Explanation ²
Cash and Cash Equivalents	158	201	43	21	The increase in the closing cash balance relates to the timing of payments to non-government schools and payments associated with the ACT Bursary Scheme.
Receivables	437	-	437	#	Reflects grant recoveries associated with reduced enrolments in some non-government schools.
Payables	595	201	394	196	The increase relates to the timing of payments and recoveries from the Australian Taxation Office.

1. Original Budget refers to the amounts presented to the Legislative Assembly in the original budgeted financial statements in respect of the reporting period (2018-19 Budget Statements). These amounts have not been adjusted to reflect supplementary appropriation or appropriation instruments.
2. Explanations for variations in from budget for Expenses on Behalf of the Territory are provided in the Statement of Appropriation.

Note: # in the Line Item Variance % column represents a variance that is greater than 999 per cent or less than -999 per cent.

Education Directorate
APPENDIX A - BASIS OF PREPARATION OF THE FINANCIAL STATEMENTS
FORMS PART OF NOTE 2 OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2019

APPENDIX A - BASIS OF PREPARATION OF THE FINANCIAL STATEMENTS

LEGISLATIVE REQUIREMENT

The *Financial Management Act 1996* (FMA) requires the preparation of annual financial statements for ACT Government Agencies.

The FMA and the *Financial Management Guidelines* issued under the FMA, requires the Education Directorate's financial statements to include:

- i. an Operating Statement for the year;
- ii. a Balance Sheet at the end of the year;
- iii. a Statement of Changes in Equity for the year;
- iv. a Cash Flow Statement for the year;
- v. a Statement of Appropriation for the year;
- vi. an Operating Statement for each class of output for the year;
- vii. significant accounting policies adopted for the year; and
- viii. other statements as are necessary to fairly reflect the financial operations of the Education Directorate during the year and its financial position at the end of the year.

These general-purpose financial statements have been prepared to comply with Australian Accounting Standards as required by the FMA. Accordingly, these financial statements have been prepared in accordance with:

- i. Australian Accounting Standards; and
- ii. ACT Accounting and Disclosure Policies.

ACCRUAL ACCOUNTING

The financial statements have been prepared using the accrual basis of accounting. The financial statements have also been prepared according to the historical cost convention, except for assets such as those included in property, plant and equipment and financial instruments which were valued at fair value in accordance with the revaluation policies applicable to the Directorate during the reporting period.

CURRENCY

These financial statements are presented in Australian dollars, which is the Directorate's functional currency.

INDIVIDUAL REPORTING ENTITY

The Directorate is an individual reporting entity.

Education Directorate
APPENDIX A - BASIS OF PREPARATION OF THE FINANCIAL STATEMENTS
FORMS PART OF NOTE 2 OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2019

CONTROLLED AND TERRITORIAL ITEMS

The Directorate produces Controlled and Territorial financial statements. The Controlled financial statements include income, expenses, assets and liabilities over which the Directorate has control. The Territorial financial statements include income, expenses, assets and liabilities that the Directorate administers on behalf of the ACT Government, but does not control.

The purpose of the distinction between Controlled and Territorial is to enable an assessment of the Directorate's performance against the decisions it has made in relation to the resources it controls, while maintaining accountability for all resources under its responsibility.

The basis of preparation described applies to both Controlled and Territorial financial statements except where specified otherwise.

REPORTING PERIOD

These financial statements state the financial performance, changes in equity and cash flows of the Directorate for the year ended 30 June 2019 together with the financial position of the Directorate as at 30 June 2019.

COMPARATIVE FIGURES

Budget Figures

To facilitate a comparison with the Budget Papers, as required by the FMA, budget information for 2018-19 has been presented in the financial statements. Budget numbers in the financial statements are the original budget numbers that appear in the Budget Statements.

Prior Year Comparatives

Comparative information has been disclosed in respect of the previous period for amounts reported in the financial statements, except where an Australian Accounting Standard does not require comparative information to be disclosed.

Where the presentation or classification of items in the financial statements is amended, the comparative amounts have been reclassified where practical. Where a reclassification has occurred, the nature, amount and reason for the reclassification is provided.

There were no changes from the adoption of AASB 9 recognised against the opening equity at 1 July 2018.

Rounding

All amounts in the financial statements have been rounded to the nearest thousand dollars (\$'000). Use of "-" represents zero amounts or amounts rounded down to zero.

Education Directorate
APPENDIX A - BASIS OF PREPARATION OF THE FINANCIAL STATEMENTS
FORMS PART OF NOTE 2 OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2019

GOING CONCERN

As at 30 June 2019, the Directorate's current assets are insufficient to meet its current liabilities. This is not considered a liquidity risk as its cash needs are funded through appropriation from the ACT Government on a cash-needs basis. This is consistent with the whole-of-government cash management regime, which requires excess cash balances to be held centrally rather than within individual agency bank accounts.

The 2018-19 financial statements have been prepared on a going concern basis as the Directorate has been funded in 2019-20 Budget and Budget Papers include forward estimates for the Directorate.

Education Directorate
APPENDIX B - SIGNIFICANT ACCOUNTING POLICIES
FORMS PART OF NOTE 2 OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2019

APPENDIX B - SIGNIFICANT ACCOUNTING POLICIES

Appendix B – Significant Accounting Policies applies to both the Controlled and Territorial financial statements.

SIGNIFICANT ACCOUNTING POLICIES – INCOME

Where significant accounting policies and other explanatory information is applicable it is provided in this Appendix. Additional information is not provided for all notes in the financial statements.

REVENUE RECOGNITION

Revenue is recognised at the fair value of the consideration received or receivable in the Operating Statement. In addition, the following specific recognition criteria must be met before revenue is recognised: Revenue for user charges is recorded when received with the exception of international private students, which is recognised on an accrual basis.

NOTE 4 – CONTROLLED RECURRENT PAYMENTS

Controlled Recurrent Payments are recognised as revenues when the Directorate gains control over the funding. Control over appropriated funds is obtained upon the receipt of cash.

NOTE 5 – USER CHARGES

User Charges

Revenue for user charges is recorded when received except for international private student's revenue which is recognised when the fee is earned.

NOTE 6 – OTHER REVENUE

Revenue Received in Advance

Revenue received in advance is recognised as a liability if there is a present obligation to return the funds received, otherwise all are recorded as revenue.

Education Directorate
APPENDIX B - SIGNIFICANT ACCOUNTING POLICIES
FORMS PART OF NOTE 2 OF THE FINANCIAL STATEMENTS
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SIGNIFICANT ACCOUNTING POLICIES – EXPENSES

NOTE 7 – EMPLOYEE EXPENSES

Employee benefits include:

- short-term employee benefits such as wages and salaries, annual leave loading, and applicable on cost if expected to be settled wholly before twelve months after the end of the annual reporting period in which the employees render the related services – wages and salaries, annual leave loading, and applicable on-costs;
- other long-term benefits such as long service leave and annual leave; and
- termination benefits.

On-costs include annual leave, long service leave, superannuation and other costs that are incurred when employees take annual and long service leave.

(See Appendix B – **Note 20 Employee Benefits** for accrued wages and salaries, and annual and long service leave).

NOTE 8 – SUPERANNUATION EXPENSES

Employees of the Directorate will have different superannuation arrangements due to the type of superannuation scheme available at the time of commencing employment, including both defined benefit and defined contribution superannuation scheme arrangements.

For employees who are members of the defined benefit Commonwealth Superannuation Scheme and Public Sector Superannuation Scheme, the Directorate makes employer superannuation contribution payments to the Territory Banking Account at a rate determined by the Chief Minister, Treasury and Economic Development Directorate. The Directorate also makes productivity superannuation contribution payments on behalf of these employees to the Commonwealth Superannuation Corporation, which is responsible for administration of the schemes.

For employees who are members of defined contribution superannuation schemes (the Public Sector Superannuation Scheme Accumulation Plan (PSSAP) and schemes of employee choice) the Directorate makes employer superannuation contribution payments directly to the employees' relevant superannuation fund.

All defined benefit employer superannuation contributions are recognised as expenses on the same basis as the employer superannuation contributions made to defined contribution schemes. The accruing superannuation liability obligations are expensed as they are incurred and extinguished as they are paid.

SUPERANNUATION LIABILITY RECOGNITION

For Directorate employees who are members of the defined benefit Commonwealth Superannuation Scheme and Public Sector Superannuation Scheme, the employer superannuation liabilities for superannuation benefits payable upon retirement are recognised in the financial statements of the Superannuation Provision Account.

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SIGNIFICANT ACCOUNTING POLICIES – EXPENSES CONTINUED

NOTE 9 – SUPPLIES AND SERVICES

Insurance

The Directorate insures its major risks through the ACT Insurance Authority. The excess payable, under this arrangement, varies depending on each class of insurance held.

Repairs and Maintenance

The Directorate undertakes major cyclical maintenance on its assets. Where the maintenance leads to an upgrade of the asset, and increases the service potential of the existing asset, the cost is capitalised. Maintenance expenses which do not increase the service potential of the asset are expensed.

Operating Leases

Operating lease payments are recorded as an expense in the Operating Statement on a straight-line basis over the term of the lease.

NOTE 10 – DEPRECIATION AND AMORTISATION

Land has an unlimited useful life and is therefore not depreciated.

Depreciation or amortisation for non-current assets is determined as follows:

Class of Asset	Depreciation/Amortisation	Useful Life (Years)
Buildings and Land Improvements	Straight Line	50
Leasehold Improvements	Straight Line	5
Plant and Equipment	Straight Line	2-20
Internally Generated Intangibles	Straight Line	2-5

Education Directorate
APPENDIX B - SIGNIFICANT ACCOUNTING POLICIES
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SIGNIFICANT ACCOUNTING POLICIES – ASSETS

ASSETS – CURRENT AND NON-CURRENT

Assets are classified as current where they are expected to be realised within 12 months after the reporting date. Assets which do not fall within the current classification are classified as non-current.

Significant Accounting Judgements and Estimates - Fair Value of Assets

The Directorate has made a significant estimate regarding the fair value of its assets. Land and buildings have been recorded at the market value of similar properties as determined by an independent valuer. In some circumstances, buildings that are purpose built may in fact realise more or less in the market. Infrastructure assets and some community and heritage assets have been recorded at fair value based on current replacement cost as determined by an independent valuer. The valuation uses significant judgements and estimates to determine fair value, including the appropriate indexation figure and quantum of assets held. The fair value of assets is subject to management assessment between formal valuations.

NOTE 13 – CASH AND CASH EQUIVALENTS

Cash includes cash at bank and cash on hand. The Directorate money held in the Territory Banking Account Cash Fund is classified as a Cash Equivalent.

Cash equivalents are short-term, highly liquid investments that are readily convertible to known amounts of cash and which are subject to an insignificant risk of changes in value. Bank overdrafts are included in cash and cash equivalents in the Cash Flow Statement and are included as borrowings in the Balance Sheet.

NOTE 14 – RECEIVABLES

Accounts Receivables

Accounts receivable (including trade receivables, other receivables and loan receivables) are measured at amortised cost, with any adjustments to the carrying amount being recorded in the Operating Statement (see Appendix B – **Note 12 Act of Grace Payments, Waivers, Impairment Losses and Write-Offs**).

Impairment Losses – Receivables

The allowance for expected credit losses represents the amount of receivables that the Directorate estimates will not be repaid. The allowance for credit losses is based on objective evidence and a review of overdue balances. The Directorate measures expected credit losses of a financial instrument in a way that reflects:

- a) an unbiased and probability-weighted amount that is determined by evaluating a range of possible outcomes;
- b) the time value of money; and
- c) reasonable and supportable information that is available without undue cost or effort at the reporting date about past events, current conditions and forecasts of future economic conditions.

The amount of the expected credit loss is recognised in the Operating Statement (see Appendix B – **Note 12 Act of Grace Payments, Waivers, Impairment Loss and Write-offs**). The allowance for credit losses are written-off against the allowance account when the Directorate ceases action to collect the debt when the cost recover debt is more than the debt is worth.

Education Directorate
APPENDIX B - SIGNIFICANT ACCOUNTING POLICIES
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SIGNIFICANT ACCOUNTING POLICIES – ASSETS CONTINUED

For trade receivables the Directorate applied the simplified approach under AASB 9, which uses a lifetime expected loss for all trade receivables.

A provision matrix is used to calculate the expected credit loss.

Where the Directorate has no reasonable expectation of recovering an amount owed by a debtor and ceases action to collect the debt, as the cost to recover the debt is more than the debt is worth, the debt is written-off by directly reducing the receivable against the loss allowance.

NOTE 15 – INVESTMENTS

Short-term investments were held with the Territory Banking Account in a unit trust called the Cash Enhanced Portfolio. Long-term investments are held with the Territory Banking Account in a unit trust called the Fixed Interest Portfolio. All investments were divested during 2018-19 in accordance with revised ACT Government policy.

NOTE 16 – PROPERTY, PLANT AND EQUIPMENT

Acquisition and Recognition of Property, Plant and Equipment

Property, plant and equipment is initially recorded at cost.

Where property, plant and equipment are acquired at no cost, or minimal cost, cost is its fair value as at the date of acquisition. However property, plant and equipment acquired at no cost or minimal cost as part of a Restructuring of Administrative Arrangements is measured at the transferor's book value

Property, plant and equipment with a minimum value of \$5,000 (exclusive of GST) are capitalised. Assets below \$5,000 are expensed in the reporting period of purchase. Assets that are individually below the threshold, but for which the aggregate value is material, may be capitalised depending on the nature of the assets.

Measurement of Property, Plant and Equipment after Initial Recognition

Land, buildings and improvements to land are measured at fair value. Plant and equipment including leasehold improvements are measured at cost. Land and buildings are revalued every three years. However, if at any time management considers that the carrying amount of an asset materially differs from its fair value, then the asset will be revalued regardless of when the last valuation took place. The most recent complete revaluation of the Directorate's land, buildings and land improvements was performed in 2016-17 by the CIVAS (ACT) Pty Ltd.

Education Directorate
APPENDIX B - SIGNIFICANT ACCOUNTING POLICIES
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SIGNIFICANT ACCOUNTING POLICIES – ASSETS CONTINUED

NOTE 16 – PROPERTY, PLANT AND EQUIPMENT – CONTINUED

Fair value is the amount that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date. Fair value is measured using the market approach or the cost approach valuation techniques as appropriate. In estimating the fair value of an asset or liability, the Directorate takes into account the characteristics of the asset or liability if market participants would take those characteristics into account when pricing the asset or liability at the measurement date.

Fair value for land and non-specialised buildings is measured using the market approach valuation technique. This approach uses prices and other relevant information generated by market transactions involving identical or similar assets. Fair value for specialised assets is measured using the cost approach that reflects the current cost to construct a comparable asset less accumulated depreciation.

Significant Accounting Judgements and Estimates – Useful lives of Property Plant and Equipment (PPE)

The Directorate has made a significant estimate in determining the useful lives of its PPE. The estimation of useful lives of PPE is based on the historical experience of similar assets and in some cases has been based on valuations provided by the CIVAS (ACT) Pty Ltd as at 30 June 2017. The useful lives are assessed on an annual basis and adjustments are made when necessary.

Disclosures concerning assets useful life (see Appendix B – **Note 10 Depreciation and Amortisation**).

Impairment of Assets

The Directorate assesses, at each reporting date, whether there is any indication that an asset may be impaired. Assets are also reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable.

Any resulting impairment losses for land, buildings and improvements are recognised against the relevant class of asset in the Asset Revaluation Surplus with corresponding reduction to the carrying amount in the Balance Sheet. Where the impairment loss is greater than the balance in the Asset Revaluation Surplus, the difference is expensed in the Operating Statement.

NOTE 17 – INTANGIBLE ASSETS

The Directorate's intangible assets are comprised of internally generated software and externally acquired software for internal use. Externally acquired software is recognised and capitalised when:

- a) it is probable that the expected future economic benefits attributable to the software will flow to the Directorate;
- b) the cost of the software can be measured reliably; and
- c) the acquisition cost is equal to or exceeds \$50,000.

Internally generated software is recognised when it meets the general recognition criteria and where it also meets the specific recognition criteria relating to intangible assets arising from the development phase of an internal project.

Capitalised software has a finite useful life. Software is amortised on a straight line basis over its useful life, over a period not exceeding five years.

Intangible assets are measured at cost.

Education Directorate
APPENDIX B - SIGNIFICANT ACCOUNTING POLICIES
FORMS PART OF NOTE 2 OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2019

SIGNIFICANT ACCOUNTING POLICIES – LIABILITIES

LIABILITIES – CURRENT AND NON-CURRENT

Liabilities are classified as current when they are due to be settled within 12 months after the reporting date or the Directorate does not have an unconditional right to defer settlement of the liability for at least 12 months after the reporting date. Liabilities which do not fall within the current classification are classified as non-current.

NOTE 19 – PAYABLES

Payables are initially recognised at fair value based on the transaction cost and subsequent to initial recognition at amortised cost, with any adjustments to the carrying amount being recorded in the Operating Statement. All amounts are normally settled within 30 days after the invoice date.

Payables include Trade Payables, Accrued Expenses and Other Payables.

NOTE 20 – EMPLOYEE BENEFITS

Wages & Salaries

Accrued salaries and wages are measured at the amount that remains unpaid to employees at the end of the reporting period.

Annual and Long Services Leave

Annual and long service leave including applicable on-costs that are not expected to be wholly settled within twelve months are measured at the present value of estimated future payments to be made in respect of services provided by employees up to the end of the reporting period. Consideration is given to the future wage and salary levels, experience of employee departures and periods of service. At the end of each reporting period, the present value of annual leave and long service leave payments is estimated using market yields on Commonwealth Government bonds with terms to maturity that match, as closely as possible, the estimated future cash flows.

Annual leave liabilities have been estimated on the assumption that they will be wholly settled within three years. This financial year the rate used to estimate the present value of future:

- Annual leave payment is 101.6% (99.7% in the previous financial year);
- Payments for long service leave is 110.1% (100.9% in the previous financial year).

The long service leave liability is estimated with reference to the minimum period of qualifying service. For employees with less than the required minimum period of 7 years of qualifying service, the probability that employees will reach the required minimum period has been taken into account in estimating the provision for long service leave and applicable on-costs.

The provision for annual leave and long service leave includes estimated on-costs. As these on-costs only become payable if the employee takes annual and long service leave while in-service, the probability that employees will take annual and long service leave while in service has been taken into account in estimating the liability for on-costs.

Education Directorate
APPENDIX B - SIGNIFICANT ACCOUNTING POLICIES
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SIGNIFICANT ACCOUNTING POLICIES – LIABILITIES CONTINUED

NOTE 20 – EMPLOYEE BENEFITS CONTINUED

Annual leave and long service leave are classified as current liabilities in the Balance Sheet where there are no unconditional rights to defer the settlement of the liability for at least 12 months. Conditional long service leave liabilities are classified as non-current because the agency has an unconditional right to defer the settlement of the liability until the employee has completed the requisite years of service.

Significant Accounting Judgements and Estimates – Employee Benefits

Significant judgements have been applied in estimating the liability for employee benefits. The estimated liability for annual and long service leave requires a consideration of the future wage and salary levels, experience of employee departures, probability that leave will be taken in service and periods of service. The estimate also includes an assessment of the probability that employees will meet the minimum service period required to qualify for long service leave and that on-costs will become payable.

The significant judgements and assumptions included in the estimation of annual and long service leave liabilities include an assessment by an actuary. The Australian Government Actuary performed this assessment in April 2019. The assessment by an actuary is performed every three years. However, it may be performed more frequently if there is a significant contractual change in the parameters underlying the 2019 report. The next actuarial review is expected to be undertaken by early 2022.

During 2018-19 the process of calculating Long Service Leave was automated using the HR management system Chris21. The automated process has resulted in a more accurate estimate of employees' long service leave entitlements.

NOTE 21 – OTHER LIABILITIES

Revenue Received in Advance

Revenue received in advance is recognised as a liability if there is a present obligation to return the funds received, otherwise all are recorded as revenue.

Education Directorate
APPENDIX B - SIGNIFICANT ACCOUNTING POLICIES
FORMS PART OF NOTE 2 OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2019

SIGNIFICANT ACCOUNTING POLICIES – OTHER NOTES

NOTE 22 – FINANCIAL INSTRUMENTS

Financial assets are classified as subsequently measured at amortised cost, fair value through other comprehensive income or fair value through profit or loss on the basis of both:

- a) the business model for managing the financial assets; and
- b) the contractual cash flow characteristics of the financial assets.

Financial liabilities are measured at amortised cost.

NOTE 25 - INTEREST IN A JOINT OPERATION

The Directorate is involved in a joint operation with the Catholic Education Office at Gold Creek Primary School and its share of assets, liabilities, income and expenses have been recognised in the Directorate's financial statements under appropriate headings consistent with AASB 131 'Joint Arrangements'. Please refer to **Note 25 – Interest in a Joint Operation** for details.

NOTE 28 – BUDGETARY REPORTING

Significant judgements have been applied in determining what variances are considered 'major variances'. Variances are considered major if both of the following criteria are met:

- The line item is a significant line item: where either the line item actual amount accounts for more than 10% of the relevant associated category (Income, Expenses and Equity totals) or more than 10% of the sub-element (e.g. Current Liabilities and Receipts from Operating Activities totals) of the financial statements; and
- The variances (original budget to actual) are greater than plus (+) or minus (-) 10% of the budget for the financial statement line item.

Education Directorate
APPENDIX B - SIGNIFICANT ACCOUNTING POLICIES
FORMS PART OF NOTE 2 OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2019

TERRITORIAL – SPECIFIC SIGNIFICANT ACCOUNTING POLICIES

SIGNIFICANT ACCOUNTING POLICIES – SPECIFIC TO TERRITORIAL – INCOME

NOTE 29 – PAYMENT FOR EXPENSES ON BEHALF OF THE TERRITORY – TERRITORIAL

The Payment for expenses on behalf of the Territory is recognised on an accrual basis. Due to the nature of territorial accounting, the Statement of Assets and Liabilities on Behalf of the Territory includes (as applicable) liabilities to, and receivables from, the Territory Banking Account.

TERRITORIAL NOTES REFERENCED TO CONTROLLED NOTES

NOTE 36 BUDGETARY REPORTING – TERRITORIAL: see Appendix B – **Note 28 Budgetary Reporting.**

Education Directorate
APPENDIX C – IMPACT OF ACCOUNTING STANDARDS ISSUED BUT YET TO BE
APPLIED
FORMS PART OF NOTE 2 OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2019

APPENDIX C - IMPACT OF ACCOUNTING STANDARDS ISSUED BUT YET TO BE APPLIED

Appendix C - impact of accounting standards issued but yet to be applied concerns both the Controlled and Territorial financial statements. The Directorate has determined that no material impact is expected from new accounting standards.

ACCOUNTING STANDARDS ISSUED BUT YET TO BE APPLIED

The following new and revised accounting standards and interpretations that are applicable to the Directorate have been issued by the Australian Accounting Standards Board but do not apply to the current reporting period. These standards and interpretations are applicable to future reporting periods. The Directorate does not intend to adopt these standards and interpretations early. Where applicable, these Australian Accounting Standards will be adopted from their application date. The Directorate will make a detailed assessment of the impact over the next 12 months.

- AASB 15 *Revenue from Contracts with Customers* (application date 1 January 2019)

The Directorate estimates the impact of the changes to be immaterial.

- AASB 16 *Leases* (application date 1 January 2019)

AASB 16 is the new standard for leases. It introduces a single lessee accounting model and requires a lessee to recognise assets and liabilities for all leases with a term of more than 12 months, unless the underlying asset value is low. This will result in the Directorate recognising a number of its operating leases as assets alongside the associated liability, rather than accounting for these as operating lease expenditure. The right-of-use asset will initially be recognised at cost and will give rise to a depreciation expense. The lease liability will initially be recognised as the present value of the lease payments during the term of the lease. Lease payments made will reduce this liability over time and result in an interest expense.

The Directorate estimates the impact of the changes to be immaterial.

- AASB 1058 *Income of Not-For-Profit Entities* (application date 1 January 2019)

The Directorate estimates the impact of the changes to be immaterial.

Education Directorate
APPENDIX D – CHANGE IN ACCOUNTING ESTIMATES
FORMS PART OF NOTE 3 OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2019

APPENDIX D - CHANGE IN ACCOUNTING ESTIMATES

Appendix D the change in accounting estimates applies to both the Controlled and Territorial financial statements.

CHANGE IN ACCOUNTING ESTIMATES

As disclosed in **Note 20 – Employee Benefits**, annual leave and long service leave, including applicable on-costs that do not fall due in the next 12 months are measured at the present value of estimated payments to be made in respect of services provided by employees up to the reporting date. The present value of future payments is estimated from an assessment made by the Australian Government Actuary.

Last financial year the rate used to estimate the present value of future long service leave and annual leave payments was 100.9% for long service leave and 99.7% for annual leave. The rate for 2018-19 is 110.1% for long service leave and 101.6% for annual leave. As such the estimate of the long service leave and annual leave liabilities has changed. This change has resulted in an increase in the estimate of the long service leave liability and expense in the current reporting period of approximately \$10.366 million and an increase to the estimate of the annual leave liability and expense in the current reporting period of approximately \$0.760 million.

CAPITAL WORKS

In 2018-19, the Directorate continued to deliver a significant capital works program, totalling \$80.4 million, following on from the same level of investment of \$80.4 million in 2017-18 and a \$19.5 million program of works delivered in 2016-17.

Significant achievements for the reporting period include the completion of the modernisation works at the Belconnen High School, completion and occupation of the Margaret Hendry School (North Gungahlin Primary School) and the completion of additional temporary accommodation works at Neville Bonner Primary School, Gold Creek School (junior campus) and Franklin Early Childhood School. Investment in Gungahlin schools infrastructure continued with the commencement of permanent expansion works at Neville Bonner Primary School and Gold Creek School (junior campus) in preparation for the 2020 school year. The first phase of the modernisation works was completed at Narrabundah College with the installation of 22 transportable classroom buildings and amenities, which then allowed for the demolition and site remediation of three classroom blocks at the site.

Early planning and design activities have progressed throughout the reporting period for the modernisation of Campbell Primary School, the expansion of Franklin Early Childhood School, the new Throsby Primary School and the East Gungahlin High School.

New Schools

Margaret Hendry School (North Gungahlin Primary School)

The Margaret Hendry School commenced operation at the start of the 2019 school year delivering 21st Century pedagogy to students from Preschool to Year 6 students.

Modernising Belconnen High School

The Belconnen High School modernisation project was completed for the start of the 2019 school year. The investment in the modernisation of Belconnen High School will now assist the school in delivering 21st Century pedagogy to students.

Investment in Gungahlin Schools Infrastructure

Further temporary expansion works at Neville Bonner Primary School, Gold Creek School (junior campus) and Franklin Early Childhood School were completed for the start of 2019 to accommodate increased enrolment demand in the area.

Permanent expansion works have commenced at Neville Bonner Primary School and Gold Creek School (junior campus) in preparation for the 2020 school year. Construction activities for the permanent expansions commenced during the reporting period with bulk earthworks, in-ground services and building slabs.

Early planning and design activities have progressed throughout the reporting period for the permanent expansion of Franklin Early Childhood School to accommodate students from Preschool to Year 6. The expansion will be ready by mid-2021.

Early planning and design activities have progressed throughout the reporting period for the new Preschool to Year 6 school in Throsby scheduled to be ready for the start of 2022.

Early planning and design activities have progressed throughout the reporting period for the new High School in East Gungahlin. The school will be ready for 2023.

Narrabundah College and Campbell Primary School Modernisation

The 22 transportable units including student amenities installed at Narrabundah College were occupied by students and staff at the start of Term 3, 2018. As part of the transportable units installation, three existing buildings containing hazardous materials were demolished over the December/January school holiday period.

Early planning and design activities have progressed throughout the reporting period for the modernisation of Campbell Primary School. The modernisation will include new learning communities and refurbishments of existing infrastructure.

A program of school and community engagement activities has been ongoing at both Narrabundah College and Campbell Primary School regarding the modernisation activities.

Molonglo Preschool to Year 10 School

Procurement for the Design and Construction of the Molonglo Primary Preschool to Year 10 has progressed through the reporting period and closed at the start of June 2019.

The school will be delivered in two stages, with the first stage being the Preschool to Year 6 areas and community facilities. Stage one will be ready for the start of the 2021 school year.

Capital Upgrades Program

Capital upgrade works completed in 2018-19 include:

- > Alfred Deakin High School – new small group learning environment;
- > Amaroo School – new small group learning environment;
- > Amaroo School – draught proofing upgrades;
- > Arawang Primary School – outdoor learning area upgrade;
- > Black Mountain School – security door upgrades;
- > Campbell Primary School – disability toilet upgrades;
- > Caroline Chisholm School (junior campus) - draught proofing upgrades;
- > Caroline Chisholm School (senior campus) – LED lighting upgrade to gym;
- > Caroline Chisholm School – transportable building removal;
- > Calwell Primary School – bike shelter;
- > Calwell High School – transportable building removal;
- > Canberra College – electrical upgrade;
- > Cranleigh School – internal upgrade;
- > Curtin Primary School – internal upgrade;
- > Dickson College – disability toilet upgrades;
- > Erindale College - electrical switchboard upgrade;
- > Erindale College – new small group learning environment;
- > Evatt Primary School – disability access works and sensory garden;
- > Florey Primary School – new small group learning environment;
- > Florey Primary School – LED lighting upgrade to hall;
- > Forrest Primary School – new small group learning environment;
- > Fraser Preschool – transportable classroom (replace old building);
- > Fraser Primary School – disability access work;
- > Garran Primary School – outdoor learning area addition;

- > Giralang Primary School – draught proofing upgrades;
- > Gold Creek School (senior campus) - LED lighting upgrade to gym;
- > Gordon Primary School – draught proofing upgrades;
- > Gowrie Primary School – draught proofing upgrades;
- > Gungahlin College – draught proofing upgrades;
- > Harrison School – draught proofing upgrades;
- > Hughes Primary School - draught proofing upgrades.
- > Hughes Preschool – disability access works and playground upgrade;
- > Kaleen Primary School – toilet upgrades;
- > Lake Tuggeranong College – draught proofing upgrades;
- > Latham Primary School – bike shelter;
- > Lyons Early Childhood School – draught proofing upgrades;
- > Malkara School – administration area upgrade;
- > Malkara School – draught proofing upgrades;
- > Mawson Primary School – transportable classroom;
- > Melba Copland Secondary School – disability access work;
- > Melba Copland Secondary School (college campus) – electrical upgrade;
- > Melba Copland Secondary School (college campus) – LED lighting upgrade to theatre;
- > Melrose High School – oval upgrade;
- > Miles Franklin Primary School – disability toilet upgrades;
- > Mount Stromlo High School – transportable building removal;
- > Namadgi School – draught proofing upgrades;
- > Namadgi School – new small group learning environment;
- > Ngunnawal Primary School – new small group learning environment;
- > North Ainslie Primary School – transportable classroom;
- > Red Hill Primary School – draught proofing upgrades;
- > Red Hill Primary School – transportable classroom;
- > Richardson Primary School – disability access works;
- > Torrens Primary School – disability toilet and access upgrades;
- > Theodore Primary School – disability access upgrades;
- > The Woden School – disability toilet upgrade;
- > Turner School – double glazing to pool change rooms;
- > Turner School – draught proofing upgrades;
- > University of Canberra Kaleen High School – draught proofing upgrades;
- > University of Canberra Lake Ginninderra College – draught proofing upgrades;
- > Wanniasa School (junior campus) – new small group learning environment; and
- > Wanniasa School (junior campus) - draught proofing upgrades.

Table 43 Capital Works Management 2018-19

Project	Original Project Value \$'000	Revised Project Value \$'000	Prior Year Expenditure \$'000	Actual Expenditure 2018-19 \$'000	Total Expenditure to Date \$'000	Estimated/ Actual physical completion date
NEW CAPITAL WORKS						
More Schools, Better Schools - Delivering Molonglo P-6	41,858	41,858	0	293	293	Jun-21
More Schools, Better Schools - More Places at Gungahlin Schools	19,830	19,830	0	1,608	1,608	Jun-22
More Schools, Better Schools - Roof Replacement Program	17,960	17,960	0	331	331	Jun-22
More Schools, Better Schools - Upgrading Campbell Primary School	18,819	18,819	0	216	216	Jun-22
Total New Capital Works	98,467	98,467	0	2,448	2,448	
PUBLIC SCHOOL INFRASTRUCTURE UPGRADES						
School Learning Area Improvements	5,620	4,625	0	1,991	1,991	Jun-19
School Administration and Support Area Improvements	1,800	1,629	0	2,975	2,975	Jun-19
Disability Access Compliance	1,500	1,907	0	2,675	2,675	Jun-19
School Infrastructure Revitalisation	2,330	9,298	0	9,880	9,880	Jun-19
School Security Improvements	650	477	0	326	326	Jun-19
School Safety Improvements	1,200	1,443	0	2,013	2,013	Jun-19
External Learning Environments	450	613	0	1,311	1,311	Jun-19
Environmental Sustainable Initiatives	1,050	1,395	0	1,628	1,628	Jun-19
Joint Funding Works	0	1,188	0	4,277	4,277	Jun-19
Total Public School Infrastructure Upgrades	14,600	22,575	0	27,076	27,076	
Total New Works	113,067	121,042	0	29,524	29,524	
WORK IN PROGRESS						
Better schools for our kids – New School Facilities in Molonglo - Early Planning	500	500	301	44	345	Jun-20
Better schools for our kids – Expanding Schools in Gungahlin	24,072	24,606	3,440	15,861	19,301	Jun-21

Project	Original Project Value \$'000	Revised Project Value \$'000	Prior Year Expenditure \$'000	Actual Expenditure 2018-19 \$'000	Total Expenditure to Date \$'000	Estimated/ Actual physical completion date
Better schools for our kids – Campbell Primary and Narrabundah College Facility upgrade	1,200	25,066	12,852	10,457	23,309	Jun-22
Better Schools – Investment in Gungahlin School Infrastructure	16,600	16,600	15,586	735	16,321	Dec-19
Schools for the Future – Caroline Chisholm School - Centre for Innovation and learning	5,896	5,696	5,249	130	5,379	Feb-18
Schools for the Future – Modernising Belconnen High	17,627	23,527	14,044	8,683	22,727	Dec-19
Schools for the Future - North Gungahlin and Molonglo	28,609	28,609	13,237	14,761	27,998	Feb-19
Total Work In Progress	94,504	124,604	64,709	50,671	115,380	
PROJECTS - PHYSICALLY AND FINANCIALLY COMPLETED						
Coombs P-6 School Construction Funding	47,250	35,352	35,300	6	35,306	Jan-16
Hazardous Material Removal Program – Stage 3	3,000	3,000	2,775	225	3,000	Dec-18
TOTAL	50,250	38,352	38,075	231	38,306	
TOTAL CAPITAL WORKS PROGRAM 2018-19	257,821	283,998	102,784	80,426	183,210	

Table 44 End of Financial Year Reconciliation Schedule 2018-19

Reconciliation of total current year financing	2018-19 \$'000
Total current year capital works financing	80,907
Add: Other capital initiatives financing	8,987
Capital Injection as per Cash flow statement	89,894
Reconciliation of Total Current Year Actual Expenditure - against financing	
Total current year capital works expenditure	79,979
Total current year capital initiatives expenditure	8,181
Add: Net Impact of accruals between financial years	13
Less: Net Impact of Capital purchases expenditure funded outside of Capital Injections	1,721
Capital Injection (as per Cash flow statement)	89,894
Reconciliation of Total Current Year Actual Expenditure	
Total current year capital works expenditure	79,979
Total current year capital initiatives expenditure	8,181

Reconciliation of total current year financing	2018-19 \$'000
Add: Net Impact of accruals between financial years	13
Add: Other asset purchases outside of capital works program and capital initiatives	4,809
Purchase of Property, Plant and Equipment (as per Cash Flow Statement)	92,982

Further information may be obtained from the Executive Branch Manager, Infrastructure and Capital Works, (02) 6205 1289.

