

ANNUAL REPORT HEARING BRIEF

- **Create More Space for College Students in Canberra's North** through planning for an expansion of northside college capacity;
 - Planning for additional primary school capacity in central **Belconnen**;
 - Service design planning, feasibility study and planning for **new specialist school** services in the north of Canberra, responding to changing needs and enrolment growth of students with disability.
- Feasibility and planning studies include site selection and analysis of demand response options; site investigations including environmental assessments to consider environmental impacts or heritage values; initial masterplanning to inform design opportunities and future Business Cases for consideration by Government
 - **\$3.5 million** in expenses is **four FTE** to support the work.

\$118 million for the expansion of Margaret Hendry Primary School and new Taylor High School

Expansion of Margaret Hendry Primary School and a New Taylor High School	Education and life-long learning				
	2021-22	2022-23	2023-24	2024-25	Total
	\$'000	\$'000	\$'000	\$'000	\$'000
Capital	15,520	66,260	36,220	0	118,000
Offset – Capital – Provision	-11,000	-75,000	-32,000	0	-118,000
Net Capital	4,520	-8,740	4,220	0	0
Depreciation	0	350	1,530	2,360	4,240

- The Government will invest to expand Margaret Hendry Primary School and construct a new high school in Taylor, adjacent to the Margaret Hendry Primary School.
- The **expansion of Margaret Hendry Primary School will be completed by the start of the 2023** school year to **provide up to 600 additional places for K-6 students**.
- The **high school will provide 800 permanent places for students in years 7 to 10** and is **scheduled to open for the 2024** school year.
- This initiative builds on recent Government actions to meet enrolment growth in Gungahlin including
 - opening the Margaret Hendry Primary School in 2021,
 - constructing Throsby Primary School which opened at the start of the 2022 school year,
 - constructing a new high school (7-10) in Kenny which will open in 2023,
 - expanding the Gold Creek senior campus,
 - expanding Amaroo School and expanding the Franklin Early Childhood School into a full primary school now titled Franklin School.

Modernisation and expansion of Garran Primary School

Garran Primary School Redevelopment	Education and life-long learning				
	2021-22	2022-23	2023-24	2024-25	Total
	\$'000	\$'000	\$'000	\$'000	\$'000
Capital	970	0	0	0	970
Capital – Provision	0	NFP	NFP	NFP	NFP

NFP – Not for Publication to ensure competitive tender processes.

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- The Government will prepare to **modernise and expand the Garran Primary School** and **increase the school's capacity to up to 800 P-6 places** to respond to public school enrolment growth in the Woden region.
- Community engagement with the Garran Primary School community will take place in the coming months to inform master planning.
- The school modernisation will seek to replace aging and transportable infrastructure with new permanent buildings that align with the Directorate's Future of Education Strategy, as well as the Education Directorate's Infrastructure Specifications (EDIS).
- The planning and design phase will assess site opportunities to enhance outdoor play and learning spaces and provide community use areas for use out of hours.
- Noting the current challenges associated with the school's proximity to The Canberra Hospital campus, consideration of how to manage access to the school will be a key consideration of this phase. This includes options to relocate the main entry and driveway away from Gilmore Crescent.
- This initiative builds on recent Government actions in this area including **responding to enrolment growth generated by infill development in the South of Canberra** by installing Modular Learning Centres, funded through the August 2020 Economic and fiscal Update, at
 - Garran Primary School,
 - Red Hill Primary School,
 - Forrest Primary School and
 - Mawson Primary School.
- The **capital cost profile of this initiative has been withheld** in order to secure value for money when the government approaches the market.
- **Final timetable will be informed by completion of master planning work during 2021-22.**

Modernisation of Narrabundah College

Narrabundah College Modernisation

Education and life-long learning

	2021-22	2022-23	2023-24	2024-25	Total
	\$'000	\$'000	\$'000	\$'000	\$'000
Capital	600	0	0	0	600

- **\$600,000 in 2021-22** will support planning and design for the modernisation of Narrabundah College to meet the needs of future students, teachers and the community.
- The design work will inform a staged modernisation of the college which, subject to funding, will include the replacement of aged and transportable classrooms with permanent, modern and energy efficient buildings and enhanced community use areas.
- This initiative builds on recent government initiatives to **modernise Narrabundah College which has operated for over 40 years**. This includes **replacing existing aged buildings containing hazardous materials with high quality specialist transportable buildings** and undertaking feasibility studies into the next stages of its renewal.
- Initial feasibility and concept planning is underway which includes feedback from previous community engagement and site investigations.

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Lead Directorate: Education

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- Final timetable will be informed by completion of master planning work during 2021-22.

New Strathnairn Primary School

Strathnairn Primary School	Education and life-long learning				
	2021-22	2022-23	2023-24	2024-25	Total
	\$'000	\$'000	\$'000	\$'000	\$'000
Capital	1,000	0	0	0	1,000

- The 2021-22 ACT Budget has committed \$1 million funding in 2021-22 to progress the design of the new 600 place primary school at Strathnairn, Ginninderry.
- The Government will progress the **design for a new primary school in Strathnairn to meet enrolment growth within the new West Belconnen Ginninderry development.**
- The master planning and preliminary sketch plans of the new facilities will align with the Directorate’s Future of Education Strategy, as well as the Education Directorate’s Infrastructure Specifications (EDIS).
- Construction funding to meet the 2024 timeframe will be subject to a future budget process.

\$99 million over four years for School Maintenance and Infrastructure Upgrades

- This investment will focus on renewing ACT public schools to support a modern, inclusive and high-quality education system.
- Works will include improving the amenity, functionality and inclusivity of schools, replacing end-of-life heating systems and roofs, improving the thermal comfort of schools, installing solar and battery energy storage systems, and providing bike storage facilities.
- This initiative builds on the Government’s \$85 million investment in public school infrastructure upgrades over the four years to 2020-21.
- Final timetable will be informed by completion of master planning work during 2021-22.
- Construction funding to meet the 2024 timeframe will be subject to a future budget process.

\$15 million over four years to remove hazardous materials from schools

(Refer to [Brief 05.04 Management of Hazardous Materials in Schools](#))

Removing Hazardous Materials from Schools	Education and life-long learning				
	2021-22	2022-23	2023-24	2024-25	Total
	\$'000	\$'000	\$'000	\$'000	\$'000
Capital	3,750	3,750	3,750	3,750	15,000

- The Government will accelerate the **removal of hazardous materials including lead paint and asbestos containing materials** from ACT public schools.
- The Government manages the presence of hazardous materials with ACT public schools through a **taskforce within the Education Directorate and a Hazardous Materials Register.**
- The Government also **addresses and remediates hazardous materials when undertaking upgrades at schools.**

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- This allocation of **\$15 million** to accelerate the removal of hazardous material is part of **\$114 million dollars over the next four years** to upgrade school buildings to keep them comfortable and safe.
- Major projects have included the **Narrabundah College** and **Campbell Primary School** as well as works undertaken through the Public School Infrastructure Upgrades program.
- The Directorate has identified **76** schools that contain some amount of asbestos and/or lead paint.
- Work will **continue in priority areas for the next four financial years or until the funding has been exhausted**.
- Final closure report is expected to be delivered in July 2025.

\$19.8 million to increase school capacity with modular learning centres

	Education and life-long learning				
	2021-22	2022-23	2023-24	2024-25	Total
	\$'000	\$'000	\$'000	\$'000	\$'000
Capital	19,800	0	0	0	19,800
Depreciation	990	1,980	1,980	1,980	6,930
Expenses	0	594	594	594	1,782
Net cost of services	990	2,574	2,574	2,574	8,712

- The Government will procure, design, install, and construct new transportable classrooms across Canberra in 2021-22 to meet projected enrolment growth.
- **Transportable buildings will be delivered to provide extra capacity and toilets in the 2022 school year.**
- Transportable buildings will be delivered to:
 - Ngunnawal Primary School
 - Palmerston District Primary School
 - Black Mountain School
 - Fraser Primary School
 - Cranleigh School
 - Weetangera Primary School
 - Arawang Primary School
 - Mawson Primary School
 - Telopea Park School
- This initiative builds on the recent government initiative for the delivery of **13 transportable classrooms across 11 schools in Canberra.**

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Ongoing Works

New School Builds

- **Evelyn Scott School** – Preschool to year 6 including double gymnasium and associated landscaping opening for the 2021 school year. Construction of the years 7-10 building was completed and handed over on 3 December 2021, with final post completion works underway during early 2022.
- Construction of the first stage of the new **Throsby Primary School** was handed over on 29 January 2022 ready for day 1, term 1 2022. The remaining stages of construction will be progressively handed over during term 1, 2022.
- **East Gungahlin High School (in Kenny)** will cater for 800 students from years 7 to 10 with room for temporary expansion to accommodate up to 1000 students in the future (refer to Brief 6.2 for detailed information).
- **North Gungahlin High School (Taylor)** master planning design and preliminary sketch plans have been finalised. Tendering for the Head Contractor is well advanced with engagement forecast in early 2022.

School Expansion and Modernisation

- The current school expansion and modernisation program of works addresses growing demand in key areas of the ACT to support the sustainable provision of education services in the forward years.
- These large scale works ensure that school facilities continue to meet enrolment demands in new and existing school localities as well as enabling students access to a rich and contemporary curriculum.
- **Margaret Hendry School Expansion** - Master planning design and preliminary sketch plans have been finalised. Tendering for the Head Contractor is well advanced with engagement forecast in early 2022. Early expansion works to the Administration building to accommodate student growth have been completed and handed over to the school on 28 January 2022. Main expansion works are targeting completion for the start of 2023.
- **Amaroo School Senior Campus Expansion** – The new 200 place expansion building – ‘Cooinda Terrace’ was completed and handed over to the school for day 1, term 1, 2022. The external landscape is due for completion mid-February 2022. The refurbishment works to the TAS (Technology, Arts and Science) building, Onyx theatre and Marble Terrace buildings have commenced and are due for completion by June 2022.
- **Gold Creek Senior School expansion** – 200-place expansion works include demolition of existing internal ground floor spaces, refurbishment of existing spaces and an extension to the first floor to create seven new general learning spaces. The project was procured under the Aboriginal and Torres Strait Islander Procurement Policy (ATSIPP). Detail design was completed in April 2021 and construction has commenced with the demolition works completed. The expansion will be delivered across stages in early 2022.
- **Franklin Early Childhood School expansion** - Construction work commenced in Quarter 4, 2020 for the 450-place expansion. Refurbishment of the administration and library has been completed and handed over to the school for use in early 2021. Construction of new Learning Community 1 building with capacity of 150 students has been completed and handed over to the school for their use. Construction of Learning communities 2 and 3

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(two storey building) with capacity of 300 students is underway with completion of structural steel frames, roof installation, internal sheeting and painting with internal works nearing completion. Works are programmed to be completed by April 2022. Multipurpose hall construction work is nearing completion with steel works, roofing and external sheeting complete. Works are programmed to be completed by May 2022. All landscape works including synthetic turf, basketball courts and carparking are due for completion by May 2022.

School Upgrades

- **Margaret Hendry School** - internal learning upgrades to support small group programs as well as external learning and landscaping upgrades were completed and handed over to the school in term 3, 2021.
- **Amaroo School** – internal refurbishment and upgrades to accommodate increase in students for Term 1, 2021 were completed and handed over to the school.
- **Campbell Primary School Modernisation** - the modernisation works include construction of three new learning communities for 450 places, canteen, STEM area, small group program facilities and landscaping. Demolition of the existing junior wing occurred during the December/January holidays to avoid disruption to the school operations and to mitigate the risk associated with hazardous material removals. Following delays due to COVID-19, the new works are on a revised program for completion by April 2022; a contingency plan is in place to assist the school with the recent delays.

Planning

- **Narrabundah College modernisation** - initial feasibility and concept master planning was undertaken as part of the Business Case funding for Design, which includes feedback received from previous community engagement and due diligence/site investigations. Further design development and staging planning is now required. The consultant team will commence this work in early 2022.
- **New Primary School in Strathnairn** - initial feasibility and concept master planning was undertaken as part of the Business Case funding for Design. Tendering for a Design Consultant has closed, with engagement due to occur in early 2022.
- **Planning for Woden Schools** - initial feasibility and concept master planning for identified schools in the Woden network was undertaken as part of the Business Case funding for Design. Tendering for a Design Consultant to undertake detailed master planning and preliminary sketch planning has closed, with Delegate approval being received and contract award due in early 2022. Feasibility works for expansion of Lyons Early Childhood School and a new high school in Woden are continuing.
- **Planning for 2022 transportables** is underway with reviews occurring across all school networks.

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Background Information

- As Canberra grows to a population of 500,000 and more, the *ACT Government Infrastructure Plan 2019 – Planning for the Future*, identified a pipeline of infrastructure investments of \$2.1 billion, including a commitment for new and upgraded schools.
- To meet the projected growth in public schools, the ACT Government is undertaking planning and feasibility work to deliver new and expanded school infrastructure as the ACT population grows throughout this decade.
- The Government will deliver a new school each year from 2020 – 2024
 - Evelyn Scott School in 2021 (P-6) and 2022 (7-10);
 - Throsby Primary School in 2022;
 - a new high school in Kenny in 2023;
 - a new high school in Taylor in 2024.
- A number of schools will be modernised to become more fit for purpose and remove hazardous materials, and permanent expansions are also underway and planned.

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Portfolio: Education and Youth Affairs

MAJOR EDUCATION PROJECTS

Note: Refer to [Brief 04.07 New and expanded schools](#).

Talking Points

- The Major Projects capital works stream of the ACT Education Directorate's infrastructure program includes the **delivery of new school builds and major upgrades or modifications to existing schools**.
- The Education Directorate has delivered significant projects across the public school network with over **\$97 million expended in the 2020-21 financial year**.
- Projects were delivered to modernise facilities, provide new schools and better meet the learning needs of communities.
- **For 2020-21 the projects included:**
 - **Four new schools**
 - **Three school site upgrades**
 - **Four permanent site expansions are underway which will provide additional capacity of up to 1450 students when completed**
 - **Transportable classrooms were delivered to accommodate up to 650 additional places.**
- Planning also commenced for future schools including major modernisation upgrades for three schools, major expansions for two schools and a feasibility study and master planning for one new school.
- Engagement strategies are developed for specific school infrastructure projects. This can include a range of face-to-face and online activities, including workshops, meetings, pop-up kiosks, one-on-one conversations and online scrapbooks.
- The COVID-19 pandemic is continuing to impact the 2020-21 program of works with all projects experiencing delays from the lockdown and ongoing loss of productivity due to reduce workforce numbers and material and supplier delays. Program delay assessment and contingency planning is occurring across all projects.

New School Builds

- **Evelyn Scott School** – Preschool to year 6 including double gymnasium and associated landscaping opening for the 2021 school year. Construction of the years 7-10 building is underway, with an anticipated completion of December 2021.
- Construction of the new primary school in Throsby was completed, with an opening date of day 1, term 1, 2022.
- **East Gungahlin (Kenny) High School** will cater for 800 students from years 7 to 10 with room for temporary expansion to accommodate up to 1000 students in the future (refer to [5.03 East Gungahlin \(Kenny\) High School](#)).
- **North Gungahlin High School (Taylor)** master planning design and preliminary plans have been finalised. Tendering for the head contractor commenced in May 2021.

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School Expansion and Modernisation

- The current school expansion and modernisation program of works addresses growing demand in key areas of the ACT to support the sustainable provision of education services in the forward years.
- **Margaret Hendry School Expansion** - Master planning design and preliminary plans have been finalised. Tendering for the head contractor commenced in May 2021.
- **Amaroo School Senior Campus Expansion** – The design of new 200 place expansion building – ‘Coinda Terrace’ was commenced in February 2021 and completed by mid 2021, the Phase 2 construction commenced in mid 2021 and completed and handed over to the school for day 1, term 1, 2022. The refurbishment works to the TAS (Technology, Arts and Science) building, Onyx Theatre and Marble Terrace buildings have commenced and are due for completion by June 2022.
- **Gold Creek Senior School expansion** – 200 place expansion works include demolition of existing internal ground floor spaces, refurbishment of existing spaces and an extension to the first floor to create seven new general learning spaces. The project was procured under the Aboriginal and Torres Strait Islander Procurement Policy (ATSIPP). Detail design was completed in April 2021 with construction commenced mid-2021. First stage of completed areas are planned to be handed over to the school by early March 2022.
- **Franklin Early Childhood School expansion** - Construction work commenced in quarter 4, 2020 for the 450 place expansion. Refurbishment of the administration and library were completed and handed over to the school for use in early 2021.

School Upgrades

- **Margaret Hendry School** - internal learning upgrades to support small group programs as well as external learning and landscaping upgrades were completed and handed over to the school in term 3, 2021.
- **Amaroo School** – internal refurbishment and upgrades to accommodate increase in students for Term 1, 2021 were completed and handed over to the school.
- **Campbell Primary School Modernisation** - the modernisation works include construction of three new learning communities for 450 places, canteen, STEM Area, small group program facilities and landscaping.

Planning

- **Narrabundah College modernisation** - initial feasibility and concept master planning was undertaken as part of the Business Case funding for design, which includes feedback received from previous community engagement and due diligence/site investigations.
- **New Primary School in Strathnairn** - initial feasibility and concept master planning was undertaken as part of the Business Case funding for design.
- **Planning for Woden Schools** - initial feasibility and concept master planning for identified schools in the Woden network was undertaken as part of the Business Case funding for design.

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Portfolio: Education and Youth Affairs

SCHOOL MAINTENANCE AND INFRASTRUCTURE UPGRADES

Talking points:

School Maintenance and Infrastructure Upgrades	Education and life-long learning				
	2021-22	2022-23	2023-24	2024-25	Total
	\$'000	\$'000	\$'000	\$'000	\$'000
Capital	25,455	25,947	22,181	25,417	99,000
Offset – Capital	-16,486	-16,898	-17,320	-17,320	-68,024
Total/Net Capital	8,969	9,049	4,861	8,097	30,976
Depreciation	390	1,217	2,044	2,855	6,506
Expenses	129	968	1,599	2,222	4,918
Net cost of services	519	2,185	3,643	5,077	11,424

- The Government is investing in **renewing ACT public schools to enable school facilities to support a modern, inclusive and high-quality education system.**
- The program of works will include **improving the amenity, functionality and inclusivity of schools, replacing end-of-life heating systems and roofs, improving the thermal comfort of schools, installing solar and battery energy storage systems, and providing bike storage facilities.**
- The Public Schools Infrastructure Upgrade program (PSIU) delivers significant upgrades across the public school network. The annual PSIU program enables improvement works of a capital nature to be undertaken in consultation with schools.
- Schools are asked to provide a prioritised list of initiatives, developed with their local stakeholders including the School Board, P&C Association, staff and their industrial representatives, users of school space and their local community.
- In the 2020-21 financial year, **over \$9 million** was expended to address a variety of needs in schools such as improving the utility of existing learning areas, addressing barriers to accessibility within a school, improving the sustainability of current infrastructure and optimising heating and cooling of learning environments.

Background Information

- There are several initiatives with the PSIU that occur each year and an annual provision in the program is made to accommodate these items:
 - **Disability access compliance**, including automatic doors and ramps, conversion of learning spaces to cater to small group programs, the provision of additional accessible toilets for specific needs students and the creation of outdoor sensory areas;
 - **School security improvements**, including door locking systems, separation screens for reception areas, school lock down systems and school fences;
 - **School safety improvements**, including car park modification and expansion;
 - **External learning environments**, including improvements to ovals and irrigation, paving, sport cohorts, playground equipment; and
 - **Sustainability improvements**, including building system tuning, draft proofing, active transport and bush shelter construction and solar panel expansion.

Portfolio: Education and Youth Affairs
MANAGEMENT OF HAZARDOUS MATERIALS IN SCHOOLS
Talking Points

- The ACT Education Directorate manages a large and growing asset portfolio, that from 2022 now includes **90 schools** across the city.
- The ACT Government, guided by expert advice and international best practice, is delivering hazardous materials management in the most transparent way and to the highest standards.
- The ACT Government has committed **\$114 million dollars over the next four years** to upgrade school buildings to keep them comfortable and safe. This includes the 2021-22 budget allocation of **\$15 million to accelerate the removal of hazardous materials.**

Removing Hazardous Materials from Schools	Education and life-long learning				
	2021-22	2022-23	2023-24	2024-25	Total
	\$'000	\$'000	\$'000	\$'000	\$'000
Capital	3,750	3,750	3,750	3,750	15,000

- This compliments the work that is continually undertaken by the Education Directorate to maintain and improve schools, which includes hazardous materials management as required (e.g., replacing windows in an older school to improve energy efficiency and student comfort may also result in windows with lead paint being removed).
- Work will continue in **priority areas for the next four financial years or until the funding has been exhausted.**
- Final closure report is expected to be delivered in July 2025.
- The Education Directorate has identified **76 schools** that contain some amount of asbestos and/or lead paint.

	Schools with lead paint	Schools with asbestos	Schools with both lead and asbestos	Schools with either lead or asbestos
Yes	75	71	69	76
No	14	18	20	13
Total	89	89	89	89

- A suite of information has been published on the ACT Education website to provide the community with detailed information about the management of hazardous materials.
- In May 2021 the Education Directorate ran a series of drop in sessions to provide the community with background on hazardous materials management in public schools. The sessions also provided an opportunity to speak to senior Directorate staff and national lead expert, Professor Mark Taylor.
- The first series of dedicated web pages, where the community can see more information on hazardous materials at their school including any upcoming works has recently been published. The following schools have a dedicated web page on hazardous materials:
 - Melba Copland Secondary School
 - North Ainslie Primary School
 - Richardson Primary School

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- Yarralumla Primary School
- The Education Directorate will continue to develop and deliver these dedicated web pages for hazardous materials for all schools that require them.

Latest action on Hazardous Materials

- During the recent school holiday period, 31 schools received maintenance to manage the presence of hazardous materials. The list of schools and a description of the work activity is included at the end of this brief.

Expert Panel

- The Education Directorate has set up an internal Taskforce to coordinate the management and removal of hazardous materials, ensuring priority and focus is maintained on this important work.
- The Taskforce is supported by an Expert Panel, established by the Education Directorate to provide expert advice and guidance on the response to incidents involving hazardous materials and the ongoing management of hazardous materials.
- The skills and experience of members of the Expert Panel ensure the response is informed by international best practice. Members have been identified from across Government and the academic community:
 - Mr Robert Alford from the Office of the Work Health and Safety Commissioner,
 - Mr Jason Kniepp Director from the ACT Health Directorate,
 - Professor Mark Taylor from Macquarie University; and
 - Professor Martyn Kirk from the Australian National University.

Hazardous Materials Registers

- All schools that have identified hazardous materials have a *Hazardous Materials Register*. The Register informs the school community, visitors and tradespeople of the location of hazardous materials, including asbestos and lead paint in the school. The register is located in the front office of the school.
- The *Hazardous Materials Register* is a living document – if there is a discovery of hazardous material(s) not previously identified (like in the ductwork of air vents) or the hazardous material is removed or managed, the Register is updated to accurately reflect any changes in the school environment.
- Any hazardous materials removal works are completed in accordance with WorkSafe ACT requirements by licensed removalists who are monitored by an independent licensed assessor. Asbestos is removed when there are no students in the school (e.g. at night, on weekends and during school holidays).

Lead Paint

- There are **75 schools, including Jervis Bay School**, with confirmed presence of lead paint, which is paint that has been confirmed to have a lead content of greater than 0.1 per cent by mass (per 2017 Australian Standard).
- More than two-thirds of ACT public schools were built before 1992 – and just like houses built at this time, these schools were painted using lead paint.

- Across public schools, lead paint is most typically found on painted timber surfaces including window frames, eaves and handrails, but has also been found in storage and equipment rooms.
- New instances of lead paint or dust have been discovered while undertaking works, e.g. in duct work. These areas are cleaned and then certified as safe to occupy before students or staff can reoccupy the impacted areas.
- A directive has been issued to all schools to consult with ICW before engaging in any building works to provide a further level of control that lead paint or dust is not disturbed without proper management practices in place.

ACM – Asbestos Contained Materials

- There are **71 public schools**, including Jervis Bay School, with a **confirmed presence of ACM**.
- Asbestos surveys in ACT public schools are reviewed annually, and where required, the Hazardous Materials Register is updated.
- The majority of asbestos found in ACT public schools is non-friable asbestos, also known as bonded asbestos. Asbestos remains safe if it is not disturbed or has not deteriorated.
- A directive has been issued to all schools to consult with ICW before engaging in any building works to provide a further level of control that ACM is not disturbed without proper management practices in place.

Mould

- High humidity levels during late January that followed a program of wet carpet cleaning resulted in an increased number of reported mould cases.
- The list of schools has been appended to the end of the holiday hazardous materials removal program at the end of this brief.
- EDU consulted with qualified assessors to determine appropriate strategies for each site that ranged from enhanced cleaning to replacement of floor coverings.
- Temporary closures of some spaces and relocations to other areas was required.
- Carpet removal to all identified areas, where required, has been completed and an environmental clean completed. Replacement of carpets to the affected areas of Theodore Primary has been completed with the other schools to progress through mid February 2022.
- EDU will consider if changes to the holiday carpet cleaning program are required for future cleans.

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School Site	Type of work scheduled
Calwell High School	Lead Paint Management - Complete
Jervis Bay School	Hazardous Materials Survey - Complete
Macquarie Primary School	Lead Paint Management - Complete
Dickson College	Lead Paint Management - Complete
Canberra High School	Lead Paint Management - Complete (additional work to be undertaken in April)
Flynn Preschool	Lead Paint Management - Complete
Yarralumla Primary School (art room)	Lead Paint Management - Continuing
Yarralumla Primary School (various)	Lead Paint Management / Window Upgrade-Complete
Latham Primary School	ACM Removal - Complete
North Ainslie Primary School	Lead Paint Management – Delays in materials, work to be reprogrammed
Malkara School	Lead Paint management - Complete
Aranda Pre-school	Lead Paint Management - Complete
Griffith Preschool	Lead Paint Management - Complete
Forrest PS	Mould Remediation - Complete
Baker Gardens Pre (Ainslie PS)	Lead Paint Management - Complete
Tharwa Preschool	Lead Paint Management - Complete
Taylor Primary School	Lead Paint Management - Complete
Chapman Primary	Mould Remediation - Complete
Caroline Chisholm High (metal work room)	Lead Paint Management - Complete
Caroline Chisholm High (science labs)	Lead Paint Management - Complete
Red Hill Primary School	Lead Paint Management - Complete
Hawker College	ACM (Vermiculite) Removal - Part complete. Large ongoing project
Red Hill Primary School	Mould Remediation - Complete
Ainslie Primary School	ACM Removal - Complete
Southern Cross School	Mould Remediation - Complete
Kaleen High School (overflow carpark)	ACM Remediation - Complete
Kaleen High School	Lead Paint Management - Complete
Miles Franklin Primary	Mould Remediation - Complete
Turner Primary	Lead Paint Management - Complete
Turner Primary	ACM Removal and Lead Paint Management - Work complete but awaiting final clearance
Evatt Primary	Lead Paint Management - Complete

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Additional Mould Remediation Projects

School Site	Type of work scheduled
Calwell High School	Cleaning of mould in carpets - Complete.
Southern Cross Early Childhood School	Replacement of carpets to day care area. This is additional to the area identified in the previous table - Complete
Theodore Primary School	Replacement of carpet to 10 class spaces, offices and art room - Complete
Charnwood-Dunlop School	Replacement of carpet to senior LSU. - Complete
Aranda Primary School	Replacement of carpet in preschool play room adjacent to main room. This project is related to a roof leak rather than carpet cleaning. - Ongoing

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Portfolio/s: Education and Youth Affairs

SCHOOL FENCES

Talking Points

- A total of **84 ACT public school sites** (out of 94) have a partial or full perimeter security fence. The decision to install a partial or full perimeter security fences on school sites is based on the **safety and security needs of each individual school**. The ACT Government does not have a mandatory requirement that existing schools must be fenced.
- The Education Directorate has an ongoing program of security fencing works that are usually initiated by each schools' executive. Before the fencing works are considered for approval to proceed by the Education Directorate, the school principal, board chair and P&C president must sign a joint letter confirming the need for a fence and must undertake a formal consultation process with their school and local community that results in overwhelming support for the fence.

Key Information

- **Aranda Primary School** fence - the parents of a kindergarten student at the school wrote to the Minister following an incident on 3 May 2021 where their [REDACTED] left the school during the day and walked home. The school has a low-level partial fence which does not prevent access or egress, and the student's parents have requested that a school security fence be constructed. The school applied to have a security fence installed in 2015, however a significant majority of the school community opposed the proposal at the time and construction did not progress. The desire of the school community to reconsider a fence has been discussed with the school principal and he is prepared to approach the community again.
- The principal has advised that the school board supports the construction of the fence, however the P&C are reluctant to support a fence as they believe the majority of the community are not in support.
- The P&C has suggested that should there be sufficient school community support, the previous designs be updated to improve the level of after-hours community access prior to consulting with the broader Aranda community.
- Works in progress or completed within the **last 12 months**:
 - A partial fence has been included in the development of the new **Throsby Primary School**;
 - An extended fence was constructed at **Caroline Chisholm Primary** to include new playground equipment;
 - A fence to the courtyard and junior play equipment was constructed at **Majura Primary School** prior to the start of term 1, 2021;
 - An existing fence at **Kingsford Smith School** was upgraded in 2020 to the current school standard design due to ongoing vandalism;
 - A new perimeter fence and path is currently under construction at **UC Kaleen High**;

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- Community consultation for a new fence at **Caroline Chisholm senior campus** has been completed and construction has been put on hold due to availability of materials and labour due to Covid restrictions
- Design documentation for new fences at **Hawker College, Ainslie Primary School, Charles Weston School oval, and Majura Primary School** have been completed. Community consultation in these schools will commence during term 1, 2022.
- Following previous unsuccessful attempts, **Garran Primary School and Miles Franklin Primary School** may re-commence community consultation about fully fencing the school grounds as a result of ongoing security incidents.

Background Information

- There are 90 ACT public schools (including Throsby Primary School), however **94 school sites** are reported in this brief as four schools have two campuses. These are Caroline Chisholm, Gold Creek, Melba Copland and Wanniasa Schools.
- Given the significant capital investment in new schools, the planning and design for a new school includes the installation of a perimeter security fence. The location of the fence ensures that community access to facilities outside school hours is provided wherever possible.
- In existing schools seeking a new security fence, the designs for security fences also aim to ensure that community access to school facilities is maintained outside school hours, for example weekends and school term breaks.
- Some schools leave gates unlocked outside school hours to allow access to school ovals and play equipment. At other schools, arrangements can be made with the school administration to gain access to the grounds and facilities. Schools assess the risks in determining access arrangements.
- A trial of an automated gate unlocking system was suspended in 2020 due to COVID-19 limitations. The equipment has been installed at Forrest Primary School and the trial will re-commence when restrictions allow.

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Portfolio: Education and Youth Affairs

TRANSPORTABLE CLASSROOMS

Talking points:

- There are currently **148 transportable units in place at 38 schools**.
- The installation of transportable classrooms provided up to **650 additional student places across 12 schools** in the 2020-21 financial year, in the fastest growing regions of Gungahlin, Belconnen, the Inner North and Inner South.
- The provision of transportable classrooms enables the Education Directorate to **respond flexibly to changes in enrolment demand**.
- Transportable classrooms provide capacity to respond to natural peaks in enrolments and medium term and transient enrolment growth. Short term increases in enrolment that are not expected to be sustained can be addressed by transportable classrooms at a significantly lower cost compared to that of an additional building.
- Transportable classrooms are designed to be open, spacious, comfortable and inviting learning environments.
- They are modern and fully insulated and designed to meet current energy targets with the same comforts and technical IT infrastructure as permanent learning spaces.
- They are planned and placed in areas that blend into the overall design and landscaping of the school. Transportable classrooms installed in schools today are built to the same standards (National Construction Code) as permanent structures.
- The 2020-21 program has been completed with the installation of transportables at the following school sites:
 - Black Mountain School - 4 teaching spaces
 - Forrest Primary School – 2 teaching spaces
 - Fraser Primary School – 2 teaching spaces
 - Garran Primary School – 4 teaching spaces
 - Majura Primary School – 4 teaching spaces
 - Mawson Primary School – 2 teaching spaces
 - Mt Rogers Primary School – 2 teaching spaces
 - North Ainslie Primary School – 2 teaching spaces
 - Red Hill Primary School – 2 teaching spaces
 - Taylor Primary School – 2 teaching spaces
 - Telopea Park School – 2 teaching spaces
- The Government will procure, design, install, and construct new transportable classrooms across Canberra in 2021-22 to meet projected enrolment growth.

Increasing School Capacity	Education and life-long learning				
	2021-22	2022-23	2023-24	2024-25	Total
	\$'000	\$'000	\$'000	\$'000	\$'000
Capital	19,800	0	0	0	19,800
Depreciation	990	1,980	1,980	1,980	6,930
Expenses	0	594	594	594	1,782
Net cost of services	990	2,574	2,574	2,574	8,712

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- **Transportable buildings will be delivered to provide extra capacity and toilets in the 2022 school year.**
- Transportable buildings will be delivered to:
 - Ngunnawal Primary School - 4 teaching spaces and 1 toilet block
 - Palmerston District Primary School – 8 teaching spaces and 2 toilet blocks
 - Black Mountain School – 4 teaching spaces
 - Fraser Primary School – 1 toilet block
 - Cranleigh School – 4 teaching spaces
 - Weetangera Primary School – 2 teaching spaces
 - Arawang Primary School - 2 teaching spaces
 - Mawson Primary School – 4 teaching spaces and 2 teaching spaces from a relocated transportable building from Franklin School and 2 toilet blocks
 - Telopea Park School – 2 teaching spaces
- The 2021-22 program delivered 30 additional teaching spaces across 9 schools in Canberra.
- Programmed delivery dates for each school listed in the table below:

School	Completion Date
Fraser Primary	Late March 2022
Weetangera Primary	Late April 2022
Ngunnawal Primary	Late April 2022
Mawson Primary	Late April 2022
Telopea Park School	Early May 2022
Arawang Primary	Early May 2022
Black Mountain School	Late May 2022
Cranleigh School	Mid June 2022
Palmerston Primary	Mid July 2022

Key Information

- As suburbs progress through their life cycle, students numbers rise and fall. Active monitoring and management of unexpected local and short-term demand pressures is a key school planning function.
- Transportable classrooms are a normal part of planning for growth, and they provide flexibility both for schools that are experiencing temporary growth in enrolments as well as to provide time to plan for and deliver permanent investment in capacity where it is needed for the long-term.
- This option is used in situations where a permanent built expansion of capacity may not be the best long-term or cost-effective solution expected demand pressures.
- Modern transportable classrooms are designed to be open, spacious, comfortable and inviting learning environments. They are fully insulated and designed to meet current energy targets with technical/IT infrastructure as a permanent learning space.
- Transportable classrooms are also used as interim accommodation while modernisation of schools is underway, such as at Campbell Primary School and Narrabundah College.