Information, Communication and Technology Projects

In 2018-19, the Directorate completed critical milestones for Information, Communication and Technology (ICT) projects including:

- > deploying around 4,000 devices to ACT public secondary students;
- > analysing and reprioritising projects to align with required school outcomes;
- > deploying Windows 10 successfully to all schools; and
- > delivering key projects aligned with the SAS deployment schedule.

Table 45 Information, Communication and Technology Projects 2018-19

Project	Original Project Value	Revised Project Value	Prior Year Expenditure	Actual Expenditure 2018-19	Total Expenditure to Date	Estimated/ Actual physical completion date
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
INFORMATION AND COMMUNICATION TECHNOLOGY PROGRAM (ICT)						
WORK IN PROGRESS						
Better schools for our kids – Technology Enabled Learning	10,450	10,450	7,062	1,459	8,521	Jun-20
Better Schools - IT Upgrade for School Administration System (SAS)	10,000	10,000	4,230	2,184	6,414	Dec-19
Supporting our School System - Improving ICT	4,420	4,420	-	3,592	3,592	Jun-19
School Staffing Integrated Management System	356	356	216	-	216	Jun-20
Total Work In Progress	25,226	25,226	11,508	7,235	18,743	

Project	Original Project Value	Revised Project Value	Prior Year Expenditure	Actual Expenditure 2018-19	Total Expenditure to Date	Estimated/ Actual physical completion date
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
PROJECTS - PHYSICALLY AND FINANCIALLY COMPLETED						
ACT Teacher Quality Institute - Digital Service Delivery Phase 2	713	713	634	121	755	Jun-19
TOTAL	713	713	634	121	755	
TOTAL ICT PROGRAM 2018-19	25,939	25,939	12,142	7,356	19,498	

Work in Progress

Please refer to page 27 for further project details on the two key ICT projects in progress: Technology Enabled Learning and the SAS.

Projects Completed

ACT Teacher Quality Institute (TQI) – Phase 2 of the digital services delivery has been completed – TQI upgraded portal performance with an enhanced design that improves the ongoing user experience.

Further information may be obtained from the Executive Branch Manager, Digital Strategy, Services and Transformation, (02) 6205 6749.

ASSET MANAGEMENT

The Directorate's asset management practices are based on the following key principles:

- > asset management activities are undertaken in an integrated and coordinated manner;
- > asset management decisions are guided by service delivery needs;
- > asset planning and management are linked to corporate and business plans, as well as budgetary and reporting processes; and
- > capital expenditure decisions are based on evaluations of alternatives that take into account estimated costs, benefits and risks, in particular workplace health and safety risks.

In 2018-19, the Directorate progressed the following activities in relation to asset management:

- > the first set of the Sustainable Development of Public School Facilities specifications for Preschool to Year 6 schools has been implemented in the new Margaret Hendry School in Taylor. The specifications define the infrastructure requirements to meet modern pedagogy and sustainability requirements. Following the opening of the school, a review was commenced, with a view to incorporating the lessons learned; and
- > the Strategic Asset Management Plan asset database has been further developed.

The Directorate is responsible for 92 school sites and 28 offsite preschools. In addition, the Directorate manages two major facilities for ESO staff. In total, there are 122 sites under direct management by the Directorate.

The Directorate has ongoing infrastructure programs which provide sustainable, high quality learning and teaching environments for students. These programs provide facility upgrades, expansions, repairs and maintenance. The capital works program focuses on renewal and upgrade of schools and preschools and the maintenance program handles urgent and minor repairs, planned maintenance and the repair of damaged facilities.

Asset management issues which were a priority for the Directorate in 2018-19 included:

- > renewal of ageing infrastructure;
- > provision of new schools and educational facilities to meet growth-related demand;
- > refurbishment to support changing curriculum activities, including improvements to STEM learning environments;
- > modification of facilities to support students with complex needs and challenging behaviours;
- > installation of information and communication technology infrastructure;
- > building compliance upgrades to improve accessibility and learning environments for students with special needs;
- > construction of external learning environments;
- > school safety improvements including car parking and traffic management;
- > installation of security related infrastructure;
- > hazardous materials management, removal and disposal; and
- > infrastructure works to achieve energy efficiency and reduction in carbon emissions.

Assets Managed

As at 30 June 2019, the Directorate managed school infrastructure assets with a total net book value of \$1,945.9 million.

Table 46 Assets and their values at 30 June 2019

Asset Class	Value (\$ million)
Land and Buildings (including improvements) for schools and preschools	1,909.2
Property, Plant and Equipment	32.3
Intangible Assets	4.4
Total	1,945.9

Source: Education Directorate

Assets to the value of \$106.6 million were added to the register in 2018-19.

Table 47 Assets added to the Asset Register in 2018-19

Assets	Value (\$ million)
Capital Works (Schools)	100.2
Capital Initiatives - ICT and other projects	6.4
Total	106.6

Source: Education Directorate

Surplus Assets

As at 30 June 2019, the Directorate did not have any properties which were not being utilised by the agency or that had been identified as potentially surplus.

Assets Maintenance and Upgrade

The Directorate undertakes maintenance and upgrades in consultation with schools and their communities. The Directorate supports schools to develop their repairs and maintenance plans on the basis of information from building condition assessments, requests from schools and information gained from other sources such as consultant reports and site visits.

Works were subsequently undertaken at a local level by schools and through the Directorate's Infrastructure and Capital Works Branch, with larger and more significant works included in the Directorate's capital works program in priority order.

Maintenance and major refurbishment are a priority for the Directorate given the increasing average age of school facilities.

Asset Maintenance

The Directorate had an allocation in 2018-19 of approximately \$17.5 million to undertake planned and unforeseen repairs and maintenance works at ACT public schools and preschools as well as compliance programs.

Further funds are allocated each year directly to ACT public schools. This funding is for physical infrastructure costs covering minor repairs and maintenance works.

The 2018-19 repairs and maintenance works included:

- > specific works (e.g. fire panel, security system and electrical switchboard upgrades, external painting and other school requested improvements);
- > heating, ventilation and air conditioning maintenance and repairs;
- > stormwater and sewer line inspections and rectification works;
- > roof access safety system upgrades and certification;
- > lifts and auto doors inspections and maintenance;
- > emergency lighting inspections and maintenance;
- > fire alarm system monitoring;
- > asbestos materials surveys and removal;
- > building condition assessments including drone technology to streamline and improve the assessment of roof and roof components;
- > work health and safety related works;
- > tree inspections and works; and
- > school security - including targeted patrols, static guarding where required and patrol response to security sensor alerts.

The Directorate undertook five-yearly asbestos audits at 50 schools during the year. All schools with asbestos containing materials present have asbestos management plans in place.

Capital Upgrades

In the 2018-19 Budget, funding of \$14.6 million was provided for capital upgrades at schools and preschools. Details of specific works are included in the Capital Works section.

Office Accommodation

There were 533 staff occupying office-based workstations as at 30 June 2019 (excluding the Office of the Board of Senior Secondary Studies), occupying a total of 6,080m². Details about the list of sites, staff numbers (head count) and space occupied are provided in Table 48. Remaining staff were employed in school environments undertaking school-based activities, including teaching, student support, school leadership and school administration. Full staffing profiles are reported in the Human Resource Management section.

Table 48 Education Support Office sites, staff numbers (headcount) and space occupied as at 30 June 2019

Building and location	Staff numbers	Approximate area occupied (m ²)	Average area occupied per employee (m ²)
220 Northbourne Avenue, Braddon	153	1,991	13.0
Hedley Beare Centre for Teaching and Learning, Stirling ¹	301	3,547	11.8
Gilmore Primary School, Majura Primary School, Melrose High School, Wanniasa (P-10) School Senior Campus & University of Canberra High School Kaleen ²	79	642	8.1
Callam Offices, Phillip (The Office of the Board of Senior Secondary Studies)	14	466	33.3
Total	547 ^{3,4}	6,546	12.1

Source: Education Directorate

¹ Approximate area occupied at Hedley Beare Centre for Teaching and Learning does not include meeting rooms and training facilities (1,855m²) available for booking by other Directorates of ACT Government and members of the public.

² School areas occupied by ESO staff are from the Network Student Engagement and Hearing & Vision Support Teams.

³ Staff numbers do not include 25 SSICT staff embedded at Hedley Beare Centre for Teaching and Learning.

⁴ Staff numbers have been calculated based on occupied work stations at 30 June 2019.

Further information may be obtained from the Executive Branch Manager, Infrastructure and Capital Works, (02) 6205 1289.

GOVERNMENT CONTRACTING

All procurement processes within the Directorate are required to comply with the procurement legislative framework including the *Government Procurement Act 2001*, *Government Procurement Regulation 2007* and subordinate guidelines and circulars. The procurement selection and management processes are authorised by the appropriate delegate within the Directorate.

Under the whole of government procurement arrangements, Strategic Finance and Procurement Branch provided advice and support in relation to goods and services procurement, contract management issues and undertook higher value procurements on behalf of the Directorate.

The Directorate continued to be responsible for the management of contracts. Where obligations were not met the contractor was required to rectify the non-compliance promptly to avoid cancellation of the contract.

Expenditure by the Directorate's ESO included acquisition of expert advice regarding curriculum, national assessment testing and other education related matters, human resource issues, services to maintain assets and capital works activities. Contract information for schools covered a wide range of acquisitions including cleaning.

Refer to Appendix 2 Government Contracting for contracts executed in 2018-19 with an estimated total value of \$25,000 or more, and contracts executed in 2017-18 financial year and notified to the Contracts Register in the 2018-19 financial year.

There have been no exemptions from the secure local jobs code requirements under section 22G of *the Government Procurement Act 2001* during the 2018-19 financial year.

Further information may be obtained from the Executive Branch Manager, Strategic Finance and Procurement, (02) 6205 2685.

STATEMENT OF PERFORMANCE



AUDITOR-GENERAL AN OFFICER
OF THE ACT LEGISLATIVE ASSEMBLY 

INDEPENDENT LIMITED ASSURANCE REPORT

To the Members of the ACT Legislative Assembly

Conclusion

I have undertaken a limited assurance engagement on the statement of performance of the Education Directorate (the Directorate) for the year ended 30 June 2019.

Based on the procedures performed and evidence obtained, nothing has come to my attention to indicate the results of the accountability indicators reported in the statement of performance for the year ended 30 June 2019 are not in agreement with the Directorate's records or do not fairly reflect, in all material respects, the performance of the Directorate, in accordance with the *Financial Management Act 1996*.

Basis for conclusion

I have conducted the engagement in accordance with the Standard on Assurance Engagements ASAE 3000 *Assurance Engagements Other than Audits or Reviews of Historical Financial Information*. My responsibilities under the standard and legislation are described in the 'Auditor-General's responsibilities' section of this report.

I have complied with the independence and other relevant ethical requirements relating to assurance engagements, and the ACT Audit Office applies Australian Auditing Standard ASQC 1 *Quality Control for Firms that Perform Audits and Reviews of Financial Reports and Other Financial Information, Other Assurance Engagements and Related Services Engagements*.

I believe that sufficient and appropriate evidence was obtained to provide a basis for my conclusion.

The Directorate's responsibilities for the statement of performance

The Director-General is responsible for:

- preparing and fairly presenting the statement of performance in accordance with the *Financial Management Act 1996* and *Financial Management (Statement of Performance Scrutiny) Guidelines 2019*; and
- determining the internal controls necessary for the preparation and fair presentation of the statement of performance so that the results of accountability indicators and accompanying information are free from material misstatements, whether due to error or fraud.

Auditor-General's responsibilities

Under the *Financial Management Act 1996* and *Financial Management (Statement of Performance Scrutiny) Guidelines 2019*, the Auditor-General is responsible for issuing a limited assurance report on the statement of performance of the Directorate.

My objective is to provide limited assurance on whether anything has come to my attention that indicates the results of the accountability indicators reported in the statement of performance are not in agreement with the Directorate's records or do not fairly reflect, in all material respects, the performance of the Directorate, in accordance with the *Financial Management Act 1996*.

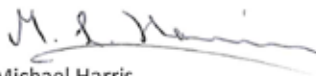
In a limited assurance engagement, I perform procedures such as making inquiries with representatives of the Directorate, performing analytical review procedures and examining selected evidence supporting the results of accountability indicators. The procedures used depend on my judgement, including the assessment of the risks of material misstatement of the results reported for the accountability indicators.

Limitations on the scope

The procedures performed in a limited assurance engagement are less in extent than those required in a reasonable assurance engagement and consequently the level of assurance obtained is substantially lower than the assurance that would have been obtained had a reasonable assurance engagement been performed. Accordingly, I do not express a reasonable assurance opinion on the statement of performance.

This limited assurance engagement does not provide assurance on the:

- relevance or appropriateness of the accountability indicators reported in the statement of performance or the related performance targets;
- accuracy of explanations provided for variations between actual and targeted performance due to the often subjective nature of such explanations; or
- adequacy of controls implemented by the Directorate.



Michael Harris
Auditor-General
18 September 2019

**Education Directorate
Statement of Performance
For the year ended 30 June 2019**

Statement of Responsibility

In my opinion, the Statement of Performance is in agreement with the Directorate's records and fairly reflects the service performance of the Directorate for the year ended 30 June 2019 and also fairly reflects the judgements exercised in preparing it.

A handwritten signature in black ink, appearing to read 'megbrighton', with a stylized, flowing script.

Meg Brighton
Director-General
18 September 2019

Education Directorate
Statement of Performance
For the year ended 30 June 2019

Output Class 1: Public School Education

Description

Public primary school education spans the years from preschool to year 6. It is available, on average, for eight years with a preschool age of four years and a kindergarten starting age of five years. A balanced curriculum allows the students to develop the qualities needed for lifelong learning. Public high school education covers the years 7 to 10. ACT public high schools offer a broad and comprehensive education across all key learning areas. Public secondary college education covers years 11 and 12, offering courses catering for a broad range of student needs and interests.

A range of educational settings are available in ACT public schools for students with a disability. These include special needs schools, special classes or units in mainstream schools and additional support in mainstream classes.

	2018-19 Target	2018-19 Result	Percentage variance from the target	Explanation of material variance (±10% or higher)
Cost (\$'000) ^a				
1.1 Public Primary School Education	410,697	425,492	3.6%	
1.2 Public High School Education	203,458	205,520	1.0%	
1.3 Public Secondary College Education	130,091	128,710	(1.1%)	
1.4 Disability Education in Public Schools	78,593	79,586	1.3%	
Total Output Class 1	822,839	839,308	2.0%	
Controlled Recurrent Payments (\$'000) ^a				
1.1 Public Primary School Education	349,270	349,776	0.1%	
1.2 Public High School Education	175,066	175,319	0.1%	
1.3 Public Secondary College Education	110,317	110,477	0.1%	
1.4 Disability Education in Public Schools	69,975	70,076	0.1%	
Total Output Class 1	704,628	705,648	0.1%	

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

Notes:

- a. Cost and Controlled Recurrent Payments measures were not examined by the ACT Audit Office in accordance with the *Financial Management (Statement of Performance Scrutiny) Guidelines 2019*.

Education Directorate
Statement of Performance
For the year ended 30 June 2019

Output Class 1: Public School Education Accountability Indicators	2018-19 Target	2018-19 Result	Percentage variance from the target	Explanation of material variance (±10% or higher)
Early childhood education				
a. Number of enrolments in preschool in public schools	4,650	4,679	0.6%	
b. Number of enrolments of Aboriginal and Torres Strait Islander students in preschool in public schools	250	256	2.4%	
School participation				
a. Attendance rate of public school students in year 1 to year 10	92%	90.6%	(1.5%)	
Education and care services				
a. Assessment and ratings completed within legislated timeframes	100%	99%	(1%)	
b. Annual compliance audit is delivered in full	100%	100%	-	
Disability education				
a. Individual Learning Plans completed for students in special and mainstream schools who access special education services	100%	99%	(1%)	
Senior secondary education				
a. Percentage of year 10 students who proceed to public secondary college education	90%	91.7%	1.9%	
b. Percentage of year 10 Aboriginal and Torres Strait Islander students who proceed to public secondary college education	85%	83.3%	(2%)	
c. Apparent retention of public school students from year 7 to year 12	N/A	Discontinued indicator		Note 1
d. Apparent retention of Aboriginal and Torres Strait Islander public school students from year 7 to year 12	90%	100%	11.1%	Note 2
e. Percentage of year 12 students who receive a Tertiary Entrance Statement	50%	48%	(4%)	
f. Percentage of year 12 Aboriginal and Torres Strait Islander students who receive a Tertiary Entrance Statement	20%	24.2%	21%	Note 3
g. Percentage of year 12 students who receive a nationally recognised vocational qualification	60%	43.7%	(27.2%)	Note 4
h. Percentage of year 12 Aboriginal and Torres Strait Islander students who receive a nationally recognised vocational qualification	50%	34.7%	(30.6%)	Note 5
Regulatory and process reform initiative				
a. Commenced implementation of red tape reduction initiatives	June 2019	1 January 2019	-	
Average cost (\$) per student per annum in public:				
a. Preschools	7,754	7,725	(0.4%)	
b. Primary schools	15,110	15,476	2.4%	
c. High schools	19,550	19,392	(0.8%)	
d. Secondary colleges	20,999	20,903	(0.5%)	
e. Special schools	67,570	70,952	5.0%	
f. Mainstream Schools' student with a disability	27,998	27,114	(3.2%)	

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

Notes to variances

- The 2018-19 target for this indicator is not applicable (N/A) as the indicator has been discontinued due to the capping of the result at 100 percent for the indicator by the Australian Bureau of Statistics. The capping at 100 percent does not allow measurability of variation and reporting of meaningful information.
- More Aboriginal and Torres Strait Islander young people continued to progress to year 12 than was anticipated.
- The variance is a result of a proportionally higher number of Aboriginal and Torres Strait Islander students

**Education Directorate
Statement of Performance
For the year ended 30 June 2019**

receiving a Tertiary Entrance Statement (TES). The number of Aboriginal and Torres Strait Islander students receiving a TES was 23 (of 95 enrolled in year 12 in 2018) as opposed to an expected number of 19 from 95 enrolled. The small number of Aboriginal and Torres Strait Islander students counted in this data results in large percentage variances from a change in circumstances for a very small number of students and therefore must be interpreted with caution. This indicator will be reviewed and replaced by an indicator appropriately reflecting the student choice as part of the 2020-21 Budget cycle.

4. The variance is a result of a proportionally fewer number of year 12 students choosing to undertake a vocational qualification which is a reflection of student choice. A total of 1,377 (of 3,152 enrolled in year 12 in 2018) students received a nationally recognised vocational qualification leading to a result of 43.7 percent as opposed to an expected number of 1,891 students from those enrolled which could have achieved a target of 60 percent. This indicator will be reviewed and replaced by an indicator appropriately reflecting the student choice as part of the 2020-21 Budget cycle.
5. The variance is a result of a proportionally fewer number of year 12 Aboriginal and Torres Strait Islander students choosing to undertake a vocational qualification which is a reflection of student choice. The number of Aboriginal and Torres Strait Islander students receiving a nationally recognised vocational qualification was 33 (of 95 enrolled in year 12 in 2018) leading to a result of 34.7 percent as opposed to an expected number of 48 students from those enrolled which could have achieved a target of 50 percent. The small number of Aboriginal and Torres Strait Islander students counted in this data results in large percentage variances from a change in circumstances for a very small number of students and therefore must be interpreted with caution. This indicator will be reviewed and replaced by an indicator appropriately reflecting the student choice as part of the 2020-21 Budget cycle.

Education Directorate
Statement of Performance
For the year ended 30 June 2019

Output Class 2: Non-government Education

Output 2.1: Non-government Education

Description

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

	2018-19 Target	2018-19 Result	Percentage variance from the target	Explanation of material variance (±10% or higher)
Cost (\$'000) ^a	3,581	3,327	(7.1%)	Note 1
Controlled Recurrent Payments (\$'000) ^a	2,910	2,914	0.1%	
Accountability Indicators				
a. All non-government schools operating in the ACT during the reporting period are registered	100%	100%	-	
b. The provisional registration of home educated students is completed within ten school days of the receipt of the application	100%	95.2%	(4.8%)	
c. Grants paid within the required period of receiving funds from the Commonwealth Government	100%	94%	(6%)	

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

Notes to indicator description

- a. Cost and Controlled Recurrent Payments measures were not examined by the ACT Audit Office in accordance with the *Financial Management (Statement of Performance Scrutiny) Guidelines 2019*.

Notes to variances

1. The variance is due to a reduction in Australian Government funding for the National Schools Chaplaincy Program National Partnership.

Part IV

Annual Report
Requirements for Specific
Reporting Entities

INVESTIGATION OF COMPLAINTS

Community Feedback

During the 2018-19 reporting period the Education Directorate received over 2,100 items of feedback comprising notifications, suggestions, requests for information and service, compliments received in writing and complaints received in writing and by phone. This was a slight reduction to the number received in 2017-18 (2,220).

The CRM tool allows members of the community to directly lodge their feedback with the Directorate, receive a tracking code for their feedback, and specify whether the feedback was related to a request for information, a request for service, a compliment or a complaint.

The CRM tool allowed the Directorate to ensure that all written feedback received a response either by the ESO or by the relevant ACT public school. Feedback is also provided directly to schools and to individual teams within the Directorate. This feedback is generally responded to directly by the relevant school or business area. In some cases, the feedback may need to be escalated to the Directorate's Families, Students Complaints and Feedback Unit for a response. These escalated cases are also recorded in the CRM for tracking purposes.

The Directorate is also undertaking a complaints redesign process to ensure the most contemporary responses are employed to achieve appropriate resolution.

Feedback about ACT Public Schools

The more than 2,100 CRM records received during the period included 382 complaints and over 1,700 items of feedback about ACT public schools. The number of complaints received at the directorate level represents 0.76% of the student population, which currently sits at approximately 50,000 students.

Of the complaints received about ACT public schools:

- > 39 were about enrolment;
- > 33 were about facilities;
- > 30 were about policies;
- > 50 were about school communication;
- > 32 were about inclusion and engagement;
- > 87 were about staff behaviour;
- > 101 were about student behaviour management;
- > 9 were about teaching and learning; and
- > 1 was about recruitment.

Further information may be obtained from the Executive Branch Manager, Governance and Community Liaison, (02) 6207 5066.

MINISTERIAL AND DIRECTOR- GENERAL DIRECTIONS

During the 2018-19 period, the Directorate did not receive any direction from the Minister or the Director-General under the *Education Act 2004*.

Further information may be obtained from the Executive Branch Manager, Governance and Community Liaison, (02) 6207 5066.

Appendixes

ANNEXURE A - EARLY CHILDHOOD POLICY AND REGULATION

Early Childhood Strategy

The ACT Government committed to developing an Early Childhood Strategy for the ACT in its 2016 Supporting Parents Plan election commitment, to harness early childhood education across the Territory and get it right for future generations.

The *Early Childhood Strategy* will be designed to position the ACT for long-term educational success by ensuring every young child across Canberra has access to quality early childhood education. The four key elements will be:

- > increasing access, equity and affordability;
- > enhancing the education and care workforce and qualifications;
- > providing seamless transitions from early education and care to school; and
- > maximising the benefit to children.

In the ACT, government and non-government providers deliver a variety of early childhood education and care services for children from birth to 12 years of age. These services include those approved under the National Quality Framework (NQF), those licensed under the *Children and Young People Act 2008*, programs delivered by the Directorate, and additional informal programs delivered by community organisations, such as playgroups.

The *Early Childhood Strategy* will create a connected/coherent policy context that will improve collaboration between government and non-government providers to improve equitable access to early childhood education and deliver a more seamless user experience for children and families. It will look to coordinate approaches across Government and, in partnership with non-government organisations, to deliver an aligned education and care framework, and maximise investment into early childhood services in the ACT.

The *Early Childhood Strategy* will bring to fruition a commitment in the *Future of Education Strategy* and will align with the evidence presented in the [Lifting our Game](#) report, commissioned by States and Territories.

This report aligns closely with the ACT Government's vision for quality early childhood education and the key elements of the *Early Childhood Strategy*. The evidence applied in *Lifting our Game* is fundamentally the same as that considered in developing the *Early Childhood Strategy*.

A key component of the *Early Childhood Strategy* is delivering a phased approach to 15 hours per week, 600 hours per year of free, universal, quality early childhood education for three year-olds in the ACT.

In June 2019, the ACT Government announced it is investing \$2.2 million towards equitable access to early childhood education in 2020. This investment includes:

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

Early Childhood Advisory Council

In August 2017, the Minister for Education and Early Childhood Development, Yvette Berry MLA, established the Early Childhood Advisory Council to bring together representatives of the education and care sector to strengthen partnerships between the ACT Government and the sector (<https://www.education.act.gov.au/early-childhood/early-childhood-advisory-council>).

The Council's current term is to July 2020. The table below lists the members of the Council as at 30 June 2019.

Table 49 Early Childhood Advisory Council members

Name	Institution	Area of representation
Cathy Hudson (Chair)	Policy Advisor and Deputy Chair ACECQA Board	Independent Chair
Director-General (Deputy Chair)	ACT Education	Government
Simon Bennett	Anglicare	Not for profit and early childhood
Jodie Ledbrook	YMCA Canberra	Community not for profit
Bernadette Carbin	YWCA Canberra	Community not for profit
Alice Castrission	Catholic Education Canberra and Goulburn	Catholic Education
Peter Curtis	Australian Education Union – ACT Branch	Peak body
Carly Freeman	ACT Aboriginal and Torres Strait Islander Advisory Group	Community representative
Joanne Garrisson	Association of Independent Schools ACT	Independent Schools Association
Sandy Leitch	Early Childhood Australia	Peak body
Lee Maiden	Communities@Work	Community not for profit and Family Day Care
Bruce Papps	Northside Community Service	Community not for profit
Reesha Stefek	Woden Early Childhood Centre	Independent not for profit
Lisa Syrette	AIS Site Services Branch	Independent not for profit
Symmone Turner	Preschool Teachers Professional Association	Professional association

Selection of members was based not only on representation of their respective organisations but on their individual skills and expertise. The Council has provided advice on proposals arising from the development of the *Early Childhood Strategy*, with significant level of consultation taking place with the Council in 2018–19 through five face-to-face meetings held across Canberra.

In addition, a full day workshop was held in April 2019 with the Council and invited experts from school and education and care systems, to discuss how best to improve collaboration between government and non-government education and care providers. The goal of the workshop was to test and consider the risks, benefits and requirements of possible partnership approaches for the *Early Childhood Strategy*.

Inter-Directorate Committee

In July 2018, the Directorate established the Early Childhood Strategy Inter-Directorate Committee (IDC) to provide advice that gives a whole of government perspective in relation to early childhood.

The IDC was also set up to ensure that the *Early Childhood Strategy* has strong synergies with cross-directorate initiatives that engage with and impact on children. In December 2018, the Directorate formed the IDC working group to support the work of the IDC. The working group meets two weeks prior to the IDC and provides advice for IDC members on topics such as sharing data between directorates to ensure consistency of service delivery for families, and better connecting Government services to provide pathways for children into early childhood education.

Early Childhood Strategy Community Consultation

To ensure the *Early Childhood Strategy* best meets the needs of the community, the Directorate held a targeted consultation process from November 2018 to April 2019. Conversations were held with children, families, educators and the wider community.

The consultation process was designed to be focused and targeted, capturing detailed qualitative feedback from stakeholders, and hearing the voices of those who would benefit most from increasing access to quality early childhood education, particularly those experiencing vulnerabilities or disadvantage.

Through the process, 101 children, 138 families, 105 members of the education and care workforce, and 28 peak bodies and associations were consulted. Ten written submissions were received through the YourSay website. The findings include:

- > a longer-term, strategic and collaborative approach to early childhood education and care in the ACT is welcomed;
- > an equitable and affordable approach to early childhood education will enhance life outcomes for all children;
- > providing access to early childhood education for children who may be experiencing vulnerability or disadvantage is supported, but must be achieved without stigma and through trusted relationships; and
- > educators play an important role in a child's early years. The disparity in wages and conditions across the sector should be addressed.

Participants hope the *Early Childhood Strategy* will encourage the community to recognise and value the educational benefits of quality early childhood education, including the educators who provide this essential service.

Implement Supporting Parents Plan

The Directorate is progressing the components of the ACT Government's 2016 Supporting Parents Plan election commitment, including the development of the *Early Childhood Strategy* to continue to drive access to quality early childhood education.

The *Early Childhood Strategy* is informed by the abundance of national and international evidence that shows the benefits that quality early childhood education brings for children, families, and wider society.

The *Early Childhood Strategy* will be the plan for early childhood education in the ACT over the next decade, in line with the *Future of Education Strategy*.

Consultation with the Early Childhood Advisory Council, IDC and working group, and with the ACT's education and care sector is supporting the development of the *Early Childhood Strategy*.

Early Childhood Education and Care Workforce

On 1 February 2019, the Productivity Commission released its Report on Government Services (RoGS) chapter that covers childcare, education and training.

The RoGS report shows that the ACT had 61.7 per cent of primary contact staff in early education and care services with a relevant formal qualification at, or above, Certificate III. While this figure is one of the lowest in the country it shows an 11.1 per cent improvement for the ACT since the *2013 Early Childhood Education and Care National Workforce Census* for Certificate III graduates.

The [*2016 Early Childhood Education and Care National Workforce Census*](#) report shows that 34.4 per cent of educators nationally, in a Child Care Benefit approved service, are studying towards a qualification.

As of 30 June 2019, there are 79 government preschools and 20 non-government preschools in the ACT. Approximately 90 per cent of preschool program educators have a university qualification, which places the ACT in the top two jurisdictions in the country.

Since the introduction of the NQF in 2012, the ACT Government has supported the growth of qualified staff for the education and care sector, with particular attention being given to the changes in qualification requirements for early childhood educators as part of the NQF.

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

In 2014-15, the first 25 scholarships were awarded and, throughout 2015-16 and 2016-17 a further 50 were offered. During 2017, an evaluation was conducted on the success of the Program and, consistent with feedback from the Early Childhood Advisory Council, the scholarship program was revised.

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

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

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

In June 2019 there were 47 scholarship holders studying towards a degree in early childhood education, including 13 successful recipients from the 2018-19 scholarship round.

Universal Access to Early Childhood Education: National Partnership Agreement

The National Partnership for Universal Access to Early Childhood Education (NP UAECE) is a keystone to ensuring young children have free universal access to early childhood education in the year before school. This is a joint funding contribution between States and Territories and the Australian Government to provide 600 hours per year of free public preschool education, in the year before commencement of formal schooling. Its objective is to support universal access and improve participation in quality early childhood education for four year-olds with a focus on Aboriginal and Torres Strait Islander children and children experiencing vulnerabilities or disadvantage.

The ACT Government is the major contributor of free preschool by providing 12 hours a week. The NP UAECE provides an additional three hours to make a total of 15 hours of free preschool a week.

Since 2016-17 the Australian Government has offered one-year extensions to the NP UAECE. In late 2018, the Australian Government offered another one-year extension for the 2018 and 2019 calendar years.

While the ACT acknowledges that extension of funding for one year is better than no extension, year-to-year agreements to contribute funding does not provide certainty in this important area. The ACT continues to advocate with other States and Territories for a long-term funding agreement for universal access to free preschool for four year-olds.

The 2018 and 2019 NP UAECE and the ACT Implementation Plan are available on the [Australian Government's Federal Financial Relations](#) website.

As a requirement of the NP UAECE 2018, the ACT's performance was measured against six performance indicators in the partnership. Initial assessment indicates that the ACT did not meet performance indicator 3.2 for the NP UAECE for 2018, being:

'The proportion of enrolled Indigenous children enrolled in the year before full-time school in quality early childhood education programme(s) for 600 hours per year.'