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Portfolio: Education and Youth Affairs

SUSTAINABILITY IN SCHOOLS

Talking Points

- The ACT Government is committed to providing healthy, comfortable and sustainable teaching and learning spaces to maximise learning outcomes for all children.
- **Sustainable design is integrated** into new schools, major projects, capital upgrades and outdoor facilities. This approach is supported by strategic programs to address asset management requirements while maximising thermal comfort and energy efficiency objectives. Examples include:
 - The ACT Government's second **zero emission operations school, Evelyn Scott School** (Preschool to Year 6) opened in 2021. The school integrates sustainable design principles including full electric operation, solar passive orientation, high insulation levels, double glazing, automated LED lighting, a 100kW solar array and a 210 kilolitre inground water storage tank for landscape and sports field irrigation.
 - **annual funding for sustainability initiatives** targeting improved energy efficiency with a priority on schools with high gas use intensity (gas use per gross floor area);
 - **sustainability standards inclusion into capital upgrades and school modernisation** including building envelope, lighting, and heating, ventilation and cooling upgrades; and
 - **tree planting and outdoor learning spaces improvements** to connect students to nature and mitigate urban heat island impacts.
- The ACT Government has provided significant funding for these programs including:
 - **\$17.96 million in the 2018-19 budget** for a roof replacement program to replace aged and/or uninsulated roof systems with new roof systems that incorporate high levels of insulation;
 - **\$15.9 million in the 2019-20 budget** to deliver energy-efficient updates for ACT public schools through the upgrade end of life heating systems with low to zero emissions technology and improve the resilience of buildings to extreme temperatures;
 - **\$2.743 million in 2021-22 Fast Track Phase 3** funding to deliver thermal comfort improvements including, double glazing upgrades, improved heating, ventilation and cooling, and building envelope upgrades;
 - **Total greenhouse gas (GHG) emissions** for ACT public schools in 2020-21 was 5,838.63 tonnes of CO₂-e, a decrease of 3 per cent (181 tonnes) from 2019-20.

Background

- Energy efficiency, thermal comfort and emission reduction initiatives implemented in 2020-21 included the following:
 - **major energy efficiency and thermal improvements** to the North Curtin Preschool;
 - **thermal improvements** to the building envelope at Isabella Plains Early Childhood School, Lanyon High School, Lyneham Primary School, South Curtin Preschool,

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- Weetangera Primary School and Yarralumla Primary School; design of building thermal upgrades for Miles Franklin Primary School and Gilmore Primary School;
- **solar expansions** at Caroline Chisholm School Senior Campus, Monash Primary School and Mount Stromlo High School; solar battery energy storage at Margaret Hendry School and Caroline Chisholm School Senior Campus.
- **LED lighting upgrades** commenced at six schools: Caroline Chisholm Senior School, Franklin School, Lanyon High School, Miles Franklin Primary School, Monash Primary School and Woden School;
- **roof upgrades** including a minimum of R4 insulation at Alfred Deakin High School hall, canteen, science and technology blocks, and Telopea Park School;
- **draught proofing of external doors** at Erindale College, Gilmore Primary School and Ngunnawal and procurement of works at a further three schools in 2021-22;
- **low emission Heating, Ventilation and Cooling System** renewal at Taylor Primary School;
- **zero emission Heating, Ventilation and Cooling System** renewal at Calwell Primary School Hall and Preschool, one wing of Maribryngong Primary School and O'Connor Cooperative School.
- Recycling and resource recovery initiatives implemented in 2020-21:
 - **in-vessel composting unit** at the horticultural centre at Hawker College, to process biodegradable alternatives to single use plastic and other onsite organic food and plant material.

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Portfolio/s: Education and Youth Affairs

STORM EVENT – JANUARY 2022 – IMPACT TO SCHOOLS

Talking points:

- A severe storm occurred on 3 January 2022 damaging a number of ACT public schools predominantly located in the Belconnen region where the storm hit the hardest.

Key Information

- No issues were identified that would impact on educational delivery.
- Damage to schools ranges from fallen trees to wet carpet, damage to rooves and internal ceilings.
- To date 28 schools have been identified with storm damage.
- Vacation care and early childhood care services remain in operation at school sites.
- Works to remove fallen trees, tree debris and minor building works were completed by 31 January 2022.
- Works to rectify more extensive areas of damage to buildings are expected to continue into the school year.

Background Information

- Repair works commenced on 4 January 2022 and EDU continues to work with ACT Property Group to define the scope and prioritise works.
- ACTIA were informed on 4 January 2022 and has inspected eight of the school sites with damaged infrastructure. EDU continues to provide updates to ACTIA as information is made available.
- All external areas were made safe by close of business on 7 January 2022.
- Schools that suffered the most damage include Canberra High School, Hawker College, Hawker Primary School, Kingsford Smith School and Macquarie Primary School.
- Canberra High was subject to a significant amount of roof damage and internal ceilings due to hail.
- Schools that have minor damage to rooves due to falling tree limbs include Macquarie Primary School, Southern Cross Early Childhood School and Arawang Primary School. A small area of the Macquarie Primary roof was weather proofed as a temporary measure while awaiting minor roof rectification works.
- Eight schools identified localised damage to internal areas of ceilings and carpets. Works have been initiated to dry carpets and seek quotes to rectify ceilings.
- Additional gutter cleaning has been initiated at all sites impacted by the storm to reduce the risk of further water damage from the ongoing inclement weather.

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Portfolio: Education and Youth Affairs

FLEXIBLE EDUCATION

Talking points

- At the core of the Future of Education Strategy is an acknowledgement of diversity among students and a determination to strive towards equity by responding to the individual needs of each student.
- The Education Directorate has established the Flexible Education team to provide personalised education programs to students who, at a particular point in time, cannot access education at their enrolled school.
- The Flexible Education team has a strong focus on transitions, ensuring students are supported to move between settings, return to their local school or move into further education, training, or employment opportunities.
- The Flexible Education model promotes inclusivity and individualised learning by connecting students to a multidisciplinary team.
- Students co-construct personalised learning plans, which include both academic and wellbeing goals utilising trauma-informed practices.
- Flexible Education includes:
 - The Hospital School,
 - The educational program at The Cottage,
 - Muliyan,
 - Murrumbidgee School (previously known as Murrumbidgee Education and Training Centre) located at Bimberi Juvenile Justice Centre,
 - Distance Education oversight through Finigan School of Distance Education (FSDE),
 - Youth Work Coordination in ACT Schools
 - Vocational Learning Options (VLOs), and
 - Waruga Yardhura the Aboriginal and Torres Strait Islander Youth Engagement Program.

Key Information

Muliyan

- Muliyan has been operational since Term 4, 2018 and is working through a continual cycle of improvement to adapt to the changing cohort and service needs of individual students.
- An Intake Panel, comprising government and non-government membership, considers referrals. The panel reviews each referral on a case-by-case basis with consideration given to the current class composition, gender balance and level of Continuum of Education Support intervention implemented at the students enrolled school.
- To respond to increased demand for student placements, the ACT Government approved an increase in student placements from 10 to 20 students in 2019 and from 20 to 30 students mid-2020. These increases included resources for additional classroom

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teachers and allied health professionals to provide essential supports for students. By the start of Term 1 2022, 26 students were enrolled, and four students are being orientated into the program: a total of 30 students.

Muliyon Off-Campus Flexible Learning Program **Education and life-long learning**

	2021-22	2022-23	2023-24	2024-25	Total
	\$'000	\$'000	\$'000	\$'000	\$'000
Expenses	2,198	2,242	2,286	2,332	9,058

- This initiative continues the funding received in 2021-22 which provided:
 - uplift from 10 to 20 student places approved in the 2019-20 mid-year budget review;
 - further extension of the number of student placements from 20 to 30 students; and
 - additional supports for Aboriginal and Torres Strait Islander students.
- Ongoing funding of the program ensures certainty for students, families and staff accessing this important program including the permanent recruitment of staff.
- Muliyon will continue to develop and grow its trauma informed program supporting students to reengage with education and develop positive pathways for the future.
- Whilst enrolled at Muliyon, students have demonstrated significant improvements in their attendance and engagement in learning. In 2021 [REDACTED] students graduated from Muliyon with [REDACTED] actively engaged in their year 11 students as of Term 1, 2022.
- In alignment with the Future of Education Strategy, a formal evaluation of the Muliyon program occurred during 2020 by Griffith University. The final report was delivered in early Term 1, 2021.
 - The research has found that student outcomes from the Muliyon program strongly indicate that it is achieving its goals and fulfilling its deeper purpose.
 - Recommendations from the report have been taken into consideration into the values and strategic aims of Flexible Education as a part of the business improvement model.
- The Directorate will continue to consider recommendations within the Report and provide future advice on pursuing these actions.

Worksafe Issues

- On 8 July 2021, the ACT Education Directorate was issued an Improvement Notice (Notice) in relation to the Muliyon Off-Campus Flexible Learning Program. On 15 November 2021, Improvement Notice (N-1680) was found to be complied to by WorkSafe, with all notification measures being addressed by Flexible Education.

Murrumbidgee School

- Murrumbidgee School provides a range of educational programs to young people within Bimberi Youth Justice Centre, including recognised certificate courses, tutoring and transitional support back into the community.
- At Murrumbidgee School, staff have worked to build productive relationships with Community Service Directorate staff and robust governance of the school with the

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appointment of a new board in 2020. Permanent appointment of a School Leader C occurred in Term 4, 2021.

Hospital School

- The Hospital School supports students from Canberra, regional and interstate schools, providing continuity of education for hospitalised students, in a compassionate and engaging learning environment.
- The Hospital School routinely provides innovative use of technologies to promote social inclusion of all students ranging from pre-school to Year 12.
- The Hospital School liaises with mainstream education to ensure streamlined transitions for students and positive educational outcomes.

The Cottage educational program

- The Cottage is a program run by Canberra Adolescent Mental Health Services (CAMHS) for secondary school students who are experiencing moderate to severe mental health issues.
- The teacher at The Cottage works collaboratively with CAMHS staff, parents/carers, and schools to enhance educational and wellbeing needs for ten (10) young people per term and to provide smooth transitions back to mainstream education.

Distance Education

- The Distance Education program commenced under Flexible Education oversight during term 2, 2020. Flexible Education has worked to build a partnership with the Finigan School of Distance Education, NSW Education Department, and other stakeholders to develop a high-quality service offering for ACT students.
 - Distance Education is delivered through a registered educational provider for ACT school aged students whose individual circumstances prevent them from regularly attending school with enrolments based on eligibility criteria such as remote geographical location.
 - Home schooling is delivered in the home, with parents or carers required to provide progress reports once a year, demonstrate learning opportunities, and make available home education programs, materials or other records for inspection. Home schooling students must be registered with the Directorate in accordance *Education Act 2004*.
- There are currently 15 ACT students in the Distance Education program. [REDACTED] new students are pending enrolment for 2022 bringing **the total for Term 1 2022 to 22 ACT students with Finigan.**
- Regular meetings are conducted with Finnigan School of Distance Education and processes for enrolment and transition in and out of the program have been strengthened. An MOU is currently being reviewed.

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Vocational Learning Options

- Term 1, 2022 Vocational Learning Options are postponed due to COVID-19 restrictions with work underway to ensure alternative opportunities can be accessed this term for critical student support.
- The Vocational Learning Options Program currently offers ACT public school students in years 9, 10, 11 and 12 the opportunity to enrol in a cluster of competencies sourced from Certificate III, Certificate IV or Diploma level VET qualification.
- The Vocational Learning Options program consists of 10 to 12 sessions, one day per week over a semester, delivered by an external registered training organisation (RTO); including further opportunity for work experience, work exposure and work exploration inclusion. In addition explicit Career education and learning is incorporated into all VLO programs.
- The VLO program supports students who require additional learning support, where schools consult with parents in formalising an Individual Learning Plan (ILP). This ILP identifies the student's individual needs, pathway, goals and priorities for learning.

Waruga Yardura

- Waruga Yardhura the Aboriginal and Torres Strait Islander Youth Engagement Program has been granted a name by the Winanggaay Ngunnawal Language Aboriginal Corporation - Waruga Yardhura, which translates to **children strong**.
- The Aboriginal and Torres Strait Islander Student Engagement Program, has established an implementation plan in consultation with the community to meet cultural safety as a model.
- The program aims to provide re-engagement opportunities for students from Year 1- 12 currently in ACT public education.
- The program has been in pilot operation since Term 1, 2021 with thirty-eight (38) children and young people currently engaged in the program. There are currently [REDACTED] students on the waitlist for this service.
- Two Aboriginal and Torres Strait Islander Youth Workers are providing students and their families wrap around service responses to support reengagement in education and improved wellbeing outcomes. A School Leader C commenced in Term 2, 2021 and is supporting the educational scaffolding for students in the program.
- A successful Community Reference Group was held in Term 4, 2021 with Indigenous community partners providing robust feedback about the service delivery model receiving commendation for follow up support and wholistic approaches to the learning and wellbeing needs of students and their families.

Headstart Pilot Program

Future of Education: HeadStart Pilot Program		Education and life-long learning			
	2021-22	2022-23	2023-24	2024-25	Total
	\$'000	\$'000	\$'000	\$'000	\$'000
Expenses	602	797	807	0	2,206

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- Many young people are eager to get into the workforce, to start earning money and build-up experience, however achieving a senior secondary certificate is a really important education milestone for their future. Headstart lets young people do both.
- From Term 2 2022 the Headstart pilot program will provide **50 senior secondary school students** with the opportunity to undertake an apprenticeship in a trade occupation and have the option to take up to three years to complete their senior secondary certificate.
- Headstart students will be provided personalised career education and mentoring over three years, and employers will receive coaching and support to ensure students get high quality on-job learning in a safe and secure working environment.
- The Headstart Program will focus on providing students with the literacy and numeracy skills required by industry, while supporting their individual needs so they can successfully complete school and transition to secure employment.
- Headstart students will be carefully matched with employers in trade occupation areas that align with job demand and/or growth in our region, and the Headstart team will work with local employers to strengthen school to industry partnerships.
- All students and employers participating in the program will have dedicated, individualised support through a Headstart Program team that will work collaboratively with other key government partners; CIT, Community Services Directorate, Services Australia, Skills Canberra and WorkSafe ACT.

Key Information

- CIT is the preferred Headstart training provider. Where CIT does not deliver the qualification required by the employer, a registered training organisation (RTO) with a Skills Canberra *Training Initiative Funding Agreement* will be used.
- This program demonstrates the ACT Government's commitment to support young people at risk, to secure meaningful employment in trade occupations and address skills shortages faced by local employers.
- Headstart is a stand-alone program with unique elements and support for students but does not replace existing Australian School-based Apprenticeship arrangements.

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Portfolio: Education and Youth Affairs

RESTRICTIVE PRACTICE IN PUBLIC SCHOOLS

(Annual Report Reference: Student Wellbeing Page 36)

Talking points

- Restrictive Practice is used to restrict the rights or freedom of movement of a person for the primary purpose of protecting the person or others from harm (*Senior Practitioner Act 2018*).
- In a school setting, it is an action by a staff member towards a student in an emergent situation to prevent imminent harm to the student or others.
- In ACT public schools, **restrictive practice is used as a last resort** when there is imminent risk to safety, for the student or others. It is not permitted to be used for compliance, or to respond to verbal threats, or to prevent property damage.
- The Education Directorate **complies with the *Senior Practitioner Act 2018*** (the Act) and the Safe and Supportive Schools Policy, ensuring the Directorate's actions:
 - are consistent with the student's human rights,
 - safeguard the student and other staff and students from harm,
 - maximise the opportunity for positive outcomes,
 - reduce or eliminate the need for use of restrictive practices, and
 - are transparent and accountable in its use of restrictive practices.
- Schools are supported by the Education Directorate to meet their obligations under the Act through professional learning, targeted support in developing and implementing plans, and independent assessment and approval of plans through the ACT Education Positive Behaviour Support Panel.
- This Panel is a group of professional officers, including a Panel Chair independent from the direct school operations, school principals and officers from Catholic Education and Association of Independent Schools. The panel members have the specific skills and knowledge to:
 - review, provide feedback and consider approval of Positive Behaviour Support (PBS) Plans for students in ACT public school that contain restrictive practices;
 - refer approved plans to the Senior Practitioner for registration; and
 - provide advice to schools where PBS Plans do not meet the requirements of the *Senior Practitioner Act 2018*.
- The Directorate's approach to prevention and early intervention for challenging behaviour is underpinned by whole school approaches to positive behaviour support. The Positive Behaviour for Learning (PBL) framework assists schools to build a strong, trauma-informed foundation for all students, with more individualised support tailored for students with more complex behaviours of concern.
- The Education Directorate works closely with the Australian Education Union, Catholic Education Office, and Association of Independent Schools to consider the legislative, strategic, and operational impacts of restrictive practice.

Key Information

Restrictive Practice Reports

- ACT public schools are recording all incidents of restrictive practice on the School Administration System (SAS). This data is collated and is provided, as agreed, to the Office of the Senior Practitioner (OSP). These reports are jointly monitored and reviewed by the OSP and the Education Directorate at fortnightly liaison meetings.
- The Education Directorate established a Restrictive Practice Team (RPT) to support schools in strengthening their understanding and approaches to complex behaviours and the development of evidence based positive behavioural support plans. The team provides a behaviourally and therapeutically informed approach to working with schools on student safety.
- Reports of restrictive practice are assessed by the RPT on a weekly basis to ascertain if the response actually was restrictive. If so, appropriate supports are identified. These include:
 - Environmental assessment;
 - Identification of low level universal supports that minimise / eliminate the behaviour of concern / risk;
 - Direct support for individual staff, school team (including executive) to determine need and, review / develop processes, protocols and responses (particularly safety);
 - Targeted Tier 2 / 3 supports, including professional learning specific to the context of the behaviour, involvement of allied health professionals and supports;
 - Review and modification of existing Positive Behaviour Support Plans;
 - Development of Positive Behaviour Support Plan, based on understanding the function of behaviour.
- The RPT monitors reports of restrictive practice through the SAS incident management system to support appropriate and timely responses to incidents and provide an increased level of assurance that appropriate responses are in place. The team also provides ongoing data analysis by staff, students, schools, and region to further inform and improve practices and approaches to preventing and reducing restrictive practice.
- The Education Directorate continues to work on developing training and education to support our school staff in understanding restrictive practice and investing in evidence based behavioural support within our schools. We continue to focus on developing and sustaining safe and supportive teaching and learning environments for everyone in our ACT Schools.
- The number of plans at the end of Term 4, 2021 that included restrictive practices as a planned response has been **reduced by 94.83 per cent (155 plans originally identified as including a restrictive practice, reduced to 8)**.
- The reduction in plans has occurred over a period of at least 18 months. This reduction can be attributed to:

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- provision of clear guidance on the use of restrictive practice
- implementation of extensive supports to schools to rewrite plans where restrictive practices were clearly required to maintain safety for all
- direct support for individual staff, school team (including executive) to determine need and, review / develop processes, protocols and responses (particularly safety)
- streamlining and clearly identifying Positive Behaviour Support Plan process, based on understanding the function of behaviour.
- liaison across teams to ensure that recommendations and support focuses on the reduction and elimination of RP

Background Information

Senior Practitioner Act

- The *Senior Practitioner Act 2018* came into effect on 1 September 2018. The Act provides a framework for the regulation of restrictive practices, to minimise and wherever possible, eliminate their use. It also establishes the role of the Senior Practitioner in the ACT, including outlining the role's powers and functions.
- Under the Act, the Education Directorate is defined as a provider, and schools as service outlets, which means they are regulated by the Act with respect to planning, implementation, documenting and reporting of restrictive practice.

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SCHOOL PSYCHOLOGISTS

Annual Report Reference: *Psychology Early Intervention Team programs 2020-21* Page 41

Talking points

- School psychologists are part a multidisciplinary approach to supporting student inclusion, engagement, and wellbeing.
- In 2021, there were **81.6 FTE school psychologists** supporting students in ACT public schools.
- All ACT public schools, students, parents/carers, and teachers have access to a school psychologist.
- School psychologists play a critical role in addressing mental health in the community by identifying and working with personal difficulties at the earliest opportunity.
- School psychologists work with school staff to put in place preventative strategies at the whole school level, work with students' families, and refer moderate to severe mental health issues to other specialists as well as responding to crisis where immediate assistance is required.
- Early identification of learning difficulties and timely intervention is key to success and improves future educational outcomes for students.
- Psychologists can identify barriers to learning, including specific learning disorders and provide schools with recommendations and strategies to support students in both mainstream and specialist school settings.
- To achieve the best learning and wellbeing outcomes for students, school psychologists collaborate and consult with the wider community including the Community Services Directorate and ACT Health to support ACT public school students and their families.

Key Information

- School psychologists can; provide direct support or interventions to students, consult with teachers and families, or work alongside other members of the student services team (youth health nurse, social worker or youth worker) to help students thrive in their school environment. School psychologists may also work with the school executive team on school-wide practices and procedures, as well as collaborate with community providers to coordinate services for students.
- The Assessment and Early Intervention team ensure psychologists can attend to learning and wellbeing needs for a greater number of students for their respective school community at both universal and targeted level.
- During the period of remote learning in **Terms 3 and 4 2021, all psychologists transitioned to engage in telehealth service** to address wellbeing needs of students. In addition, **a central telehealth service was established to boost service delivery.**

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- The wellbeing of all students is a focus in Term 1 2022 with school psychologists resuming work from their worksites.
- To boost service delivery, some of the psychologists and senior psychologists will continue to offer psychological supports to students and their families through central telehealth. This information has been relayed broadly to families through school newsletters.
- Online resources have been developed by the psychology service to help parents address anxiety issues noted in their children as they return to school.
- School psychologists can rapidly deploy a telehealth model to ensure psychological supports continued for students and their families.
 - Telehealth provides families and students access to a school psychologist remotely, through a video and phone session.
 - Where possible, students and families are connected with their regular school psychologist for continuation of care.

Referral pathways

- School psychologists are part of a larger service offering in the ACT. If a student requires specialist input or the severity of the problem is such that input from a mental health professional is required then a referral is initiated. There is strong collaboration and partnerships with community and government agencies that helps with prompt and timely referrals to agencies including:
 - ACT Mental Health;
 - Headspace ACT; and
 - ACT Child Development Service.
- Students presenting with the greatest risk factors (risk to self or others) are prioritised. All school psychologists have the required training in undertaking risk assessments that help establish safety for the student and others.

Approach to suicide

- All high schools and colleges prepare a Suicide Response Plan as part of a whole school approach to mental health and wellbeing. Headspace ACT, under the **Be You – National Education Initiative**, trains and supports schools' emergency response teams to undertake this planning. All secondary schools have a post-vention plan.
- Professional learning in **Applied Suicide Intervention Skills Training (ASIST)** is available to school wellbeing staff and psychologists and is delivered regularly by qualified senior psychologists. ASIST teaches participants to recognise when someone may be at risk of suicide and work with them to create a plan that will support their immediate safety.
- ACT Health is delivering **LifeSpan**, an evidence-based, integrated approach to suicide prevention across the community. Of the nine LifeSpan strategies, the most relevant to education is the strategy of promoting help seeking, mental health and resilience in schools. To support this, the Education Directorate has collaborated with the Office for Mental Health and Wellbeing (OMHW) to roll out the **Youth Aware of Mental Health (YAM)** program in ACT schools.

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- **Youth Aware of Mental Health** program is being delivered in schools across the ACT to educate and engage young people in Year 9 in discussions about mental health and to promote peer support. The goal is to roll out the program in all 19 ACT public high schools and Catholic and independent schools.
- YAM is an evidence-based suicide prevention program designed to support young people to recognise and understand the signs of stress and crisis and develop positive coping strategies and help-seeking behaviours for themselves and their peers.
- The YAM program continued to reach Year 9 students in 2021 with 2,700 students across 14 high schools completing the program. A research evaluation of YAM was undertaken in 2021 with results anticipated in Term 1 2022. The YAM program will continue in ACT high schools in 2022.
- A designated **Suicide Prevention Officer** is working across ACT Health and Education to coordinate the existing suicide prevention programs and activities within education and to collect data on the YAM program across ACT high schools (public and private).

Be You

- Be You, the National Education Initiative, aims to transform Australia's approach to supporting children's and young people's mental health in early learning services and schools.
- Be You promotes mental health and wellbeing, from the early years to senior secondary, and offers educators and learning communities evidence-based online professional learning, complemented by a range of tools and resources to turn learning into action. Be You also supports the health and wellbeing of educators and the school and early childhood setting communities.
- Through professional development of educators, the program aims to:
 - Promote optimal mental health and wellness, critical factors to academic success and future productivity.
 - Guide staff on how to influence good mental health and prevent suicide.
 - Build the capacity of staff, parents and guardians and students to intervene early in mental health challenges.
 - Proactively plan against suicide and respond rapidly if it occurs.
- Be You engagement and implementation are gaining momentum and growing across Australia. Most recent data, from November 2021, notes **88 per cent of all ACT schools** had registered with Be You.

Background Information

- This table outlines the number of psychologists supporting ACT public schools in 2015-2022. There has been a **significant investment by the ACT Government** in increasing the psychology work force in schools. The 2016-17 election commitment was to increase 20.0 FTE of psychologists in schools incrementally over 4 years. This was successfully achieved.

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- The 2021-22 Budget provided \$9.812m for school psychologists. For the period October – December 2021 \$2.287m was invested in the school psychology work force (23.3% of full year budget). An amount of \$0.062m is specifically claimable under the COVID-19 Response fund. In 2022 there was an investment of a temporary increase of two psychology positions to assist with the increased need for mental health supports as a result of the COVID-19 pandemic.

Number of psychologists in ACT Education schools								
Funded FTE	2015	2016	2017	2018	2019	2020	2021	2022
Senior Director Clinical Practice	0	0	0	1.0	1.0	1.0	1.0	1.0
Director Clinical Practice	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Senior Psychologists	8	12.0	12.0	12.0	14.0	14.0	14.0	14.0
School Psychologists	40.5	40.5	45.0	49.4	57.0	62.0	62.0	64.0
Sub-total	49.5	53.5	58.0	63.0	73.0	78.0	78.0	80.0
Additional psychology supports provided by ACT Education								
Senior Psychologist (PBL)	-	-	0.6	0.6	0.6	0.6	0.6	0.6
School Psychologist (schools purchases)	-	0.8	0.7	1.8	0.0	0.0	0.0	0.0
Child Development Service Psychologists	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
Total	52.5	57.3	61.6	68.4	76.6	81.6	81.6	83.6

ANNUAL REPORT HEARING BRIEF

Portfolio: Education and Youth Affairs

BULLYING AND VIOLENCE IN ACT PUBLIC SCHOOLS

Annual Report Reference: Student Wellbeing page 36

Talking points

- The ACT Government is committed to ensuring the safety of students and staff in public schools, and ensuring an equitable, inclusive, and accessible education system, reinforced by the ***Safe and Supportive Schools Policy***.
- ACT public schools adopt a whole school framework to identify and teach expected behaviours and build a culture of respect. Reports of bullying or violence are managed by schools in accordance with Education Directorate policies and procedures, and the school's processes and procedures.
- Schools will typically work with students, families and staff, to support students who experience or are witnesses to bullying and violence.
- Schools' student wellbeing teams and specialist staff monitor and provide support to groups and individual students involved in incident/s of bullying or violence, on a case by case basis.
- As part of this preventative approach to reducing bullying and violence, there are now **over 75 per cent** of ACT public schools in the process of **Positive Behaviour for Learning (PBL) implementation**, with all schools ensuring that they are creating positive learning environments appropriate to school context and student need. (Refer **7.03 Positive Behaviour for Learning**)
- The ***Safe and Supportive Schools Policy*** requires each ACT public school to:
 - develop processes and procedures to address and prevent bullying, harassment and violence.
 - identify Safe and Supportive School Contact Officers (SASSCOs). SASSCOs are trained to provide support to students who may be experiencing or involved in bullying of any sort. Each school has at least one female-identified and one male-identified teacher or executive teacher in the role of SASSCO. Larger schools identify additional SASSCOs.
- The Education Directorate's Feedback and Complaints unit provides an additional reporting mechanism for complainants who are not satisfied with a school's response, or who do not wish to contact the school to make a report of bullying or harassment.

Gender Equality in our Schools

- The ACT Government **committed in the 2021-22 budget just over \$2 million over four years** to develop a whole of school approach to preventing domestic and family violence and reducing discrimination and harassment by creating a culture of gender equality and inclusion.
- Through this initiative, the ACT Government is delivering on the commitments outlined in the *Future of Education Strategy*, by ensuring schools are equitable places where students are safe, included and diversity is celebrated.

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- This initiative provides **resourcing to establish a team** within the Education Directorate that will deliver program leadership, coaching, professional learning and the development of materials that will support school based staff to achieve cultural change in ACT public schools. **Recruitment is currently underway for these positions**; two positions have been filled and the remaining position is anticipated to be completed in the first quarter of 2022.
- This new initiative builds on:
 - the comprehensive work across the ACT that was undertaken as part of the **Safer Families Package** with significant achievements such as development of a Family Safety Hub and consulting with community about their needs; and
 - the Safe and Inclusive Schools initiative where the Education Directorate partners with Sexual Health and Family Planning ACT.

Key Information

School Education Advisory Committee (SEAC)

- On 18 March 2019, the then Minister for Education and Early Childhood Development (Minister Berry) established a School Education Advisory Committee, the Safe and Supportive Schools Advisory Committee (SEAC), to provide independent advice to the ACT Government on opportunities to strengthen safe and supportive school culture in every ACT public school.
- SEAC reviewed current policies, procedures and processes, with a focus on the Positive Behaviours for Learning (PBL) framework and other specific interventions that support the implementation of the Safe and Supportive Schools Policy in ACT public schools.
- On 19 August 2019, the Chair of SEAC provided the Chief Minister and Minister for Education and Early Childhood Development with a copy of its final report that contained a range of observations that recognised:
 - PBL will take several years to implement, with multilevel implementation support recommended for three to five years.
 - schools have strong foundations in place to manage and minimise bullying and violence and acknowledged the considerable investment, effort and progress that has already been achieved;
 - cultural change and systemic reform takes time, patience and refinement. It identified the risk in diverting from the path or adopting additional courses of action too soon;
 - many of the necessary levers to provide safe, supportive and inclusive schools are already in place in our education system, but there are also opportunities to enhance, modify or expedite some levers.

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

Annual Report Reference: Table 26 – Management and Minimisation of Bullying and Violence in ACT Schools – Standing Committee on Education, Employment and Youth Affairs - September 2019 Report 6 – Page 71.

- On 4 April 2019, the Minister for Education and Early Childhood Development moved a motion in the Legislative Assembly to refer the issue of management and minimisation of bullying and violence in ACT schools to the Standing Committee on Education, Employment and Youth Affairs (SCEEYA) for inquiry and report. The Education Directorate was already pursuing a number of initiatives aligned with the Committee's recommendations as part of the ACT Government's *Future of Education Strategy*.
- The SCEEYA Inquiry, provided recommendations about how to address bullying and violence in schools. The Government response was tabled in the Legislative Assembly on 23 October 2019.
- The Inquiry made 23 recommendations, the ACT Government agreed to 12, agreed in principle to nine and noted two (recommendations 14 and 23).
- The Education Directorate has made substantial progress, having completed 19 recommendations. The remaining actions, while delayed due to the pandemic, will be finalised in 2022, these recommendations relate to restorative conferences and social emotional learning programs.

Background Information

- In March every year ACT schools participate in the **National Day of Action against Bullying and Violence (NDA)**. This focusses on creating positive, safe learning environments and raising awareness of anti-bullying and wellbeing initiatives. The 2021 National Day of Action was held on 19 March 2021, the theme's aim was to elevate student voice.
- The Education Directorate is strengthening work to support the appropriate use of technology products by providing students with guidance and support to counter online bullying and harassment and promote eSafety.

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Portfolio: Education and Youth Affairs

OCCUPATIONAL VIOLENCE AND COMPLEX CASE MANAGEMENT

Annual Report Reference: Work Health and Safety Page 98

Talking points

- Bullying and violence are societal issues extending beyond the school gate and require a broad societal response.
- Over the **past two years, nearly \$8 million** was spent on improving work health and safety for staff and students within ACT public schools.
- The Education Directorate entered into an Enforceable Undertaking with Worksafe ACT in September 2018. In December 2020, Worksafe ACT confirmed the Education Directorate has met the terms of the enforceable undertaking.

Key Information

Occupational violence incidents

- Occupational violence incidents range from verbal abuse and superficial injuries to, rarely, more serious incidents. **Most incidents do not result in lost time injury claims.**
- An increase in the reporting of occupational violence incidents corresponds with the Education Directorate's **strong emphasis staff reporting** through the implementation of the **Occupational Violence Management Policy** and related **Management Plan**. It does not in itself mean there has been a real increase in occupational violence incidents-but rather a greater focus on reporting.
- Based on reported incidents, the most significant risk to health and safety of workers in ACT schools continues to be occupational violence in the form of verbal or physical abuse or aggression by students or parents.
- 7,315 Riskman reports were submitted in relation to occupational violence during the 2020-21 reporting period, compared to 4,873 reports in the 2019-20 reporting period.
- The Education Directorate established the OVCCM team to support schools in strengthening risk assessments and the implementation of risk management controls. This team provides a behaviourally and therapeutically informed approach to working with schools to support staff and student safety.
- The team also monitor 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.
- The team provides ongoing data analysis of; staff, students, schools, and region to further inform and improve practices and approaches to preventing and reducing occupational violence.
- The triaging process includes events that by definition are not 'occupational violence', as the staff injury was a result of student actions not explicitly directed at the staff member. For example, staff witnessing student self-harm or student non-compliance. The reports were triaged by the OVCCM Team so appropriate resources from the Student Engagement Branch could liaise with the school to provide further support.

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Next Steps

- The Education Directorate continues to work on embedding a comprehensive and robust safety management system framework. The directorate continues to focus on developing and sustaining safe and supportive teaching and learning environments for everyone in ACT public schools.
- Funding in the 2021-22 Budget is being provided to continue the supports available for students, teachers and school communities to reduce the risk of occupational violence and assist with the management of complex behavioural issues in schools.
- This funding will ensure the continuity of the multidisciplinary OVCCM team who provide management, strategic advice and additional support for students to assist with reducing the risk of occupational violence. In addition this team supports the continued implementation of the Occupational Violence Policy and Management Plan.
- The OVCCM team provides critical supports to schools so that they are able to address complex and challenging behaviours and ensure that schools are safe places for students and staff.

Background Information

- The 2021-22 Budget provided an additional \$1.048 million in 2021-22 and \$5.9 million over 4 years for occupational violence management.
- The OVCCM team, consisting of allied health professionals and educators, undertake trauma informed practice to support staff in understanding presenting behaviours and ensuring mitigation strategies are identified.
- The work of the OVCCM team forms a targeted support for schools and students which is complemented by a suite of universal and selected supports to support the needs of students and school staff.

Enforceable Undertaking

- On 28 September 2018, the Directorate entered an undertaking with WorkSafe ACT, on behalf of the Territory. This was made public on 15 October 2018 and contained limited details about three schools where teachers had been injured by students.
- On 2 December 2020, the Deputy Work Health Safety Commissioner wrote to the Education Directorate Director-General, to inform her that WorkSafe ACT is satisfied that the directorate had met their commitments and has now discharged their Enforceable Undertaking.
- The Education Directorate has comprehensively implemented the Occupational Violence Policy and Management Plan including:
 - working with school communities, specifically parents and the ACT Council of P&C Associations to build strong and safe communities for learning, and
 - delivering a national forum to share learnings and resources with other education jurisdictions in Australia facing the same challenges.
 - The updated mandatory Work, Health and Safety and Occupational Violence training package was rolled out in Term 3 2019 and all schools have completed occupational violence management training.

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Portfolio: Education and Youth Affairs

SUSPENSION POLICY

Talking points

- ACT Public Schools use a range of prevention and early support approaches when students demonstrate behaviour which may impact on their ability to be positively engaged at school (or impact on other students).
- Social and emotional skills are an important part of promoting student wellbeing and are developed through social and emotional learning programs in our schools.
- Suspension may be used where a principal decides it is necessary to address a situation where a student threatens the safety and wellbeing of another student, a member of the staff or another member of the school community.
- When suspension is necessary, it is used in accordance with Section 36 of the *Education Act 2004*.
- Where a family disagrees with a suspension decision, they have the right to seek a **review of that decision**. Initially this review is conducted by the Education Directorate.
- The **ACT Civil and Administrative Tribunal (ACAT) is an option** for an independent body to hear a range of issues, including a decision already reviewed through the Education Directorate's internal review process.
- In 2019 the Education Directorate revised and published the *Suspension, Exclusion and Transfer of students Policy and Procedures*. The policy provides guidance to schools on their responsibilities to support the application of a suspension, transfer or exclusion in ACT public schools consistent with the Act.
- Additional guidance in the form of a fact sheet has been developed and provided to school principals to assist in their decision making.
- The Education Directorate works with school principals, so they understand their obligations under the *Suspension, Exclusion and Transfer of students Policy and Procedures*.