In the ACT, Aboriginal and Torres Strait Islander families have the option of enrolling their children in a universal preschool program or the Koori preschool program, or both. However, the application of the enrolment data is giving a numerical measure of the indicator that does not match with the Territory's success in both outcomes and outputs under the NP UAECE.

An additional small group of children was identified in data held by the Commonwealth as being enrolled in a quality early childhood education program(s) that were available for less than 600 hours per year.

The Directorate is working with the Australian Government on further examining data held by the Australian Government to ensure reliable and accurate information is used to inform assessment of the ACT's performance for the NP UAECE.

Education & Care Services National Law – ACT Regulatory Authority

The first three to four years of life substantially impact a child's learning and development trajectory. Children's brains develop rapidly from birth, with healthy brain development setting the foundation for learning and positive social relationships.

International and national evidence demonstrates that participation in quality early learning programs has significant benefits for young children because it makes the most of the brain's keen ability to absorb information and acquire skills early in life.

Children who have accessed quality, structured early learning programs are more likely to make a successful transition to school, stay longer in school, continue to engage in further education and fully participate in employment and community life as adults. These children experience these benefits irrespective of their family, social or economic context.

In 2012, all States and Territories and the Commonwealth implemented the [NQF](#) for the education and care sector. The NQF incorporates education and care from long day care, family day care, preschools and outside school hours care. Its primary function is to create a framework of education and care for children from 0-5 years who are not enrolled in school, and primary school aged children who attend out of school hours care.

The NQF for the education and care sector established the National Law and a uniform approach to the regulation and quality assessment of the education and care sector. The Director-General of the Education Directorate is the ACT's Regulatory Authority.

As at 30 June 2019, the ACT had 358 services approved under the National Law. The National Law places obligations upon the ACT Regulatory Authority — Children's Education and Care Assurance (CECA) — to undertake investigation, compliance, enforcement, and assessment and rating functions against the NQS.

The Regulatory Authority is comprised of the following teams:

- > Quality Assurance;
- > Audit and Risk Management; and
- > Investigation.

Quality Assurance

The key objective of quality assurance is to assist providers and services in their journey of continuous improvement in delivering quality early childhood education and care to children. CECA's Quality Assurance team undertakes the assessment and rating process of the sector in accordance with the National Law. This process provides several benefits:

- > educators with increased skills and qualifications;
- > better support for children's learning and development; and
- > a national register to help parents assess the quality of education and care services in their local area.

Under the National Law, services are assessed and rated against the [NQS](#).

Following an assessment, an overall rating is given dependent on evidence collected across seven quality areas:

- > Educational program and practice;
- > Children's health and safety;
- > Physical environment;
- > Staffing arrangements;
- > Relationships with children;
- > Collaborative partnerships with families and communities; and
- > Governance and leadership.

There are five rating levels within the assessment and rating process as follows:

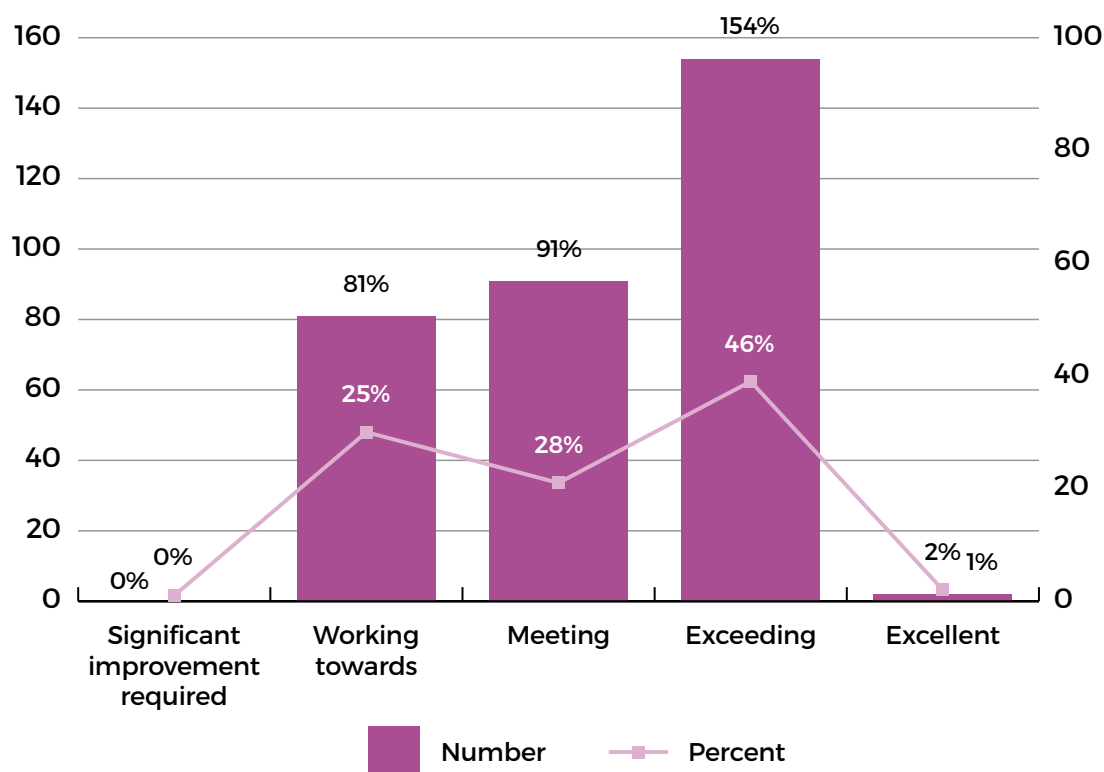
- > Excellent rating, awarded by Australian Children's Education and Care Quality Authority (ACECQA);
- > Exceeding National Quality Standard;
- > Meeting National Quality Standard;
- > Working Towards National Quality Standard; and
- > Significant Improvement Required.

As at 30 June 2019, the ACT had 358 services approved under the National Law. Of these, 328 have a quality rating, representing approximately 91 per cent of services. The nominal capacity of the sector is approximately 28,000 full time places for children.

As at 30 June 2019, the positioning of education and care services in the ACT was:

- > 0 (0%) had a Significant Improvement Required rating;
- > 81 (25%) had a Working Towards rating;
- > 91 (28%) had a Meeting rating;
- > 154 (46%) had an Exceeding rating; and
- > 2 (1%) had an Excellent rating.

Figure 22 Education and care sector services awarded a quality rating as at 30 June 2019



Source: Australian Children's Education & Care Quality Authority

The ACT has approximately 75 per cent of services with a quality rating of meeting or above, in contrast to 73.2 per cent at this time in 2018.

The percentage of services with an 'Exceeding' rating has risen to 46 per cent, marginally higher than 45 per cent last year and significantly increased from 42 per cent two years ago.

The percentage of services with a 'Working Towards' has further reduced to 25 per cent, from 26.8 per cent last year and 32 per cent two years ago.

Audit and Risk Management

CECA's Audit and Risk Management team undertakes compliance audits and risk assessment audits of education and care services. Compliance audits help to ensure that services are meeting their minimum requirements as set out by the National Law and Regulations.

Announced and unannounced compliance audits are conducted throughout the year. The team also carries out short notice audits in response to relevant incidents or complaints. These types of audits are called "risk audits" or, if appropriate, "emergency response audits". Risk audits and emergency response audits are conducted to identify and resolve any specific and immediate risks to children.

The team also monitors the risk rating of each service in the ACT. In 2019, the team commenced use of a new nationally consistent risk profiling system through National Quality Agenda IT System, to assess the risk level of each approved service. This is used to inform the long-term scheduling of audits and quality assessment and ratings. Each service is provided with a risk rating score and overall risk rating, which informs the frequency of visits required to the service to ensure the health, safety and wellbeing of children is being sufficiently met.

The risk levels of services are valued from 1- 5 using the following categories:

- > Very low risk;
- > Low risk;
- > Medium risk;
- > High risk; and
- > Very high risk.

In 2018, the team introduced a “top five” compliance segment for regular Education and Care Sector meetings, which highlights common themes and trends in non-compliances. It is one of the opportunities to inform the sector in order to prevent harm or hazard to children.

During the 2018-19 financial year, the Audit and Risk Assessment team carried out 214 compliance audits. The team also conducted 15 risk audits in response to incidents that required a rapid response and 11 audits to monitoring compliance action taken.

Investigations

CECA'S Investigation team assesses any information received that indicates there may have been a contravention of the National Law, where the contravention represents a risk, or potential risk, to the safety, health and well-being of children. Officers in the Investigation team hold a qualification equivalent to Certificate IV in Government (Investigations), Diploma of Government (Investigations) or training of a police or criminal justice standard.

In 2018-19 the team processed 1,010 notifications. Of those notifications, 45 matters were investigated, and four matters were subject to both investigation and risk audit.

At the end of June 2019, approximately 18 investigations were in progress, 37 cases were closed during the year, of which 17 were carried over from 2017-18.

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

Compliance Actions

As at 30 June 2019, CECA had taken 60 compliance actions. Compliance actions range from administrative letters to conditions on provider or service approvals; enforceable undertakings; emergency action notices; compliance directions; compliance notices; suspensions or cancellations of provider or service approvals; and prohibition of individuals.

A further 22 compliance actions were issued to cancel provider or service approvals where those providers or services were not actively engaged in education and care.

Assessment and ratings completed with legislated timeframes

The target for the Accountability Indicator for Assessment and ratings completed within legislated timeframes is 100 per cent. This indicator measures the percentage of quality assessment and rating of education and care services completed by Authorised Officers within legislated timeframes.

Under the National Law the legislated timeframe between the assessment visit and the issue of the final report and rating notice is within 60 days.

Authorised Officers from CECA conduct assessment and rating of services against the NQS. The process meets statutory requirements and a national approach to the assessment and reporting of the quality of education and care services across a variety of service settings.

The number of assessment and rating cycles conducted to completion during the 2018-19 year was 76, compared to 69 during the previous year. The target of assessment and ratings completed within legislated timeframes for the 2018-19 financial year was 100 per cent. The result for the financial year was 99 per cent. The result for the outcome is determined by calculating the number of assessment and rating cycles in which the final report and rating notices were issued within the legislated timeframe. The final report and rating notice must be sent within the reporting timeframe.

Refer to the audited Statement of Performance on page 200.

Annual compliance audit is delivered in full

The target for the Accountability Indicator for the annual compliance audit to be delivered in full is 100 per cent. This measures the percentage of compliance audits undertaken for the purpose of a minimum target number established by the EGC for the 2018-19 financial year.

The EGC sets a formal target every year. The target is approximately 10 per cent of all approved services under the National Law.

A scheduled audit of an education and care service is conducted against the minimum requirements of the National Law. The target of compliance audits for 2018-19 was 37 which met the 100 per cent target.

Refer to the audited Statement of Performance on page 200.

Sector Education and Engagement

Educate and Inform Functions

CECA is responsible for educating and informing the sector of its obligations under the NQF.

In 2018-19 the Directorate established a social media capacity for CECA with the launch on 26 March 2019 of the CECA Facebook page.

By expanding CECA's communication capabilities through Facebook, CECA has an increased communication reach to individual educators who are working directly with children and might not have the time or means to engage in CECA's face to face forums.

As at 30 June 2019, CECA's Facebook page had a following of 500 and 480 likes by individuals who work in the sector. Overall page reach between 24 and 28 June 2019 was 4,551.

Facebook content is determined from current trends CECA has identified as a priority for the sector with reference to the NQF. Other information of benefit to the sector is also conveyed using this communication channel.

CECA has engaged a Sector Engagement and Information Officer for 12 months, commencing 1 June 2019. This officer is responsible for promoting the NQF, particularly the theme of continuous improvement; developing and facilitating professional learning opportunities for the sector; developing partnerships across government and non-government organisations; and developing educational resources for the sector.

Sector Professional Learning

CECA organises and participates in a range of educative and deliberative forums with the education and care sector. In 2018-19 CECA held three Education and Care Sector Meetings in August 2018, November 2018 and March 2019.

Over 500 participants attended the meetings representing educators, managers, services and providers, and other stakeholders such as training organisations from across the sector. The meetings covered numerous important topics including:

> August 2018

- Children as citizens of their community and as drivers of change – presented by Molly Rhodin, Managing Director, Down to Earth Practical Solutions;
- Nominated Supervisor's responsibilities and obligations under the National Law – presented by CECA Investigation team;
- Developing a Quality Improvement Plan that effectively drives change – presented by CECA Quality Assurance team; and
- A KidsMatter tool for understanding children's anxiety – Presented by Kathryn Wallis, Janelle Bowler and Alicia Marshall.

- > November 2018
 - Working in the Northern Territory – presented by Brigid Donohoe, Authorised Officer CECA;
 - Australian Association for Environmental Education: Working for Sustainability – presented by Vivienne Pearce - President, Sue Jones – Dancekids, and Helen McHugh – Nature Play @ Australian National Botanic Gardens; and
 - Partnership with Families – presented by Dr Fay Hadley, Senior Lecturer, Department of Educational Studies, Macquarie University.
- > March 2019
 - The *Senior Practitioner Act 2018* - presented by the ACT Senior Practitioner Mandy Donley;
 - Forrest Outside of School Hours Care: Road to Excellence – presented by Ali Sewter and Kylie Keane; and
 - Perspectives on Inclusion – presented by Alicia Flack-Kone.

On 24 October 2018, CECA facilitated the Critical Reflection through Action Research Symposium with a focus on one of the new exceeding themes of the NQS, Critical Reflections.

The Symposium provided an opportunity for 275 leaders and educators within the sector to hear from others, to ask questions of an expert panel, and to gain greater understanding of what action research or practitioner enquiry is – how it promotes change and enhances quality. Presentations included:

- > What is Action Research – presented by Rob Soper, thinkers.inq;
- > Keeping it Fair! How do we confront our gaps in the journey of inclusion? – presented by Sharon Mathers, Aurelie Kalis and Tim Selwood, YMCA Holder Early Learning Centre;
- > Honouring children and educators as capable and competent researchers whilst embracing the Early Years Learning Framework as a pedagogical thinking framework – presented by Evan Gilson, Latham Primary School – Preschool Unit;
- > A community of researchers, presented by Subhadra Chapman and Michaeli Hillam, Blue Gum Community School – Preschool; and
- > Growing dispositions for learning through play – presented by Mitchell Parker and Sharon Craft, Lyons Early Childhood School.

National Early Childhood Reviews: Stakeholder consultation

National Quality Framework Review

In 2019, CECA consulted with stakeholders, providers, nominated supervisors, educators and families regarding the NQF and key areas which have been identified for change. CECA facilitated four workshops during May 2019 for direct consultation and feedback, as well as publishing opportunities for services, educators and families to provide feedback through the NQF Review ‘Have Your Say’ website.

Topics up for discussion as part of the review included:

- > the scope of services regulated under the NQF;
- > application efficiency and effectiveness;
- > maintaining current information about services;
- > physical environment;
- > sustainability of the NQF;
- > regulatory approaches;
- > Outside School Hours Care qualifications;
- > educator qualifications;
- > emergency and evacuation requirements;
- > clarity of Family Day Care coordinator role;

- > public awareness of service quality; and
- > compliance and enforcement

From this first consultation stage, a Consultation Regulatory Impact Statement will be developed for further sector consultation to occur in early 2020. Final recommendations will be put to Ministers at the end of 2020, with the implementation of any accepted changes occurring from 2021.

Australian Children's Education and Care Quality Authority (ACECQA) Review

In 2018, Education Council commissioned a review of the operation of ACECQA. The objective of the review was to ensure ACECQA's operation remained 'fit for purpose' in the current early childhood education and care environment, and in line with the objectives and guiding principles of the National Law. KPMG was engaged to undertake the review.

In May 2019, KPMG conducted two consultations in the ACT, the first with key stakeholders and the second with authorised officers in CECA.

Topic areas included:

- > ACECQA's performance: taking into account the functions assigned to ACECQA by the National Law and Education Council's Letter of Expectation;
- > governance, stakeholder relations and funding; and
- > Future challenges: What should ACECQA's role and functions be in the future?

The review report will be presented to Ministers at the end of 2019.

Further information may be obtained from the Executive Branch Manager, Early Childhood Policy and Regulation, (02) 6207 2143.

ANNEXURE B -ACT TEACHER QUALITY INSTITUTE 2018-19

Part A - Transmittal Certificate



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

Dear Minister

This Report has been prepared in accordance with s7(2) of the *Annual Reports (Government Agencies) Act 2004* and in accordance with the requirements under the Annual Report Directions.

It has been prepared in conformity with other legislation applicable to the preparation of the Annual Report by the ACT Teacher Quality Institute.

We certify that information in the attached Annual Report and information provided for whole of government reporting, is an honest and accurate account and that all material information on the operations of the ACT Teacher Quality Institute for the reporting period 1 July 2018 to 30 June 2019 has been included.

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

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 15 weeks of the end of the reporting year.

Yours sincerely

A handwritten signature in black ink, appearing to read 'William Maiden'.

Dr William Maiden PSM OAM
Board Chair
ACT Teacher Quality Institute
6th September 2019

A handwritten signature in black ink, appearing to read 'Anne Ellis'.

Ms Anne Ellis
Chief Executive Officer
ACT Teacher Quality Institute
6 September 2019

Compliance Statement

The Teacher Quality Institute (TQI) must comply with the Annual Report Directions (the Directions) made under section 8 of the *Annual Reports (Government Agencies) Act 2004*. The Directions are found at the ACT Legislation Register: www.legislation.act.gov.au.

The Compliance Statement indicates the subsections, under Parts 1 to 5 of the Directions, that are applicable to the Teacher Quality Institute and the location of information that satisfies these requirements.

Part 1 Directions overview

The requirements under Part 1 of the Directions relate to the purpose, timing and distribution, and records keeping of annual reports. The TQI Annual Report complies with all subsections of Part 1 under the Directions.

To meet Section 15 Feedback, Part 1 of the Directions, contact details for TQI are provided within the TQI Annual Report to provide readers with the opportunity to provide feedback.

Part 2 Reporting Entity Annual Report Requirements

The requirements within Part 2 of the Directions are mandatory for all reporting entities and TQI complies with all subsections. The information that satisfies the requirements of Part 2 is found in the TQI Annual Report as follows:

- > Transmittal Certificate;
- > Organisational Overview and Performance, inclusive of all subsections; and
- > Financial Management Reporting, inclusive of all subsections.

Part 3 Reporting by Exception

TQI has no information to report by exception under Part 3 of the Directions for the 2018-19 reporting period.

Part 4 Directorate and Public Sector Body Specific Annual Report Requirements

The following subsections of Part 4 of the 2019 Directions are applicable to TQI and can be found within the TQI Annual Report:

- > Ministerial Directions;
- > the number of approved teachers;
- > the education programs available for the professional learning and development of teachers; and
- > the current assessment and certification standards that are required to be met by teachers.

Part 5 Whole of Government Annual Reporting

Most subsections of Part 5 of the Directions apply to TQI. Consistent with the Directions, the information satisfying these requirements is reported in the one place for all ACT Public Service directorates, as follows:

- > Bushfire Risk Management, see the annual report of the Justice and Community Safety Directorate;
- > Human Rights, see the annual report of the Justice and Community Safety Directorate;
- > Legal Services Directions, see the annual report of the Justice and Community Safety Directorate;
- > Public Sector Standards and Workforce Profile, see the annual State of the Service Report; and
- > Territory Records, see the annual report of the Chief Minister, Treasury and Economic, Development Directorate.

ACT Public Service Directorate annual reports are found at the following web address: http://www.cmd.act.gov.au/open_government/report/annual_reports

Part B - Organisational Overview and Performance

Organisational Overview

The ACT Teacher Quality Institute (TQI) is an independent statutory authority established by the *ACT Teacher Quality Institute Act 2010* (TQI Act) to build the professional standing of all ACT teachers and to enhance the community's confidence in the teaching profession through professional regulation and practical initiatives to raise teacher quality.

Vision, Purpose and Values of the Institute

Our Vision

ACT teachers uphold and embody the standards of the profession to enhance the education of students.

Our Purpose

To implement professional regulation and to lead teacher quality initiatives to ensure the professional standing of ACT teachers and to enhance community confidence in the ACT teaching profession.

Our Values

- > Respect;
- > Integrity;
- > Collaboration;
- > Excellence;
- > Innovation; and
- > Learning.

Role, Functions and Services of the Institute

Our Role

TQI's role in relation to the ACT teaching profession stems from the TQI Act. It undertakes its responsibilities by integrating the direct regulation of the teaching workforce with specific strategic measures designed to raise the quality of that workforce including, importantly, embedding the *Australian Professional Standards for Teachers* in the teaching practice of all ACT teachers. This integrated approach covers all ACT teachers as they enter, and progress through, career stages in the profession. TQI emphasises collaboration across school sectors and amongst teachers, schools and universities. TQI promotes continuous professional learning and development and the professionalism of all teachers in the ACT. The ultimate goal of all its endeavours is to help enhance the learning outcomes of ACT school students.

Functions and Services

TQI functions set out in section 11 of the TQI Act are to:

- > register or grant permits-to-teach to eligible people;
- > keep a register of, and records relating to, teachers working or intending to work in the ACT;

- > promote and encourage the continuous professional learning and development (including increased levels of skill, knowledge, expertise and professionalism) of teachers working in the ACT;
- > determine standards for, and facilitate and issue directions for, the ongoing professional learning and development of teachers working in the ACT;
- > develop and apply codes of practice about the professional conduct of teachers working in the ACT; and
- > determine standards, including assessment and certification standards, for the ACT teaching profession.

In performing its statutory functions, TQI delivers the following range of services to all sectors of school education, ACT universities providing teacher education, and the teaching profession in the ACT:

- > direct regulatory services with respect to the ACT teaching profession;
- > quality assurance of initial teacher education programs in ACT universities; and
- > quality assurance with respect to professional learning programs for ACT teachers.

TQI also:

- > provides advice and training to ACT teachers in relation to all aspects of the *Australian Professional Standards for Teachers*;
- > facilitates collaborative teaching practice across the ACT teaching profession; and
- > promotes the continuing development and professionalism of ACT teachers.

Organisational Structure, Operating Environment and Planning Framework

Our Structure

TQI is governed by a Board comprised of key ACT education stakeholders, the teaching profession, and the ACT community. Current Board membership is set out in Table 1.

Management of the Institute's operations is undertaken by the Chief Executive Officer subject to the requirements of the *Public Sector Management Act 1994*, the *Financial Management Act 1996* (FMA) and specific delegations of authority approved by the Board. These delegations are set out in an Instrument of Delegations which may be varied from time to time.

The Chief Executive Officer, Ms Anne Ellis, is responsible for the day-to-day operations of TQI, supported by a small staff numbering 10.9 FTE.

Section 10 of the *Remuneration Tribunal Act 1995* requires its administrative body (the Tribunal) to inquire into and determine the remuneration, allowances and other entitlements of executives within the meaning of the *Public Sector Management Act 1994*.

Operating Environment

TQI is a Territory authority for the purposes of the FMA.

By a declaration issued by the Treasurer in February 2012 [*Financial Management (Territory Authorities) Declaration 2012 (No. 1)*], TQI has been exempted from certain provisions of the FMA. For example, TQI is not required to produce a detailed statement of intent, statement of performance, or annual financial statement. However, in accordance with the direction issued by the Minister for Education and Training under section 25 of the TQI Act, TQI is required to provide a summary of its income and expenses each financial year in its annual report.

For the purpose of the *Annual Reports (Government Agencies) Act 2004*, TQI comes within the definition of 'public sector body'. Accordingly, TQI has prepared this annual report to comply with section 7(2) of that Act and in accordance with the requirements referred to in the *2019 Annual Report Directions*.

Owing to its modest budget and staff resources, TQI has established administrative arrangements with the Education Directorate in relation to minor financial accounting and internal audit matters. The TQI Chief Executive Officer makes the TQI Finance Report to the Board four times each year. The Board considers the Report at each Board meeting. In the reporting period, the Board approved four Finance Reports.

The TQI is a statutory authority created under the *Teacher Quality Institute Act 2010*. In the reporting period on 19 February 2019, the Legislative Assembly passed amendments to the *Teacher Quality Institute Act 2010*. The amendments which take effect from 1 April 2019 strengthen the regulatory framework for ACT teachers in the interest of the protection of children. The changes enhance the robustness of decisions about teacher registration and strengthen requirements around Working with Vulnerable People registration.

The power under the TQI Act to suspend or cancel a teacher's registration is one which, because of the mutual recognition provisions of the legislation, has an effect which extends beyond the ACT. It is therefore essential that the evidence to support such a decision and the process to arrive at the decision are procedurally fair and soundly based so that the decision will withstand administrative and judicial review, as well as achieve objectives of the Act.

Having access to all necessary information is critical to TQI exercising its regulatory function in a timely and appropriate manner. TQI must consider all relevant matters in making a regulatory decision and ensure that findings are based on persuasive evidence that has been obtained fairly and lawfully.

Planning Framework

In 2015, the TQI Board approved a strategic planning document: *TQI Strategic Direction 2015-19*.

Under this direction, TQI focuses its efforts on the following four key areas:

- > sustaining a comprehensive registration framework for all teachers working or intending to work in the ACT, and embedding the *Australian Professional Standards for Teachers* in the teaching practice of ACT teachers, including individual teachers seeking higher levels of certification against the 'Highly Accomplished' and 'Lead' levels of the Standards;
- > implementing comprehensive reforms of initial teacher education in the ACT, including accrediting teacher education courses delivered by ACT universities and developing innovative practical approaches to better prepare initial teachers entering the profession;
- > promoting increased engagement by all ACT teachers in high quality professional learning and reflection; and
- > collecting a wide range of strategic data to provide the necessary evidence for local and national research efforts aiming to enhance teacher quality and student learning.

The achievements against each of these key focus areas over the reporting period are discussed in the Performance Analysis section. The next *TQI Strategic Direction* is being developed in preparation for the start of calendar year 2020.

TQI Governing Board

Section 15(2) of the TQI Act sets out the composition of the TQI Board and requires the Minister to appoint the members of the Board (other than the Chief Executive Officer). The appointment of a member, other than the Chief Executive Officer, must be for a term no longer than three years. A person may be reappointed for a further term of three years. The Chief Executive Officer is a non-voting member of the Board. Remuneration for the Chair is determined by the ACT Remuneration Tribunal in accordance with the provisions of the *Remuneration Tribunal Act 1995*. Except for the Chair, Board Members and Committee Members will not receive remuneration for performing their Board or Board Committee functions. They will, however, receive reimbursement for expenses reasonably incurred whilst performing these functions either at board meetings, attending committee meetings or when representing the Board.

The Board met on four occasions during the reporting period:

- > 18 September 2018;
- > 4 December 2018;

- > 26 March 2019; and
- > 18 June 2019.

The Minister made two appointments, each for a period of three years to the Board during the reporting period as follows:

Ms Anne Coutts resigned in 2018 as the member nominated by the Association of Independent Schools of the ACT [section 15(2)(d)] and was replaced by Ms Rita Daniels on 8 February 2019.

Ms Julie Murkins' term as the member representing teachers and principals of government schools [section 15(2)(j)] expired on 23 November 2018. Ms Murkins was reappointed for a second term on 6 February 2019.

The Board deliberated on the following major issues and legislation during the reporting period:

- > amendments to the *Teacher Quality Institute Act 2010*;
- > the pilot of the new model for the Certification of Highly Accomplished and Lead Teachers;
- > the TQI Strategic Risk Register;
- > the recommendations relating to teacher regulatory bodies from the *Royal Commission into Institutional Responses to Child Sexual Abuse* and the corresponding recommendations in the September 2018 Report from the National Review of Teacher Registration: *One Teaching Profession: Teacher Registration in Australia*; and
- > professional learning requirements for teachers registered in the ACT.

The Teacher Quality Institute Board Charter sets out the responsibilities of Board members and details obligations re confidentiality of Board discussions and deliberations. The Charter also requires members to avoid conflicts of interest; disclose any conflicts of interest and to absent themselves from deliberations should a conflict of interest arise.

The Charter states that in accordance with s85 of the *FMA*, Board members must exercise their functions with the degree of honesty, care, and diligence required to be exercised by a director of corporation in relation to the affairs of that corporation.

The Board monitors TQI's performance against the strategic plan and the budget at each Board meeting, and monitors TQI's exposure to risk and its processes for managing risks.

Table TQI 1: TQI Board Members and Meeting Attendance 2018-19

Member	Qualifications	Role	Appointment period	Meetings attended
Dr William Maiden PSM OAM	TeachCert, BA, MLitt, MEdAdmin, PhD, FACE, FACEL	Chair	30 May 2017 – 29 May 2020	4
Ms Anne Ellis	BA, DipEd, GradDip (InfMgt), FACEL	Chief Executive Officer, TQI	N/A	1
Ms Anna McKenzie	BA, Grad Dip Ed, MEd (Hons), FACE	A/g Chief Executive Officer, TQI	N/A	1
Ms Meg Brighton	BA, MCom	Deputy Director- General, Education Directorate	18 May 2018 – 17 May 2021	3
Dr Judith Norris	DipTeach, Grad Dip Ed; MEd Admin; PhD.	Australian Catholic University, ACT Campus	5 September 2017 – 4 September 2020	3
Mr Timothy Elliott	DipTeach, BEd, MEdLeadership.	Catholic Education Office	17 March 2017 – 16 March 2020	4
Ms Berna Simpson	Teachers' Cert, BA, Dip Ed, Grad Cert, MEd	NSW/ACT Independent Education Union	5 September 2017 – 4 September 2020	3
Mr Glenn Fowler	BA(Hons), GradDipEd	Australian Education Union, ACT Branch	19 August 2016 – 18 August 2019	3

Member	Qualifications	Role	Appointment period	Meetings attended
Ms Anne Coutts	BSc(Hons), GradCertEd, MEd	Association of Independent Schools of the ACT	21 March 2017 – 20 March 2020	1
Mr Michael Lee	BA, GradDipEd, GradDipRE, MEd, FACEL	Teaching profession in non-government schools	27 September 2016 – 26 September 2019	4
Professor Ting Wang	BA, MEdLeadership, PhD	University of Canberra	18 May 2018 – 17 May 2021	1
Ms Julie Murkins	BA, GradDipEd; MIL	Teaching profession in government schools	8 February 2019 – 8 February 2022	3
Dr Kaye Price AM	DipTeach, BEd, MEd; PhD	Community representative	5 September 2017 – 4 September 2020	2
Ms Rita Daniels	BA; Dep.Ed; Dip Theology; M.Ed	Association of Independent Schools of the ACT	8 February 2019 – 8 February 2022	2

Board Committees

The TQI Board has four committees which provide advice to the Board and the Chief Executive Officer as follows

- > the Teacher Professional Registration Committee which provides advice on teacher professional registration matters;
- > the Initial Teacher Education Committee which provides advice on initial teacher education matters;
- > the Professional Learning and Development Committee which provides advice on teacher professional learning matters; and
- > the Standards and Professional Practice Committee which provides advice on standards and professional practices matters including the certification of teachers as ‘Highly Accomplished’ or ‘Lead’ teachers.

Each committee met four times during the reporting period.

Performance Analysis

Overview

The primary focus of TQI remains the continuous improvement in the quality and professionalism of the ACT teaching workforce with the aim of enhancing the learning outcomes of all ACT school students. The TQI Act provides the regulatory regime within which the Institute pursues its goals.

Under the TQI Act, the teaching profession in the ACT is governed by a comprehensive framework that closely integrates regulatory provisions with a range of specific initiatives designed to assist all ACT teachers to improve their performance, at all stages of their careers. The framework integrates

- > preparation for the profession for initial teachers;
- > national professional standards;
- > high quality professional learning; and
- > formal accreditation and registration requirements.

The ACT framework accords with national agreements on education reform. Importantly, the approach in the ACT emphasises continuous quality improvement rather than simply a registration process for teachers.

Under the TQI regulatory framework, important reporting obligations are imposed on all employers of teachers in ACT schools to support the integrity of that framework and to help maintain community confidence in the

teaching profession. Amendments to the reporting obligations were passed by the Legislative Assembly in February 2019. These amendments imposed additional obligations on employers, requiring teacher employers or any relevant entity or person to provide certain and specific information to TQI to assist TQI to make robust, evidence based, timely and defensible decisions about a teacher's registration status.

The 2018-19 reporting year is the fifth and final year of the Institute's *Strategic Direction 2015-19*. TQI's actions against this plan have led to improved professionalism of teachers at all stages of their teaching career. In implementing the *Strategic Directions 2015-19*, TQI has increased the professionalism of ACT teachers – from when a person begins their initial teacher education, through to experienced teachers who become certified as Highly Accomplished or Lead teachers (HALTs).

TQI's actions against the *Strategic Direction* over the five years have:

- > ensured a user-friendly registration process for teachers;
- > improved their access to quality professional learning;
- > enhanced the quality of initial teacher education programs at ACT universities;
- > ensured all ACT teachers and their employers are fully informed of their responsibilities under the professional regulatory framework; and
- > opened pathways for teachers to certification at the highly accomplished and lead teacher level.

Over the five year period, TQI has firmly embedded the Australian Professional Standards for Teachers into teacher registration, teacher professional learning, certification and initial teacher education. The key elements of quality teaching are described in the *Australian Professional Standards for Teachers* and as such, the Standards have formed the core of TQI's activities during the five years of the Strategic Direction. TQI's work has led to the Standards being strongly integrated in: teacher registration; TQI accredited teacher professional learning programs; teacher reflection on their professional learning; and HALT certification criteria. The Standards are also an integral element of the accreditation of initial teacher education programs.