Suspension Data

- **Published generalised suspension data**, since 2013, is **available on the Education Directorate's website**. This data is published annually, is for ACT public schools only and is reported by school type.
- An issue for consideration when publishing data is the impact of more granular data, particularly when there are small numbers. This can raise concerns about the privacy for individual students. As such, the Education Directorate chooses not to publish granular data for specific cohorts of students, such as students with a disability.
- **Suspension rates for 2021 and 2020 are comparable with 2019**, noting that 2020 and 2021 data will have been impacted by COVID-19.
- Following the recommendations from a 2020 ACAT decision, schools were provided with resources outlining the steps needed to be taken regarding mutually agreed

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leave, consultation with parents and/or carers about suspension decisions and the steps schools are required to take under the current suspensions policy.

Background Information

- Suspension is the process of temporarily withdrawing a student from school activities and school grounds, placing them in the care of their parents and/or a person with parental responsibility, when the student displays behaviours described under Section 36 of the *Education Act 2004 (the Act)*.
- In November 2015 the ACT Government agreed in principle to recommendation 11.6 of the Schools for All Report that the Education Directorate (then ETD): ‘monitor and publicly report the proportion of suspensions, transfers and exclusions that are applied to students with a disability and to students in out-of-home care.’
- The ACT Government agreed in principle to the recommendation and stated: ‘ETD notes the challenge of reporting on relatively small numbers of students without identifying individuals, particularly from specific groups such as disability or in out of home care. ETD will examine options for high level reporting of proportions of suspensions, transfers, and exclusions. This data will be monitored by the Director of Regulation and Compliance.’

SUSPENSIONS DATA - public schools

Year		Primary Schools	High Schools	Colleges	total	Indigenous
2013	Total Enrolments	20,538	9,892	6,078	36,508	1,191
	Suspension Incidents	632	1,156	53	1,841	276
	<i>Incidents per 100 Students</i>	3	12	1	5	23
	Suspension Days	1038	2409	85	3,532	583
	<i>Days per 100 Students</i>	5	24	1	10	49
	Students Suspended	294	562	50	906	120
	<i>Suspension Rate (%)</i>	1.4	5.7	0.8	2.5	10.1
2014	Total Enrolments	21,429	9,841	6,258	37,528	1,320
	Suspension Incidents	808	915	38	1,761	269
	<i>Incidents per 100 Students</i>	4	9	1	5	20
	Suspension Days	1398	2103	104	3,605	597
	<i>Days per 100 Students</i>	7	21	2	10	45
	Students Suspended	317	487	33	837	112
	<i>Suspension Rate (%)</i>	1.5	4.9	0.5	2.2	8.5
2015	Total Enrolments (K-12)	22,442	9,947	6,446	38,835	1,399
	Suspension Incidents	723	1,079	36	1,838	297
	<i>Incidents per 100 Students</i>	3	11	1	5	21
	Suspension Days	1312	2192	87	3591	624
	<i>Days per 100 Students</i>	6	22	1	9	45
	Students Suspended	318	560	32	910	120
	<i>Suspension Rate (%)</i>	1.4	5.6	0.5	2	8.6
2016	Total Enrolments (K-12)	23,630	10,258	6,487	40,375	1,512
	Suspension Incidents	819	1,111	63	1,993	257
	<i>Incidents per 100 Students</i>	3	11	1	5	17
	Suspension Days	1460	2106	144	3710	503
	<i>Days per 100 Students</i>	6	21	2	9	33
	Students Suspended	343	535	55	933	118
	<i>Suspension Rate (%)</i>	1.5	5.2	0.8	2.3	7.8
2017	Total Enrolments (K-12)	24,739	10,571	6,680	41,990	1,574
	Suspension Incidents	886	1,229	55	2,170	310
	<i>Incidents per 100 Students</i>	4	12	1	5	20
	Suspension Days	1,652	2,464	150	4,266	621
	<i>Days per 100 Students</i>	7	23	2	10	39
	Students Suspended	384	621	48	1,053	133
	<i>Suspension Rate (%)</i>	1.6	5.9	0.7	2.5	8.4
2018	Total Enrolments (K-12)	25,762	11,062	6,524	43,348	1,654
	Suspension Incidents	818	1,291	36	2,145	346
	<i>Incidents per 100 Students</i>	3	12	1	5	21
	Suspension Days	1,500	2,744	133	4,377	739
	<i>Days per 100 Students</i>	6	25	2	10	45
	Students Suspended	419	559	10	988	147
	<i>Suspension Rate (%)</i>	1.6	5.1	0.2	2.3	8.9
2019	Total Enrolments (K-12)	26,486	11,598	6,427	44,511	1,729
	Suspension Incidents	1,426	1,611	48	3,085	484
	<i>Incidents per 100 Students</i>	5	14	1	7	28
	Suspension Days	2,349	3,477	136	5,962	981
	<i>Days per 100 Students</i>	9	30	2	13	57
	Students Suspended	572	817	45	1,434	197
	<i>Suspension Rate (%)</i>	2.2	7.0	0.7	3.2	11.4
2020	Total Enrolments (K-12)	27,212	11,844	6,656	45,712	1,837
	Suspension Incidents	1,210	1,325	52	2,587	445
	<i>Incidents per 100 Students</i>	4	11	1	6	24
	Suspension Days	2,150	2,719	169	5,038	863
	<i>Days per 100 Students</i>	8	23	3	11	47
	Students Suspended	528	768	41	1,337	197
	<i>Suspension Rate (%)</i>	1.9	6.5	0.6	2.9	10.7
2021	Total Enrolments (K-12)	27,574	12,253	6,686	46,513	1,872
	Suspension Incidents	701	1,211	58	1,970	342
	<i>Incidents per 100 Students</i>	3	10	1	4	18
	Suspension Days	1,235	2,350	164	3,748	699
	<i>Days per 100 Students</i>	4	19	2	8	37
	Students Suspended	363	697	52	1,112	155
	<i>Suspension Rate (%)</i>	1.3	5.7	0.8	2.4	8.3

Source: Education Directorate, unpublished suspension data; ACT School Census February 2013 - 2021.

Data from 2018 onwards are collected using a different information system to that previously used and are not directly comparable to previous data.

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Portfolio: Education and Youth Affairs

ESAFETY PROGRAMS

Annual Report Reference: eSafety page 48

Talking points

- The 2021-22 ACT Budget included **\$0.858 million over four years** to ensure that students stay safe online through the additional creation of eSafety supports and resources for families and schools as part of the “*Digital Access and Equity Program*”.
- The Education Directorate takes a proactive approach to eSafety that aims to address the complex societal situations and behaviours that occur online (including: bullying, harassment, and violence), and build the skills and knowledge of students, staff, and families in addressing these issues.
- The Education Directorate has a range of resources to support schools in delivering an enriching digital program aimed at educating our students, staff, and families about online safety.
- A digital learning resource centre was developed in 2021 to support students receiving ACT Government provided Chromebooks as part of the Technology Enabled Learning (TEL) Program. This resource continues to provide students with a curated collection of materials and contacts to navigate if issues are faced online.
- The funding will be used to extend the resource centre to include new eSafety materials for families and teachers.
- Families play an important role in navigating the use of technology and appropriate online behaviours with their children. The Education Directorate encourages families to talk about expected behaviours at home and provides families with advice and guidance to achieve this goal.
- The eSafety Officer continued to support students, families, and teachers virtually during remote learning, to ensure the eSafety program continued to be delivered in 2021.
- This eSafety program is complemented by IT technology (eg web filtering and monitoring).
- The Education Directorate implemented a standardised approach to internet filtering in early 2020, ensuring that the filtering rules are aligned to school year levels across all ACT public schools. This is to support the different educational needs of students as they progress through their schooling.

Key Information

- Students are taught the concepts of using information and communication technologies ethically, safely, and responsibly as part of the Australian Curriculum.
- The eSafety program aims to build on existing school initiatives and continue to provide information sessions for parents and carers to ensure a broad reach.
- The Education Directorate’s resources and approach relating to good digital citizenship and eSafety align with the *Safe and Supportive Schools* policy. Resources have been

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collated in collaboration with the Office of the eSafety Commissioner, Australian Federal Police, Google Education, and other eSafety providers.

- In developing the eSafety program for 2021, the Education Directorate has strengthened its relationship with the Office of the eSafety Commissioner to ensure that our program is supported by emerging research and behavioural trends.
- The *Communities Online: Acceptable use of ICT – Parents and Students* Policy and related guidelines define acceptable use of ICT resources provided by the Education Directorate. Students and carers sign this agreement annually to confirm the student's understanding of their roles and responsibilities. Parents are provided with the Privacy Information for digital tools used for learning and classroom collaboration in ACT public schools.
- Each term, eSafety reminders are prompted on student devices and throughout the year. eSafety reminders are designed by students as part of directorate led eSafety workshops, representing an important example of student voice.
- In 2021, the eSafety Officer worked collaboratively with **38** schools, to develop and deliver tailored:
 - student eSafety workshops (84)
 - staff professional learning workshops (6), and
 - family eSafety information sessions (20).
- In Term 4, 2021, an uplifted and strengthened approach to eSafety was the focus of an eSafety learning package designed to support year 6 students in preparation for their transition to high school. The learning package included curriculum aligned online safety learning modules along with supports for teachers to deliver the content.
- Constant monitoring of security issues and potential threats is undertaken to ensure that the IT technology used in schools fully supports our students remaining safe online.

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Portfolio/s: Education and Youth Affairs

MENTAL HEALTH PROGRAMS

Talking points

- Student mental health is a priority for all ACT public schools. Social-emotional wellbeing programs are implemented, as part of the Australian Curriculum.
- All schools have student wellbeing teams. Student wellbeing teams consist of teachers, school psychologists and specialist teachers, who work together to support students to achieve positive learning and wellbeing outcomes. They focus on prevention, early support and capacity building of staff.
- School psychologists are crucial members of school wellbeing teams. They are part of a larger service offering in the ACT. If a student requires specialist input or the severity of the problem is such that input from a mental health professional is required then a referral is initiated. (Refer [6.03. School Psychologists](#))
- School psychologists are also able to help link families with other services, including community organisations. Information and links for these supports is available on the Education Directorate's website.
- The wellbeing of all students will continue to be a focus in 2022 as students return and continue to manage the COVID-19 pandemic and impacts at school. Schools have a range of supports for all students and will also support the identification of any students who may require an individual response.

Key Information

- The psychology service offers the services of an Early Intervention Team that delivers group programs to young people in secondary schools.
- The focus of these groups has been building emotional regulation skills that promote resilience. In 2021, these group programs included:
 - **Chilled Skills** - a group program for High School and College students aimed to increase participants' ability to cope with life's challenges.
 - **ACT with HeART** - a therapeutic group intervention program currently being piloted at CCCares for high school and college students in the mild to moderate range of psychological distress accessing alternative education settings.
 - **Overcoming Anxious School Refusal (OASR)** - a group parenting program for parents with students in Years 6 - 12 aimed at helping them increase their child's ability to cope with anxiety and decrease anxious school avoidance.
 - **Boundaries Without Conflict** - a group parenting program for parents and carers of students in Year 7 - 12, who experience complex and challenging behaviours.
 - **Flexible Minds** - a program that helps teenagers in Years 7 - 12 to strengthen their skills in managing their emotions and achieving their goals.
- Additionally, the Education Directorate has strong partnerships with community stakeholders to raise awareness on mental illness and promote help seeking behaviours including:

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- ACT Mental Health;
- Headspace ACT; and
- ACT Child Development Service.
- Programs available to younger students in our schools include:
 - **Mental Health and Me** – offered to years 5 – 9. Mental Illness Education ACT (MIEACT) works with schools to bring small groups of students into direct positive contact with volunteer educators who share their stories of living with a mental illness.
 - **UR FaB** - a mental health early intervention program for children in Year 3 and 4. This program is a partnership between the ACT Child and Adolescent Mental Health Service (CAMHS) and the Education Directorate.
- As part of the Education Directorate’s suicide prevention strategy programs are available to staff, students and parents, these include:
 - **Applied Suicide Intervention Skills Training (ASIST)** – **provided to school staff** by trained school psychologists. ASIST teaches participants to recognise when someone may be at risk of suicide and how to work with them to create a plan that will support their immediate safety.
 - **Youth in Distress** (assessment and safety planning for youth in distress) –provided to **school psychologists**.
 - **Youth Aware Mental Health (YAM)** – delivered in schools to **students aged 13-17**. Students actively engage with the topic of mental health through role-play and student-led discussions.
 - **Question, Persuade, Refer (QPR)** – **available to parents** to support their children if there are warning signs of suicide ideation.

Background Information

- Students presenting with the greatest risk factors (risk to self or others) are prioritised. All school psychologists have the required training in undertaking risk assessments that help establish safety for the student and others.
- During the COVID-19 pandemic, schools provided remote learning for students. During this time school psychologists were able to swiftly deploy a telehealth model to ensure psychological supports continued for students and their families.
 - Telehealth provides families and students access to a school psychologist remotely, through a video and phone session.
 - Where possible students and families were connected with their regular school psychologist. This supported continuity of care as students return to school.
- At 17 December 2021, **198 referrals** were received by the telehealth service. A total of 57 per cent of referrals came from primary school families, 29 per cent high school and 14 per cent college. The central telehealth service continues in 2022 and it has received **six referrals since the start of Term 1**.

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Portfolio/s: Education and Youth Affairs

GENDER AND LGBTIQ+

Talking points

- The ACT Government is committed to providing positive and engaging learning environments where young people feel connected, respected, and are fully engaged in their education.
- Recent conversations in the media regarding the *Religious Discrimination Bill* have the potential to impact LGBTIQ+ people's mental health and wellbeing.
- The Education Directorate provides a range of supports to schools to assist with creating and sustaining welcoming environments, where prejudice, discrimination, harassment, and violence are unacceptable.
- ACT public schools support everyone to be able to be themselves and to feel safe and welcomed as who they are at school and in our community. Ensuring that students are visible, valued and respected.

Key Information

- Schools have important legislative and ethical responsibilities to ensure they are safe and inclusive environments for students, staff, and families.
- Schools were recently provided with additional advice through an all-schools bulletin on strategies to encourage respect for all students, promote school connectedness and identifying support networks in response to the divisive public discourse relating to the *Religious Discrimination Bill*.
- The Safe and Inclusive Schools (SAIS) Initiative is a key support to schools funded by the ACT Government.

Background Information

- The SAIS Initiative has been developed by Sexual Health and Family Planning with input from parent groups, community agencies and key education stakeholders. It has been available to ACT schools since 13 March 2018.
- SAIS supports schools to create and sustain safe and inclusive environments for students by providing:
 - Teacher Quality Institute accredited, professional learning for staff,
 - expert advice and assistance,
 - sharing of high-quality teaching and learning resources,
 - the development of networks to share good practice.
- The Initiative currently operates as an opt-in model and is accessed when individual schools identify that they require support, and in many cases, this is at the point of need. The 2021-22 Budget provided \$0.402 million in 2021-22 and \$2.057 million over 4 years to improve overall school approaches to gender equality including

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support for LGBTIQ+ students, through professional learning to support teachers in creating an improved school culture. It will also provide support for teachers to teach the Australian Curriculum through a gender equality lens.

- In addition the Education Directorate spends a further \$0.1 million per year on the Safe and Inclusive Schools Initiative to create safe and inclusive environments for students.
- The estimated total value of procurement with SHFPACT to deliver SAIS over the period from 1 January 2018 – 30 June 2022 is **\$550,000** (including GST) including funds already spent and those expected to be spent. This includes the six-month contract extension which is in place until 30 June 2022.
- The Education Directorate is reviewing the Initiative to respond to research findings and work to increase engagement with ACT schools. A procurement process will be undertaken prior to the expiry of the contract.
- There is clear evidence that same sex attracted, intersex and gender diverse young people face additional challenges, particularly with respect to mental health and wellbeing when compared with the rest of the population. These challenges persist into the school environment.
- The release of the *Writing Themselves In 4* Research Report in February 2021 has provided additional evidence of this in the Australian context.

Writing Themselves In 4: ACT comparison to national data

- While some of the ACT results highlight the need for improvement, when considered against the national average the ACT performs better across the majority of domains relating to secondary school settings.
- Some of the areas where the ACT performs strongest against the national data include:

Domain	ACT	National
Visual images demonstrating support for LGBTIQ+ young people were evident in their schools	78%	54.3%
Student felt safe to celebrate days of significance	72.8%	41.7%
Students felt safe to openly identify as LGBTIQ+ at their secondary school	65.5%	52.3%
Students felt safe to wear clothes that match their gender identity	65.7%	50.9%
Classmates were supportive/very supportive of their sexuality gender identity at secondary school	43.9%	35.3%
Classmates were supportive/very supportive of their sexuality gender identity at secondary school	69.9%	64%
Awareness of LGBTIQ+ supportive alliance at secondary school	47.2%	24.8%
Are able to use their chosen name or pronouns at secondary school	60.0%	41.0%

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- Some of the areas where the ACT performs poorly against the national data includes:

Domain	ACT	National
Students who felt they could safely use the bathrooms that matched their gender identity	22.9%	29.2%
Students who felt they could safely use the changing rooms that matched their gender identity	14.3%	22%
Students reported missing day/s of school in the past 12 months because they felt unsafe or uncomfortable	43.1%	38.4%

- Same sex attracted, intersex and gender diverse people report school as a significant site where they experience or have experienced bullying, discrimination, and isolation.
- In May 2021, the Education Directorate hosted the first LGBTIQ+ inclusion forum for all ACT public schools. Students who identify as LGBTIQ+ students and allies attended the event and spoke about what they need to feel safe and included in their school communities. SHFPACT assisted with event facilitation.
- The First Action Plan (the Plan) for the Capital of Equality Strategy identifies key actions for the ACT Government to make to improve the lives of LGBTIQ+ Canberrans.
- The Education Directorate's commitment under the Capital of Equality Action plan is to: 'Invest in LGBTIQ+ support systems for Canberra's schools including the continuation of the Safe and Inclusive Schools Initiative and making sure schools get good advice about supporting students who are affirming their gender.'
- The Second Capital of Equality Action plan is under development and the Education Directorate has provided input into key actions.