The progress achieved during the five-year term of the *Strategic Direction 2015-19* can be seen in the following measures:

- > Stakeholder feedback to the TQI Board indicates that, since the introduction of registration in 2011, teachers have come increasingly to value the work of the Institute and that teacher registration has become integral to their standing as a professional.
- > Growth in the number of TQI accredited programs being offered to ACT teachers has continued to increase, with nearly 30 per cent more programs offered in 2019 than in 2015, the first year of the Strategic Direction. The accreditation process includes that for a program to be reaccredited, providers must respond to the evaluation feedback of teachers who have undertaken the program. Responding to evaluation comments allows providers to update their programs to ensure they are targeting the current and changing needs of teachers and schools.

Since 2015, TQI enhanced teachers' engagement with Professional Learning. A new requirement for reflection on Professional learning was introduced. Teachers from that point must reflect in writing on their Professional Learning, how it connects with the Standards and builds teachers' capacity for increased impact on student outcomes.

TQI improved access for the casual teacher cohort to Professional Learning in 2016 by changing the operation of the professional learning framework. As an Australia first, TQI has facilitated a process for casual teachers to nominate a school that they work with and for a school representative to verify their casual teachers professional learning through an annual professional conversation. Over 90 per cent of the casual workforce is now associated with a school for Professional Learning verification, and where once possibly isolated, are now joining in their school's professional learning journey.

- > Since 2015, 22 Initial Teacher Education (ITE) programs have been accredited for ACT universities. Since 2016, TQI has facilitated the training of 46 ITE accreditation members in the new Program Standards and engaged six panellists in the national ITE Standards Setting process. To gain accreditation, universities are required to provide convincing evidence of the impact of their ITE programs on pre-service teachers and student learning. Importantly, this should include robust evidence that all graduate teachers meet the Graduate level of the *Australian Professional Standards for Teachers*.

- > TQI has continued to communicate with teachers and employers through its website; portal for registered teachers; and generic and personalised emails. Over the five years of the *Strategic Direction 2015-19*, TQI has developed its social media presence through Facebook.

TQI's uptake of Facebook has transformed the connection and engagement of teachers with TQI. TQI's public Facebook page, which showcases the work of TQI and ACT teachers, as well as providing resources to support the professional development of teachers, continues to grow. As at 30 June 2019, TQI's Facebook page had 1,130 followers. Through the page teachers receive timely professional content, and information about cross sectoral workshops, network opportunities and other initiatives supporting the ACT teaching profession. Posts that celebrate the work of ACT teachers typically having the highest engagement. The number of Facebook page followers has increased each year as have the number of interactions with, sharing and likes of TQI content.

- > All ACT teachers who meet eligibility requirements for voluntary certification as a HALT may apply for certification. Certification is a rigorous, cross-sectoral teacher development and assessment process against the high-level Teacher Standards. Certification recognises and promotes quality teaching and the development of collaborative learning professionals who strive to continually reflect upon and improve their practice.

Over the life of the Strategic Direction, the HALTs who have achieved certification in the ACT has grown from 25 to 74. The total number of ACT assessors nationally trained by TQI has increased accordingly from 25 in 2015, to 129 by 2019. During this time, TQI has developed a new Modular model for the certification of HALTs which makes the process more flexible and accessible for both HALTs and assessors. Further information about the model is provided below.

2018-19 Key Achievements

As at 30 June 2019, TQI has registered 8,016 teachers and 99 people were approved to hold a permit to teach. For the same period, there are 380 newly registered teachers, as against those teachers who renewed their registration.

In the reporting period, TQI suspended the registration of two teachers, a small number when compared with the 2018-19 cohort of registered teachers. TQI's clear, concise and comprehensive *Code of Professional Practice and Conduct* is well respected by teachers and employers. TQI's purposeful and targeted communications with teachers and employers make expectations clear and place the *Code of Conduct* front and centre. TQI has successfully fulfilled its remit of building the professional standing of teachers in the ACT and thus giving the ACT community confidence that the teachers teaching their children are of the highest quality and standing.

TQI introduced the recency of professional teaching practice requirement for the 2018 registration renewal period. Teachers wishing to renew their Full registration are now required to have completed 20 days of teaching practice to maintain their eligibility for Full registration. This new requirement recognises the importance of teachers maintaining currency of professional teaching practice as a contributor to continually developing their quality as a teacher. This implements a specific requirement of the National Education Reform Agreement.

A most significant achievement for TQI in 2018-19 is the development of a new modular model for the certification of HALTs. TQI's development of the new model was informed by the analysis of its certification process up to 2017. It was also in response to the *Future of Education* goal announced in 2018 of having a HALT in every ACT school. Under the new model, teachers are able to undertake certification in domains of the Teacher Standards or modules. The model addresses the assessors and participants' individual circumstances as it allows them to undertake the work in more manageable pieces. It also allows them to make course payments for each module, rather than a full upfront payment.

Other jurisdictions have expressed interest in the modular model. TQI has presented the model to the Australian Institute of Teaching and School Leadership (AITSL) and to the Tasmanian and NSW teacher regulatory authorities.

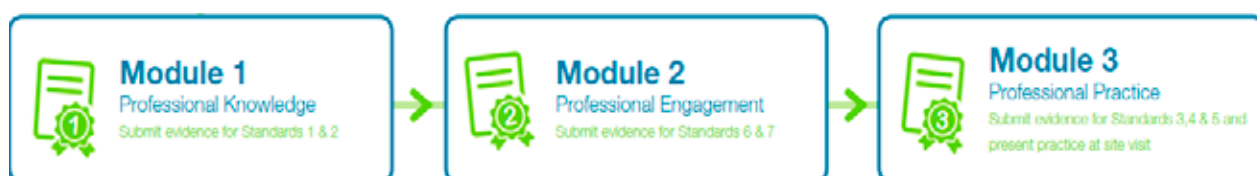


Figure 1 Certification: Modular model showing domains of teaching for the seven standards included in the Australian Professional Standards for Teachers



Figure 2 Certification Awards Ceremony 2018. From left back: Minister Yvette Berry, Andrew Withers, Kim Tucker, Trina Cleary, Jodi Stoneman, Sarah Edwards, Meredith Box, Tess Pennell, Anna Partridge, Dominic Lenarduzzi, Jacqui Krek, Kathy Kinnane, Ainsley Cowen

During 2018, TQI certified a further 11 ACT teachers, and renewed certification for six teachers who were initially granted certification for five years in 2013. This brings the total of HALTs, active in the ACT in 2019, to 64.

TQI has put the ACT ahead of the nation. Of the 573 HALTs certified nationally, the ACT with the smallest cohort of registered teachers, has certified 72 HALTs, almost 13 per cent of nationally certified teachers.

Accreditation and preparation for the profession

High quality preparation of future teachers is a key to enhancing the quality of the teaching workforce and hence to improving education outcomes for all ACT school students. In the ACT, the TQI has legislative responsibilities for accrediting ITE programs under s.11 (1)(g) and s.76(a) of the TQI Act.

In 2018, TQI finalised the accreditation of the Master of Secondary Teaching and the Master of Primary Teaching programs offered by the University of Canberra. The Master of Secondary Teaching is a significant revision of the existing program and the Master of Primary Teaching replaced the Bachelor of Primary Education (graduate entry) program. Both programs accepted student enrolments from the commencement of the 2019 academic year.

TQI continued to work in partnership with AITSL and teacher regulatory bodies to ensure a high level of consistency in the judgement of panels assessing ITE programs for accreditation.

In the reporting period, TQI provided further training to ITE accreditation panel members in the ACT, increasing the number of trained panel members to 28, including five trained panel chairs. Trained accreditation panel members are eligible to participate in local and interstate accreditation panels. These panel members have participated in panels assessing ITE programs offered by universities in Victoria, South Australia, Western Australia, Queensland and New South Wales.

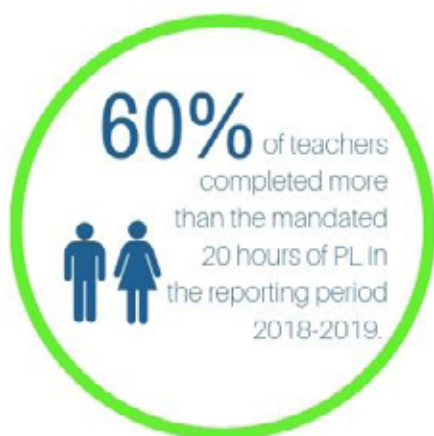
Through the accreditation of ITE programs, TQI is strongly contributing to building a highly qualified, professional teacher workforce that has completed initial teacher education programs with the right mix of academic and practical skills needed for the classroom.

Professional Learning and Growth

In total, the TQI teachers register has recorded that ACT teachers undertook more than 257,758 hours of professional learning in the year preceding their 2019 registration.

TQI registered teachers once again exceeded the minimum requirement for professional learning in the 2019 Renewal Year. Sixty per cent of teachers completed more than the mandatory 20 hours of professional learning in the reporting year.

Teachers on average recorded and reflected on 31 hours of professional learning activities, 11 hours over the minimum requirement.



The TQI online recording system for professional learning embeds the *Australian Professional Standards for Teachers* into teaching by explicitly linking the learning to individual teacher, sector and school learning goals. This function helps individual teachers to identify professional learning activities that are relevant to the content and practice of their teaching and supports them as effective teaching professionals. TQI is continually improving the operation of the Professional Learning Framework. In the reporting period, the TQI Professional Learning and Development Committee began an analysis of the evaluation and reflection questions to lead to updating the reflection tool to provide better and more relevant scaffolds for teachers to reflect on the impact of their learning.

The ACT Professional Learning Framework is innovative and exemplifies best practice. TQI continues to work with AITSL in how elements of the ACT model can be up-scaled across the country.

Figure 3 Professional learning participation

Professional Learning for Professional Registration

High quality learning
for continuing
professional growth.

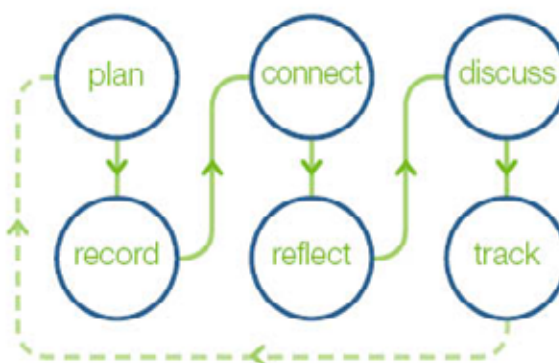


Figure 4 TQI Professional Learning Framework

TQI accredited 545 professional learning programs during the reporting period. Of these programs, 128 had been accredited for a second year. Growth in the number of TQI accredited programs being offered to ACT teachers has continued to increase, now over six times the number offered when TQI began accrediting programs in 2014.

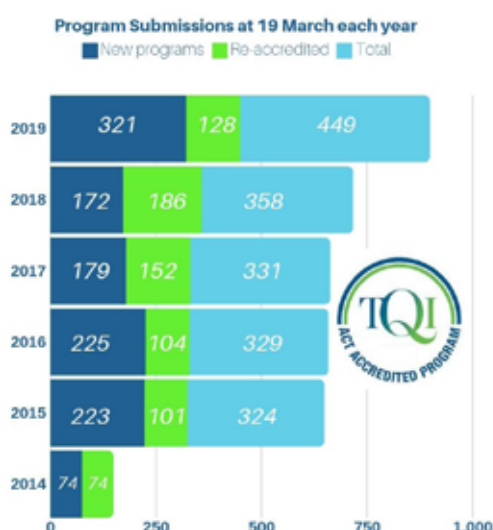


Figure 5 TQI Accredited programs

Providers specify the category (or categories) in which their program fits when they submit it for accreditation. During the reporting period the breakup of the 545 programs under the five categories is as follows:

- > Australian curriculum including cross curriculum perspectives (46%);
- > educational leadership (13%);
- > general capabilities (20%); and
- > inclusive education (21%).

Details of professional learning programs accredited 1 July 2018 to 30 June 2019 are listed in Attachment 1 to this report.

Data, evidence and research

TQI is continuing to embed its 'digital first' strategy through improvements to the online business system (enhanced by new capital funding over four years from 2015-16). TQI has improved the user experience by increasing system response times and giving better access to principals to verify their teachers' professional learning. TQI has given real time access to providers allowing them to view teacher evaluation of their programs and respond to comments with an even better program.

TQI provides teacher employers real-time data about their teachers' registration status, including their Working with Vulnerable People registration status.

TQI's growing store of teacher workforce data, including professional learning information, can be readily analysed for reporting and research. This data store enables TQI to:

- > participate in national initiatives such as the Australian Teacher Workforce Data Strategy;
- > contribute to ACT initiatives including the *Future of Education* Strategy; and
- > support ACT schools in managing the professional learning of teachers through the provision of online reports on professional learning programs completed by teachers.

TQI has continued to represent Teacher Regulatory Authorities on the Australian Teacher Workforce Data Strategy (ATWD) Oversight Board. The ATWD has commenced collecting initial teacher education and teacher workforce data. As the data collection expands and datasets are linked, valuable longitudinal data on the national teacher workforce will be available for research and planning.

Outlook

In the coming year, TQI will reset its direction in the next *Strategic Direction* as the *2015-19 Strategic Direction* concludes. Four major initiatives will inform the focus of TQI activities in the coming year:

- > ACT Government *Future of Education* (FoE) strategy.

A key focus area is the Government's goal of working towards a HALT in every school. During the next reporting period, TQI will trial the Certification 2.0 modular model and, if successful, will embed the new model in TQI's certification process. TQI will continue to promote to schools and teachers the benefits of Certification and support them in their engagement with the process. TQI will continue to encourage teachers and school leaders to engage with Certification as a school cohort, so that the uniqueness of each school setting can be addressed.

The Strategic Direction will also detail TQI's future actions to implement the FoE strategy including to: establish a pre-service teacher register; strengthen ACT's participation in national teacher workforce data initiatives; and scope a process to share excellent practice and contemporary research evidence across the ACT.

- > *Royal Commission into Institutional Responses to Child Sexual Abuse and the National Review of Teacher Registration.*

Five recommendations from the Royal Commission and three from the Review focused on information sharing. TQI is working with the ACT Government and with jurisdictions to address these recommendations. It is anticipated TQI may need further changes to legislation and more complex business systems to action the Royal Commission recommendations which have been agreed to by education Ministers.

- > *National Review of Teacher Registration.* TQI's work in the next Strategic Direction will be working with other jurisdictions to ensure a nationally consistent approach to teacher registration is followed where it is relevant and of value. TQI will also continue to strengthen ACT teacher registration, maintaining the ACT's unique, valuable and valued characteristics that so well suit the distinctive nature of the ACT teacher workforce.
- > *Teacher Ministerial Advisory Group (TEMAG) reforms.* TQI has commenced working with other jurisdictions to strengthen the consistency of initial teacher education program accreditation decisions through standards setting exercises and other quality assurance strategies. This work will form part of the 2019-20 Strategic Direction and involve strong national collaborative engagement with teacher regulatory authorities and initial teacher education providers.

Scrutiny

In the reporting period, in relation to scrutiny reports, the Government has made no commitments involving the TQI portfolio.

Risk Management

TQI pursues integrated risk management in all planning and operational processes. Risks particular to TQI arising from its legislative mandate are identified and assessed for management at a range of levels within TQI.

- > Strategic Risks are identified as a part of the development and review of the TQI Strategic Register. Strategic risks, their assessment and treatments, are approved and monitored by the TQI Board.
- > Operations/service level risks are identified in TQI service standards, policies and procedures. The responsibility for assessing and responding to operational level risks lies with the Chief Executive Officer and TQI staff.
- > Project risks are identified in project plans and for ICT projects within the project guidelines approved by Shared Services. The responsibility for assessing and responding to project risks lies with TQI project managers and committees.

Internal Audit

TQI is covered by the audit arrangements of the Education Directorate audit framework.

Fraud Prevention

Fraud prevention measures incorporating procedural checks and balances to minimise the risk of financial and other fraud are included in TQI policies and procedures, particularly those involving financial transactions and regulatory activities.

Freedom of Information

In the reporting period, there were no decisions to publish Open Access Information.

TQI did not receive any Freedom of Information requests in the reporting period.

No requests for amendments to personal information were received in the reporting period.

The TQI has information on its organisation, function and decision making powers on its website – <http://www.tqi.act.edu.au/about-tqi>. Further information can be obtained by contacting tqi@act.gov.au or (02) 6205 8867. People seeking information are encouraged first to contact TQI before using the more formal Freedom of Information (FOI) process.

Documents available on request and without charge include publications produced by TQI on various aspects of its activities.

Documents used by TQI staff when making decisions include:

- > Teacher Registration and Permit to Teach Policy;
- > TQI Procedure for Review of Registration;
- > Teacher Registration Qualifications Policy;
- > Australian Qualifications Framework;
- > Continuing Professional Learning and Program Accreditation Policy;
- > Continuing Professional Learning Program – TQI Accreditation Guide January 2017;
- > TQI National Certification of Highly Accomplished and Lead Teachers Policy;
- > Certification of Highly Accomplished and Lead ACT Teachers – TQI Supplement 2017;
- > 2017 ACT Certification of Highly Accomplished and Lead Teachers – Assessor Handbook;
- > Australian Professional Standards for Teachers;
- > 2017 – Progressing from Provisional to Full Registration – A Guide for Professional Guidance Panels of Provisionally Registered Teachers;
- > 2017 – Progressing from Provisional to Full Registration – A Guide for Provisionally Registered Teachers; and
- > Initial Teacher Education Program Accreditation Policy.

In the reporting period, there were no applications made to the Ombudsman or ACAT about TQI's decisions.

Community engagement and support

TQI continuously reviews and evaluates its communication media to ensure it is giving clear, timely, relevant and important messages to our stakeholders, particularly to schools and teachers. As mentioned in the Overview, the TQI Facebook page was established in 2018. TQI will explore the potential of social media to strengthen its communications.

TQI employs a range of communication channels, including information sessions with schools, infographics, principal updates, workshops and teacher networks to ensure all ACT teachers and teacher employers understand the regulatory framework, including the integration of the *Australian Professional Standards for Teachers*. Significant communications in the reporting period included:

- > Four information sessions with teacher employers to inform them of the amendments to the *Teacher Quality Institute Act 2010*;
- > Facebook page followers increased by 469;
- > A voiceover PowerPoint, launched in August 2017, outlining the process of progressing to Full Registration. This has been viewed over 1,000 times as at June 30, 2019;
- > 26 cross-sectoral workshops for beginning teachers and teacher mentors/supervisors and school leaders on

the process for progression to Full Registration. More than 471 teachers attended;

- > 40 cross-sectoral information sessions, workshops and training sessions provided to teachers and school leaders on the certification application and assessment process;
- > Nine presentations to 320 pre-service teachers at University of Canberra (UC) and Australian Catholic University (ACU) to support their transition to the profession;
- > Communication with teachers to assist them to renew their teacher registration and with teachers and teacher employers to assist teachers to meet WwVP obligations. Communications are via the TQI website, email, phone and face to face; and
- > Consultation with teacher employers, unions and universities about the drafting of further changes to the TQI Act.



Figure 6 Mentoring Skills Mini-conference for teachers and school leaders

Aboriginal and Torres Strait Islander Reporting

In the 2018-19 reporting period, TQI accredited 57 professional learning programs which had content specifically related to standard 1.4 (Strategies for teaching Aboriginal and Torres Strait Islander students) and 2.4 (Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians) of the *Australian Professional Standards for Teachers*. In the reporting period, 17 per cent of teachers participated in one or more of these programs.

Workplace Health and Safety

TQI has one nominated Health and Safety representative and one Respect Equity and Diversity Officer.

In the 2018-19 reporting period TQI has had no incidents requiring reporting under the *Work Health and Safety Act 2011*.

At its weekly whole-of-team meetings, TQI has workplace health and safety as a permanent agenda item.

Human Resources Management

Staffing Profile

TQI has a small staff comprising the Chief Executive Officer and 10.9 FTE. The staff gender ratio is 63.6 per cent female, 36.4 per cent male. Staff are supplemented by seconded staff from schools across the sectors for specific programs.

Professional Development

TQI staff attended a range of professional development activities including internal TQI training, whole of government initiatives and specialist external programs. This has included participation in national initiatives, interstate network meetings with other jurisdictions, participation in whole of government communities of practice and administrative courses. Topics covered included Respect, Equity and Diversity Contact Officer training, initial teacher education panel training, national certification, national standards, new whole of government initiatives, effective communications and leadership training.

Ecologically Sustainable Development

TQI is a tenant of the University of Canberra (UC). TQI pays UC a flat rate which covers energy and water consumption. TQI does not have information about the amount of water or energy used.

TQI sources its paper from a sustainable forest, avoids the use of disposable crockery and cutlery when catering for meetings, forums and functions, and promotes a culture among staff of ecologically sustainable practices and purchases.

PART C – FINANCIAL MANAGEMENT REPORT

Financial Management Analysis

TQI continues to operate in a sound financial manner. ACT Government and registration fees remain the primary sources of revenue for TQI.

Financial Statements

The summary report below shows the details of income and expenses for TQI for the financial year 2018-19 in accordance with the direction issued by the Minister for Education and Training under section 25 of the TQI Act.

At the end of the reporting period, TQI held a cash reserve of \$106,792 to cover future leave liabilities.

STATEMENT OF INCOME AND EXPENDITURE
FOR THE YEAR ENDED 30 JUNE 2019

EDUCATION DIRECTORATE
STATEMENT OF INCOME AND EXPENDITURE
FOR THE TEACHER QUALITY INSTITUTE
FOR THE YEAR ENDED 30 JUNE 2019

	Note No.	Actual 2019 \$'000	Actual 2018 \$'000
INCOME			
Revenue			
Controlled Recurrent Payments	1	1,317	1,226
Interest		32	22
Registration Fees		977	923
Grants and Other	2	2	8
Total Revenue		2,328	2,179
EXPENSES			
Employee Expenses		1,248	1,292
Superannuation Expenses		166	180
Supplies and Services	3	382	486
Depreciation		180	362
Total Expenses		1,976	2,320
Operating Surplus / (Deficit)		352	(141)

Notes forming part of revenue and expenditure:

1. The appropriation is drawn down by the Education Directorate and on passed on to TQI.
2. Grants and Other Revenue primarily consists of resources received free of charge relating to legal services provided by the ACT Government Solicitor Office.
3. Supplies and Services consists of:

	2019 \$'000	2018 \$'000
Property Maintenance	13	70
Materials and Services	189	255
Travel and Transport	23	18
Administrative	40	23
Financial	5	3
Operating Leases	112	117
Total	382	486

4. Cash totalled \$1.2 million at the end of 2018-19 (\$0.7 million at the end of 2017-18).

Capital Works

In the 2015-16 Budget, TQI was allocated \$1.57 million across four years, commencing 1 July 2015. The funding was provided to further enhance digital service delivery, particularly in the areas of real time reporting for all ACT teachers and schools and information to support strategic teacher workforce planning. During the reporting period TQI expended the capital funding allocated for the 2018-19 financial year.

Asset Management

The TQI business system is the single most significant asset of the Institute. Maintaining and updating that system is a key operational consideration. As noted above, TQI received additional funding in the 2015-16 Budget for the business system.

Government Contracting

Procurement processes undertaken by TQI comply with the ACT Government procurement legislative framework.

Procurement decisions are authorised by the appropriate delegate within TQI. TQI utilises whole of government procurement arrangements to seek advice and support in relation to procurement and contract management issues.

During the reporting period, TQI entered into no notifiable contracts.

Part 4 - Annual Report Requirements for Specific Reporting Entities

ACT Teacher Workforce Analysis

This section provides key data on the ACT teacher workforce derived from information provided by teachers as part of the registration process. It also reports on other specific matters required by Part 4 of the *Chief Minister's Annual Report Directions*.

There were 7,636 approved renewal applications as at 30 June 2019 and 380 teachers were newly approved since January 2019.

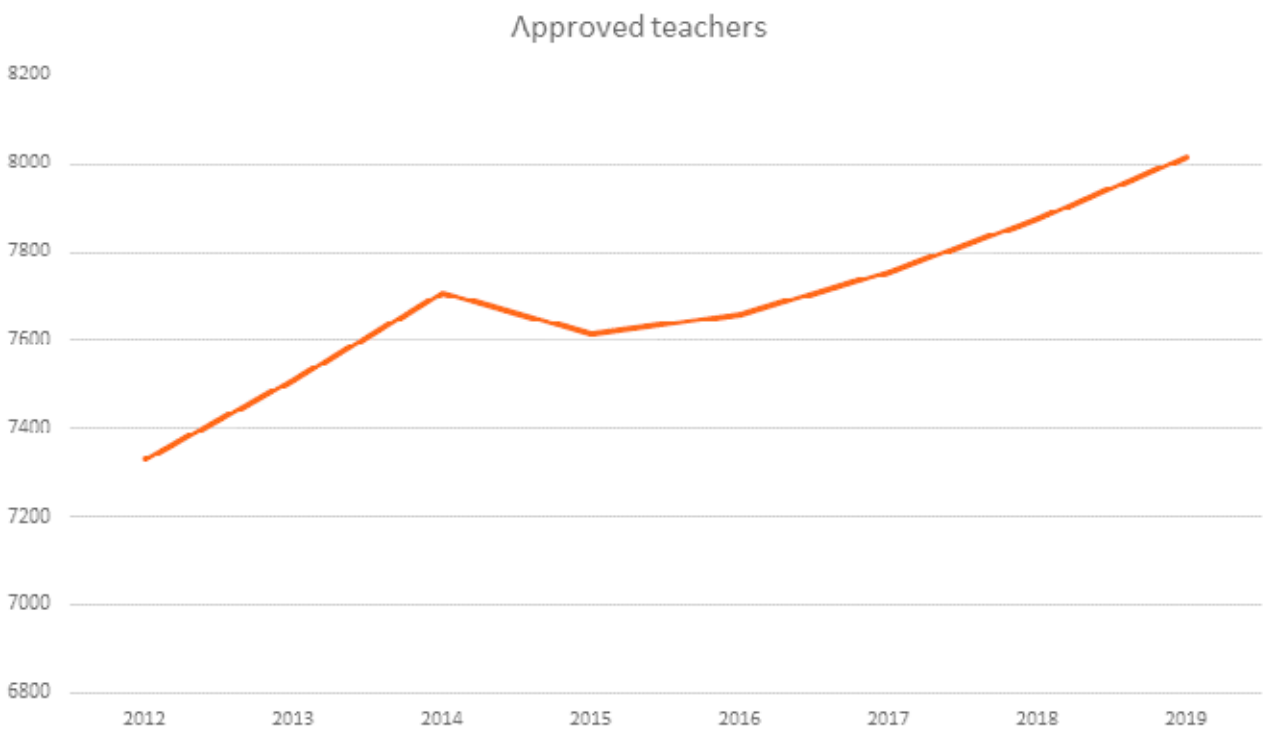


Figure 7 Approved teachers by year of approval



Figure 8 Approved renewal applications by approval type



Figure 9 Approved teachers by gender

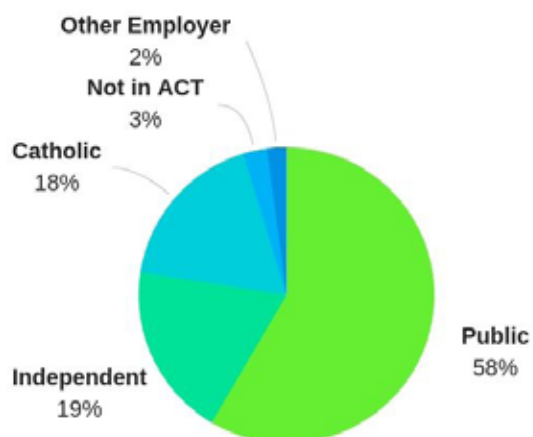
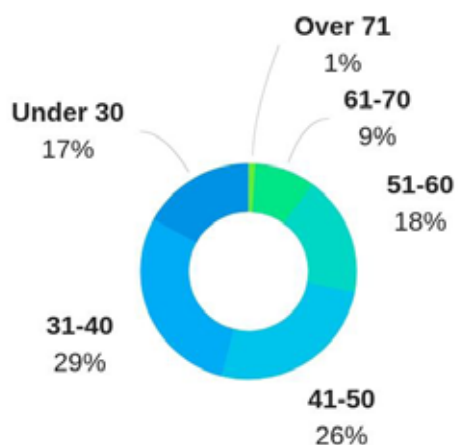


Figure 10 Approved teachers by employer

During the reporting year the age distribution of registered teachers is described below.



Approved teachers by age	%
Under 30 years of age	18
31-40	29
41-50	25
51-60	18
61-70	9
Over 71 years of age	1

Table TQI 2 Teacher qualifications

	Bachelor Degree	Graduate Diploma/ Certificate – all	Graduate Diploma/ Certificate – Education	Masters Degree	Doctoral Degree
Number of approved teachers reporting	7,664	3,852	3,161	1,630	139
Percentage of approved teachers reporting	96%	48%	39%	20%	2%

Ministerial Directions

Over the reporting period no directions were given by the Minister under s.25 of the TQI Act.

Public Interest Disclosure

The *Public Interest Disclosure Act 2012* defines the types of wrongdoing that fall within the definition of disclosable conduct. Disclosable conduct includes any activity by an individual or an ACT Public Sector entity that:

- > is illegal;
- > misuses or wastes public money or resources;
- > is misconduct;
- > is maladministration;
- > presents a danger to the health or safety of the public; and/or
- > presents a danger to the environment.

No disclosures were received in the reporting period.

For more information contact the secretariat, the Chief Executive Officer or the Board Chair of TQI:

Secretariat:

ACT Teacher Quality Institute

Ms Anne Ellis

Chief Executive Officer

ACT Teacher Quality Institute

Dr William Maiden Board Chair

ACT Teacher Quality Institute

PO Box 263

JAMISON CENTRE ACT 2614

Telephone: 02 6205 8867

Email: tqi@act.gov.au

Attachment 1 - Details of programs accredited 1 July 2018 to 30 June 2019

Organisation	Program
(Catholic Education) Religious Education and Curriculum Services	Elevated Learning Numeracy Clusters
(Catholic Education) Religious Education and Curriculum Services	Google for Education: Beginners
(Catholic Education) Religious Education and Curriculum Services	Google for Education: Creative
(Catholic Education) Religious Education and Curriculum Services	Apple iPads: Inspired
(Catholic Education) Religious Education and Curriculum Services	Digital Technologies: Tools for Coding
(Catholic Education) Religious Education and Curriculum Services	Leading Learning with Technology
(Catholic Education) Religious Education and Curriculum Services	A Pathway to Cultural Competence
(Catholic Education) Religious Education and Curriculum Services	Teaching For Understanding in Religious Education
(Catholic Education) Religious Education and Curriculum Services	Understanding the Mass in 3 Workshops
(Catholic Education) Religious Education and Curriculum Services	Jewish Festivals in the First Century CE
(Catholic Education) Religious Education and Curriculum Services	Collaborating on...
(Catholic Education) Religious Education and Curriculum Services	Recognising Toxic & Healthy Relationship Dynamics
(Catholic Education) School Services	Online Training course: Attachment and Trauma Theory
(Catholic Education) School Services	Online course: Dyslexia and Significant Difficulties in Reading
(Catholic Education) School Services	Speech, Language and Communication Needs Course
(Catholic Education) School Services	Supporting Student Wellbeing and Mental Health Course
(Catholic Education) School Services	Understanding and Supporting Behaviour Course
(Catholic Education) School Services	Understanding Autism Spectrum Disorders course
(Catholic Education) School Services	Understanding Hearing Loss course
(Catholic Education) School Services	Understanding Motor Coordination Difficulties course
(Catholic Education) School Services	MAPA (Management of Actual or Potential Aggression) -2019
(Education) Inclusion and Engagement Branch	Read and Write for Google 2018
(Education) Inclusion and Engagement Branch	Understanding Autism Spectrum Disorders
(Education) Inclusion and Engagement Branch	Understanding Dyslexia and Significant Difficulties in Reading
(Education) Inclusion and Engagement Branch	Inclusion of Students with Speech Language and Communication Needs
(Education) Inclusion and Engagement Branch	Understanding Motor Coordination Difficulties
(Education) Inclusion and Engagement Branch	Understanding and Supporting Behaviour

Organisation	Program
(Education) Inclusion and Engagement Branch	Understanding Hearing Loss
(Education) Learning and Teaching Branch	Australian Curriculum Workshop
(Education) Learning and Teaching Branch	Count Me In Too
(Education) Learning and Teaching Branch	Middle Years Mental Computation: Introduction: Assessment and Planning
(Education) Learning and Teaching Branch	Middle Years Mental Computation - Addition and Subtraction
(Education) Learning and Teaching Branch	Middle Years Mental Computation - Multiplication and Division
(Education) Learning and Teaching Branch	Middle Years Mental Computation - Fractions
(Education) Learning and Teaching Branch	Middle Years Mental Computation - Decimals
(Education) Learning and Teaching Branch	Middle Years Mental Computation - Percentages
(Education) Learning and Teaching Branch	Teaching Young Children in English in Multilingual Contexts (TYCEMC)
(Education) Learning and Teaching Branch	English as a Second Language/Dialect (EAL/D) mentor training
(Education) Learning and Teaching Branch	Australian Curriculum - General Capabilities Workshop
(Education) Learning and Teaching Branch	E-learning course for professionals and practitioners working with families from pre-birth to eight
(Education) Learning and Teaching Branch	Spreading Our Wings: Reinvigorating the Early Years Learning Framework (EYLF) in ACT public schools.
(Education) Learning and Teaching Branch	2019 Science, Technology, Engineering and Mathematics education (STEMEd) ACT Conference
(Education) Learning and Teaching Branch	Developing a Whole School Approach to Problem Solving and Word Problems
(Education) Learning and Teaching Branch	The Tale of Two STEMS: using the Australian Curriculum to teach STEM
(Education) Learning and Teaching Branch	Let's Count
(Education) Learning and Teaching Branch	Koori Preschool Educators' Professional Learning Day: Embedding Practice
(Education) Learning and Teaching Branch	Using assessment to improve EAL/D teaching and learning
(Education) Learning and Teaching Branch	EAL/D Professional Learning Forum Term 1 2019
(Education) Learning and Teaching Branch	Unpacking the National Career Education Strategy
(Education) Learning and Teaching Branch	Senior Secondary EAL/D learning progression
(Education) Learning and Teaching Branch	Using research, data and evidence to inform career practice
(Education) Learning and Teaching Branch	EAL/D Teachers as Leaders
(Education) Learning and Teaching Branch	EAL/D Professional Learning Forum Term 2 2019
(Education) School Leadership	Essential Literacy Practices
(Education) School Leadership	The Leading Edge: Leaders and students at the edge of their learning
(Education) School Leadership	Comprehension (K-3)
(Education) School Leadership	2019 ACT National School Improvement Training
(Education) School Leadership	Raising expectations and rediscovering the wonder of learning

Organisation	Program
ACT Association for the Teaching of English (ACTATE)	Engaged, Creative, Critical Thinkers: Teaching English in Years 7-12
(ACTATE)	2019 Sharing the Secrets of Success Conference
(ACTATE)	Writing and Assessment in Years 7-12
(ACTATE)	2019 Teaching Writing Digitally, Assessment, Artificial Intelligence (AI), and Feedback
ACT Environment and Planning Directorate	Recycling and waste at your school
ACT Environment and Planning Directorate	Delivering the sustainability cross curriculum priority
ACT Environment and Planning Directorate	Sustainability in your school
ACT Environment and Planning Directorate	Engaging students in sustainability through school food gardens
ACT Music Educators Network Inc	ACT Music Educators' Conference 2019 - Let the Music Speak
ACT No Waste - Transport Canberra and City Services	Recycling, Waste and sustainability through inquiry learning
ACT Public Colleges Professional Learning Committee	2019 All Colleges Conference
Acting for the Fun of It	Acting Techniques
Acting for the Fun of It	Acting Shakespeare
Acting for the Fun of It	Acting the Playtext
Acting for the Fun of It	Acting and Devising Theatre
Ainslie School	Understanding Service Design
Ainslie School	Teacher Inquiry Program 2019
Australia Literacy Educators' Association	ALEA Unconference 2019 - Literacy Speed Dating
Australia Literacy Educators' Association	ALEA Mini-Conference: Research in Action - Practitioners Leading the Way
Australia Literacy Educators' Association	In Defense of Read-Aloud with Dr Steve Layne
Australia Literacy Educators' Association	Inspiring Students (and Teachers) To Write with Harry Laing
All About Writers	The Essential Elements of the Writer's Workshop
All About Writers	The Qualities of Great Writing
All About Writers	Writing Conferences: The Foundation of Assessment
All About Writers	Unpacking the Writing Process
Amaroo School	The Power of Inquiry
Amaroo School	Futures Learning at Amaroo School
Amaroo School	Student Needs and Data Analysis
Amaroo School	Digital Technologies in the Classroom
Angela Colliver Consulting Services Pty Ltd	Inspiring students through Project Based Learning (PBL)
Angela Colliver Consulting Services Pty Ltd	Help! How do I teach Design and Technologies using Project Based Learning?
Anna Comeford	Neuroscience, Compassion and Mindfulness in the Classroom
ANU College of Engineering and Computer Science	ANU and EWB – Humanitarian Engineering: Appropriate Housing in Cambodia
Association of Independent Schools of the ACT (AISACT)	2019 AISACT Evidence into Action Workshop Series

Organisation	Program
Association of Independent Schools of the ACT	The Australian Curriculum General Capabilities Workshop Series 2019
Association of Independent Schools of the ACT	Developing and Implementing Effective Individual Learning Plans
Association of Independent Schools of the ACT	Developing and Implementing Effective Positive Behaviour Support Plans
Association of Independent Schools of the ACT	2019 AISACT Principals' Wellbeing Program NESLI
Association of Independent Schools of the ACT	2019 AISACT Colloquium – Impactful Change through Instructional Coaching
Association of Teachers of English to Speakers of Other Languages (ATESOL ACT)	Leading EAL/D Professional Learning Within Schools
Australian Association of Special Education (ACT Chapter)	'Emotional Wellbeing of Autistic students'
Australian Association of Special Education (ACT Chapter)	Real and rigorous: Enhancing student learning outcomes
Australian Association of Special Education (ACT Chapter)	Embedding Indigenous perspectives using the 8 Ways framework.
Australian Council of Health Physical Education and Recreation (ACHPER)	31st ACHPER International Conference
Australian Council of Health Physical Education and Recreation (ACHPER)	ACHPER ACT Contemporary Health and Physical Education Seminar 2019
Australian Curriculum, Assessment and Reporting Authority	Digital Technologies in focus: Understanding the Australian Curriculum
Australian Electoral Commission	Voting in my classroom
Australian Gifted Support Centre	Visual Spatial Thinking and 2E learners
Australian Gifted Support Centre	Bright but Struggling- An Introduction
Australian Gifted Support Centre	Educating Gifted & Talented Students - and Introduction
Australian Gifted Support Centre	Educating young gifted children in the pre-school settings. An Introduction
Australian Gifted Support Centre	Under performing gifted students - causes and strategies
Australian Gifted Support Centre	Working memory & executive functioning - developing strategies to support students
Australian Gifted Support Centre	Identifying and teaching gifted and talented students.
Australian Institute for Teaching and School Leadership (AITSL)	Supervising Preservice Teachers - Effective Partnerships
Australian Institute for Teaching and School Leadership (AITSL)	Supervising Preservice Teachers - Making Judgements
Australian Institute for Teaching and School Leadership (AITSL)	Supervising Preservice Teachers - Practice Analysis
Australian Institute for Teaching and School Leadership (AITSL)	Supervising Preservice Teachers - Unpacking the Graduate Standards
Australian School Library Association	Australian School Library Association Conference 2019
Australian Securities and Investments Commission (ASIC)	'Teach MoneySmart: Be MoneySmart' and 'Connect MoneySmart: Use MoneySmart'
Australian Securities and Investments Commission (ASIC)	MoneySmart Maths (Primary)
Australian Securities and Investments Commission (ASIC)	MoneySmart Maths (Secondary)
Australian Securities and Investments Commission (ASIC)	MoneySmart HASS (Primary)

Organisation	Program
Australian Securities and Investments Commission (ASIC)	MoneySmart HASS (Secondary)
Australian Securities and Investments Commission (ASIC)	Teaching young adults about money (Be MoneySmart)
Australian Securities and Investments Commission (ASIC)	Teaching Indigenous students about money (Knowing Growing Showing)
Awaken Youth	Full-Day Child/Youth Suicide Prevention Workshop
Awaken Youth	Half Day Child/Youth Suicide Prevention Workshop
Awaken Youth	Extended Overview Child/Youth Suicide Prevention Workshop
Batyr Australia Limited	batyr@school Teacher Professional Development
Behaveability	Positive Behaviour Management - Taming the behaviour monster
Behaviour Zen Pty Ltd	Positive Behaviour Strategies for Students with Aggressive Behaviours - Online Course
Behaviour Zen Pty Ltd	Positive Behaviour Support Strategies for Students with Anxious Behaviour - Online Course
Behaviour Zen Pty Ltd	Positive Behaviour Support Strategies for Autism Spectrum Disorder (Online Course)
Behaviour Zen Pty Ltd	Positive Behaviour Support for Students with ADHD (Online Course)
Behaviour Zen Pty Ltd	Positive Behaviour Support Strategies for Students with Oppositional & Defiant Behaviours (Online)
Behaviour Zen Pty Ltd	Guiding the development of emotional regulation skills
Behaviour Zen Pty Ltd	Assessing - Managing - Preventing Challenging Behaviour
Behaviour Zen Pty Ltd	Developing Emotional Regulation Skills In Students who are Oppositional, Aggressive & Anxious
Behaviour Zen Pty Ltd	Teaching students with Autism Spectrum Disorder
Behaviour Zen Pty Ltd	Teaching Students Affected By Trauma
Belconnen High	Connecting with Aboriginal and Torres Strait Islander Cultures and Histories
Berry Street Victoria	Berry Street Education Model
Beyond Blue	Be You: Mentally Healthy Communities
Beyond Blue	Be You: Family Partnerships
Beyond Blue	Be You: Learning Resilience
Beyond Blue	Be You: Early Support
Beyond Blue	Be You: Responding Together
Big Picture Education	Big Picture Project Based Learning
Big Picture Education	Big Picture Education Foundation Program
Big Picture Education	Advisory Online
Blue Gum Community School	Blue Gum Philosophy and Practice 2019
Blue Gum Community School	Blue Gum Community School - Preschool Professional Learning week 2019
Board of Senior Secondary Studies (BSSS)	Quality Assurance and Assessment Workshop
Board of Senior Secondary Studies	From Achievement Standard to Rubric: Writing Robust Rubrics

Organisation	Program
Board of Senior Secondary Studies	Introduction to the BSSS for Teachers New to the College System
Board of Senior Secondary Studies	Leading Senior Certification and Pathways for students
Board of Senior Secondary Studies	Quality Assurance and Assessment Workshop for Leaders 2
Bonython Primary	Nurturing inquiry and resilient dispositions in educators
Bonython Primary	How can provocations promote inquiry?
Burgmann Anglican School	Reframing Behaviour Management: Positive Approaches
Burgmann Anglican School	What does effective classroom practice look like?
Calwell High	PB@C: Back to basics
Calwell High	Google Suite in Practice
Calwell Primary School	Positive Behaviours for Learning - Calwell Primary School
Calwell Primary School	Calwell Curriculum
Canberra College	Visible Learning for Teachers
Canberra Girls' Grammar School	Positive Teaching Practices - Positive Education
Canberra Girls' Grammar School	Embedding Character Strengths - Positive Education
Canberra Grammar School	Canberra Grammar School CPL Package Primary 2019
Canberra High School	Effective Pedagogical Practices
Canberra Institute of Technology - Community Work Department	Mental Health Awareness for Youth
Canberra Institute of Technology - Community Work Department	Mental Health Awareness for Youth Advanced
Canberra Museum and Gallery	Starting STOP. MOTION. NOLAN for primary teachers.
Canberra Museum and Gallery	Unpacking THE ART BOX for Primary Teachers
Canberra Potters Society	Ceramics Kilns - Firing and Glazing
Canberra Potters Society	Ceramic Surface Design
Canberra Potters Society	Language of Art
Caroline Chisholm School	Introduction to the New Art and Science of Teaching
Charnwood-Dunlop School	Aligning Literacy Beliefs and Practices
Charnwood-Dunlop School	Aligning Beliefs and Practices for Numeracy at Charnwood Dunlop School
Childrens Book Council of Australia (CBCA) ACT Branch Inc	CBCA 13th National Conference - And Now they are laughing
CIT Solutions	Vocational Skills Training - Assessment Mapping
CIT Solutions	Vocational Skills Training - Clustering
CIT Solutions	Vocational Skills Training - Supervision
Code Club Australia	Code Club in the Classroom (Online) 2019
Commonwealth Scientific and Industrial Research Organisation (CSIRO)	An overview of use of the Atlas of Living Australia in the classroom
Cool Australia	Investigate How Animals Are Impacted by Their Environment
Cool Australia	Teach Persuasive Language Using Documentaries
Cool Australia	Teach Science Inquiry in the Primary Classroom

Organisation	Program
Cool Australia	Teach Mindfulness to Primary Students
Cool Australia	Teach Mindfulness to Secondary Students
Cool Australia	Teach Persuasive Language Using Videos
Cool Australia	Use Discussion Circles in the Primary Classroom
Cool Australia	Use Discussion Circles in the Secondary Classroom
Cool Australia	Visualise Data in the Secondary Classroom
Cool Australia	Visualise Data in the Primary Classroom
Cool Australia	Teach Mindfulness to Children
Cool Australia	Use Thinking Tools to Strengthen the Secondary Curriculum
Cool Australia	Use Thinking Tools to Strengthen the Primary Curriculum
Cool Australia	STEAM Made Simple
Cool Australia	Inspire Young Scientists Your Learning Room
Cool Australia	Meet the National Quality Standard by Caring for the Environment
Cool Australia	Extend the Thinking Skills of Young Children
Cool Australia	Teach Nature Play
Cool Australia	Create Change with the Right Communication
Cool Australia	Introduce Primary Students to Design Thinking
Cool Australia	Geographical Inquiry Made Simple
Cool Australia	Exploring General Capabilities: Ethical Understanding
Cool Australia	Inspiring Students to Take Action
Cool Australia	Teach Caring for Country Using Fire 2019
Cool Australia	Teach Indigenous Land Management Using Fire 2019
Cool Australia	Use Primary Maths to Measure Waste 2019
Cool Australia	Use Secondary Maths to Measure Waste 2019
Cool Australia	Get Creative with STEM 2019
Cool Australia	Introduction to Secondary STEM
Cool Australia	Introduction to Primary STEM
Cool Australia	Introduction to Early Learning STEM
Cool Australia	Practical Steps for STEM Inquiry
Cool Australia	Inspire Young Scientists in the Primary Classroom
Cool Australia	Analyse the Impact of Everyday Objects 2019
Cornerstone Teacher Learning PL	Improving Writing Across the Curriculum 7-12
Cricket NSW	Cricket - More than just a bat and ball sport
Curriculum Leadership	Using the Australian Curriculum effectively
Curriculum Leadership	Differentiation and the Australian Curriculum
Curriculum Leadership	Using high impact strategies and targeted resources to improve student learning
Curtin Primary	Unlocking Potential

Organisation	Program
Daramalan College	iTea Showcase- ICT Enhanced Learning
Daramalan College	Teaching with Heart
Daramalan College	The Pedagogy of Heart
Daramalan College	Cultural Awareness in the Daramalan context
Dave Barrie - Personal Development Training	Emotional Mastery
Design and Technology Teachers Association ACT (DATTA)	DATTA ACT Seminar Program
Design and Technology Teachers Association ACT	TECHnow Technology Teachers Conference 2019
Dragonfly Consulting & Coaching Pty Ltd	Development of the Good Shepherd Inquiry Learning Framework .
Drum Effect	African Drumming 10-wk Course
Early Career Mentors	The Early Years, What Really Matters
Early Childhood Australia Inc	ECA Learning Hub - Curriculum Areas
Early Childhood Australia Inc	ECA Learning Hub - Supporting Language and Culture in Early Childhood
EdTechTeam Pty Ltd	Be a Kid in the Google Playground (Creative Learning Design with G Suite)
EdTechTeam Pty Ltd	Differentiation in your Classroom with Technology
EdTechTeam Pty Ltd	Immersive Learning with Virtual Reality
EdTechTeam Pty Ltd	Fostering the 4 Cs through Digital Storytelling
EdTechTeam Pty Ltd	Making your Classroom a Class Act
EdTechTeam Pty Ltd	Apps and Tools for student centered assessment
EdTechTeam Pty Ltd	Take your Lesson, Flip It and Reverse It!
EdTechTeam Pty Ltd	The Power of Possibility: Cultivating Growth Mindset with G Suite
EdTechTeam Pty Ltd	Differentiated Learning with Google Forms
EdTechTeam Pty Ltd	Differentiation in your Classroom with Technology
EdTechTeam Pty Ltd	Using Digital Technology to enhance Mathematical and Scientific Learning
EdTechTeam Pty Ltd	2019 EdTechTeam Canberra Summit
Education Cross Sector ACT	Everyone Everyday - A Toolkit for Inclusion
Education Events	Making it a Success with Sue Larkey Online
Education Events	Understanding Autism - a different way of thinking, learning and managing emotions with Tony Attwood
Education Events	Understanding Autism Spectrum Disorder - Teaching Strategies and Behaviour Support
Education Events	Autism Spectrum Disorder - a different way of thinking, learning and managing emotions.
Education Events	Developing Early Childhood Approaches for children with additional needs
Educational Assessment Australia	Assessment Evolution Conference 2019: Teacher Assessment Literacy
EduInfluencers	Flourish as an Educator
Emmaus Christian School	Kidsmatter/Mindmatters- Component 4

Organisation	Program
English for Work	Grammar for Teachers
Entropolis Pty Ltd	Entrepreneurial Learning Frameworks and Developing a Growth Mindset in the Primary Classroom
Epilepsy Action Australia	Epilepsy Essentials.
Firefly Education	Spelling Masterclass
Forrest Primary	Guided Thinking for Effective Spelling at Forrest Primary School
Franklin Early Childhood School	Visible Learning - Inside Series: Feedback that makes learning visible
Generation Next	The Mental Health & Wellbeing of Young People Seminar 2019
Geography Teachers Association of NSW (Includes ACT)	The PLACE of Geography. 2019 Geography Teachers Association of NSW and ACT Annual Conference
Geography Teachers Association of NSW (Includes ACT)	In the Field: Observe, Inquire, Create
Giralang Primary School	Team Teach for Giralang Primary and Southern Cross Early Childhood School
Gold Creek School	The Differentiated Classroom
Gordon Primary School	Improving Spelling and Developing a Word Conscious Classroom
Gowrie Primary School	Teaching Writing Using the Traits
Gowrie Primary School	Teaching Writing Using The Traits: Classroom Practice
Gr8 People Pty Ltd	Leading Highly Effective Teams
Gr8 People Pty Ltd	Getting Traction – Leveraging Your Time and Leadership
Growth Coaching International Pty Ltd	Advanced Coaching: Solutions Focus Master Class
Growth Coaching International Pty Ltd	Introduction to Leadership Coaching
Hawker Primary School	EALD strategies in the mainstream classroom
Hawker Primary School	Spelling Everyday in the Classroom - effective pedagogies
Health Improvement Branch, ACT Health, ACT Government	Kids at Play Active Play Professional Learning Online Course
Health Improvement Branch, ACT Health, ACT Government	Kids at Play Active Play Professional Learning Workshop
Health Improvement Branch, ACT Health, ACT Government	Entrepreneurs: IYM face-to-face Professional Learning workshop
Health Improvement Branch, ACT Health, ACT Government	Safe Cycle Years 5 and 6 Professional Learning Online Course
Health Improvement Branch, ACT Health, ACT Government	It's Your Move: Safe Cycle for High Schools Professional Learning Online Course
Health Improvement Branch, ACT Health, ACT Government	IYM Design Thinking
Health Improvement Branch, ACT Health, ACT Government	Food&ME Preschool Online Course
Health Improvement Branch, ACT Health, ACT Government	Food&ME Kindergarten - Year 6 Online Course
Health Improvement Branch, ACT Health, ACT Government	Entrepreneurs It's Your Move Teacher Professional Learning
Helen Roe Coaching	Navigating Fake News Online Program
Helen Roe Coaching	Media Literacy for Teachers of Teen Girls Online Program
Holy Trinity Primary School	Building for the Future
Human Connections	Accidental Counsellor Face to Face
Human Connections	Accidental Counsellor Online

Organisation	Program
i talk mental health	Internet Addiction from a mental health perspective 2019
i talk mental health	Mental Health 101
ICTE Solutions Australia	Primary Classroom Strategies: Develop Student ICT Capability Today
ICTE Solutions Australia	Teach Literacy-ICT Integration Effectively Today
ICTE Solutions Australia	Primary Classroom Strategies: Assess Student ICT Capability Today
ICTE Solutions Australia	The Primary ICT Coordinator's Guide to Leadership
Imagine More Ltd	What you always needed to know about intellectual impairment, but were mostly never told
Impact Learning Team	Developing the Writer Within
Impact Learning Team	From Learning to Read, to Reading to Learn
Impact Learning Team	Unlocking the Meaning of Texts
Impact Learning Team	Tapping into the Hidden Power of Numeracy
Impact Learning Team	Lighten your load with STEM
Impact Learning Team	The National Literacy and Numeracy Learning Progressions: a key to differentiation
Information Technology Educators ACT (InTEACT)	CSER MOOC F-6: Foundations One Day Workshop -(5 hours)
Information Technology Educators ACT	Digital Technologies and STEM
Information Technology Educators ACT	CSER MOOCs Digital Technologies workshop (2hr)
Information Technology Educators ACT	InTEACT/ACA Digital Technologies Workshop
Instrumental Music Program	Arts Up Front 2019
International Baccalaureate (IB) - Asia Pacific	Category 1 Primary Years Program (PYP): Making the PYP Happen in the Classroom
International Baccalaureate - Asia Pacific	Category 1 Middle Years Program (MYP): Implementing the MYP Curriculum: subject specific workshops
International Baccalaureate - Asia Pacific	Category 1 MYP: Launching the MYP (one day or two day option)
International Baccalaureate - Asia Pacific	Category 1 MYP: Implementing the MYP Curriculum - Heads of School and Coordinators
International Baccalaureate - Asia Pacific	Category 2 MYP: MYP subject-group teachers: Delivering the MYP curriculum
International Baccalaureate - Asia Pacific	Category 3 MYP: Approaches to Learning
International Baccalaureate - Asia Pacific	Category 2 PYP: The Exhibition
International Baccalaureate - Asia Pacific	Category 3 PYP: Inquiry
International Baccalaureate - Asia Pacific	Category 3 PYP MYP DP Learning Diversity and Inclusion
International Baccalaureate - Asia Pacific	Cat 3 IB Ed and PYP and MYP and Diploma Program (DP): The Role of the Librarian
International Baccalaureate - Asia Pacific	Cat 2 MYP Delivering the MYP Curriculum - Heads and Coordinators
International Baccalaureate - Asia Pacific	Category 1 PYP: Making the PYP happen in the classroom in the early years
International Baccalaureate - Asia Pacific	Category 3 PYP: Digital Citizenship

Organisation	Program
International Baccalaureate - Asia Pacific	Category 3 PYP: Making the PYP library the hub of learning
International Baccalaureate - Asia Pacific	Category 1 DP: Administrators
International Baccalaureate - Asia Pacific	Category 1 DP: Coordination
International Baccalaureate - Asia Pacific	Category 2 DP: Administrators
International Baccalaureate - Asia Pacific	Category 2 DP: Coordination
International Baccalaureate - Asia Pacific	Category 3 PYP: The Role of the Coordinator
International Baccalaureate - Asia Pacific	Category 3 DP: Subject Specific Seminars
International Baccalaureate - Asia Pacific	Category 3 MYP: Creating Authentic Units in the MYP
International Baccalaureate - Asia Pacific	Category 3 MYP: Projects
International Baccalaureate - Asia Pacific	Category 3 PYP: Concept-based learning
International Baccalaureate - Asia Pacific	Category 3 IB Ed+PYP+MYP+DP Investigating Inquiry
International Baccalaureate - Asia Pacific	Category 1 DP: Subject Workshops
International Baccalaureate - Asia Pacific	Category 2 DP: Subject workshops
International Baccalaureate - Asia Pacific	Category 2 DP: Theory of Knowledge (ToK)
International Baccalaureate - Asia Pacific	Category 1 DP: Theory of Knowledge (ToK)
International Baccalaureate - Asia Pacific	Category 2 DP: Creativity, activity, service (CAS)
International Baccalaureate - Asia Pacific	Category 1 DP: Creativity, activity, service (CAS)
International Baccalaureate - Asia Pacific	Category 1 and 2 DP: Librarians
International Baccalaureate - Asia Pacific	Category 1 PYP: Making the PYP Happen: Implementing Agency
International Baccalaureate - Asia Pacific	Category 1 PYP: Making the PYP happen in the Early Years: Implementing Agency
International Baccalaureate - Asia Pacific	Category 3 PYP: Building for the Future
James Anderson	Developing a Growth Mindset Classroom
James Anderson	The Growth Mindset Teacher Online
John Paul College (JPC)	Analysing data in the senior years to evaluate assessment effectiveness
John Paul College	JPC Professional Learning Community: Differentiation of Instruction
John Paul College	LEAN INTO LEADERSHIP- A Leadership program for new and emerging leaders
John Paul College	SERIES 2 LEAD ON - a program for experienced leaders to deepen their knowledge and skills
Kairos Consultancy & Training	Classroom Planning for Inclusion: Supporting the learning needs of ALL students in your classroom
Kairos Consultancy & Training	All About Assessment Rubrics: Create valid reliable and coherent rubrics
Kairos Consultancy & Training	Developing your Educational Philosophy Statement
Kids Upright	Kids Upright - Promoting strong, healthy posture at school for life
Kids Yoga Education	Kids Yoga Teacher Training Primary 1 (ages 5-8)
Kids Yoga Education	Kids Yoga Teacher Training Primary 2 (ages 9-12)

Organisation	Program
Kids Yoga Education	Kids Yoga Teacher Training – Teens
Kids Yoga Education	Kids Yoga Teacher Training Preschool (ages 3-5)
KMEIA ACT Inc	All Things Choral
Kulture Break	Movement education
Lake Tuggeranong College	Contextual Wellbeing
Lanyon High School	NeuEd Perspectives on Trauma Responsive Education
Learning Difficulties Australia Inc	WRITING WITH COMPETENCE AND CONFIDENCE: Teaching skills and strategies
Leonie Anstey Consulting	Making Mathematics Visible
Leonie Anstey Consulting	Concept Visualization in the Mathematics Classroom
Lighthouse Education	Rock and Water One Day Workshop
Lighthouse Education	Rock and Water Three Day Comprehensive
Lighthouse Education	Rock and Water Two Day Primary Focus
Lighthouse Education	Two Day Rock and Water Focus on Girls and Women
Lighthouse Literacy Consulting and Coaching	Beyond Level 30: You Say You Want a Revolution
Lighthouse Literacy Consulting and Coaching	Strategic Comprehension Instruction at St Clare of Assisi
Lighthouse Literacy Consulting and Coaching	Conceptual Inquiry at Saints Peter and Paul Primary School
Lighthouse Literacy Consulting and Coaching	Assessing Reading in the Early Years: What Difference Does It Make?
Lighthouse Literacy Consulting and Coaching	Lead With Literacy
Little Scientists Australia	Early Childhood STEM Conference - Sonic Boom
Lyneham High School	Trauma Training Lyneham High school
Lyneham Primary School	Building learner assets through inquiry
Lyneham Primary School	Developing a Word Conscious Classroom
Lyons Early Childhood School	Multiliteracies in early childhood
MacKillop Family Services Ltd	Seasons for Growth
Malkara School	Concepts of Number in the Special Education setting.
Maribyrnong Primary School	Team Teach
Marist College	Student Motivation and Engagement Strategies Workshop
Mathematics Association of NSW Inc (MANSW)	2019 MANSW K-8 Conference
Mawson Primary School	Building and Developing Visible Learners
Mawson Primary School	Creating effective assessments for Teaching and Learning
Melba Copland School	MYP Approaches to Learning
Merici College	2019 Merici College Pastoral Care Program
Miles Franklin Primary School	Enhancing Learner Agency
Minds Wide Open	Critical and Creative Thinking Across the Curriculum (K-8)
Minds Wide Open	Design Thinking Across the Curriculum: Deeper Learning through Real-World Projects
Missen Links	Embedding the General Capabilities into Mathematics Teaching

Organisation	Program
Montessori Australia Foundation	2019 Montessori Early Childhood Conference
Montessori Australia Foundation	Montessori Australia Annual Conference
Mother Teresa Primary School	'Puzzle, Predict, Play, Prove': Inquiry Numeracy Workshops
Mother Teresa Primary School	STEAM (Science, Technology, Engineering, Arts, Mathematics) Pedagogy and PlayMaker approach in the Early Years
Mother Teresa Primary School	Unpacking the Australian Curriculum: Science and Integration
Mother Teresa Primary School	MTS Analyses PAT (Progressive Achievement Tests) as Dazzling Formative Data
Mother Teresa Primary School	Puzzle, Predict, Play, Prove: An Inquiry Numeracy Workshop
Mount Rogers Primary School	Drama, Literature and Literacy in the Creative Classroom
Mount Stromlo High School	South Weston Network High School Professional Learning Day 2019 - STEAM and Engagement across the curriculum
MultiLit Pty Ltd	MiniLit Professional Learning Workshop
MultiLit Pty Ltd	Macquarie Literacy Program (MacqLit) Professional Learning Workshop
MultiLit Pty Ltd	MultiLit Reading Tutor Program Professional Learning Workshop
MultiLit Pty Ltd	PreLit Professional Development Workshop
MultiLit Pty Ltd	Spell-It Professional Development Workshop
MultiLit Pty Ltd	InitialLit-F/1 Professional Learning Workshop
MultiLit Pty Ltd	Word Attack Skills Extension Professional Learning Workshop (MultiLit)
MultiLit Pty Ltd	Measuring Student Reading Progress for Schools Workshop
MultiLit Pty Ltd	Positive Teaching for Effective Classroom Behaviour Management (Primary Schools)
Murrimatters Pty Ltd	Engoori Model for Leading School Improvement
Muse Consulting	Bigger Better Brains Educator Course Day 1
Muse Consulting	Bigger Better Brains Educator Course Day 1+2
Musica Viva Australia	Taikoz online Professional Development (PD)
Musica Viva Australia	Musica Viva In Schools Dr Stovepipe Online PD
Musica Viva Australia	Musica Viva In Schools Da Vinci's Apprentice online PD
Musica Viva Australia	Inclusive music: Meeting Diverse Needs in the Primary Classroom
Musica Viva Australia	Finding Your Groove: Exploring Rhythm
Musica Viva Australia	Let's Sing: Singing and Playing in the Primary Classroom.
MV Education Services	Consolidating Inquiry
MV Education Services	Inquiry in the primary classroom
Narrabundah Early Childhood School	Differentiating Instruction by making maths visible
National Capital Attractions Association	Supporting the teaching of Indigenous histories and cultures using Canberra's cultural institutions
National Excellence in Schools Leadership Institute	Staff Wellbeing Toolkit
National Gallery of Australia (NGA)	NGA Aboriginal and Torres Strait Islander Art

Organisation	Program
National Gallery of Australia	NGA Asian Art
National Institute for Christian Education	Classrooms and Assessment for Learning
National Museum of Australia	Teaching Indigenous History and Culture
National Portrait Gallery	Exploring art through visual thinking strategies Day 1
National Portrait Gallery	Exploring art through visual thinking strategies Day 2
National Portrait Gallery	NAIDOC virtual program - Celebrating lived experiences of our First Peoples through portraiture.
National Rugby League	NRL Teachers MGC course - Rugby League Workshop (Primary Teachers)
National Rugby League	NRL Teachers IGC course - Rugby League Workshop (Secondary Teachers)
National Youth Science Forum	National Science Teacher Summer School
Ngunnawal Primary	Positive Behaviour for Learning - At Ngunnawal PS
North Ainslie Primary	Anita Chin- Inspired Mathematics Teaching
Nutrition Australia ACT Incorporated	Food&Me - Teaching nutrition in primary school
Nutrition Australia ACT Incorporated	Food&ME - Early Years
Nutrition Australia ACT Incorporated	Teaching nutrition in secondary school
Office of the eSafety Commissioner	Supporting student digital wellbeing
Office of the eSafety Commissioner	eSafety Commissioner – Responding to and Preventing Cyberbullying for NSCP Chaplains
Office of the Legislative Assembly	Active Citizenship in the ACT
Orana Steiner School	The Healing Art of Steiner-Waldorf Education
Orff Schulwerk Association of NSW Inc.	Orff and Whole Body Learning
Parliamentary Education Office	Teaching Primary Civics and Citizenship: A Parliamentary Approach
Parliamentary Education Office	Teaching Civics and Citizenship: A Parliamentary Approach
Partnerships between Education and the Autism Community (Positive Partnerships)	An introduction to autism
Partnerships between Education and the Autism Community (Positive Partnerships)	Positive Partnerships Concurrent Program
Physical Activity Foundation	Safe Cycle for Years 5/6
Pip Buining	Teaching Primary Drama: Creative Movement in Drama
Pip Buining	Integrated Learning: How to use Drama across the curriculum
Pip Buining	Teaching Primary Drama: Group Devising/Playbuilding
PnD Insights	PnD Insights: Incorporating Critical Thinking into STEM courses
PnD Insights	Incorporating Critical Thinking into Humanities Courses
Powerful Partnerships	Coaching and Mentoring Workshop
Powerful Partnerships	Effective Pedagogy - High Impact Strategies Workshop
Powerful Partnerships	Leadership Workshop
Powerful Partnerships	Early Career Teacher Program
Powerful Partnerships	From Conflict to Collaboration

Organisation	Program
Primary English Teaching Association Australia	Contemporary Perspectives: Learning and Instruction in Spelling
Primary English Teaching Association Australia	Teaching With Agility : Versatile English and Literacy Teaching
Propsyach	School Refusal Masterclass
Propsyach	Taming the Brumbies in Your Classroom
Propsyach	The Body as a Voice: Nonsuicidal Self-Injury in The School Context
Propsyach	Understanding, Managing and Treating School Refusal
Propsyach	2019 Mental Health in Schools Conference: Shifting the Script: Considered and Disruptive Approaches
QL2 Dance	Seminar: Facilitating choreographic process in dance education (Primary)
QL2 Dance	Seminar: Facilitating choreographic process in dance education (Secondary)
Quality Teaching Australia	Classroom Music Activities for Early Learning Teachers
Quality Teaching Australia	Academic Writing for Secondary School Student: The Humble Sentence Toolkit
Quality Teaching Australia	Academic Writing for Secondary School Student: The Humble Essay Toolkit
Radford College	Radical Relationships
Radford College	Radford College Secondary School Teacher's Toolkit Professional Learning Program
Red Hill Primary	Positive Education: Principles of Positive Psychology
Sacred Heart Primary	Defining learning skills and assets at Sacred Heart
Sacred Heart Primary	MAPA units 1-8, 10
Savage Yeti Games Pty Ltd	Board Game Design Workshop
Science Educators Association for ACT (SEA ACT)	Using Hands-on Activities to Generate Inquiry Questions
Science Time Education	Inquiry Learning and the Nature of Science (ACT)
Science Time Education	Inquiry Learning and the Nature of Science (Virtual, ACT)
Sexual Health and Family Planning ACT	Doing it for the First Time
Sexual Health and Family Planning ACT	Safe and Inclusive Schools Core Training
Solution Tree Australia	RTI at Work
Solution Tree Australia	Cognitive Coaching Workshop
Sounds-Write Australia	Sounds-Write Linguistic Phonics Programme: Day 3 & 4
Sounds-Write Australia	Sounds-Write Linguistic Phonics Programme: Day 1 & 2
Southern Cross Early Childhood School	Cultural Integrity
St Edmund's College	Positive education
St Francis Xavier College	Tactical Teaching Writing
St Francis Xavier College	Tactical Teaching: Reading
St Mary MacKillop College	Student Engagement in a 21st Century World
St Michael's Primary School	Berry Street - Understanding Trauma in Education
Stronger Smarter Institute	Stronger Smarter Leadership Program

Organisation	Program
Stronger Smarter Institute	Introduction to Stronger Smarter Online Module
Stronger Smarter Institute	Stronger Smarter Masterclass
Stronger Smarter Institute	SSiSTEMIK Masterclass
Sydney Symphony Orchestra	TunED-Up! (Proficient)
Tanya Young	Differentiation - Why & How
Tanya Young	Student Feedback on Teacher Practice
Taylor Primary School	Reading and Writing: Making the connections visible
Telopea Park School	Building a culture of Collaboration at Telopea Park School (Primary)
Tennis ACT	Tennis for Primary Schools
Tennis ACT	Tennis for Secondary Schools
Tessa Daffern	Data-driven teaching and personalised learning in spelling Tessa Daffern
Tessa Daffern	Word study in the early primary school years
Tessa Daffern	Word study in the middle and upper primary school years
The Creative Practise	How to draw a dog* on the whiteboard with confidence (foundation skills) *or an apple or a concept
The Creative Practise	How to use paint without a sink – watercolour and gouache painting techniques (TCP182)
The Ian Potter Foundation Technology Learning Centre	STEM X Academy
The Ian Potter Foundation Technology Learning Centre	Questacon Professional Learning - Evatt Primary School
The Music Academy at Canberra Girls Grammar School	Back to School: Music Education in Practice
The Shepherd Centre	The Magic FLI (Functional Listening Index): Handy tips to facilitate optimal listening, language, sp
The Shepherd Centre	101 Ideas to Climb the Listening and Spoken Language Ladder
The Shepherd Centre	Understanding Hearing Loss
The Shepherd Centre	Back on Track: How can we measure and address Rates of progress for children with hearing loss
The Shepherd Centre	Bouncing with the Babies: Setting babies with hearing loss on paths for optimal success
The Shepherd Centre	Confident Kids_ Enhancing social skills for children with HL, commencing in infancy to school age
The Shepherd Centre	Speaking About Speech for Children with Hearing Loss
The Shepherd Centre	Uncurling the Cochlea: Latest Advancements in Cochlear Implant Therapy
The Shepherd Centre	Unpacking the Challenges for Children with Hearing Loss
The Shepherd Centre	Engineering Executive Function + Leaping Into Literacy for Children with Hearing Loss
The Shepherd Centre	Talking About Teleintervention Tactics + Facilitating Family Engagement
The University of Sydney, Faculty of Education	The Literacy-Music Connection: using a music mindset in the primary writing classroom
Torrens Primary School	Professional Learning Communities

Organisation	Program
Trinity Christian School	Positively Managing Challenging Behaviours.
Turner School	Building Deep Mathematical Understanding through Inquiry Pedagogy
Turner School	Inquiry in the Contemporary Classroom
University of Canberra (UC) Faculty of Education	Early STEM Learning Australia (ELSA)
UC Faculty of Education	Early Learning STEM Australia - STEM practices and spatial reasoning
UC Faculty of Education	Teachers as Researchers
University of Canberra High School Kaleen	Building Academic Vocabulary
University of Canberra High School Kaleen	Professional Learning Communities: An overview Day
UNSW School of Mathematics and Statistics	Archimedes and the Law of the Lever
UNSW School of Mathematics and Statistics	Curves and Apollonius to Bezier
UNSW School of Mathematics and Statistics	Primes, Modular Arithmetic and RSA Encryption
UNSW School of Mathematics and Statistics	Population Growth and the Logistic Curve
UNSW School of Mathematics and Statistics	Conditional Probability
UNSW School of Mathematics and Statistics	Discrete Probability Distributions
UNSW School of Mathematics and Statistics	Vectors in 2D
UNSW School of Mathematics and Statistics	Networks and Paths (2018)
Wanniassa Hills Primary	Positive Behaviour for Learning (PBL) at Wanniassa Hills Primary School (WHPS)
Wanniassa School	Whole school approach to high impact instruction in mathematics.
Weetangera Primary	Stepping Deeper into Writing
Yoga Enlightenment	Mindfulness for Classrooms
Zart	Book Week Workshops -Zart Art 2019-ACT

ATTACHMENT 2

Assessment standards required to be met by teachers.