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Portfolio/s: Education and Youth Affairs

INQUIRY BASED-LEARNING

(Refer to [Brief 1.02 Future of Education](#))

Talking points

- The ACT has a high performing public school system that gives children and young people a quality education.
- ACT public schools recognise that learning looks different for every student, with different learning styles, strengths and challenges required to succeed at school.
- All teachers in ACT public schools are guided by the same frameworks, training and resources for how teaching and learning happens within schools, so that every student benefits from the effective teaching methods.
- Inquiry-based learning is one of the teaching approaches and strategies used in ACT public schools. Some approaches are targeted and give more structure for learning, while other approaches are student-centred and focus on learning experiences.
- As a student-centred approach, inquiry-based learning requires students to learn through asking questions, determining ways to answer questions, through research and experimentations, while developing problem solving and thinking skills.
- Teachers use a combination of different pedagogical approaches so that students gain both the knowledge and skills they need to think, create, and work in an increasingly digital future.

Background

- While inquiry-based learning is student-centred, the teacher's role in the inquiry process is vital to ensure students' success in the learning. This includes explicitly teaching the inquiry process and the skills to engage in inquiry. Inquiry-based learning is used in conjunction with other approaches to ensure all students can learn and succeed at school, based on individual strengths and learning preferences.
- Some approaches are targeted and provide greater structure for learning. Some examples include:
 - Differentiated learning (targeted) – teaching is adjusted for a student's learning needs.
 - Explicit instruction (targeted) – planned, teacher-directed learning on specific knowledge.
 - Structured lessons (targeted) – planned teaching and learning that reinforces routines and connects lesson and unit learning.
- Some approaches are student-centred and focus on learning experiences. Some examples include:
 - Inquiry based learning – students learn through asking questions and finding answers. Students may do project work or work on strategies to develop problem solving and thinking skills.

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- Collaborative learning (student-centred) – students working together to get a task done.
- Personalised learning (student-centred) – adjusting learning to a student’s individual needs.
- Various learning areas of the **Australian Curriculum**, implemented by all ACT public schools, require students to develop inquiry skills in order to engage with curriculum content and meet achievement standards.
- The Education Directorate’s Enabling Pedagogies resource to support teachers’ development of teaching strategies provides evidence-based, high impact tools which support schools to improve student learning outcomes and deliver the school’s strategic priorities.
- Enabling Pedagogies promotes and supports targeted, explicit, and scaffolded instruction for all students through differentiation, explicit instruction, response to individual need and carefully planned lesson structures. An inquiry-based learning approach does not replace these strategies but ensures that instruction is student-centred with opportunities for collaborative and personalised learning.
- The success of inquiry-based teaching approaches is dependent upon a range of factors including teacher experience, access to learning spaces, equipment, and class readiness. When considered as a stand-alone approach, 2015 PISA showed a negative impact from inquiry pedagogies on 15-year old’s test results in science. The ACT Education Directorate recommends a range of teaching strategies that best suit an individual school context. PISA (2015) also demonstrated that students who regularly engage in inquiry pedagogies hold stronger epistemic beliefs about science and are more likely to be in a science-related occupation at age 30 than those who are not exposed to inquiry pedagogies (OECD 2016).

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LANGUAGES IN SCHOOLS

Talking points

- Languages is one of the eight learning areas delivered under the Australian Curriculum.
- ACT public schools can choose to deliver one of **eight** priority languages. These are: **French, German, Italian, Spanish, Mandarin, Indonesian, Japanese and Korean.**
- Decisions about the languages taught in individual schools are made by the Principal in consultation with the School Board and community.
- Schools may choose to offer more than one of the eight priority languages and may also offer languages outside the eight identified priority languages.
- The Education Directorate is reviewing the delivery of languages in ACT public schools to ensure that languages continue to be implemented effectively across schools. The review is in the final stages of clearance internally, it will examine where and how languages are taught, the languages delivered and the provision of language pathways in ACT public schools.

Key Information

- There are currently a small number of ACT public schools that do not offer one of the eight priority languages. Reasons for this may include the inability to find teaching staff.
- In July 2021, the Directorate undertook a national, targeted recruitment drive to support these schools to engage languages teachers to deliver one of the eight priority languages. This recruitment process is ongoing.
- During the July 2021 process, there were a total of 26 prospective teachers who completed the selection process. Below is an indication of where the teachers have been placed so far at the commencement of 2022:

Language	Number of applicants	Number placed in Schools 2022
Korean	2	1
Japanese	5	5
Mandarin	7	2
Indonesian	2	1
French	4	2
Spanish	2	1

** some teachers speak multiple languages

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- An ACT Languages Action Plan is currently nearing finalisation following delays due to COVID and the finalisation of the review of the Australian Curriculum. The Language Action Plan will support schools and the ACT to continue to position language education as a valued and important part of the ACT's future economic, education and social fabric.
- The ACT Curriculum Policy and Procedures mandates all ACT public schools to deliver one of the eight priority languages for a minimum of 60 minutes of language learning per week in year 3 to year 6, and 150 minutes per week, in years 7 and 8.

Background Information

- On 28 November 2018, a Motion was passed in the ACT Legislative Assembly. The resolution was to, 'develop an action plan to encourage, improve and support language education in Canberra Schools as a part of implementing the Future of Education Strategy'.
- The Directorate supports a number of language related initiatives including the provision of Language Teaching Assistants, support for language teachers through language networks and the support of Community Language Schools in the ACT.
- There are three schools in the ACT that provide bilingual education: Yarralumla Primary School studying Italian; Mawson Primary School studying Chinese; and Telopea Park School studying French.
- The ACT has a strong and extensive Community Languages Network covering over **50 schools** and representing more than **30 languages**. The Education Directorate chairs the Community Languages Network and provides professional learning to the community language school teachers.
- The 2021 Language Census data informs the current status of languages in ACT public schools and provides information for future plans in languages delivery. Pathways documents are being updated to reflect language changes and projected pathways.

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POSITIVE BEHAVIOUR FOR LEARNING (PBL)

Talking points

- **75 per cent** of **ACT public schools** are now in the process of implementing Positive Behaviour for Learning (PBL), with all public schools planned to engage with PBL by the end of 2022.
- The rollout of PBL has been delayed due to the COVID-19 lockdowns and restrictions in place for attendance on school sites.
- It is the expectation all schools will implement PBL. The Education Directorate is currently working through context-specific circumstances to meet the needs of some settings, for example colleges, and for those who are currently implementing a multi-tiered system of support.
- Each school's implementation timeframe is unique and dependent on school context and setting. The Education Directorate actively supports each school through the stages of implementation.
- The ACT COVID-19 lockdowns, ongoing restrictions including limited access to school sites and limited staff availability for professional learning and school planning within schools have, and continue to have, significant impact on the engagement and progression of schools with regards to PBL. It is intended that the PBL team will engage with the remaining 25% of ACT public schools during 2022.
- The PBL program is an international evidence-based approach for creating safe and supportive schools. Since the beginning of 2016, the Education Directorate has had a PBL implementation team to support schools.
- Staff, students, families, and the whole school community are included in consultation and development of the wellbeing systems and practices within the school, leading to increased ownership of these systems resulting in an improvement in school culture. The impact on students will be a move towards self-determination.
- The Research School of Psychology (ANU) has found that students in schools implementing the (PBL) program have overall better outcomes than students in non-PBL schools. The research found there were improvements in the following measures:
 - Emotional and behavioural engagement
 - Perceived support and safety
 - Positive affect
 - School identification
 - Lower rates of anxiety and depression
- The research highlighted that PBL needs to be applied with high fidelity to be most effective.

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Key Information

- Implementation of all three tiers of PBL (universal, selected, and targeted interventions) takes several years due to the rigorous evaluation of the effectiveness of systems and practices within the school. In addition to extensive staff training in the tiered model of intervention and effective responses to student behaviour, schools engage in consultation with the full range of stakeholders including students, families and their School Board as they work to improve school systems.
- PBL External Coaches provide support for ACT public schools, through training and resources for each school as well as information sessions for other internal stakeholders.
- The ANU study was conducted as part of an ongoing cooperative program between ANU Research School of Psychology and the Education Directorate, in an effort to contribute to evidence-based decision making.
- The analysis compared six schools (Kingsford Smith School, Namadgi School, University of Canberra High School Kaleen, Wanniasa School, Caroline Chisholm School, Calwell High School) in which the PBL program had been fully implemented at tier 1 universal systems with six non-PBL schools (Belconnen, Mount Stromlo, Melrose High, Gold Creek, Campbell High, Melba High). The schools were matched on school ICSEA, staff retention rate and student enrolments, and the research controlled for student demographic variables such as age and gender.
- The measures of student outcomes were collected through the School Satisfaction and Climate Survey and so, were independent of the data collected by PBL External Coaches throughout the implementation of tier 1 PBL systems and practices.

Background Information

- The essential features of the PBL framework involve creating clear behavioural expectations for students, teaching these behaviours, reinforcing students who display these behaviours, and adjusting interventions based on data.
- PBL is based on three tiers of interventions, with the first tier being universal preventions employed with all students in the school. The second and third tiers are more specialised. Some students, around 10-15% require tier 2 selected supports. A few students, 5% or less on average require tier 3 targeted supports.
- While every school may have its own unique set of behavioural expectations, these are put forward and promoted in a systematic way via the PBL framework. As a school-wide framework, it is applied consistently to the entire school, across all contexts and students.
- Data collected through a variety of means, including School Administration System, Suspension and Attendance data from within schools as well as externally conducted data sets including the Tiered Fidelity Inventory tools plays a critical role in initial implementation and ongoing monitoring of the PBL framework at both a school and system level.

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USE OF TECHNOLOGY IN SCHOOLS

Talking Points

- The ACT Government has delivered against the 2016 election commitment (Technology Enabled Learning [TEL]) to provide every ACT public high school and college student with access to a device since February 2018. **\$18.8 million was committed to the four-year program** in the 2017-18 ACT Budget.
- The ACT Government has committed to continue this program, through the **Future of Education – Digital Access and Equity Program**, which supports equity for our students by ensuring the continued roll out of personal computing devices to ACT public school students in Years 7 to 12. It will also provide for asset management services, Internet access for secondary students requiring the support and eSafety support for schools.
- **Over the next four years** (2021-22 to 2024-25) the ACT Government has committed a **further \$21 million** to ACT public schools.
- The program is a voluntary program, with some families electing to Bring Your Own Device (BYOD) or not to participate. Currently the participation rates in high schools are around **95%**, and around **82%** in colleges.
- The BYOD policy allows students to bring their own device to school to assist with their learning. Implementing the BYOD policy is a school-based decision made in consultation with the community, and implementation varies between schools.

Chromebooks for High School and College students

- **22,000 Chromebooks** have been distributed to ACT public school secondary students, of which over 3,600 were distributed in January 2022 to new secondary students in year 7 and new students who have joined years 8, 9, 10, 11 or 12.
- The first secondary student device refresh was completed in June 2021, **refreshing 8,295 secondary student devices** that were provided as part of the first rollout in 2018. The next refresh of devices that are over three years, will be for Year 10 students, where approximately **3,500 Chromebooks will be refreshed in April 2022**.

Chromebooks for primary school students

- **13,500 Chromebooks** were distributed to ACT public primary school students.
 - The ACT Government provides primary schools with shared Chromebooks at **one device per three students ratio**.
- In August 2021, **2,332 Chromebooks** were distributed to refresh primary school devices to maintain the ratio. The **2022 primary school refresh is scheduled for May 2022**.

COVID-19 lockdown responses

- ACT Government is supporting ACT public schools to have ongoing access to Chromebooks and Internet support if they are required during 2022, similar to the support that has been provided during 2020 and 2021.

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- ACT Government will continue to work with ACT public schools to assess, repair and replace Chromebook devices that have been damaged during the remote learning periods.
- During ACT's COVID-19 lockdown that commenced on 12 August 2021, ACT public schools were able to shift quickly to support remote learning.
 - Secondary students were well positioned for this shift as they already had access to a Chromebook device through the Technology Enabled Learning (TEL) Program. Over 300 secondary students continued to utilise free Internet support offered since the 2020 lockdown response to enable their learning.
 - Primary schools were also well positioned due to the recent refresh of 2,332 Chromebook devices in August, with 13,500 devices already available to primary students.
 - During home learning and the remote learning period in August 2021, the ACT Government **loaned a further 2,110 devices to primary schools for year 3 to 6 students to support their learning over this period**. These devices were returned to schools following the return to on-campus learning.
 - ACT Education also provided **Internet support to 989 students and teachers** as required.

Key Information

Devices in Schools/Personal Electronic Devices (including mobile phones)

- The Bring Your Own Device (BYOD) policy states that students may bring personal electronic devices to school to support their learning.
- The BYOD policy was developed over two years with extensive consultation with school staff, parents and interested community organisations.
- The policy provides recommendations to schools of what should be addressed as part of the parent and community consultation, including equity, diversity of devices, privacy, security and other local community needs.
- Schools who have implemented the BYOD policy hosted information forums for families and the broader community to provide input on implementation.
- The policy aligns with the Australian Curriculum, which requires students to understand how to independently select and operate various devices that they can personalise to assist in their learning.

Learn, Anywhere - student use of ICT

- The *ACT Learn, Anywhere* program provides a framework for schools, students and families to utilise ICT tools and services in education.
- The *Digital Backpack* is a simple entry point for students and teachers to access online tools which will aid their learning.
- Cloud services, such as *Google G Suite* and *Microsoft Office 365*, are accessible through the Backpack, as well as access to resources on cyber safety.
- A School Education Advisory Committee was established to provide recommendations to the Minister regarding the implementation of the *TEL program*.

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TEACHER LIBRARIANS

Talking points

- The teacher librarian scholarships initiative provides funding for **10 Master of Education** (teacher librarian) scholarships **each year for five years**, commencing in 2020-21.
- Qualified teacher librarians support the delivery of the curriculum at a student, classroom and school level by enhancing digital and information literacy, resourcing the curriculum, and helping students become critical, creative and collaborative thinkers.
- A total of 19 applications were received and **14 scholarships** have been approved for study from the program.
 - In the first round of scholarships, 6 scholarships were granted for a Semester 2, 2021 start.
 - In the second round of scholarships, 8 scholarships were granted for a Semester 1, 2022 start.
- The total number of scholarships offered (14) was lower than the total number available (20).
 - In the first round of scholarships, 10 applications were received, 6 scholarships were awarded and 4 were applicants were unsuccessful as they did not meet the scholarship eligibility requirements.
 - In the second round of scholarships, 9 applications were received, 8 scholarships were awarded and 1 applicant was unsuccessful as they did not meet the scholarship eligibility requirements.
- Teacher Librarian scholarships will be advertised in 2022 through a range of communication channels including the School Bulletin, ConnectED, Australian School Library Association, ACT Principals' Association (ACTPA) and information directly to schools to help increase visibility and uptake of these scholarships.
- As at June 2021, there are **36 qualified teacher librarians employed** in ACT public schools as teacher librarians. Fifteen (15) teachers work fulltime, and 21 teachers work part-time.
- **Thirteen (13) out of 90** ACT public schools **employ a full-time qualified teacher librarian**, and **19 employ a part time qualified teacher librarian**. Four teachers are studying towards a teacher librarian qualification whilst currently working in the role. Three of these teachers were awarded a recent scholarship in April 2021.
- Schools without a qualified teacher librarian arrange staffing in a variety of ways; appointing classroom teachers, executive staff or administrative staff to manage their libraries either as a full-time or part-time arrangement, using administrative staff who have library qualifications or volunteers to support their library. **Ten schools do not have a dedicated staff member** in their library.

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Key Information

- Teacher Librarian qualifications are varied and include:
 - Master of Education (Teacher Librarianship)
 - Master of Information Studies with a Specialisation in Children’s Library
 - Master of Information Services Teacher Librarianship
 - Master of Applied Science in Teacher Librarianship
 - Graduate Diploma in Teacher Librarianship
 - Graduate Diploma in Library and Information Services
 - Graduate Diploma in Library and Information Science
 - Graduate Certificate in Information Studies
 - Diploma of Library Service.
- This initiative will provide an increase each year in the number of qualified Teacher librarians employed in ACT public schools up to an **additional 25 full-time equivalent** teacher librarians in 2025-26 compared to existing numbers. **Employment will commence in 2022-23 with five teacher librarians.**
- This is a new initiative however this builds on the 2020-21 Budget initiative to provide scholarships for teachers to undertake teacher librarian scholarships through a Master of Education (Teacher Librarianship).

Background Information

- The ACT Government has significantly invested in providing information technology for ACT public schools; ensuring that students and teachers have the tools required for 21st century learning.
- An increase in teacher librarians will strengthen the learning supports available to teachers and students in accessing and evaluating information, supporting access to a school’s library resources and facilitating cooperative planning and teaching in our schools.

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ACCESSIBILITY AND INCLUSION

Talking Points

Investment

- The ACT Government has **committed \$450,000 over the next two years** to work with young people with disability, their families, and the broader community to review how public schools deliver inclusive education.
- The ACT Government recognises that inclusive education delivers better academic, social and wellbeing outcomes for all students and is key to creating a more equitable society.
- Adjustments required for students to achieve positive learning and wellbeing outcomes are made as required. School physical environments are constructed or modified using “universal design” principles to ensure accessibility.
- With enrolment of students with disability continuing to grow, the new *Inclusive Education Strategy* aims to ensure schools meet the needs of all students both now and into the future.
- A commitment under the *Future of Education Strategy*, the new *Inclusive Education Strategy* will include a detailed implementation plan. It is currently the subject of a community consultation, which will also help inform planning for the modernisation of ACT specialist schools in North Canberra.
- The ACT Government has committed to working with students with disability, their families and the broader community to consider how to deliver the best possible learning opportunities for children and young people with disability in public schools over the next 10 years.
- The consultation will explore **what inclusive education could look like** in ACT public schools and enable coordinated and systematic reform through the development of an inclusion strategy, a policy framework and roadmap with a long-term vision.
- This strategy will take time to design and implement in collaboration with students with disabilities, their families or carers, and other key stakeholders, however will continue to make sure schools are supported to meet the needs of every child and young person.
- It is intended that by 2023 every ACT public school will offer a disability education program so that all children with disability can attend their local school with their neighbours and siblings.