(Section F.2 of the *Chief Minister's Annual Report Directions* requires that TQI's annual report include the current assessment and certification standards that are required to be met by teachers.)

New applicants are required to meet the following assessment standards:

Full Registration	
Full registration is only available to experienced applicants who meet the criteria specified below.	
Qualification(s)	Completion of at least four years of higher education (full-time or equivalent) study including an accredited initial teacher education program accredited in Australia, leading to the achievement of a recognised qualification. Overseas qualifications will be accepted if they are assessed by TQI as equivalent.
Teaching experience	180 school teaching days in Australia or New Zealand in the previous five year period before the day the application is made.
Abilities, knowledge and skills	TQI must be satisfied that the person has the abilities, knowledge and skills of a comparable level to those in the Proficient level of the Australian Professional Standards for Teachers. If not applying under Mutual Recognition provisions, the applicant is required to submit a TQI Professional Practice Report completed and signed by a Principal or their delegate attesting to the professional practice of the applicant at the Proficient level.
Suitability to teach	TQI will use a current Working with Vulnerable People (Background Checking) (WwVP) registration to satisfy itself of the applicant's suitability to teach.
English language proficiency	TQI must be satisfied that the applicant meets the English language requirements specified in the TQI Act. Applicants who have not undertaken the required four full years of higher education study in English in Australia, New Zealand, the United Kingdom, the United States of America, Canada or the Republic of Ireland, must provide proof of an academic IELTS test undertaken in the two years prior to the date of the application with scores of at least band 8 in Speaking and Listening and at least band 7 in Reading and Writing; or the required results of another approved English language test.
Provisional Registration	
Provisional registrants meet the qualification requirement for Full registration but have not yet accumulated the required teaching experience or skills and abilities for Full registration. It is the appropriate category for Graduate entry and applicable as an interim measure when an applicant may meet the requirements for Full registration but is unable at the time to provide the relevant supporting evidence.	
Qualification(s)	Completion of at least four years of higher education (full-time or equivalent) study including an accredited initial teacher education program accredited in Australia, leading to the achievement of a recognised qualification. Overseas qualifications will be accepted if they are assessed by TQI as equivalent.
Suitability to teach	TQI will use a current Working with Vulnerable People (Background Checking) (WwVP) registration to satisfy itself of the applicant's suitability to teach.

English language proficiency	TQI must be satisfied that the applicant meets the English language requirements specified in the Act. Applicants who have not undertaken the required four full years of higher education study in English in Australia, New Zealand, the United Kingdom, the United States of America, Canada or the Republic of Ireland, must provide proof of an academic IELTS test undertaken in the two years prior to the date of the application with scores of at least band 8 in Speaking and Listening and at least band 7 in Reading and Writing; or the required results of another approved English language test.
Permit to teach	
A permit to teach is not a category of registration but an authorisation for a person to teach for a limited period in a specific teaching role. A permit to teach may be offered to applicants who do not meet the requirements for Full or Provisional registration but who have specialist knowledge, training, skills or qualifications, or have completed a teaching qualification that does not meet the eligibility requirements for Full or Provisional registration. It may also be offered to ITE students who have completed their final practicum. This process requires a request to TQI from the employer wishing to engage the person in a teaching position where a suitably qualified or registered teacher is not available.	
Suitability to teach	TQI will use a current Working with Vulnerable People (Background Checking) (WwVP) registration to satisfy itself of the applicant's suitability to teach.
English language proficiency	TQI must be satisfied that the applicant meets the English language requirements specified in the TQI Act. Applicants who do not hold a qualification undertaken in English in Australia, New Zealand, the United Kingdom, the United States of America, Canada or the Republic of Ireland, must provide proof of an academic IELTS test undertaken in the two years prior to the date of the application with scores of at least band 8 in Speaking and Listening and at least band 7 in Reading and Writing; or the required results of another approved English language test. If there is an exceptional demonstrated need by a school for the person's particular specialist knowledge, band scores of no less than 7 in Speaking and Listening and 6 in Reading and Writing are required.

ACT Teacher Quality Institute Regulation 2010

Part 2A Assessment standards required to be met by teachers

Certification against Highly Accomplished and Lead level of the *Australian Professional Standards for Teachers*

Certification	Only available to experienced applicants who meet the eligibility criteria and assessment requirements specified below.
Certification assessment	Based on the submission of direct evidence of teacher practice and the direct observation of classroom practice conducted by nationally trained ACT assessors.
Eligibility criteria to apply for Certification	<ul style="list-style-type: none"> > Australian or New Zealand citizenship or Australian permanent residency visa. > Satisfactory assessment in recent annual performance assessments, i.e. two annual assessments for Highly Accomplished or three annual assessments for Lead. > Full registration with the ACT Teacher Quality Institute.
Current Certification standards - required to be met by teachers who elect to apply.	
The collection of evidence required for assessment	<ul style="list-style-type: none"> > Annotated evidence of teacher practice accounting for each of the descriptors in all seven of the Highly Accomplished or Lead level Standards (up to 35 artefacts in total). > Lesson observation reports. > Teacher reflection on the direct evidence as a written statement addressing the Standards. > A written description of a Lead initiative for Lead applications. > Referee statements.
The direct observation of classroom practice	<p>Classroom observation.</p> <p>Discussion with the principal and other colleagues.</p> <p>Professional discussion with the applicant.</p>

ANNEXURE C – ACT BOARD OF SENIOR SECONDARY STUDIES

PART A – TRANSMITTAL CERTIFICATE



AUSTRALIAN CAPITAL TERRITORY
BOARD OF SENIOR SECONDARY STUDIES



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

Dear Minister

I am pleased to submit the Annual Report of the ACT Board of Senior Secondary Studies for the year ending 30 June 2019.

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

It has been prepared in conformity with other legislation applicable to the preparation of the Annual Report by the ACT Board of Senior Secondary Studies.

I certify that information in the attached Annual Report, and information provided for the whole of government reporting, is an honest and accurate account and that all material information on the operations of the ACT Board of Senior Secondary Studies has been included for the period 1 July 2018 to 30 June 2019 and that it complies with the Chief Minister's Annual Report Directions.

I hereby certify that fraud prevention has been managed in accordance with Part 2.3, Public Sector Management Standards 2016.

Section 13 of the *Annual Reports (Government Agencies) Act 2004* requires that you present the Report to the Legislative Assembly within 15 weeks after the end of the reporting year.

The Annual Report of the ACT Board of Senior Secondary Studies is annexed to the administrative report of the Director-General of the Education Directorate.

I commend the Annual Report to you.

Yours sincerely


Roberta McRae OAM
Chair

21 August 2019

PART B: ORGANISATIONAL OVERVIEW AND PERFORMANCE

Organisational Overview

The Board of Senior Secondary Studies (the Board) was established in 1991 and the *Board of Senior Secondary Studies Act 1997* (the BSSS Act) was enacted in January 1998.

The key functions of the Board are to:

- > provide students with ACT Senior Secondary Certificates, Tertiary Entrance Statements and vocational certificates;
- > maintain the credibility and acceptance of courses through a regular accreditation program;
- > monitor and support the validity of assessment in Years 11 and 12;
- > improve the comparability of standards across ACT and overseas schools through moderation procedures;
- > gain the widest possible recognition for the credentials awarded by the Board; and
- > service the information needs of the community.

The Board is committed to:

- > a general education of high standards providing equal opportunity for all students to the end of year 12;
- > choice of courses for students supported by expert advice;
- > senior secondary college responsibility for course development;
- > senior secondary college responsibility for the assessment of its students;
- > shared responsibility for education; and
- > open access to information.

Twenty-four ACT colleges and six schools located in Fiji, Indonesia, Papua New Guinea and China are delivering courses certificated by the Board. These schools are listed in Appendix B.

The Board's goal is to provide a high-quality curriculum, assessment and certification system that supports:

- > all young adults to achieve an ACT Senior Secondary Certificate or equivalent vocational qualification;
- > high levels of achievement in literacy and numeracy;
- > improving educational outcomes for disadvantaged students; and
- > effective transitions from school to post-school pathways.

In 2016 the Board developed a new Strategic Plan to guide its activities for the period 2017-2021. Work on several aspects of the plan commenced in 2017.

The plan differs from previous plans in three major respects. First, the aims of the new plan are strategic in nature as opposed to previous plans which have been mainly operational. Second, the plan is the first BSSS Strategic Plan to be made available to the wider community in a publication format on the BSSS web site and on social media. Finally, the plan runs over five years rather than three as has been the case with previous plans. This allows for longer term strategic objectives to be addressed.

The key focus areas of the plan are:

- > Community engagement – Working collaboratively with community groups to identify, address or discuss issues that impact the well-being of students;
- > Tertiary partnerships – establishing collaborative partnerships with the Australian tertiary sector who share common goals, knowledge and resources;
- > Digital assessment – innovating in the adoption of the methods or tools that educators use to evaluate, measure and document academic readiness, learning progress and skill acquisition of students;
- > Quality assurance – maintaining a desired level of quality in all programs, products and services delivered by the BSSS;

- > Global education – integrating multiple dimensions, perspectives and citizenships into the BSSS senior secondary system; and
- > Sustainability – bringing an entrepreneurial mindset to governance, programs and financial planning to ensure long term relevance, sustainability and economic viability.

Key focus areas over the next year will be based on the Board's Strategic Plan.

Processing of year 12 results occurred on schedule and certificates were issued to ACT colleges on Monday 17 December 2018 for distribution to ACT students. Over 10,000 certificates were produced by the Board for students in year 12 and over 500 vocational qualifications were issued for students in year 10.

Internal Accountability

Board membership

The BSSS Act (s8) creates a board with a broad membership of 15 from the many stakeholders in senior secondary education. Members, other than the Director-General of the Education Directorate, are appointed by the Minister for Education for a period of up to three years. Members can be reappointed if they are eligible. Four new members were appointed to the Board and two members were reappointed. In October 2018 rather than appointing a delegate the Director-General, Education Directorate took her position on the Board.

Table BSSS 1: Board membership as at 1 July 2018

Member	Affiliation	Initial appointment	Appointment expires	Meetings attended July-Dec 2018
Ms Roberta McRae OAM	Chair	5 June 2018	4 June 2021	3/3
Ms Anita Wesney	Canberra Institute of Technology	16 July 2016	31 October 2018	2/2
Ms Louise Mayo AM	Vocational education and training organisations	17 May 2011	31 December 2019	3/3
Professor Royston Gustavson	Australian National University	31 July 2015	8 March 2021	1/3
Professor Nick Klomp	University of Canberra	17 February 2016	31 December 2018	1/3
Dr Judith Norris	Australian Catholic University	16 July 2016	31 July 2019	3/3
Mrs Fiona Godfrey	Association of Independent Schools	9 March 2018	8 March 2021	3/3
Mr Peter Clayden	ACT Branch, Australian Education Union	28 November 2017	27 November 2020	2/3
Mr Angus Tulley	Catholic Education Commission	1 January 2013	31 December 2018	2/3
Mrs Kerrie Grundy	ACT Principals' Association	19 November 2013	31 December 2021	3/3
Mr Hugh Boulter	Association of Parents and Friends of ACT Schools ACT	16 July 2016	31 July 2019	3/3
Mr Adam Miller	Council of Parents and Citizens Associations	28 November 2017	27 November 2020	1/3
Mr John Nott	Business and Industry organisations' representative in the ACT	16 July 2016	31 July 2019	0/3
Ms Judy van Rijswijk	ACT Trades and Labour Council	1 January 2013	31 December 2021	3/3
Mrs Tracy Stewart	Delegate of the Director-General, Education Directorate	1 October 2015	12 September 2018	1/3

The Board has six scheduled meetings each calendar year. The Board met on three occasions from July-December 2018.

Table BSSS 2: Board membership as at 30 June 2019

Member	Affiliation	Initial appointment	Appointment expires	Meetings attended Jan-June 2019
Ms Roberta McRae OAM	Chair	5 June 2018	4 June 2021	3/3
Ms Lucy Marchant	Canberra Institute of Technology	23 November 2018	22 November 2021	2/3
Ms Louise Mayo	Vocational education and training organisations	17 May 2011	31 December 2019	2/3
Professor Royston Gustavson	Australian National University	31 July 2015	8 March 2021	1/3
Professor Geoff Riordan	University of Canberra	1 January 2019	30 June 2019	1/3
Dr Judith Norris	Australian Catholic University	16 July 2016	31 July 2019	2/3
Mrs Fiona Godfrey	Association of Independent Schools	9 March 2018	8 March 2021	2/3
Mr Peter Clayden	ACT Branch, Australian Education Union	28 November 2017	27 November 2020	3/3
Mr Michael Lee	Catholic Education Commission	1 January 2019	31 December 2021	2/3
Mrs Kerrie Grundy	ACT Principals' Association	19 November 2013	31 December 2021	2/3
Mr Hugh Boulter	Association of Parents and Friends of ACT Schools	16 July 2016	31 July 2019	2/3
Mr Adam Miller	Council of Parents and Citizens Associations	28 November 2017	27 November 2020	0/3
Mr Mark Field	Business and Industry representative organisations in the ACT	7 December 2018	6 December 2021	2/3
Ms Judy van Rijswijk	ACT Trades and Labour Council	1 January 2013	31 December 2021	2/3
Ms Natalie Howson	Director-General, Education Directorate	1 October 2018	10 June 2019	1/3

The above Board has met on three occasions from January to June 2019.

Remuneration for Board members

The Chair is the only member eligible to receive remuneration, at a rate determined by the ACT Remuneration Tribunal.

Risk Management

Historically an MOU had been in place between the Board and the Education Directorate, with the Office of the Board placed within the Directorate for administrative purposes. In 2018 the Education Directorate determined it wished to review arrangements with the Board. This process continues. The previous MOU concluded on 30 November 2018. The intention to continue previous administrative support arrangements was made by the Deputy Director-General, System Policy and Reform to the Executive Group Manager, Office of the Board during the first quarter of 2019.

The Office of the Board provides support to the Board on policy and procedures, and the implementation of the Act. Common practice has been for the Education Directorate to include the Office of the Board and its activities within its Risk Assessment and Management Framework consulting with the Board Chair as appropriate. In a culture of development and improvement the Office of the Board monitors areas of significant risk including data systems and end of year processing of senior secondary and vocational certificates. A complete review of mitigations and the development of an Enterprise Risk Management Plan began in the latter stages of 2018-2019 for completion and implementation in 2019-2020.

Ethical standards

Prior to appointment, Board members are provided with the *Bowen Code of Conduct* as a guide to ethical behaviour. Members sign a declaration that they have read and agree to observe the principles of the code, and agree to disclose all conflicts of interest that arise during their term on the Board. The Board meeting agenda has declaration of conflicts of interests as a standing item. ACT public servants on the Board are also bound by the *ACT Public Sector Management Act 1994*.

Resources available

Board members have access to staff at the Board Secretariat if they require assistance or advice to carry out their duties.

Standing Committees

The Board appoints committees and panels to provide advice on specific matters. The main standing committees and their roles are listed below; membership is for 2018 and 2019.

Table BSSS 3: Board Standing Committees and their roles

Committee	Role
Curriculum Advisory Committee	To advise the Board on national and ACT curriculum matters and overall direction of curriculum in years 11 and 12.
Assessment and Certification Committee	To advise the Board on assessment and certification policies and procedures, and the overall direction of assessment and certification in years 11 and 12.
Vocational Education and Training Committee	To advise the Board on vocational education and training issues, particularly those relating to national agreements and post-school linkages with the VET sector; and to provide advice on VET initiatives for secondary education.
Innovations Committee	To advise the Board on the implementation of the Board's Strategic Plan, and innovative practices in senior secondary education in other jurisdictions and internationally.
Accreditation Panels	To advise the Board on the accreditation and registration of year 11-12 courses, which have been developed by teachers, industry and business groups, tertiary institutions and other organisations.

Table BSSS 4: Board Sub-Committees that operated in 2018

Curriculum Advisory Committee 2018	
Mrs Kerrie Grundy	Chair
Ms Susan Barton Johnson	Education Directorate
Mr David Briggs - Resigned	ACT Principals' Association
Ms Maria O'Donnell	Catholic Education Office
Mr Andrew Wrigley	Association of Independent Schools of the ACT
Ms Jennifer Rickard	Association of Parents and Friends of ACT Schools
Ms Bonnie Roppola	ACT Council of Parents and Citizens Associations
TBA	Canberra Business Chamber
Dr Bernard Brown	University of Canberra
Assessment and Certification Committee 2018	
Mr Peter Clayden	Chair
Mr Ken Gordon	Education Directorate
Mr John Alston-Campbell	ACT Principals' Association
Ms Rachel Francis-Davis - Resigned	Catholic Education Office
Mr John Folan	Association of Independent Schools of the ACT
Ms Crystal Cox	ACT Council of Parents and Citizens Associations
Mr John Stenhouse	Co-opted member
Ms Lyn Mernagh	Co-opted member
Innovations Committee 2018	
Dr Royston Gustavson and Ms Louise Mayo	Co-Chairs
Mr Stephen Gwilliam - Resigned	ACT Education Directorate
Mr Andy Mison	ACT Principals' Association
Mrs Catherine Rey	Catholic Education Office
Ms Kath Morwitch	Association of Independent Schools of the ACT
Dr Duncan Driver	A local university
TBA	Business and industry organisation
Ms Jennifer Rickard	Association of Parents and Friends of ACT Schools
Ms Alice Cahill	Catholic School Parents Council
Ms Terri Reichman - Resigned	ACT Council of Parents and Citizens Associations
Mr John Stenhouse	Co-opted member

Table BSSS 5: Board Sub-Committees that operated in 2019

Curriculum Advisory Committee 2019	
Mrs Kerrie Grundy	Chair
Mr Martin Hine	Education Directorate
Ms Lyndall Henman	ACT Principals' Association
Ms Maria O'Donnell	Catholic Education Office
Mr Andrew Wrigley	Association of Independent Schools of the ACT
Ms Jennifer Rickard	Association of Parents and Friends of ACT Schools
Ms Jane Koitka	ACT Council of Parents and Citizens Associations
Mr Ben Duggan	Canberra Business Chamber
Dr Bernard Brown	University of Canberra
Assessment and Certification Committee 2019	
Mr Peter Clayden	Chair
Mr Ken Gordon	Education Directorate
Mr John Alston-Campbell	ACT Principals' Association
Mr Brad Cooney	Catholic Education Office
Mr John Folan	Association of Independent Schools of the ACT
Ms Crystal Cox	ACT Council of Parents and Citizens Associations
Mr Martin Watson	Co-opted member
Ms Lyn Mernagh	Co-opted member
Vocational Education and Training Committee 2019	
Mr Hugh Boulter	Chair
Mr Mark Pincott	Catholic Education Commission
Ms Joanne Garrison	Association of Independent Schools of the ACT
Ms Helen Witcombe	ACT Principals' Association
Mr Vince Ball	ACT Industry Training Advisor
Ms Shari Madden	Canberra Institute of Technology
TBA	ACT Trades and Labour Council
Mr Michael Young	Canberra Business Chamber
N/A - Association disbanded	ACT Teachers in Vocational Education Association
Ms Louise Selles	Education Directorate
Ms Jennifer Rickard	Associations of Parents and Friends of ACT Schools

Innovations Committee 2019	
Dr Royston Gustavson and Ms Louise Mayo	Co-Chairs
Mr Kris Willis	ACT Education Directorate
Mr Andy Mison	ACT Principals' Association
Mrs Catherine Rey	Catholic Education Office
Ms Kath Morwitch	Association of Independent Schools of the ACT
Dr Duncan Driver	A local university
Ms Christina Delay	Business and industry organisation
Ms Jennifer Rickard	Association of Parents and Friends of ACT Schools
Ms Alice Cahill	Catholic School Parents Council
Ms Jane Koitka	ACT Council of Parents and Citizens Associations
Mr Martin Watson	Co-opted member

Table BSSS 6: Accreditation Panel 2018-2019

Accreditation Panel	Panel Chair	School
Health, Outdoor and Physical Education	Ms Helen Witcombe	Lake Tuggeranong College

Board Secretariat

The Board Secretariat, managed by the Executive Group Manager (titled Executive Director), consists of ten other staff; six teachers and four administrative officers, all employed through the Directorate. The Executive Director reports to the Board on its legislated functions and to the Directorate on administrative functions.

Performance Analysis

An informed and effective response to international, national and local initiatives

The Board has continued to provide and facilitate ACT feedback on national curriculum and reporting initiatives through formal responses, teacher participation in curriculum development and surveys, consultation and membership of national working parties. The Board has made contributions to the Consultation on the Transparency of Higher Education Admissions Processes, the Australian Curriculum, Assessment and Reporting Authority (ACARA) Review of Senior Secondary Outcomes, the National Centre for Vocational Education Research (NCVER) Review of Unique Record Identifiers, the Australasian ATAR Technical Group, the NSW/ACT Universities Admissions Centre's Technical Committee on Scaling, the Review of the NSW/ACT meshing processes for the Australian Tertiary Admission Rank (ATAR), the national International Baccalaureate/ATAR conversion process and the Australasian Curriculum, Assessment and Certification Authorities' research partnership with the University of Melbourne to investigate the benefits of Vocational Education to students after completion of secondary education.

A high quality, high equity curriculum, assessment and certification system that caters for all students

In 2018-2019, the *Modern Languages, Technologies, and Humanities and Social Sciences Frameworks* and Shape Papers were endorsed by the Board.

Frameworks and shape papers are system documents developed by learning area experts for years 11 and 12 which provide the basis for the development and accreditation of any course within a designated area; provide a common basis for assessment, moderation and reporting of student achievement in courses based on the frameworks; articulate with Australian Curriculum F-10; take account of national directions in curriculum and assessment; are inclusive of different courses and different student groups; and support innovation in curriculum.

The *Modern Languages Framework* makes provision for development of Beginning Modern Languages; Continuing Modern Languages; Advanced Modern Languages and Translating and Interpreting courses; covering 27 languages.

The *Technologies Framework* makes provision for development of the following courses: Data Science; Design and Emerging Technologies; Design and Graphics; Design Technologies; Engineering Studies; Designed Environments; Design and Textiles; Networking and Security; and Robotics and Mechatronics. The ACT will be the first jurisdiction to develop a Data Science course which provides students with an opportunity to study big data. The suite of Technologies courses will position the ACT senior secondary system as a national leader for making provision for schools to provide courses that enable students to engage with STEM courses.

The *Humanities and Social Science Framework* makes provision for development of Australian and Global Politics; Geography; Legal Studies; Psychology; Sociology; Pre-Modern History; Ancient History; Indigenous Culture and Languages; Futures; Religious Studies; World Religions; Global Studies; Modern History; Leadership; Digital Citizenship; Asian Studies and Humanities Methods courses. It is envisaged that the *Humanities and Social Sciences Framework* will make provision for development of integrated courses that enable students to apply deep understandings of key disciplinary concepts and principles to real-world problems.

Partnerships were established with local universities in order to inform curriculum directions and to mentor course developers. The establishment of these partnerships underpins development of quality curriculum that addresses the needs of diverse learners and reflects high expectations for learning.

In 2018-2019, a cross-sector committee reviewed Assessment and Moderation. This review is part of the commitment expressed in the ACT Board of Senior Secondary Studies Strategic Plan 2017-2021 to embed processes of continuous review and renewal.

The purpose of this review is to determine if changes are required to existing BSSS assessment and moderation policies and procedures, to meet future needs within a continuous school-based and consensus peer-based moderation system.

Key recommendations from the review include:

- > development of quality assessment guidelines;
- > establishing a process for selecting teacher-identified quality tasks;
- > annotated student A-C grade responses; and
- > exploration of different approaches to enhancing system wide consensus-based peer review moderation.

The Board has continued its focus on the enhancement of assessment in colleges. Feedback on the quality and effectiveness of school-based assessment and consistency in the application of grade achievement standards has continued to be provided to colleges through system wide moderation. Over 1,000 senior secondary teachers from the ACT and overseas participated in each of the Moderation days in August 2018 and March 2019.

The Board has continued its commitment to Vocational Education for senior secondary students. The Board is working with all other national jurisdictions in partnership with the University of Melbourne in a research project designed to examine the wider benefits of vocational studies during the final two years of secondary education. This project will track individual students from year 12 and through their future pathways for a number of years to ascertain the contribution that vocational studies have made to their progress in life after school.

The Student Forum

The ACT Board of Senior Secondary Studies is committed to ensuring that senior secondary education in the ACT is underpinned by:

- > high quality curriculum;
- > fair and equitable assessment; and
- > authentic and credible certification.

These outcomes are supported through partnerships with all teachers, principals, the community, and the most important stakeholders, students.

To further support these outcomes the ACT Board of Senior Secondary Studies (BSSS) has established an exciting new initiative. Through a new Student Forum, young people will have a voice in their education.

The BSSS sought two student representatives from each ACT college to represent the voices of young people. In all 21 schools are represented. The purpose of the forum is to allow students the opportunity to contribute in a new way to the ACT senior secondary system. It is an opportunity for them to take a leadership role in the ACT. Each student reflected on their commitments and responsibilities in and beyond school before considering taking on this new role.

It is important to note that student members do not represent their schools or their sector of schooling but rather contribute their own ideas and experiences to education more broadly. In effect each member of the forum will be representing all students. In addition, students were asked to consider being available on a voluntary basis to participate in supplementary focus groups or consultations around topics or issues relevant to curriculum and assessment in the senior secondary years.

The initiative has been engaging for all participants as they have embraced the opportunity to meet and work with students from across Canberra in a dynamic and challenging context. Students have demonstrated excellent communication skills and a willingness to share and debate ideas during the forums.

Year 12 Outcomes 2018

In 2018, 4,732 students met the requirements for an ACT Senior Secondary Certificate. This included 4,560 students enrolled in ACT colleges and 172 students enrolled in international schools. In the ACT, this represented 93.5 per cent of year 12 students compared with 90.7 per cent in 2017.

Of the Senior Secondary Certificate receivers 3,001 students also achieved a Tertiary Entrance Statement (TES), having met the requirements for university entrance and calculation of an Australian Tertiary Admission Rank (ATAR). This included 2,876 students enrolled in ACT colleges and 125 students enrolled in overseas colleges.

One hundred and eighty-three students (79 females, 104 males) from 20 colleges completed an H course through the Australian National University Secondary College Program in 2018.

Table BSSS 7: H courses studied by graduating students in 2018

Number of Students	Course Title
12	Advanced Classical Music – ANU
4	Advanced Japanese – ANU
20	Advanced Jazz Music – ANU
11	Astrophysics – ANU
25	Biodiversity – ANU
29	Chemistry – ANU
7	Continuing Chinese – ANU
18	Continuing Japanese – ANU
23	Discovering Engineering – ANU

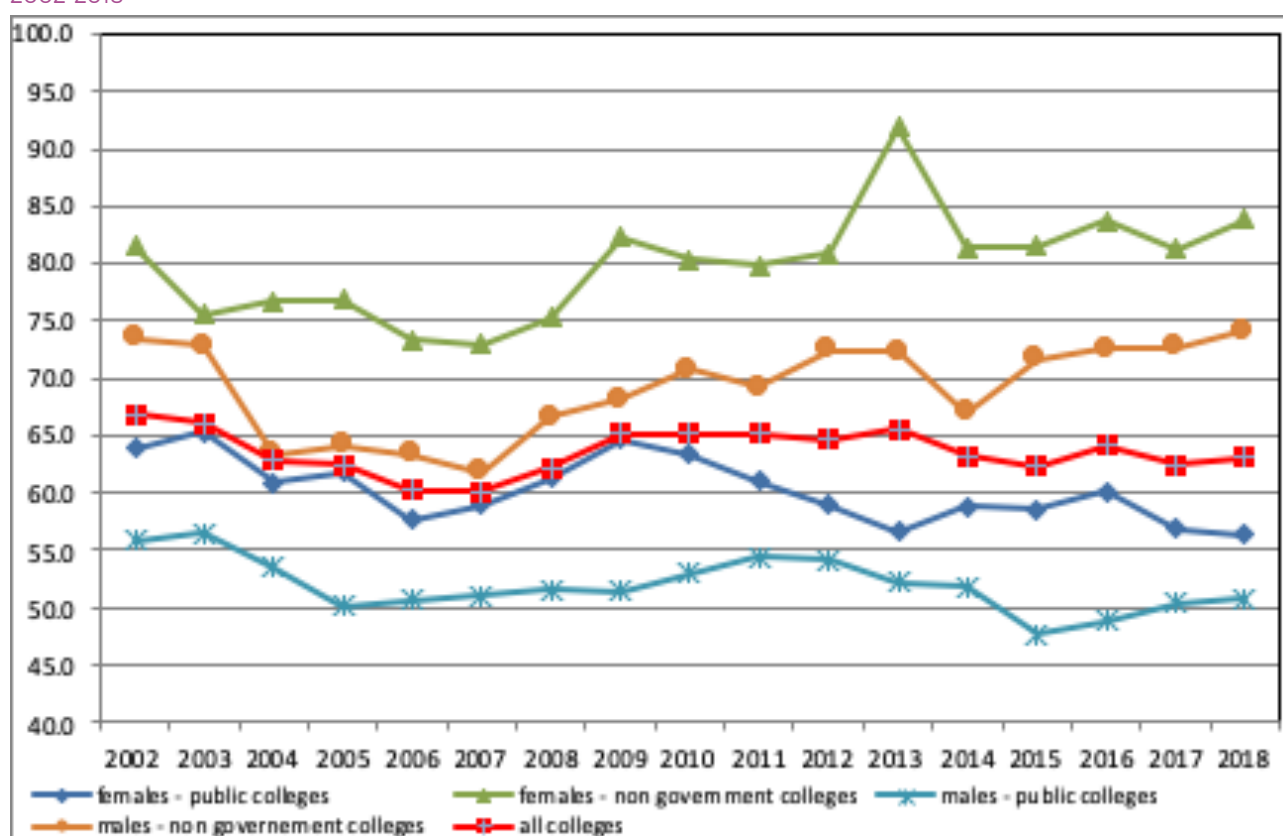
Number of Students	Course Title
7	Performing Arts – ANU
15	Physics – ANU
12	Specialist Mathematics – ANU

One hundred and twenty-five students (68 per cent) used their scaled H course score in their ATAR calculation.

To achieve an ACT Senior Secondary Certificate, students are required to study a minimum of 17 standard units, which form at least four accredited courses from three different course areas. However, it is pleasing to see that a large majority of students are studying more than the minimum number of units across a broader range of course areas. In 2018, 75.8 per cent of Senior Secondary Certificate receivers (Standard Package) completed 20 or more standard units and 78.5 per cent of Senior Secondary Certificate receivers completed five or more accredited courses from different course areas. These percentages are similar to 2017.

Figure BSSS 1 displays the percentage of Senior Secondary Certificate receivers achieving a TES from 2002 to 2018. In 2018, 63.1 per cent of ACT students receiving a Senior Secondary Certificate also received a TES. This is higher than 2017 when it was 62.1 per cent.

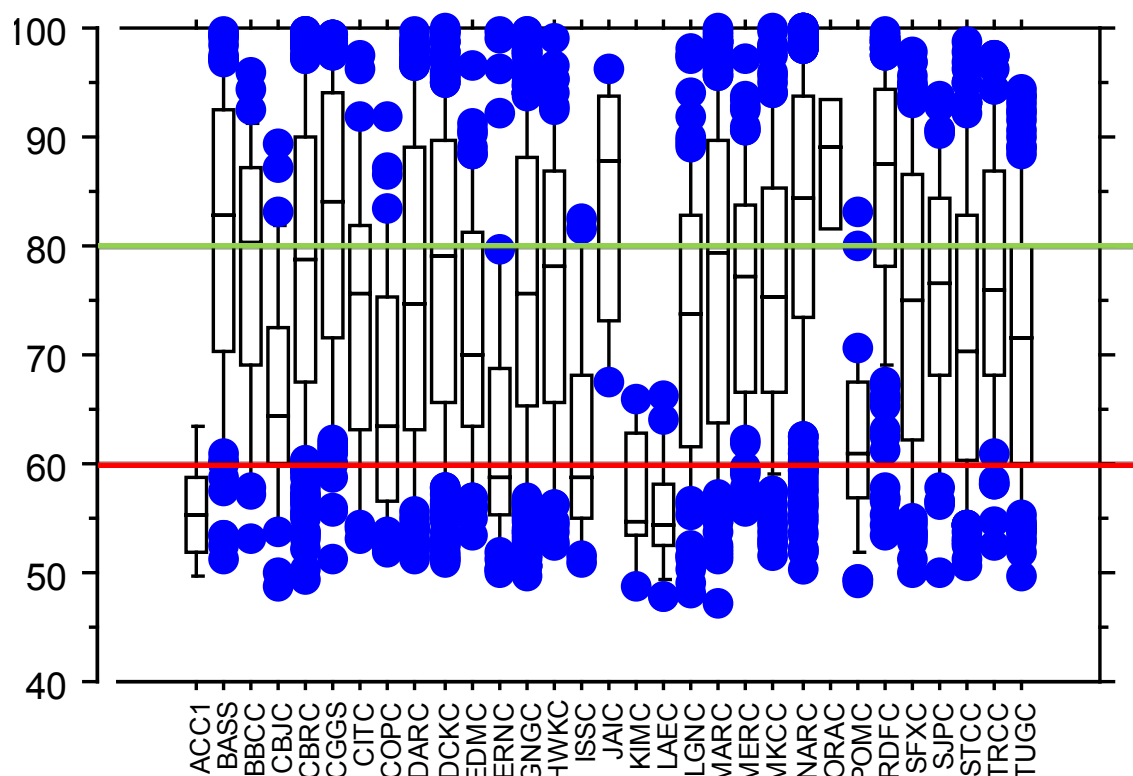
Figure BSSS 1: Percentage of ACT Senior Secondary Certificate Receivers who achieved a Tertiary Entrance Statement 2002-2018



Source: ACT Board of Senior Secondary Studies

Note: From 2006 students classified as Mature Age are included in the data.

Figure BSSS 2 illustrates the range of ATARs across colleges for 2018



Source: ACT Board of Senior Secondary Studies

Note:

1. The names of the colleges are listed in Appendix B.
2. The central line in the box represents the median ATAR.
3. The block indicates the spread of 50 per cent of the scores.
4. The single vertical line indicates the spread of the next 15 per cent of scores.
5. Circles represent individual results in the top and bottom ten per cent of ATARs.

The horizontal lines show an ATAR of 80 (green) and an ATAR of 60 (Red).

Of students in the ACT who achieved an ATAR, 85 per cent achieved an ATAR of 60 or more.

The following table gives the percentage of Senior Secondary Certificate and TES receivers who completed an accredited course in the nominated areas.

Table BSSS 8: Selected courses on Senior Secondary Certificates and Tertiary Entrance Statements, 2017 and 2018

Course Area	Percentage of ACT Senior Secondary Certificate receivers who completed a course in the area		Percentage of ACT TES receivers who completed a course in the area	
	2018	2017	2018	2017
English/English as a second language (ESL)	100	100	100	100
Mathematics	92.8	93.2	96	95
Information Technology	10	10.3	11	11
Sciences	44.2	43.5	59	56
History	15.4	14.1	18	17
Languages	17	16	23	22

Source: ACT Board of Senior Secondary Studies

Whilst the minimum number of courses from different course areas required for an ACT Tertiary Entrance Statement is two T and/or H courses, 67.0 per cent of ACT students used scaled course scores from four different course areas in the calculation of their ATAR. This is an increase of 1.7 per cent from the 2017 cohort.

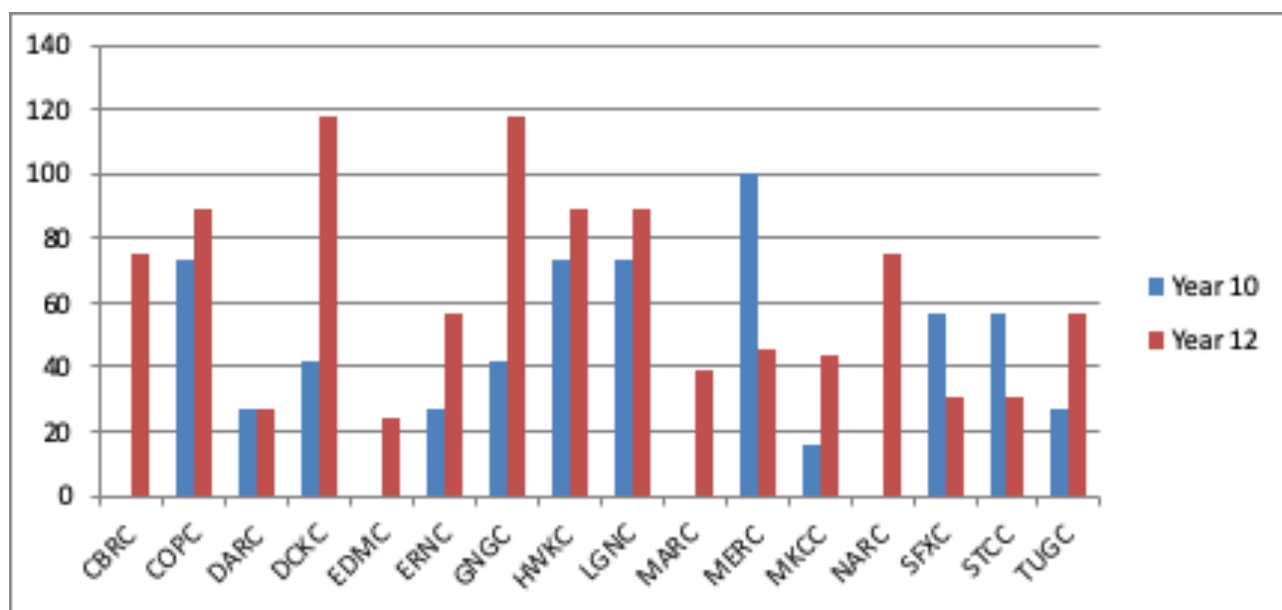
A course from the English course area is compulsory for graduating students in the ACT. For Mathematics, 92.8 per cent of ACT Senior Secondary Certificate receivers and 96 per cent of TES receivers completed courses.

The Board recognises the contribution of learning undertaken outside the college environment during years 11 and 12 on a student's Senior Secondary Certificate. In 2018, 878 students received such recognition for Sport and Recreation, 511 students received recognition for Community Service, 338 students received recognition for Cultural studies and 1,027 students participated in Work Exploration (Work Experience).

The Board issues Vocational Certificates to years 10 and 12 students who have completed vocational qualifications through college based Registered Training Organisations (RTOs). In 2018, this included 517 year 10 students and 890 year 12 students. Of these students, 10 completed an Australian School-based Apprenticeship with their college as the RTO. In 2018, an additional 228 students received recognition on their Senior Secondary Certificate for undertaking an Australian School Based Apprenticeship or Traineeship with an RTO other than their home college.

The following figure displays the number of students receiving vocational certificates issued by the Board for each RTO by year level in 2018. It should be noted that students may have received more than one vocational Certificate.

Figure BSSS 3: number of students receiving vocational certificates, 2018 by college and year level



In addition to vocational studies undertaken during years 11 and 12 in colleges, vocational programs undertaken with external RTOs can contribute to the requirements for year 12 certification and be included on the ACT Senior Secondary Certificate. In 2018, vocational qualifications achieved through an external RTO and registered by the Board were recognised on the Senior Secondary Certificate as an E course. In 2018, 341 students were awarded an E course. The E courses were in the areas of Hospitality, Hair and Beauty, Animal Care and Business Services.

Community Engagement

The Board of Senior Secondary Studies provides a breadth of opportunities for community engagement. The Board itself consists of nominees from a broad range of ACT community stakeholders. Likewise, the four committees overseen by the Board and chaired by Board members consist of a variety of community stakeholders. In addition, Board Principals' meetings, student forums, Board forums, course development and public consultation processes, social media presence, and professional learning programs provide opportunities for the school sector and broader community to contribute to the growth and development of the senior secondary system. The Office of the Board of Senior Secondary Studies engages with Principals, teachers, students, parents/carers, and Government and Non-government agencies on a regular basis. The Office of the BSSS team also work in the national educational context with state senior secondary jurisdictions and the Commonwealth.

Aboriginal and Torres Strait Islander Reporting

A significant achievement has been the development of the *Indigenous Culture and Languages course* which is the first course of its kind in the ACT. It is an interdisciplinary course drawing on disciplines that includes politics, linguistics, psychology, sociology, anthropology, history and the Arts. It lends itself to exploring in depth the general capability of Intercultural Understanding.

This course draws on a breadth of work from a range of sources including the knowledge of the United Ngunnawal Elders Council, and experts from the Australian National University (ANU) and the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATIS). It also draws on an environmental scan of national and international senior secondary curriculum in the area.

The positive and supportive relationship developed with the United Ngunnawal Elders Council has established a partnership that has created the opportunity for the Board and its schools to work and learn with the Ngunnawal community into the future.

For more information contact:

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Appendix A: Sections not covered elsewhere in this report

Section	Reporting
Scrutiny	There were no direct implications for the Board in Legislative Assembly committee inquiries and reports in 2018-19.
Internal Audit	Covered within Education Directorate report. See section B in that report.
Fraud Prevention	Covered within Education Directorate report. See section B in that report.
Freedom of Information	Covered within Education Directorate report.
Work Health and Safety	Covered within Education Directorate report. See section B in that report.
Human Resources Management	Covered within Education Directorate report. See section B in that report.
Ecologically Sustainable Development	Covered within Education Directorate report. See section B in that report.
Financial Management Reporting	Covered within Education Directorate report. See section C in that report.
Financial Statements	Covered within Education Directorate report. See section C in that report.
Capital Works	Covered within Education Directorate report. See section C in that report.
Asset Management	Covered within Education Directorate report. See section C in that report.
Government Contracting	Covered within Education Directorate report. See section C in that report.
Statement of Performance	Covered within Education Directorate report. See section C in that report.
Ministerial and Director-General Directions	There have been no directions to the Board.

Appendix B: Compliance Statement

The Annual Report 2018-2019 must comply with the Annual Report Directions (the Directions) made under section 8 of the Annual Reports Act. The Directions are found at the ACT Legislation Register: www.legislation.act.gov.au.

The Compliance Statement indicates the subsections, under Part 2 A-C of the Directions, that are applicable to the ACT Board of Senior Secondary Studies and the location of information that satisfies these requirements:

Part 1 Directions Overview

The requirements under Part 1 of the Directions relate to the purpose, timing and distribution, and records keeping of annual reports. The Annual Report 2018-2019 complies with all subsections of Part 1 under the Directions.

To meet Section 15 Feedback, Part 1 of the Directions, contact details for the ACT Board of Senior Secondary Studies are provided within the Annual Report 2018-2019 to provide readers with the opportunity to provide feedback.

Part 2 Reporting entity Annual Report Requirements

The requirements within Part 2 of the Directions are mandatory for all reporting entities and the Education Directorate complies with all subsections. The information that satisfies the requirements of Part 2 is found in the Annual Report 2018-2019 as follows:

- > Transmittal Certificate, see page 266;
- > Organisational Overview and Performance, inclusive of all subsections, see from page 267; and
- > Financial Management Reporting, inclusive of all subsections, these are covered in the Education Directorate's Report.

Part 3 Reporting by Exception

The ACT Board of Senior Secondary Studies has nil information to report by exception under Part 3 of the Directions for the 2018-19 reporting year.

Part 4 Directorate and Public Sector Body Specific Annual Report Requirements

The following subsections of Part 4 of the 2019 Directions are not applicable to the ACT Board of Senior Secondary Studies and can be found within the Annual Report 2018-19:

- > Ministerial and Director-General Directions, see page 282.

Part 5 Whole of Government Annual Reporting

All subsections of Part 5 of the Directions apply to the Education Directorate. Consistent with the Directions, the information satisfying these requirements is reported in the one place for all ACT Public Service directorates, as follows:

- > Bushfire Risk Management, see the annual report of the Justice and Community Safety Directorate;
- > Human Rights, see the annual report of the Justice and Community Safety Directorate;
- > Legal Services Directions, see the annual report of the Justice and Community Safety Directorate
- > Public Sector Standards and Workforce Profile, see the annual State of the Service Report; and
- > Territory Records, see the annual report of Chief Minister, Treasury and Economic, Development Directorate.

ACT Public Service Directorate annual reports are found at the following web address: http://www.cmd.act.gov.au/open_government/report/annual_reports

Appendix C: Institutions delivering Board certificated courses

Public colleges	Code
Canberra College	CBRC
Dickson College	DCKC
Erindale College	ERNC
Gungahlin College	GNGC
Hawker College	HWKC
Lake Tuggeranong College	TUGC
Melba Copland Secondary School	COPC
Narrabundah College	NARC
The Woden School	WODS
University of Canberra Senior Secondary College Lake Ginninderra	LGNC
Non-Government colleges	Code
Brindabella Christian College	BBCC
Burgmann Anglican School	BASS
Canberra Girls Grammar School	CGGS
Daramalan College	DARC
Marist College Canberra	MARC
Merici College	MERC
Orana Steiner School	ORAC
Radford College	RDFC
St Clare's College	STCC
St Edmund's College	EDMC
St Francis Xavier College	SFXC
St Mary MacKillop College	MKCC
St John Paul II College	SJPC
Trinity Christian School	TRCC
Other ACT institutions	Code
CIT Pathways College	CITC
Australian National University (ANU) Extension Program	ANUC

International schools	Code
Australian Curriculum Centre, Shanghai, China	ACC1
Sekolah Cita Buana, Indonesia	CBJC
Australian International School, Indonesia	JAIC
Port Moresby International School, Papua New Guinea	POMC
Kimbe International School, Papua New Guinea	KIMC
Lae International School, Papua New Guinea	LAEC
International School Suva, Fiji	ISSC
Private Providers	Code
Canberra Academy of Languages	CALC
Spanish Language and Culture Program in Australia	SPAC
The Australian School of Contemporary Chinese	ASCC

Appendices

APPENDIX 1 COMPLIANCE STATEMENT

The ACT Education Directorate Annual Report 2018-19 must comply with the Annual Report Directions (the Directions) made under section 8 of the *Annual Reports (Government Agencies) Act 2004*. The Directions are found at the ACT Legislative Register: www.legislation.act.gov.au.

The Compliance Statement indicates the subsections, under Parts 1 to 5 of the Directions, that are applicable to the Education Directorate and the location of information that satisfies these requirements.

Part 1 Directions Overview

The requirements under Part 1 of the Directions relate to the purpose, timing and distribution, and records keeping of annual reports. The Education Directorate complies with all subsections of Part 1 under the Directions.

To meet Section 15 Feedback, Part 1 of the Directions, contact details for Education Directorate are provided within the ACT Education Directorate Annual Report 2018-19 to provide readers with the opportunity to provide feedback.

Part 2 Reporting entity Annual Report Requirements

The requirements within Part 2 of the Directions are mandatory for all reporting entities and the Education Directorate complies with all subsections. The information that satisfies the requirements of Part 2 is found in the ACT Education Directorate Annual Report 2018-19 as follows:

- > A. Transmittal Certificate, see page 7;
- > B. Organisational Overview and Performance, inclusive of all subsections, see page 12; and
- > C. Financial Management Report, inclusive of all subsections, see page 103.

Part 3 Reporting by Exception

The Education Directorate has nil information to report by exception under Part 3 of the Directions from 2018-19 reporting year.

Part 4 Directorate and Public Sector Body Specific Annual Report Requirements

The following subsections of Part 4 of the 2019 Directions are applicable to the Education Directorate and can be found within the ACT Education Directorate Annual Report 2018-19:

- > Investigation of Complaints, see page 208; and
- > Ministerial and Director-General Directions, see page 209.

Part 5 Whole of Government Annual Reporting

Most subsections of Part 5 of the Directions applied to the Education Directorate. Consistent with the Directions, the information satisfying these requirements is reported in the one place for All ACT Public Service directorates as follows:

- > Human Rights, see the annual report of the Justice and Community Safety Directorate;
- > Legal Services Directions, see the annual report of the Justice and Community Safety Directorate;
- > Public Sector Standards and Workforce Profile, see the annual State of the Service Report; and
- > Territory Records, see the annual report of Chief Minister, Treasury and Economic Development Directorate.

ACT Public Service Directorate annual reports are found at the following web address:
www.cmd.act.gov.au/open_government/report/annual_reports.

APPENDIX 2 GOVERNMENT CONTRACTING

Education Directorate contracts executed in 2018-19 with an estimated total value of \$25,000 or more

Procurement content has been derived from the online Contracts Register. This covers agreements entered into from 1 July 2018 to 30 June 2019 in accordance with Government requirements.

Table 50 Agreements entered into from 1 July 2018 to 30 June 2019

Contract Number	Contract Title	Procurement Methodology	Procurement Type	Exception from Quotation and Tender Threshold requirements	Contractor name	Contract amount	Execution Date	Expiry Date
10/10/2368	Legal Services for Outside of School Hours Care Licences for the Education Directorate	Select	Services (non-consultancy)	No	King & Wood Mallesons	\$25,000	14/12/2018	30/12/2019
30119	Professional Development Cluster Schools - 2019 Seminar	Single Select	Services (non-consultancy)	Yes	Carol Ann Tomlinson	\$25,282	21/02/2019	06/04/2019
EDURFQ-3-1718-0508-02	Gowrie Primary School - Fixed Shade Structure	Select	Works	No	Spanline Home Additions ACT	\$25,689	11/07/2018	23/07/2018
180205	Lanyon High School - Purchase of Library Shelving and Furniture	Public	Goods	No	Raeco	\$25,824	17/12/2018	18/12/2018
20181221	Curtin Primary School - Relocation of Library	Single Select	Works	Yes	Binutti Constructions Pty Ltd	\$26,279	21/12/2018	01/03/2019
01/10/2018	Kingsford Smith School - Purchase of Interactive Flat Panels	Single Select	Goods	Yes	ASI Solutions	\$26,393	26/09/2018	29/01/2019
EDU-SUST-181128A	Solar Battery Business Case	Quotation	Consultancy	No	IT Power (Australia) Pty Ltd	\$26,730	03/12/2018	03/12/2018

Contract Number	Contract Title	Procurement Methodology	Procurement Type	Exception from Quotation and Tender Threshold requirements	Contractor name	Contract amount	Execution Date	Expiry Date
01/10/2018	2018-19 Landscape Masterplans for Mt Rogers and Ngannawal Primary Schools	Quotation	Services (non-consultancy)	No	Cia Landscapes and Colour Pty Ltd	\$26,950	31/08/2018	17/05/2019
30337	Gowrie Primary School - Supply and Install Evaporative Cooling with Night Purge Operation	Select	Works	No	Carrier Australia Pty Ltd	\$26,995	31/10/2018	31/01/2019
31059	Narrabundah College - Replace Ducted Systems with High Walls in Block A	Select	Works	No	Carrier Australia Pty Ltd	\$27,005	05/04/2019	05/07/2019
180400	Canberra College - Projector Replacement	Quotation	Goods	No	Vista Visuals Pty Ltd	\$27,104	24/09/2018	30/11/2018
31007	Mt Stromlo High School - Supply and Install Split Air Conditioners in Maths Block	Select	Works	No	King Air Pty Ltd	\$27,720	02/04/2019	02/04/2019
9112017	Monash Primary School - Concreting to Kindergarten Playground	Quotation	Works	No	Downright Concreting (ACT) Pty Ltd	\$28,182	01/11/2018	25/01/2019
132193	Lyneham High School - Melbourne Music Tour	Quotation	Services (non-consultancy)	No	Miami Hotel Melbourne	\$28,340	06/07/2018	20/07/2018
15042019	Tharwa Preschool Bushfire Mitigation Works	Quotation	Works	No	Scenic Group Pty Ltd	\$28,477	26/10/2018	30/06/2019
10036.223	Framework	Quotation	Consultancy	No	Bull and Bear Special Assignments (BBSA) Pty Ltd	\$28,900	31/05/2019	06/08/2019
02/05/2019	Lyneham High School - Musical Camp 2019	Quotation	Services (non-consultancy)	No	Warrambui Retreat & Conference Centre	\$29,224	01/11/2018	22/03/2019
11918	UC Senior Secondary College Lake Ginninderra -Rosa Bus Engine Repairs	Quotation	Services (non-consultancy)	No	Southern Truck Centre	\$29,436	11/09/2018	31/10/2018

Contract Number	Contract Title	Procurement Methodology	Procurement Type	Exception from Quotation and Tender Threshold requirements	Contractor name	Contract amount	Execution Date	Expiry Date
261118	Mt Stromlo High School - Purchase of Televisions	Quotation	Goods	No	Bing Lee Electrics Pty Ltd	\$30,040	26/11/2018	27/11/2018
132185	Lyneham High School - Upgrade Hall Audio Visual System	Quotation	Goods	No	Canberra Visuals Pty Ltd	\$30,138	04/07/2018	18/07/2018
300818	Maribyrnong Primary School - Year 5 and 6 Camp 2019	Single Select	Services (non-consultancy)	Yes	Away We Go Tours Pty Ltd Canberra	\$30,270	20/02/2019	22/02/2019
04/06/2019	Replacement Furniture for Network Student Engagement Team Offices	Single Select	Goods	Yes	Office Partners International Pty Ltd	\$30,351	04/06/2019	19/06/2019
IV00000000238	Campbell Primary School - Year 5 and 6 Camp 2019	Single Select	Services (non-consultancy)	Yes	Away We Go Tours Pty Ltd Canberra	\$30,744	18/10/2018	05/06/2019
180279	Hughes Primary School - Purchase of Light Emitting Diode (LED) Screens	Single Select	Goods	Yes	Vista Visuals Australia Pty Ltd	\$30,756	12/09/2018	12/09/2018
10382	Belconnen High School - Year 8 Camp 2019	Quotation	Services (non-consultancy)	No	The Outdoor Education Group	\$30,860	04/03/2019	08/03/2019
30460	Farrer Primary School - Install Air Conditioning in Junior Wing and Japanese Room	Select	Works	No	Engie Mechanical Services Pty Ltd	\$30,952	24/12/2018	24/03/2019
270918	Canberra High School - New Caledonia Trip 2018	Single Select	Services (non-consultancy)	Yes	G.E.T. Educational Tours Pty Ltd	\$31,310	18/08/2018	04/10/2018
18/2747	Wanniassa School - Japan Excursion 2018	Quotation	Services (non-consultancy)	No	Saizen Pty Ltd	\$31,450	23/10/2018	23/11/2018
28081018	Campbell High School - Supply and Installation of TV Screens in Classrooms	Quotation	Goods	No	Intravision Pty Ltd	\$32,157	28/08/2018	28/09/2018
180135	Arawang Primary School - Year 5 and 6 Camp 2019	Quotation	Services (non-consultancy)	No	NSW Office of Sport and Recreation	\$32,240	26/09/2018	15/03/2019

Contract Number	Contract Title	Procurement Methodology	Procurement Type	Exception from Quotation and Tender Threshold requirements	Contractor name	Contract amount	Execution Date	Expiry Date
81118	Development of Berry Street Educational Model Professional Development	Single Select	Services (non-consultancy)	Yes	Berry Street Victoria Inc	\$33,000	08/11/2018	07/12/2018
30822	Evatt Primary School -Boiler Flues	Select	Works	No	Capital Boiler and Burner Services Pty Ltd	\$33,440	19/12/2018	19/03/2019
30316	Duffy Primary School -Controls Upgrade Works and Building Name	Select	Works	No	Logical Service Solutions Pty Ltd	\$34,977	04/10/2018	04/01/2019
10020.220	Instructional Leadership Development of Education Support Office Leaders	Single Select	Services (non-consultancy)	Yes	Timperley Consultants	\$35,000	14/02/2019	10/10/2020
543909	Belconnen High School - Year 8 Camp 2019	Quotation	Services (non-consultancy)	No	Jindabyne Sport and Recreation Centre	\$35,055	17/03/2019	16/06/2019
06/07/2018	Amaroo School - Year 6 Camp 2018	Quotation	Services (non-consultancy)	No	NSW Office of Sport and Recreation	\$35,328	06/07/2018	14/09/2018
666258-1	Aranda Primary School - Chromebook Program	Quotation	Goods	No	Learning with Technologies	\$35,332	30/08/2018	17/12/2019
190049	Chapman Primary School - Year 5 and 6 Camp 2019	Quotation	Services (non-consultancy)	No	NSW Office of Sport and Recreation	\$36,084	19/07/2018	05/04/2019
201802	Melba Copland Secondary School - Japan Excursion 2018	Quotation	Services (non-consultancy)	No	G.E.T. Educational Tours Pty Ltd	\$36,211	02/07/2018	10/10/2018
180434	Telopea Park School - Year 9 Camp 2018	Quotation	Services (non-consultancy)	No	NSW Office of Sport and Recreation	\$36,270	17/10/2018	19/10/2018
22112018-01	Black Mountain School - Bushfire Mitigation Works	Single Select	Works	Yes	Scenic Group Pty Ltd	\$36,812	26/10/2018	21/12/2018
EDURFQ-2-1819-2011	Garran Primary School - Security Fencing	Quotation	Works	No	Lido's Fencing Pty Ltd	\$37,273	08/10/2018	14/01/2019

Contract Number	Contract Title	Procurement Methodology	Procurement Type	Exception from Quotation and Tender Threshold requirements	Contractor name	Contract amount	Execution Date	Expiry Date
PO 190097	Harrison School - Year 7 and 8 Camp 2019	Quotation	Services (non-consultancy)	No	NSW Office of Sport and Recreation	\$37,345	07/08/2018	03/04/2019
010418	Fraser Primary School - Year 5 and 6 Camp 2019	Single Select	Services (non-consultancy)	Yes	Away We Go Tours Pty Ltd Canberra	\$38,247	01/04/2019	03/04/2019
F18190249	Isabella Plains Early Childhood Centre - Evaporative Cooling Upgrade	Select	Works	No	King Air Pty Ltd	\$38,390	07/06/2019	07/06/2019
20180101	Dickson College - Venue Hire for School Formal	Quotation	Services (non-consultancy)	No	Ginger Catering	\$38,613	20/11/2018	20/11/2018
ACTGOVRFQ-1-968-2	Melba Copland Secondary School, Hedley Beare Centre for Teaching and Learning - Electrical Upgrade	Quotation	Services (non-consultancy)	No	Martin Donnelly Pty Ltd	\$38,863	26/10/2018	30/06/2019
180533	Lake Tuggeranong College - Office Hub Alterations	Quotation	Works	No	Canberra Commercial Contractors ACT Pty Ltd	\$40,040	30/10/2018	28/02/2019
141218	Forrest Primary School - Supply and Install Carpet in Senior Wing	Quotation	Goods	No	Thirston Floor Coverings	\$40,097	19/09/2018	29/01/2019
21082018	220 Northbourne Avenue - Level 1 New Office Fitout	Quotation	Works	No	Aurora Office Furniture	\$40,194	22/11/2018	14/12/2018
06-03-2019	Kingsford Smith School - Year 7 Camp 2019	Quotation	Services (non-consultancy)	No	Away We Go Tours Pty Ltd Canberra	\$40,300	08/03/2019	30/03/2019
EDURFQ-2-1819-18-02-01	Building Energy Performance Analytics (BEPA)	Single Select	Consultancy	Yes	Rudd's Consulting Engineers	\$41,250	05/03/2019	30/06/2020
11092018	Gungahlin College - Japan Excursion 2018	Quotation	Services (non-consultancy)	No	JTB Australia Pty Ltd	\$41,407	01/09/2018	11/09/2018
2109	Gold Creek School - Malaysia Trip 2019	Single Select	Services (non-consultancy)	Yes	WorldStrides Pty Ltd	\$42,164	21/02/2019	18/07/2019

Contract Number	Contract Title	Procurement Methodology	Procurement Type	Exception from Quotation and Tender Threshold requirements	Contractor name	Contract amount	Execution Date	Expiry Date
22112018	Provision of Ember Zone Protection at Fraser Primary School	Single Select	Works	Yes	Scenic Group Pty Ltd	\$42,240	26/10/2018	30/06/2019
EDU18/1674	Lake Tuggeranong College - Year 11 and 12 USA Trip	Quotation	Services (non-consultancy)	No	World Challenge Expeditions Pty Ltd	\$43,200	09/04/2019	26/04/2019
29112018	Narrabundah College Formal 2019	Quotation	Services (non-consultancy)	No	Australian Institute of Sport	\$43,800	29/11/2018	29/11/2019
EDURFQ-2-1819-318 A	2018-19 Landscape Masterplans for Duffy, Gordon and Richardson Primary Schools	Quotation	Services (non-consultancy)	No	Indesco Pty Ltd	\$44,275	31/08/2018	17/05/2019
141118	Florey Primary School - Landscaping Works	Quotation	Works	No	Makin Trax Australia Pty Ltd	\$44,357	14/11/2018	15/03/2019
180259	Forrest Primary School - Supply and Installation of Autex Boards	Single Select	Goods	Yes	ACT Building and Maintenance Pty Ltd	\$44,772	18/12/2018	31/05/2019
13112018	Provision of Furniture at Miles Franklin Early Childhood School	Quotation	Goods	No	R. E. Batger Pty Ltd	\$45,351	13/11/2018	31/01/2019
30371	Isabella Plains Early Childhood Centre - Supply and Install Evaporative Cooling with Night Purge Operation	Select	Works	No	Hirotec Maintenance Pty Ltd	\$45,375	20/12/2018	20/03/2019
SCINV000004967	Provision of SCISWeb, SCIS Authority Files and SCIS Subject Headings to ACT Government Schools in 2019	Single Select	Services (non-consultancy)	Yes	Education Services Australia Limited	\$45,522	01/01/2019	31/12/2019
2019016	Garra Primary School - Year 5 and 6 Camp 2019	Single Select	Services (non-consultancy)	Yes	Away We Go Tours Pty Ltd Canberra	\$45,574	29/03/2019	10/05/2019
ACTGOVRFQ-1-1096	Campbell High School -Administration Area Upgrade	Quotation	Works	No	Haavisto Pty Ltd	\$45,600	20/06/2019	31/12/2019