Current practice

- Disability programs are available in mainstream schools, with four specialist schools also available for students with high and complex needs or a moderate to profound intellectual disability or autism spectrum disorder.
- All schools must provide an environment where a universal sense of belonging is fostered for all students.
- Inclusion means embracing diversity in all its forms, as well as proactively ensuring students with disability and their families are included in a way which suits them.

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- The ACT Government is investing in strengthening the capability of every school to respond to the diversity of individual student needs and behaviours. This commitment is reflected in the policies and procedures that drive and guide practice in our schools to ensure safe, supportive and inclusive environments.
- ACT public schools use contemporary and holistic models of student wellbeing that draws on the expertise of professionals across a range of disciplines to meet the specific needs of individual students.
- All ACT public schools must provide reasonable adjustments to meet the needs of individual students.

Inclusive Learning Environments

- The ACT Government has invested in the development of safe and inclusive environments in ACT public schools. These infrastructure improvements are made to increase the accessibility of school sites for all students and improve the provision of inclusive education programs.
- These works are centred on the needs of individual students via recommendations from allied health experts and are underpinned by the principles of universal design outlined in the Education Directorate's Infrastructure Specification (EDIS). Universal design focuses on creating an environment that promotes inclusion. This includes initiatives such as:
 - **Flexible classroom spaces** with works done to enable adjacent small group learning areas – allowing small groups to work seamlessly with mainstream class to maximise the inclusion of students with disability.
 - **Quiet rooms and withdrawal spaces** where students can meet with a teacher or self-regulate;
 - **Sensory gardens, outdoor courtyards and playgrounds** to ensure everyone can enjoy an outdoor area with a range of sensory experiences; and
 - **Disability access compliance**, including automatic doors and ramps, and accessible toilets.

Programs and supports

- The February 2021 census revealed **2,674 students** in ACT public schools **accessing inclusive education programs and services**.
- In partnership with students, parents, carers and other professionals, schools make reasonable adjustments for students with disability at the time of their enrolment and during the course of their education, supporting them to access and participate in the school curriculum, programs and activities on the same basis as their peers.
- The Education Directorate provides a range of programs and supports for schools and students with disability from preschool to year 12. Student support teams, with input from the school psychologist, work with parents and carers to understand and support students' educational needs and the necessary adjustments to support learning and engagement. Adjustments may be made in areas of the curriculum, environment and/or teaching methods and will vary according to the individual student.
- School psychologists support parents to consider the range of eligible programs and supports.

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Background

- All ACT schools are required to adhere to legislation as set out in the *Disability Standards for Education 2005* and *Disability Discrimination Act 1991*.
- Both Acts seek to ensure people with a disability have access to equal participation in education on the same basis as those without disability. All ACT public schools are required to consult with parents to understand their child’s educational needs and the adjustments required to support the student.
- All educational infrastructure projects constructed, including new schools, are completed in line with the Education Directorate’s Infrastructure Specification (EDIS) brief. The EDIS has been developed with input from education and design experts and ensures that educational infrastructure projects are guided by the following set of principles:
 - **Education Principles** - the Directorate’s vision, values and priorities guide the design of all aspects of education—pedagogy, curriculum, professional learning, school organisation, leadership, inclusion, wellbeing, cultural integrity, and engagement with community.
 - **Education Facilities Design Principles** - capturing the implications of the education principles for the design of facilities.
 - **Universal Design Principles** - the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialised design.
 - **Cultural Integrity** - the capture and inclusion in the design of the connection to the local Ngunnawal Country.
 - **Sustainable Design Principles** - create sustainable education environments, comprised of architecture, landscape, transport, linkages to broader networks and infrastructure that are low carbon, water sensitive and resource efficient in both construction and operation.
 - **Architectural, Urban Planning and Master Planning Principles.**

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Portfolio: Education and Youth Affairs

FINANCIAL LITERACY

Talking points

- Financial literacy is an element of the Australian Curriculum and is separate to school banking.
- Financial capability education in schools continues to be an important focus for the ACT Education Directorate.
- To support this focus, the Education Directorate has collaborated with the Australian Securities and Investments Commission (ASIC) to establish the Moneysmart Accreditation Program.
- The Program provides curriculum resources and professional learning for teachers.
- The Program's K-10 component aligns to the Australian Curriculum and National Financial Literacy Strategy.
- The senior secondary component prepares young adults with the financial capability skills required in adulthood.
- **A pilot of the Moneysmart Accreditation Program was planned to run from July 2021 to June 2022 but has subsequently been placed on hold** due to COVID-19. Timeframes for the pilot program will be adjusted to commence later in 2022.
- ACT public schools have transitioned away from school banking programs with all programs ceasing by the end of Term 2, 2021.
- The process of ceasing school banking programs has been sensitive to the needs of every school community and honoured the great work of volunteers.

Key Information

- A Financial Literacy Education and School Banking Programs resolution passed in the ACT Legislative Assembly on 10 February 2021. The Resolution called on the ACT Government to:
 - a) Continue to work with students, the ACT Council of Parents and Citizens Association, the Australian Education Union, and the ACT Principals' Association to develop a plan to deliver quality financial literacy education in public schools; and
 - b) Transition away from banks and financial institutions delivering school banking programs in ACT Government Schools by the end of the 2020-2021 financial year.
- Participation of ACT public school students in school banking programs had decreased significantly, from 19% of all ACT K-6 public school students in 2018, to 7% in 2020.
- The majority of school banking programs that operated in ACT public schools were managed by school parents and citizens associations (P&Cs).
- School banking provides revenue paid from providers to P&Cs or schools participating in a school banking program:
 - In 2018, \$36,000 was provided to P&Cs or schools.

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- In 2020, it is estimated that no more than \$20,000 was provided to P&Cs or schools.
- Feedback from P&Cs and schools reported a decrease in student participation in school banking programs for the following reasons:
 - parents choosing to withdraw their child from the program due to negative public attention and mistrust in school banking programs;
 - principals and P&Cs choosing to no longer offer a school banking program at their school;
 - lower participation following the remote learning period; and
 - lack of parent volunteers willing to run the program.
- **42 schools ceased school banking** between 2018 and early 2021.
- Before programs ceased, **school banking was being offered in 12 ACT public schools**. These schools implemented a transition plan to cease school banking by the end of Term 2, 2021.
- The Education Directorate supported schools to cease school banking programs by:
 - communicating to school communities (school newsletter and frequently asked questions fact sheet);
 - promoting ASIC's MoneySmart for Consumers and Investors and MoneySmart for Schools resources;
 - canvassing schools to ascertain and action 'one to one' support as requested;
 - partnering with ASIC to formalise and extend the work ACT schools already do in Financial Literacy Education.

Background Information

- *ASIC's Review of School Banking Programs* was released on 15 December 2020.
- On 29 November 2020, Victoria announced that school banking programs would be banned in Victorian government schools from Term 1, 2021.
- On 10 February 2021, the ACT Government supported an Assembly motion put forward by ACT Greens MLA, Johnathan Davies to transition ACT public schools away from school banking programs. The Assembly Resolution is supported by:
 - the Royal Commission into Misconduct in the Banking, Superannuation and Financial Services Industry (the Royal Commission); and
 - Australian Securities and Investments Commission's (ASIC) Review of School Banking Programs released on 15 December 2020 (ASIC's review).
- School banking programs have been considered recently through the Review of School Banking Programs commissioned by ASIC. Following the Review, ASIC reported that school banking providers could not provide sufficient evidence that their programs resulted in financial capability outcomes.
- The value school communities placed on school banking programs varied, and the decision to offer these programs was at the discretion of individual schools. Student participation in the program run at schools was approved by their families.

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Portfolio: Education and Youth Affairs

PRINCIPAL HEALTH AND WELLBEING

Talking points

- The Education Directorate has a strong focus on principal health and wellbeing which is evidenced in our partnership with ACT Principals Association (ACTPA) and in the **implementation of a Principal Health and Wellbeing Plan** (the Plan) for ACT School Leaders.
- The Plan delivers a range of immediate, short- and long-term initiatives to support the focus on principal health and wellbeing, including:
 - **Principal Coaching and Mentoring Program** –developing a workforce of highly capable school leaders who are supported at all stages of their career.
 - **Post Incident Support Model for Principals and Deputy Principals** -provides differentiated and tailored physical and psychosocial wellbeing supports for school leaders when responding to critical incidents.
 - **Early Career Principals Program** – delivers a series of collaborate and connect engagement opportunities, enterprise skills and leadership development for principals in their first three years.
 - **Complaints Management Reform** – reforms includes working with school leaders as they respond to complaints.
 - **Complex Case Support** – coordination of Education Support Office (ESO) and inter-agency supports to ensure a joined-up approach to managing complex situations.
 - Increased support from the Education Directorate for schools in **incident management capability including post incident support** – strategic and operational management of incidents.
 - **Term calendar of Key Dates for Principals** – ensures alignment of ESO contact with schools as part of the business cycle alignment and reform.
 - School and principal **focused design and delivery via ConnectED and Service Portal** – delivers accessible information for school-based staff that is easy to navigate
 - **Business cycle alignment and reform** – Education Support Office, working with principals to streamline processes, information and supports around the school business cycle. This work further aligns the delivery of financial information and enrolment projections to Principals to ensure they have the information they need at the right time to guide their Performance and Development conversations with staff.
 - **Work Health and Safety and Occupational Violence support team**
- The Education Directorate, through regular engagement with ACTPA, developed a workplan which recognises the linkages between principal health and wellbeing work, ESO business improvement, service standards, leadership capability and enterprise skill development.

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- The nine recommendations of the Plan support health and wellbeing by investing in principal capability and efficacy which translates into increased job satisfaction and means principals are better equipped and skilled in executing their roles.
- The implementation of the Plan is continuously assessed by the Education Directorate and ACTPA through a series of workshops.
- The Education Directorate has received advice and input from national and international experts to ensure principal health and wellbeing is prioritised for our system.
- The impact of COVID-19 connected School Improvement Group with the expert advice of Carol Mutch, Professor of Critical Studies in Education in the Faculty of Education and Social Work from the University of Auckland and UNESCO Advisor on Education Post Disasters. Her advice impacted on how we support school leaders as a system through these challenging times and ensured Directors of School Improvement tailored their approaches to support principal wellbeing.
- Principal health and wellbeing is an ongoing priority and focus, given the impact of world events on society and the critical role our schools play in supporting students and parents in these difficult times.

Key Information

- Principal health and wellbeing is acknowledged by the Education Directorate as an important contributor to retaining and developing high-quality school leaders and positive impact for school improvement.
- Principal health and wellbeing is a key improvement strategy as part of the *Empowered Learning Professionals Leadership Plan 2018-2021* designed to support job confidence and satisfaction.
- In 2021, a **Post Incident Support Model** has been delivered for school leaders with a specific Employee Assistance Program to provide leaders with the personal support required over a period following a critical incident. The model delivers on key improvement strategy four of the *Empowered Learning Professionals Leadership Plan 2018-21* as well as recommendation eight of the *ACT Principals Association Principal Wellbeing* report.
 - The service offers differentiated and tailored physical and psychosocial wellbeing supports for School Leaders and Education Support Office senior leaders when responding to critical incidents in school environments or support for intervention strategies for schools experiencing cumulative incidents or issues.
- School Operations team **provides strategic and operational management of incidents** and proactive support to principals and school leaders. The team does this by using multiple sources of evidence to manage incidents and monitor the functional health of schools. This approach means the team has a comprehensive picture of schools and their climate.

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- **Principal Coaching and Mentoring (PCM) Program** delivers on the third phase of the *Empowered Learning Professionals Leadership Plan 2018-2021* to support principals at all stages of their careers. The coach mentors work alongside the supervisory support and feedback from a Director of School Improvement, creating a strengths-based approach to principal development while ensuring high levels of principal agency.
 - A panel of 14 principal coach mentors was formed at the start of 2021. To date, the program has supported 12 acting principals, five principals in the first year of their appointment and a further five principals who have requested personalised support from a coach mentor.
 - The coach mentors ensure a focus on:
 - Strengthening a collaborative and reflective culture of improvement with a focus on coaching and differentiated support
 - Building the capacity of teachers and leaders to deepen learning; and
 - Support and strengthen leadership wellbeing.
 - The PCM Program deepens work across the Education Directorate in developing a workforce of highly capable school leaders who are supported at each stage and for all aspects of their career.
 - PCM is a 14-month trial with program funding directed to school staffing allocations for both the coach mentor and the principal being coached. This is calculated according to the type of coaching engagement. The funding provides backfill for the participating coach mentor and principal, allowing them to ensure time together. To date, the **program engagements have totalled \$6,499, representing 86 hours of funded program time.**

Background Information

- The Principal Health and Wellbeing Plan was launched in October 2018 with nine recommendations and is aimed at increasing the focus on the mental and physical wellbeing of our principals and to instigate cultural change more broadly.
- The plan has been shaped by our own work with principals in the ACT as well as the *Australian Principal Occupational Health, Safety and wellbeing Survey Report (2019)* by Philip Riley and Sioau-Mai See and addresses recommendations in the ACTPA report on *Principal Wellbeing in ACT Public Schools Report*.
- *The Empowered Learning Professionals Leadership Plan 2018-2021* ensures principal health and wellbeing is a key component of professional conversations with leaders at all levels.
- Phases one and two of the *Empowered Learning Professionals Leadership Plan* provided universal support with an investment in laying the foundations for a system approach to strengthening leadership at all levels bringing coherence and clarity to the capability development of school leadership teams.
- Phase three aims to deepen work across the Education Directorate to develop a workforce of highly capable school leaders who are supported at each stage and for all aspects of their career.

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Portfolio/s: Education and Youth Affairs

AEU SURVEY AND TEACHER SHORTAGE TASKFORCE

(Refer [8.03 Education Directorate Workforce Strategy](#))

Talking points

- On 30 August 2021, the ACT Government announced the establishment of a Teacher Shortage Taskforce (Taskforce) for ACT public schools.
- The ACT Government, through the Education Directorate, is working collaboratively with the Australian Education Union (AEU) (ACT Branch) to progress the important work of this Taskforce.
- The Taskforce met fortnightly from 2 September 2021 until 7 December 2021.
- Meetings will be held every three weeks in 2022 with the first meeting occurring on 17 February 2022.
- The Taskforce have currently **identified 24 actions arising** from meetings. **13 key actions have been finalised** with an additional seven actions in progress. Furthermore, there are four action items yet to have commenced.

Key Information

- The Taskforce is drawing upon the findings of the recently released AEU 2021 Educator Survey and work already underway in the Education Directorate to scope its future workforce needs, implement a whole of system workforce approach and assist each ACT public school to develop its own workforce plan.
- At present, we have **sufficient teachers to meet core requirements** but we experience pressure points in some schools due to workforce supply shortages.
- It is also important to note that our system is growing. ACT public school enrolment has increased by 14% from 2016 to 2021. In the same period, the **number of permanent teachers employed in ACT public schools has increased by 25%**.
- The Taskforce is expected to complete its work and provide a report to the ACT Government by the end of Term 1, 2022.

Background Information

- The Taskforce is made up of representatives from the Education Directorate and the AEU. The Taskforce is considering a range of issues relating to the teacher shortage, including:
 - attraction and retention processes for the teaching workforce,
 - teacher and school leader recruitment processes,
 - covering staff absences,
 - how we utilise our existing workforce and ensure equity across the system,
 - continuity of education (including the practice of splitting classes).

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- The Taskforce will also have the capacity to seek the engagement of other stakeholders, including the Teacher Quality Institute, teacher education providers and relevant experts.
- While the Taskforce is undertaking this important work, the Education Directorate will continue to conduct targeted and strategic recruitment campaigns of teachers and education professionals for the growing ACT public school system.

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Portfolio/s: Education and Youth Affairs

EDUCATION DIRECTORATE WORKFORCE STRATEGY

(Refer [8.02 AEU Survey and Teacher Shortage Taskforce](#))

Talking points

- The *Education Directorate Workforce Strategy 2021-23* (Workforce Strategy) has been designed to deliver improved planning of workforce requirements, participation, and student learning outcomes through an integrated and evidence-based workforce planning framework.
- The **Workforce Strategy is underpinned by six focus** areas that will shape and drive actions across a three-year horizon:
 1. Strategic recruitment of teachers and education professionals to meet current and emerging needs
 2. Evidence-driven and integrated workforce planning to enable our service delivery model
 3. A highly capable, skilled and future-focused workforce
 4. Leadership excellence and development at all levels
 5. Workforce Safety and Wellbeing
 6. A diverse and inclusive workforce to reflect the communities we serve
- Classroom teacher staffing and workforce continue to be a key challenge across the ACT public school system and at a national level.
- Given this, the Education Directorate has accelerated the delivery of projects identified in the Workforce Strategy to respond to current and emerging workforce challenges, specifically staffing and workforce planning over the next 12 months.
- The workforce strategy projects have and will continue to deliver the following supports and outputs, which commenced in Term 3, 2021:
 - A dedicated recruitment hotline and support staff to assist schools with immediate staffing requirements/placements, including optimising the use of casual relief staff
 - Development of a comprehensive strategic recruitment and marketing framework to support attraction of teachers
 - Development of a School Workforce Profile by the School Workforce Planning Project Team to assist schools to review and validate their individual staffing profile alongside their staffing allocation and identify workforce challenges, gaps and needs in the school
 - Co-design the School Workforce Plan with the Principal which outlines critical actions to enable effective workforce management and planning at a school and system level

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Key Information

- Currently, the ACT is experiencing ongoing demand for casual, temporary and permanent classroom teachers across all sectors and all teaching specialisations with the greatest area of need being disability educators.
- The ACT is actively pursuing various short-term and long-term strategies in response to resource challenges, including:
 - National recruitment campaigns for primary and secondary teachers (all specialisations) including a targeted push into New Zealand
 - National recruitment campaign for graduating classroom teachers
 - Initial discussions have commenced with TQI and Access Canberra about the possibility of recruiting Canadian teachers due to a potential oversupply of Canadian teachers
 - Participation in Careers Expos and ad hoc sessions with University of Canberra (UC), Australian Catholic University (ACU) and other tertiary institutions
 - Implementation of Accredited Sponsorship status by Australian Government Department of Home Affairs for visa sponsorship of workers already in Australia
 - Engagement with universities across Australia offering teaching qualifications to communicate with students through established channels, such as career days.
- The project team interviewed school leadership teams from 21 ACT public schools and developed a School Workforce Profile for each school during Term 3 and 4, 2021.
- The Project Team will continue to work with principals from the 21 schools and co-design the School Workforce Plan.
- The School Workforce Planning Project Team will commence work with a further 19 schools during Term 1, 2022.
- Based on the individual School Workforce Profile and Plan, sector/system plans will also be developed, raising common challenges that may require system level interventions.
- The Education Directorate will continue to work collaboratively with principals in the development and implementation of these projects. This engagement will be undertaken primarily through the Teacher Transfer Principal Reference Group, as well as through other existing forums to allow for broad consultation and to gain a deeper understanding of the different needs of individual schools.