Contract Number	Contract Title	Procurement Methodology	Procurement Type	Exception from Quotation and Tender Threshold requirements	Contractor name	Contract amount	Execution Date	Expiry Date
EDU-RFQ-3-1718-0508-03	Gowrie Primary School -Landscape Works	Quotation	Works	No	Dillon Landscaping and Maintenance Pty Ltd	\$46,036	11/07/2018	23/07/2018
13318	Red Hill Primary School - Year 6 Camp 2019	Single Select	Services (non-consultancy)	Yes	Coastlife Adventures	\$47,174	13/08/2018	15/03/2019
190180	Mount Stromlo High School - Year 7 Camp 2019	Quotation	Services (non-consultancy)	No	Action Learning Initiatives Pty Ltd	\$49,050	15/05/2018	12/04/2019
1896	Gordon Primary School - Sensory Space and Waratah Unit Sand Pit	Quotation	Works	No	Scenic Group Pty Ltd	\$49,200	22/03/2019	30/06/2019
30787	Alfred Deakin High School - Boiler Flues	Public	Works	No	Capital Boiler and Burner Services Pty Ltd	\$49,280	19/12/2018	19/03/2019
30784	Campbell High School - Install Three (3) Stainless Steel Boiler Flues	Public	Works	No	Capital Boiler and Burner Services Pty Ltd	\$49,280	15/02/2019	15/05/2019
2018.30416.300	Scoping and Feasibility Option Study for a New College Development at Reid and a Review of Gungahlin College Expansion Opportunities	Single Select	Consultancy	Yes	Collard Clarke Jackson Canberra	\$49,500	14/09/2018	28/02/2019
23032019	Mount Stromlo High School - New Caledonia Trip	Quotation	Services (non-consultancy)	No	World Challenge Expeditions Pty Ltd	\$49,840	23/03/2019	05/10/2019
190178	Mount Stromlo High School - Year 8 Camp 2019	Quotation	Services (non-consultancy)	No	Coastlife Adventures	\$49,882	15/05/2018	12/04/2019
06052019-01	Latham Primary School - Supply and Installation of Playground Softfall	Quotation	Goods	No	The Playground People	\$50,000	07/03/2019	05/08/2020
26102018	Narrabundah College -Purchase of Calculators	Quotation	Goods	No	Abacus Calculators	\$50,600	26/10/2018	27/10/2018

Contract Number	Contract Title	Procurement Methodology	Procurement Type	Exception from Quotation and Tender Threshold requirements	Contractor name	Contract amount	Execution Date	Expiry Date
141218	Forrest Primary School - Painting of Senior Wing	Quotation	Services (non-consultancy)	No	Glendening Painting and Decorating Services (Aust) Pty Ltd	\$52,608	12/12/2018	07/01/2019
C0013578	Telopea Park School - Electronic Textbooks	Single Select	Services (non-consultancy)	Yes	Learning Field	\$52,608	14/06/2019	14/07/2019
7508	Narrabundah College - Italy Trip 2018	Quotation	Services (non-consultancy)	No	Passport Travel	\$53,200	30/09/2018	15/10/2018
F18190184	Hawker College Roof Safety and Upgrades	Select	Works	No	Anchor Safe	\$53,454	24/04/2019	24/07/2019
1145506	Narrabundah College International Baccalaureate (IB) Exams November 2018	Single Select	Services (non-consultancy)	Yes	International Baccalaureate Organisation	\$53,643	29/10/2018	16/11/2018
20190101	Dickson College - Purchase of Interactive Flat Panels	Quotation	Goods	No	Neopost Australia Pty Ltd	\$53,900	18/10/2018	19/01/2019
190003	Lake Tuggeranong College - All Colleges Day - Professional Development of Staff at ACT Colleges	Single Select	Services (non-consultancy)	Yes	The National Convention Centre Canberra	\$55,085	29/11/2018	01/02/2019
EDUFRQ-3-1819-2310	North Ainslie Primary School - Hall Refurbishment	Public	Works	No	Quay Building Group	\$55,968	28/09/2018	16/11/2018
26072018	Campbell High School - Japan School Excursion 2018	Quotation	Services (non-consultancy)	No	JTB Australia Pty Ltd	\$56,066	26/07/2018	28/09/2018
21/09/2018	Telopea Park School - Central Australia Band Tour	Single Select	Services (non-consultancy)	Yes	Educational Tours and Safaris Pty Ltd	\$56,659	21/09/2018	04/10/2018
PO 121871	Macquarie Primary School - Painting of Internal Classrooms	Select	Services (non-consultancy)	Yes	Anasson Painting and Maintenance Pty Ltd	\$57,585	07/08/2018	01/02/2019

Contract Number	Contract Title	Procurement Methodology	Procurement Type	Exception from Quotation and Tender Threshold requirements	Contractor name	Contract amount	Execution Date	Expiry Date
2018.28734.320.01	Engineering Services Review of the School Infrastructure Output Specification	Public	Consultancy	No	Engineered Solutions for Building Sustainability Pty Ltd	\$58,472	27/11/2018	31/12/2019
180147	Monash Primary School - Two Withdrawal Rooms	Select	Works	No	Colda Constructions Pty Ltd	\$58,498	27/11/2018	01/02/2019
31008	Mt Stromlo High School - Supply and Install Split Air Conditioners in Science Block	Select	Works	No	King Air Pty Ltd	\$62,040	02/04/2019	02/07/2019
F18190019	Gordon Primary School - Fire System Upgrade	Public	Works	No	Pyrosolv Pty Ltd	\$62,238	21/08/2018	21/11/2018
EDURFQ-2-1819-2604-01	Dickson College - Landscaping Works for Sensory Area	Quotation	Works	No	A Better Place Landscapes	\$62,364	30/04/2019	30/06/2019
10028.11	Arawang Primary School - Indigenous Garden	Quotation	Works	No	A Better Place Landscapes	\$62,426	10/04/2019	13/09/2019
ACTGOVRFQ-1-994	Dickson College - Electrical Upgrade	Quotation	Works	No	Fredon (ACT) Pty Ltd	\$66,893	17/08/2018	09/03/2019
ACTRFQ-1-1-41	Lighting Audit and design Round Two 2019	Quotation	Consultancy	No	John Raineri & Associates	\$67,826	29/04/2019	28/06/2019
ACTGOV-1-915	Black Mountain School Hydrotherapy Pool - Building Management System and Mechanical Work	Quotation	Works	No	Ice-Tech Pty Ltd	\$69,084	30/08/2018	29/02/2020
17-12-2018	Amaroo School - Bollard Installation	Select	Works	No	Cityscape Interiors	\$70,273	17/12/2018	19/02/2019
EDURFQ-2-1819-0305	Lanyon High School - Supply and Install AV Equipment in Gymnasium	Quotation	Works	No	Sound Advice Australia Pty Ltd	\$71,087	06/05/2019	14/06/2019
1818	Hawker College - Toilets Upgrade	Quotation	Works	No	Haavisto Services Pty Ltd	\$71,995	30/09/2018	30/09/2018

Contract Number	Contract Title	Procurement Methodology	Procurement Type	Exception from Quotation and Tender Threshold requirements	Contractor name	Contract amount	Execution Date	Expiry Date
ACTGOVRFQ-1-1089	Cranleigh School – Wet Area Upgrade	Quotation	Works	No	ACT Building and Maintenance Pty Ltd	\$73,586	24/06/2019	25/02/2020
30773	Lynneham High School - Three (3) Stainless Steel Boiler Flues	Select	Works	No	Capital Boiler and Burner Services Pty Ltd	\$73,920	15/02/2019	15/05/2019
EDU-RFQ-2-1919-2802	Narrabundah Early Childhood School - Community Outdoor Learning Space - Stage 1	Quotation	Works	No	ACT Building and Maintenance Pty Ltd	\$78,744	04/03/2019	30/06/2019
190069	Canberra High School - Year 7 Camp 2019	Quotation	Services (non-consultancy)	No	NSW Office of Sport and Recreation	\$80,910	14/12/2018	22/02/2019
F18190183	Kaleen Primary School - Roof Safety Repairs and Upgrades	Quotation	Works	No	RIGCOM Access Pty Ltd	\$84,055	24/04/2019	24/07/2019
180292	Mt Stromlo High School - Cultural Excursion to Japan 2018	Quotation	Services (non-consultancy)	No	JTB Australia Pty Ltd	\$88,365	22/08/2018	11/10/2018
1552	Read&Write and Snapverter Subscription for Google	Single Select	Services (non-consultancy)	Yes	Texthelp Pty Ltd	\$88,649	03/12/2018	05/12/2019
01052019	Black Mountain School - Emergency Power Package 2	Quotation	Services (non-consultancy)	No	Fredon (ACT) Pty Ltd	\$90,332	17/08/2018	14/06/2019
EDUC-2-1819-1204	Evatt Primary School - Sensory Garden	Quotation	Works	No	A Better Place Landscapes	\$93,565	08/05/2019	11/11/2019
F18190185	Gungahlin College Roof Safety Repairs and Upgrades	Select	Works	No	RIGCOM Access Pty Ltd	\$95,326	24/04/2019	24/07/2019
30619.3	Tree Rectification Works - Various Schools	Select	Works	No	TreeWorks (ACT/NSW) Pty Ltd	\$98,917	03/01/2019	03/04/2019
10036.224	Business Partner Model	Quotation	Consultancy	No	Bull and Bear Special Assignments (BSA) Pty Ltd	\$99,050	23/05/2019	24/9/2019

Contract Number	Contract Title	Procurement Methodology	Procurement Type	Exception from Quotation and Tender Threshold requirements	Contractor name	Contract amount	Execution Date	Expiry Date
EDURFQ-2-1819-2210-02	Amaroo School - Security Fencing	Quotation	Works	No	Olympic Fencing (NSW) Pty Ltd	\$99,500	09/09/2018	28/02/2019
10018.110	Building Strong, Safe Communities for Learning	Single Select	Services (non-consultancy)	Yes	ThinkPlace	\$99,874	24/01/2019	03/06/2019
ACTGOVRFQ-1-962	Draught Proofing External Doors at Lake Tuggeranong College, Melba Copland Secondary School (Both Campuses), University of Canberra Kaleen High, Gowrie Primary School, Lyons Early Childhood School and Neville Bonner Primary School	Quotation	Works	No	ACT Building and Maintenance Pty Ltd	\$100,000	06/10/2018	29/12/2019
ACTGOVRFG-1-1023	Tree Planting Program 2018-19	Quotation	Works	No	Dan & Dan Landscaping Pty Ltd	\$100,000	11/02/2019	17/05/2019
15042019	Provision of Ember Zone Protection at Tharwa Preschool	Quotation	Works	No	Scenic Group Pty Ltd	\$100,000	26/10/2018	28/06/2019
SO607185	Maribyrnong Primary School - Purchase of Interactive Flat Panels	Single Select	Goods	Yes	Vista Visuals Australia Pty Ltd	\$100,726	31/08/2018	20/10/2018
SF.2018.002	The Provision of School Uniforms for Margaret Hendry School	Quotation	Goods	No	Chilada Pty Ltd	\$100,971	31/08/2018	15/11/2019
10006.11	TM1 Upgrade and Enhancement	Single Select	Consultancy	Yes	Excelerated Consulting Pty Ltd	\$101,109	01/10/2018	30/06/2019
132505	Lyneham High School - Cambodia/Vietnam Tour 2019	Quotation	Services (non-consultancy)	No	WorldStrides Pty Ltd	\$102,921	14/02/2019	24/04/2019
8419	Canberra College - Year 12 USA Trip 2019	Quotation	Services (non-consultancy)	No	WorldStrides Pty Ltd	\$103,105	23/07/2018	22/04/2019
14-12-2018	Harrison and Namadgi Schools - Draught Proofing	Select	Works	No	ACT Building and Maintenance Pty Ltd	\$105,000	17/12/2018	15/01/2019

Contract Number	Contract Title	Procurement Methodology	Procurement Type	Exception from Quotation and Tender Threshold requirements	Contractor name	Contract amount	Execution Date	Expiry Date
26-06-2018	Alfred Deakin High School - Top End Tour 2018	Quotation	Services (non-consultancy)	No	GET Educational Tours Pty Ltd	\$105,000	26/08/2018	12/10/2018
ACTGOVRFQ-1-964	Amaroo School - Installation of Playground Equipment, Softfall and Associated Works	Quotation	Works	No	Play Workshop	\$109,780	22/10/2018	03/02/2019
59243	Oliver Library and Information Management System Support and Maintenance for 12 months to October 2019	Single Select	Services (non-consultancy)	Yes	Softlink Australia Pty Ltd	\$114,713	03/12/2018	31/10/2019
20181203	Black Mountain School - Playground and Softfall Works	Quotation	Works	No	ACT Building and Maintenance Pty Ltd	\$118,214	17/12/2018	17/06/2019
30720	Lyneham High School - Fire System Upgrade	Select	Works	No	Pyrosolv Pty Ltd	\$121,231	05/11/2018	05/02/2019
SF.2019.02	Principal Health and Wellbeing: Mindsets for Effective Change	Single Select	Services (non-consultancy)	Yes	Bastow Institute for Educational Leadership	\$130,905	19/02/2019	30/11/2019
EDURFQ-2-1819-2210-03	Forrest Primary School - Security Fencing	Quotation	Works	No	Olympic Fencing (NSW) Pty Ltd	\$142,890	23/10/2018	19/05/2019
ACTGOVRFQ-1-953	2018-19 Flag Pole Program	Quotation	Works	No	ACT Building and Maintenance Pty Ltd	\$144,552	16/10/2018	10/05/2019
25032019-01	Kaleen Primary School - New Playground	Quotation	Works	No	The Playground People	\$147,441	07/03/2019	24/06/2020
10005.220	Review of National Assessment Program - Literacy and Numeracy (NAPLAN) Data Presentation	Select	Consultancy	No	William Raymond Loudon	\$149,050	07/09/2018	14/10/2019
1032.220	People and Performance Cultural Strategy: A Program for Cultural Excellence and Skill Building	Quotation	Consultancy	No	PunkPD Pty Ltd	\$150,766	17/05/2019	31/08/2020

Contract Number	Contract Title	Procurement Methodology	Procurement Type	Exception from Quotation and Tender Threshold requirements	Contractor name	Contract amount	Execution Date	Expiry Date
EDURFQ-2-1819-2210-01	Isabella Plains Early Childhood School - Security Fencing	Quotation	Works	No	Olympic Fencing (NSW) Pty Ltd	\$156,750	23/10/2018	30/04/2019
01052019	Malkara School, Turner Primary School, The Woden School - Emergency Power Package 2	Quotation	Services (non-consultancy)	No	Martin Donnelly Pty Ltd	\$162,470	17/08/2018	06/08/2019
ACTGOVRFQ-1-1059	2019/20 Flag Pole Program	Quotation	Works	No	ACT Building & Maintenance Pty Ltd	\$168,093	16/10/2018	30/11/2019
29-06-2018	Alfred Deakin High School - Europe Tour 2019	Quotation	Services (non-consultancy)	No	WorldStrides Pty Ltd	\$170,000	02/08/2018	05/10/2018
1896	Garra Primary School - Sensory Garden	Quotation	Works	No	Dan & Dan Landscaping Pty Ltd	\$172,505	29/03/2019	30/06/2019
ACTGOVRFQ-1-968	Canberra College and Erindale College Electrical Upgrades	Quotation	Services (non-consultancy)	No	Fredon (ACT) Pty Ltd	\$172,678	17/08/2018	09/03/2019
2018/11361	Modelling -Three - Year-Old Preschool and Early Childhood Strategy Partnerships	Quotation	Consultancy	No	Deloitte Access Economics Pty Ltd	\$183,414	04/02/2019	30/06/2019
ACTGOVRFQ-1-1086	Curtin Primary School - Supply and Installation of Security Fence	Quotation	Works	No	Olympic Fencing NSW Pty Ltd	\$194,970	18/04/2019	31/12/2019
29052019	Gilmore Primary School - Security Fence Works	Quotation	Works	No	Liddos Fencing	\$195,650	14/05/2019	11/07/2019
ACTGOVRFQ-1-1052	Draught Proofing of External Doors at 8 Schools	Quotation	Works	No	Kearon Constructions Pty Ltd	\$197,925	02/05/2019	30/06/2019
2019.81725.009	Pedagogical and Architectural Consultant Services on the School Infrastructure Output Specification	Public	Consultancy	No	Indec Consulting	\$198,000	31/01/2019	31/12/2019
2018.30357.110	Architectural Services - Campbell Primary School	Public	Consultancy	No	Collard Clarke Jackson Canberra	\$206,079	19/11/2018	07/05/2019

Contract Number	Contract Title	Procurement Methodology	Procurement Type	Exception from Quotation and Tender Threshold requirements	Contractor name	Contract amount	Execution Date	Expiry Date
2019.30532.300	Erindale College Pool Refurbishment - Tiling	Single Select	Works	Yes	Ceramic Solutions (Australia) Pty Ltd	\$373,043	02/04/2019	15/05/2019
EDU19/180	Demography Services to the ACT Education Directorate	Single Select	Consultancy	Yes	Australian National University	\$531,657	15/02/2019	31/01/2022
29845.110	Provision of a Chartered Bus Service for the Wreck Bay Community and Jervis Bay Village Students	Public	Services (non-consultancy)	No	KENBUS Pty Ltd	\$735,288	30/01/2019	31/12/2022
2019.3130.300.01	Harrison School Landscape Reinstatement	Public	Works	No	Able Landscaping Pty Ltd	\$1,956,518	28/05/2019	20/10/2020
2018.27378.495.01	Taylor Playing Fields	Public	Works	No	ABA Construction Managers (Aust) Pty Ltd	\$2,345,360	10/09/2018	10/12/2018
2019.30617.110	Develop Design Construct (2018/2019) Package 2A	Public	Works	No	Binutti Constructions Pty Ltd	\$2,484,767	30/01/2019	06/09/2019
2019.30823.110	Develop Design Construct PSIU 2018/19 Package 2B	Public	Works	No	IQon Pty Ltd	\$3,063,461	31/05/2019	31/12/2019
81109-NCT-001	Neville Bonner Primary Expansion Stage 4	Public	Works	No	FM Projects Australia	\$3,932,354	19/03/2019	31/01/2020
30180.220	Provision of Chromebook Devices and Associated Support Services to Support Implementation of the Territory's Technology Enabled Learning Program	Public	Goods	No	Datacom Systems (AU) Pty Ltd	\$4,675,320	05/02/2019	04/02/2021
2018.30266.400	Procurement of Relocatable Learning Units and Relocatable Toilet Units	Public	Works	No	BRB Modular Pty Ltd	\$5,593,087	28/08/2018	31/01/2020
81108-NCT-001	Gold Creek Primary Expansion Stage 3	Public	Works	No	IQon Pty Ltd	\$5,883,536	15/03/2019	31/01/2020

Education Directorate contracts executed in 2017-18 Financial Year and notified to the Contracts Register in 2018-19 Financial Year

Procurement content has been derived from the online Contracts Register. This covers agreements entered into from 1 July 2017 to 30 June 2018 in accordance with Government requirements.

Table 51 Agreements entered into from 1 July 2017 to 30 June 2018 - notified in 2018-19 Financial Year

Contract Number	Contract Title	Procurement Methodology	Procurement Type	Exception from Quotation and Tender Threshold requirements	Contractor name	Contract amount	Execution Date	Expiry Date
31052018	Charles Conder Primary School - Internal Painting	Quotation	Services (non-consultancy)	No	Kirkland Painting Pty Ltd	\$25,124	23/05/2018	26/06/2018
1618	Gold Creek School - Signage Notification	Quotation	Goods	No	Signworld	\$26,423	01/06/2018	31/07/2018
EDURFQ-3-1718-1311	Gordon Primary School - Disability Access to Courtyard Fencing	Single Select	Works	Yes	Perimetech Pty Ltd	\$26,874	13/11/2017	20/01/2018
12/06/2018	Amaroo School - Year 5 Camp 2018	Quotation	Services (non-consultancy)	No	NSW Office of Sport and Recreation	\$27,771	12/06/2018	07/09/2018
PO170145	Miles Franklin Primary School - Borambola School Camp 2018	Quotation	Services (non-consultancy)	No	NSW Office of Sport and Recreation	\$29,015	11/04/2018	13/04/2018
180472	Harrison School - Year 7 and 8 Trip to Sydney	Quotation	Services (non-consultancy)	No	Just Group Accommodation	\$29,192	12/04/2018	28/09/2018
20180323	Calwell High School - Year 9 Camp 2018	Quotation	Services (non-consultancy)	No	WorldStrides Pty Ltd	\$29,720	20/11/2017	29/09/2018
2018CAM	Fadden Primary School - Year 5 and 6 Camp 2018	Single Select	Services (non-consultancy)	Yes	Away We Go Tours Pty Ltd	\$29,743	05/02/2018	09/02/2018
20/01/2018	Telopea Park School - New Door and Landing	Quotation	Works	No	Aris Building Services Pty Ltd	\$29,835	20/01/2018	02/02/2018
180761	Caroline Chisholm School - Year 7 and 8 Camp 2018	Single Select	Services (non-consultancy)	Yes	Away We Go Tours Pty Ltd	\$30,182	01/05/2018	23/11/2018
14518	Study Tour Program for International Students	Single Select	Services (non-consultancy)	Yes	Capital Direction Group	\$30,317	14/05/2018	14/07/2018

Contract Number	Contract Title	Procurement Methodology	Procurement Type	Exception from Quotation and Tender Threshold requirements	Contractor name	Contract amount	Execution Date	Expiry Date
244421002	Jervis Bay Primary School - Purchase of Neopost Boards	Single Select	Goods	Yes	Neopost Australia Pty Ltd	\$30,800	21/03/2018	01/05/2018
180143	Hughes Primary School - Year 5 and 6 Camp 2018	Single Select	Services (non-consultancy)	Yes	Away We Go Tours Pty Ltd	\$31,036	20/06/2018	22/06/2018
02032018	Amaroo School - Year 7 Camp 2018	Quotation	Services (non-consultancy)	No	Away We Go Tours Pty Ltd	\$31,987	02/03/2018	07/03/2018
08/06/2018	Bonython Primary School - Year 5 and 6 Camp 2019	Single Select	Services (non-consultancy)	Yes	Away We Go Tours	\$32,330	05/06/2018	07/06/2019
21022918	Independent Review of Education Directorate's Care and Management of Specified Students and Engagement with Their Parents	Single Select	Consultancy	Yes	Peter Muir Consulting Pty Ltd	\$33,000	21/02/2018	11/05/2018
18137	Hawker College - Carpet Tiles and Laying in Canteen and Corridor	Quotation	Works	No	Budget Carpet Care	\$33,000	14/04/2018	27/04/2018
111217	Canberra College - Toilet Upgrade	Quotation	Works	No	Bruce Leake Plumbing	\$36,242	13/12/2017	20/01/2018
170705	Lake Tuggeranong College - Year 12 Formal 2018	Single Select	Services (non-consultancy)	Yes	The National Convention Centre Canberra	\$37,096	13/12/2017	20/12/2018
180041	North Ainslie Primary School - Year 5 and 6 camp 2019	Quotation	Services (non-consultancy)	No	Away We Go Tours Pty Ltd	\$37,230	01/04/2018	05/04/2019
010418	Fraser Primary School - Year 5 and 6 Camp 2019	Single Select	Services (non-consultancy)	Yes	Away We Go Tours Pty Ltd	\$38,247	01/04/2018	03/04/2019
61017	Bonython Primary School - Purchase of School Furniture	Single Select	Goods	Yes	Furnware Pty Ltd	\$38,328	16/10/2017	09/01/2018
10082017	All Colleges Day - Professional Development for Staff at ACT Colleges	Single Select	Services (non-consultancy)	Yes	University of Canberra Union	\$38,483	08/01/2018	01/02/2018

Contract Number	Contract Title	Procurement Methodology	Procurement Type	Exception from Quotation and Tender Threshold requirements	Contractor name	Contract amount	Execution Date	Expiry Date
ACTGOVRFQ-1-896	Ainslie Primary School - External Learning Deck	Quotation	Works	No	ACT Building and Maintenance Pty Ltd	\$38,743	27/06/2018	28/09/2018
035150	Canberra College - Year 12 Formal	Quotation	Services (non-consultancy)	No	Ginger Catering	\$46,493	14/12/2017	31/12/2018
16042018	Majura Primary School - Supply and Installation of Carpet	Quotation	Goods	No	Budget Carpet Care	\$47,685	13/03/2018	16/03/2018
25022018	Narrabundah College - Spain Trip 2018	Quotation	Services (non-consultancy)	No	Don Quijote Co Pty Ltd	\$48,387	16/04/2018	12/10/2018
23052016	Narrabundah College - Year 12 Formal 2017	Quotation	Services (non-consultancy)	No	Australian Sports Commission	\$49,000	24/11/2017	24/11/2017
190180	Mount Stromlo High School - Year 7 Camp 2019	Quotation	Services (non-consultancy)	No	Action Learning Initiatives Pty Ltd	\$49,050	15/05/2018	12/04/2019
190178	Mount Stromlo High School - Year 8 Camp 2019	Quotation	Services (non-consultancy)	No	Coastlife Adventures	\$49,882	15/05/2018	12/04/2019
280318	Student Accommodation for Study Tour	Single Select	Services (non-consultancy)	Yes	Australian Sports Commission	\$51,559	14/05/2018	08/06/2018
632019	Gold Creek School - Year 7 Camp 2019	Single Select	Services (non-consultancy)	Yes	Action Learning Initiatives Pty Ltd	\$52,312	01/03/2018	08/03/2019
28318	Study Tour Program for International Students	Single Select	Services (non-consultancy)	Yes	Australian Sports Commission	\$54,625	28/03/2018	11/06/2018
EDURFQ-3-1718-0523-02	Isabella Plains Early Childhood School - Sensory Garden Construction	Quotation	Works	No	Out and About Landscape Design and Construction	\$55,000	06/06/2018	31/08/2018
57348	Oliver Support and Maintenance for 12 Months to May 2019	Single Select	Services (non-consultancy)	Yes	Softlink Australia Pty Ltd	\$57,298	16/03/2018	31/05/2019
180144	Hughes Primary School - Spider Web Playground Equipment 2018	Quotation	Works	No	The Playground People	\$60,373	25/06/2018	13/10/2018

Contract Number	Contract Title	Procurement Methodology	Procurement Type	Exception from Quotation and Tender Threshold requirements	Contractor name	Contract amount	Execution Date	Expiry Date
535957	Telopea Park School - Year 7 Camp 2019	Quotation	Services (non-consultancy)	No	NSW Office of Sport and Recreation	\$60,929	25/02/2018	25/02/2019
PBDG 2017:1717	Aranda Primary School - Gym Refurbishment	Quotation	Works	No	Complete Constructions (Aust) Pty Ltd	\$68,833	17/11/2017	02/02/2018
PO 18088	Gold Creek School - Hospitality Upgrade	Quotation	Works	No	Infinite Joinery Pty Ltd	\$71,258	21/05/2018	28/07/2018
220217	Canberra High School - Year 7 Camp 2018	Quotation	Services (non-consultancy)	No	NSW Office of Sport and Recreation	\$80,000	22/07/2017	23/02/2018
180473.2018	Harrison School - Japan Trip 2018	Quotation	Services (non-consultancy)	No	JTB Australia Pty Ltd	\$80,144	27/12/2017	07/10/2018
08052017	Melrose High School - Year 7 and 8 Camp 2018	Single Select	Services (non-consultancy)	Yes	Camp Long Beach	\$84,654	08/05/2018	27/09/2018
860	Read and Write Unlimited	Single Select	Services (non-consultancy)	Yes	Texthelp Pty Ltd	\$88,649	01/11/2017	01/11/2018
180473	Amaroo School - Japan Trip 2018	Quotation	Services (non-consultancy)	No	Travel Managers Australia Pty Ltd	\$94,170	09/05/2018	06/10/2019
23/04/2018	Hawker College - Replace Sewer Lines	Quotation	Works	No	Results Plumbing	\$96,195	23/04/2018	29/04/2018
ABIC MW2008	Aranda Primary School - Hall Upgrade	Select	Works	No	Complete Constructions (Aust) Pty Ltd	\$110,876	18/12/2017	02/02/2018
141417	University of Canberra High School Kaleen - Japan Trip 2018	Quotation	Services (non-consultancy)	No	G.E.T. Educational Tours Pty Ltd	\$115,267	14/12/2017	09/10/2018
EDU-RFQ-3-1718-0405	Campbell Primary School -Landscape Construction Contract for Sensory Garden with Shed	Quotation	Works	No	Dan and Dan Landscaping Pty Ltd	\$117,994	06/04/2018	30/07/2018

Contract Number	Contract Title	Procurement Methodology	Procurement Type	Exception from Quotation and Tender Threshold requirements	Contractor name	Contract amount	Execution Date	Expiry Date
19092017	Namadgi School - Japan Tour 2018	Quotation	Services (non-consultancy)	No	Saizen Pty Ltd	\$130,250	19/09/2017	16/07/2018
EDUC-1-851	Campbell Primary School - Hardcourt and Circular Hard Paved Area	Quotation	Works	No	CB Excavations Pty Ltd	\$138,823	13/04/2018	29/06/2018
018036	Malkara School - Supply and Installation of New Fixed Play Equipment, Softfall and Drainage	Quotation	Works	No	The Play Workshop	\$146,365	07/03/2018	04/07/2018
ACTGOVRFQ-1-865	Calwell High School - Building Management System (BMS)	Select	Works	No	Logical Service Solutions Pty Ltd	\$169,283	18/05/2018	31/07/2018
201803	Melba Copland Secondary School - Washroom Maintenance	Select	Works	No	IQon Pty Ltd	\$219,961	01/06/2018	10/10/2018
2018.29758.210	Survey and Data Management Services	Public	Consultancy	No	The Social Research Centre	\$230,827	12/04/2018	04/04/2020
ACTGOVRFQ-1-674	Provision of Cleaning Services for Jervis Bay Primary School	Quotation	Services (non-consultancy)	No	TJS Services Group Pty Ltd	\$238,402	27/06/2018	16/07/2020
ACTGOVRFQ-1-821	School Improvement - Early Years -essential Literacy Practices	Single Select	Consultancy	Yes	Christine Topfer	\$278,325	10/04/2018	04/03/2020
2018/07763	2018 School Climate Survey Analysis and Research	Single Select	Services (non-consultancy)	Yes	Australian National University	\$480,000	30/06/2018	30/06/2021
2016.26304.210	Security Patrol Services for ACT Colleges, Schools and central Office Locations	Public	Services (non-consultancy)	No	Wilson Security	\$1,580,000	27/06/2018	31/08/2019

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APPENDIX 5 ABBREVIATIONS AND ACRONYMS

ABLES	Activity Based Learning and Education Support
ACECQA	Australian Children's Education and Care Quality Authority
ACT	Australian Capital Territory
ACTPA	ACT Principals Association
ACTPS	ACT Public Service
ACU	Australian Catholic University
AEDC	Australian Early Childhood Development Census
ANU	Australian National University
ATWD	Australian Teacher Workforce Data Strategy
BSO	Building Service Officer
CAP	Cultural Awareness Program Class
CECA	Children's Education and Care Assurance
CES	Continuum of Education Support
CIT	Canberra Institute of Technology
CNG	Compressed National Gas
CO ₂ -e	Carbon dioxide equivalent
CORPEX	Corporate Executive Committee
CPR	Cardiopulmonary resuscitation
CRM	Customer Relationship Management
CSIRO	Commonwealth Scientific and Industrial Research Organisation
DDG	Deputy Director-General
DG	Director-General
EAL/D	English as an Additional Language or Dialect
EAP	Employee Assistance Program
EDU	Education Directorate
EGC	Education Governance Committee
ELE	External Learning Environments
EPSDD	Environment, Planning and Sustainability Development Directorate
ESD	Ecologically Sustainable Development
ESO	Education Support Office
ESP	Enterprise Sustainability Platform
FiT	Feed-in-Tariff
FMA	Financial Management Act 1992
FoE	Future of Education
FOI	Freedom of Information
FTE	Full Time Equivalent

GHG	Greenhouse gas
HAAS	Healthcare Access at School
HALTs	Highly Accomplished or Lead Teachers
HR	Human Resources
HSR	Health and Safety Representative
HVAC	Heating, Ventilation and Air Conditioning
ICT	Information Communications Technology
IDAHOBIT	International Day against Homophobia, Biphobia, Interphobia and Transphobia
IDC	Early Childhood Strategy Inter-Directorate Committee
IEOs	Aboriginal and Torres Strait Islander Education Officers
ITE	Initial Teacher Education
LGBTIQ+	Lesbian, Gay, Bisexual, Transgender and Intersex
INDEX	www.education.act.gov.au website
LPG	Liquid Petroleum Gas
LSA	Learning Support Assistant
Maze	school administration system
MLA	Member of the Legislative Assembly
MSD	Musculoskeletal disorders
NAIDOC	National Aborigines and Islanders Day Observance Committee
NAPLAN	National Assessment Program – Literacy and Numeracy
NDA	National Day of Action against Bullying and Violence
NDIS	National Disability Insurance Scheme
NP UAECE	National Partnership for Universal Access to Early Childhood Education
NPIs	National Policy Initiatives
NQF	National Quality Framework
NQS	National Quality Standard
NSET	Network Student Engagement Team
NSRA	National School Reform Agreement
PAG	Principals' Advisory Group
PCYC	Police Citizens Youth Club
PHWB	Principal Health and Wellbeing Plan
PSM Act	Public Sector Management Act 1994
RED	Respect, Equity and Diversity
REDCC	Respect, Equity and Diversity Consultative Committee
REDCOs	Respect, Equity and Diversity Contact Officers
RiskMan	ACT Public Sector Work Injury Reporting online reporting system
RoGS	Report on Government Services
SAIS	Safe and Inclusive Schools
SAP	Support at Preschool
SAS	Student Administration System

SASSCOs	Safe and Support School Contact Officers
SEMC	Security and Emergency Management Committee
SERBIR	Senior Executive Responsible for Business Integrity Risk
SLA	School Leader A
SLB	School Leader B
SLC	School Leader C
SRA	Student Resource Allocation
SSSP	Safe and Support Schools Policy 2016
STEM	Science, Technology, Engineering and Mathematics
TCCS	Transport Canberra and City Services Directorate
TEMAG	Teacher Ministerial Advisory Group
TES	Tertiary Entrance Statement
TQI	ACT Teacher Quality Institute
UC	University Of Canberra
VEP	Vocational Employment Program
VET	Vocational Education and Training
WHS	Work Health and Safety
WHSCC	Work Health and Safety Consultative Committee
WHSMS	Work Health and Safety Management System
WwVP	Working with Vulnerable People

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