Background Information

- In March 2021, the ACT Government launched the Workforce Strategy which will make sure that we have the right workforce, with the right capabilities, in the right capacity, at the right time to deliver learning outcomes for children and young people in the ACT.

ANNUAL REPORT HEARING BRIEF

Portfolio/s: Education and Youth Affairs

STAFFING NUMBERS

Talking points

- The number of staff employed in the Education Directorate (the Directorate) increased from **7,681** at 24 June 2020 to **8,177** at 23 June 2021. The majority of the additional staff were employed in schools to meet increases in student enrolments.
- The Directorate's headcount of **8,177** equates to 31.3% of the 26,141 employees comprising the ACT Public Service.
- A total of **4,004** Directorate employees are employed as classroom teachers. This equates to 49.0% of the Directorate's workforce.
- The total Directorate **6,724.2 FTE** is higher than the 2020-21 Budget employment level of **6,320 FTE**¹ included in the 2020-21 Budget Papers by **404.3 FTE** (or 6.4%).
- The total Directorate **6,724.2 FTE** is higher than the 2020-21 Interim Outcome of **6,553 FTE**² included in the 2021-22 Budget Papers by **171.3 FTE** (or 2.6%).

Key Information

- The EDU workforce consists of two streams. One stream includes the staff who work in ACT public schools. The other comprises the Education Support Office (ESO), who administer programs and functions that support public education in the ACT:

Stream	FTE	Headcount
ACT Public Schools	5,750.1	6,977
ESO	974.1	1,200
EDU Total	6,724.3³	8,177

- The change in EDU FTE and headcount from the 2019-20 Annual Report to the 2020-21 Annual Report is represented in the table below:

Annual Report	FTE	Headcount
2019-20	6,397.9	7,681
2020-21	6,724.3	8,177
Change	+ 326.4 (or 5.1%)	+ 496 (or 6.5%)

- Most of the EDU workforce is employed on a permanent basis:

Engagement Type	Headcount	% of Workforce ⁴
Permanent	5,751	70.3%
Temporary	1,500	18.3%
Casual	926	11.3%

¹ ACT Education Budget Papers, 2020-21

² ACT Education Budget Papers, 2021-22

³ Variance due to rounding

⁴ Variance due to rounding

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- As of 23 June 2021, there were 100 staff employed as Principals in ACT Public Schools (99.8 FTE). There were 62 (62%) female and 38 (38%) male Principals.
- As of 23 June 2021, ESO were led by 21 contract executives (20 FTE). The EDU contract executive were comprised of 12 females (57%) and 9 males (43%).
- As of 23 June 2021, EDU's diversity profile consisted of the following counts of staff. Data as of 5 January 2022 is provided for recent comparison.

Diversity Group	As per Annual Report		As at 5 January 2022	
	Headcount	% of Workforce	Headcount	% of Workforce
Gender – Female	6,113	74.8%	5,978	74.5%
Gender – Male ⁵	2,062	25.2%	2,040	25.4%
Aboriginal and/or Torres Strait Islander	149	1.8%	149	1.9%
Culturally and Linguistically Diverse	1,228	15.0%	1,227	15.3%
People with Disability	194	2.4%	185	2.3%

- The variance in actual FTE data reported in the 2020-21 Annual Report to the data reported in the 2020-21 Budget is due to the data in the Budget papers being represented as an average of actual FTE over the financial year, against the Annual Report data which is represented as workforce numbers reported for the pay period of 23 June 2021. Most casual staff are typically not engaged in stand down periods, so the average FTE over the financial year will be lower than the figure reported in the Annual Report.
- The increase of 3.7% from the 2020-21 Budget employment level [**6,320 FTE**] to the 2020-21 Interim Outcome employment level [**6,553 FTE**] in the 2021-22 ACT Budget Statement F mainly relates to the extension of COVID-19 stimulus initiatives associated with Jobs for Canberrans and supporting casuals (initially budget to cease at the end of December 2020) as well as increased student enrolments in 2021.
- There is currently 1 permanent vacancy (at Red Hill), and 35 temporary vacancies.

⁵ Note that both gender headcount categories exclude employees who do not identify as female or male.

ANNUAL REPORT HEARING BRIEF

Data on increase in teacher numbers

- The following table outlines an increase in teacher numbers, categorised into employment type:

Teachers	2019-20		2020-21		Change	
	FTE	Headcount	FTE	Headcount	FTE	Headcount
Permanent	2,625.2	3040	2,672.1	3,123	+46.9 (1.8%)	+83 (2.7%)
Temporary	337.6	390	339.2	397	+1.6 (0.5%)	+7 (1.8%)
Casual	314.6	364	414.5	484	+99.9 (31.8%)	+120 (33%)
Total	3,277.4	3,794	3,425.8	4,004	+148.4 (4.5%)	+210 (5.5%)

Note: Casual numbers are taken from point-in-time data and may not accurately reflect the increase of casual teachers.

ANNUAL REPORT HEARING BRIEF

Portfolio/s: Early Childhood Development

CHILDREN'S EDUCATION AND CARE ASSURANCE (CECA) INVESTIGATIONS

Talking points

- During the COVID-19 pandemic the safety and wellbeing of children has remained a priority and CECA have continued to assess incidents or complaints.
- CECA has a dedicated investigation team and a team of experienced officers who assess any incidents or complaints.
- CECA has a range of compliance tools available including: administrative letters; compliance notices; compliance directions; suspension powers; enforceable undertakings; conditions upon approvals and, where people pose a risk of harm to children, prohibition from participating in the sector.
- CECA is part of the professional community of practice around reportable conduct and works with ACT Policing, Child and Youth Protection Service, the Working With Vulnerable People Team, and the Senior Practitioner in relation to restrictive practices.
- The ACT has comparatively high rates of notification. This is due to CECA's high level of engagement with the Sector, and providers reporting all legally notifiable matters, including those involving no risk to children.

Key Information

- CECA assessed **1516 notification** between 1 July 2020 and 30 June 2021 (inclusive). The total included **1240 incidents** and **276 complaints**.
- **826 incidents were serious incidents, 351 were "other incidents" and 63 assessed as non-regulatory.**
- **94 complaints were made direct to the Regulatory Authority, and 182 complaints were notified to the Regulatory Authority by approved providers.**
- **59 investigations commenced** during this financial year. Between 1 July 2020 and 30 June 2021, **49 cases that required investigation were closed** of which 5 had been carried over from 2019-2020.
- **19 investigations remained open.**
- Between 1 July 2020 and 30 June 2021, **128 compliance actions were taken.**

Background (Annual Report 2019- 20)

- ACT Education and Care Services notified 637 serious incidents in 2019-20. This represents 227 notifications per 100 services compared to a national average of 138 per 100 services. The rate has been consistently higher than the national average for some time and is at least partly attributable to the responsive regulation approach taken by the Regulator and the small size of the jurisdiction where all services are well known to the Regulator and vice-versa. (Refer **1.09. Report on Government Services**)

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- In 2019-20 CECA assessed 1,318 notifications of incidents or complaints at services. Of those notifications 51 matters were investigated and 8 matters were subject to both investigation and risk audit. Other matters were managed appropriately by the providers who were not relevant to the National Law.
- Major areas of investigation are allegations of harm to children, non compliance staffing arrangements, inadequate supervision and missing or unaccounted for children.

ANNUAL REPORT HEARING BRIEF

Portfolio: Early Childhood Development

EDUCATION AND CARE PLACES: AFFORDABILITY AND AVAILABILITY

Talking points

- The ACT Government is addressing equity and access to quality early childhood education through *Set up for Success: An Early Childhood Strategy for the ACT*. (Refer to **1.03. Set up for Success**)
- Under this strategy the ACT Government is committed to providing universal access to free, quality early childhood education commencing with a day per week in this term of Government.
- The Government commenced implementing the first phase of the *Set up for Success: An Early Childhood Strategy for the ACT* in early 2020. This has included providing free education to **500 priority three year olds** for two days per week, 48 weeks per year and **100 places** for Aboriginal and Torres Strait Islander children in Koori Preschools.
- To continue this very important work the 2021-22 ACT Budget committed **\$12.5 million over four years** to continue the ACT's nation-leading, ten year plan for early childhood education.
- This flagship initiative will improve access to quality early learning and care and reduce costs, starting with the families most in need.
- The *2020 Report on Government Services* shows centre based care and family day care services in the ACT continue to be the most expensive in Australia (Refer **1.09. Report on Government Services**).

Key Information

- The factors informing the cost of long day care in the ACT are set out in a report published in 2017, following a review of affordability of the ACT Early Childhood Education and Care (ECEC) sector.
- Early childhood education and care services are part of a market based system. The cost of services is driven by factors such as:
 - the ACT's high employment rates and per capita incomes;
 - Relatively high property costs;
 - the relatively small cohort of available early childhood workers;
 - uneven interaction between Government and non-Government early childhood services; and
 - our small geographical footprint with higher price tolerances across the whole of the ACT.
- ECEC providers determine the fees they charge. States and Territories have responsibility for regulating the safety and quality of providers and services, but do not engage in price regulation. The Australian Government provides a national Child Care Subsidy system under the *Family Assistance Law*.

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- Since 2001, the **number of centre-based places** across the ACT has **more than doubled**. Centre based services include long day care, school age care, government and independent preschools.
- The current **372 services operating** includes centre based services as well as family day care. In January 2012 there were approximately 280 services in the ACT. Now there are 372, an **increase of 92 services** over eight years.
- **In 2021, 19,734 children** from birth to 5 years-old were accessing an approved centre based service compared to 13,045 children birth-5 years olds in 2012. This is a **51 per cent increase** in that time.
- Report on Government Services data shows that between **2013 and 2016** the workforce who have primary contact with children grew by almost a 1000 staff, which is approximately a **30 per cent increase**.
- As at 30 June 2021, there are approximately
 - **14,500 full time long day care places** available for children preschool age and under in centre-based education and care services.
 - **3,700 full time places** across **76 government preschools**.
 - **1,300 full time places** for preschool aged children in **non-Government preschools**.
 - **10,500 places** in outside school hours care.
- According to the Report on Government Services, released 2 February 2021, approximately 18,215 children aged 0-12 attended a long day care setting, and 5,736 were enrolled in a preschool program in the year before full time schooling.

Background Information

- The ACT has one of the highest uptakes of early childhood education and care services in the country.
- In 2021, **63 per cent** of one year olds, **73 per cent** of two year olds and **79 per cent** of three year-olds **attended centre based services**.
- In February 2016, the then ACT Minister for Education (Minister Rattenbury) commissioned a review to advise Government on cost, access and quality issues related to long day care services in the ACT.
- The review found that the sector has moved from an under supply of places to an oversupply over the last few years. This **oversupply** of places may be as much as **20 per cent**, although the impact is not being evenly experienced across providers in the ACT.

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Portfolio/s: Education and Youth Affairs

ACT NON-GOVERNMENT SCHOOLS

Talking points

- As at the February 2021 census non-government schools (NGS) are responsible for educating approximately **37.5% of all students attending ACT schools**.
- ACT Non-government schools must be registered and must meet the conditions of registration outlined in the *Education Act 2004*, as well as Commonwealth requirements pertaining to funding and governance of the school, and other Territory and Commonwealth legislative and regulatory requirements.
- The Education Directorate is responsible for managing the processes of a non-government school's registration and registration renewal which relies on the school's compliance with the requirements of the ACT *Education Act 2004*.

Key Information

- There are **47 registered Non-Government Schools** comprising **18 independent** schools and **29 Catholic systemic schools** in the ACT.
- During 2021 the **registrations of seven independent schools** and **six Catholic systemic schools** were renewed.
- Some of the 2021 registration renewal processes were conducted without site visits to accommodate the emergency health measures in place in the ACT.
- NGS numbers **decreased by one in 2021** because Canberra Jewish School, did not open in 2021. The school operated as a provisionally registered school with less than 10 student enrolments during 2020.
- On 1 January 2021 the *Education Amendment Act 2020* commenced. Two amendments applied to non-government schools:
 - An amendment to ensure boarding schools comply with the relevant Australian Standard for boarding schools as part of registration and re-registration; and
 - An amendment that ensures the obligation for attending school applies equally to NSW residents who are enrolled in any school in the ACT.
- The Education Directorate is currently consulting on and drafting further amendments to the *Education Act 2004*. It is anticipated the *Education Amendment Bill 2022 (No1)* will be introduced in the Legislative Assembly in the first half of 2022.

Background Information

- The *Education Act 2004* and *Education Regulations 2005* require the proprietor of a NGS to be a corporation and have a complaints policy; and require NGS to have (in summary) policies, facilities and equipment for the delivery of the curriculum and safety of students, to meet boarding school standards, to be financially viable, and comply with the *Education Act 2004*.

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Lead Directorate: Education
TRIM Ref: SUB22/25

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- The Commonwealth *Education Act and Regulations* requires the NGS body approved to receive funding for students enrolled at the school (the Approved Authority) to be (amongst other things) not-for-profit, and fit and proper. The Commonwealth law also requires Approved Authorities (amongst other things) to implement the Australian Curriculum, participate in the national assessment program, comply with disability discrimination laws of the Commonwealth or the Territory, and provide stipulated information. These Commonwealth requirements are not replicated in the *ACT Education Act 2004*.
- Under the terms of former Memoranda of Understanding, Catholic Education Canberra and Goulburn and the ACT Association of Independent Schools agreed to provide to the Minister annual assurances of legislative compliance by their relevant schools and bi-annual reports of critical incidents. With the lapsing of the former memoranda, annual assurances of legislative compliance are no longer made by non-government schools. Planned changes to the *Education Act 2004* relating to NGS will mean that such memoranda are no longer necessary.
- The Future of Education Strategy identifies the review of and amendment to the *Education Act 2004* (the Act), in order to strengthen equity, student agency, access and inclusion.
- A phased approach is being applied to the process of revising the Act. The first tranche of amendments was passed by the Legislative Assembly in February 2019, through the *Child Safety in Schools Amendment Bill 2018*. The second tranche of amendments was passed in August 2020 as the *Education Amendment Act 2020*.

ANNUAL REPORT HEARING BRIEF

Portfolio/s: Education and Youth Affairs

HOME EDUCATION

Talking points

- In the ACT parents and carers have the right to choose an educational setting for their children. Under the *Education Act 2004* ACT parents are able to enrol their children in a school, register them for home education, or both.
- The ACT Government acknowledges the critical importance of ensuring all children and young people receive a high-quality education in an environment that is safe and suitable for learning.
- In June 2020 amendments to the *Education Act 2004* commenced to provide a simplified registration pathway for parents choosing to educate their children at home and clarified the expectations and requirements of home education registration. The changes also supported the ACT Government's commitment to ensure every child and young person has access to a high-quality education.
- During the past three years we have seen **significant growth** in the number of children registered for home education in the ACT:
 - **2019** February census — **305** children and young people were registered
 - **2020** February census — **322** children and young people were registered
 - **2021** February census — **395** children and young people were registered.
- The annual growth of home education registration is higher than enrolment growths in all ACT schools as well as in ACT public schools.
 - From 2019 to 2020, home education registrations increased by 5.6% whilst the growth rate of school enrolments was 2%.
 - from 2020 to 2021, home education registrations increased by 23% while school enrolments increased by just under 2%.
- As a result of annual growth, home education registrations have grown from 0.34% of ACT students in 2016 to 0.48% of ACT students in 2021.
- While the census data clearly demonstrates that home education has grown in the ACT, census data does not fully represent the number of students who are home educated at some point in the year. For example:
 - **Over 170** children and young people **were newly registered** for home education in 2021; and
 - **Over 150** children and young people **left home education during 2021** for a range of reasons – but mostly to return to school, move interstate, or because they had turned 17 years old and were no longer required to participate in compulsory education.

ANNUAL REPORT HEARING BRIEF

Key Information

Table 1- Number, growth rate and proportion of ACT registered home educated students as at February census

Year	2016	2017	2018	2019	2020	2021
Number of registered students	252	271	302	305	322	395
Annual Growth	-	8%	11%	1%	6%	23%
Proportion of total ACT students	0.34%	0.36%	0.39%	0.39%	0.4%	0.48%

Table 2 – ACT Home education data 1 January 2020 – - 31 December 2021

	2020	31 December 2021
Number of <u>cancelled</u> home education registrations	0	0
Number of <u>refused</u> home education applications	0	0

ANNUAL REPORT HEARING BRIEF

Portfolio: Education and Youth Affairs

AUDITOR-GENERAL REPORT: TEACHING QUALITY IN ACT PUBLIC SCHOOLS

Talking points

- During 2020, the ACT Audit Office commenced an Audit into teaching quality in ACT public schools. The Auditor-General's audit focused on assessing the effectiveness of the Education Directorate's strategies and activities to improve the quality of teaching practices in ACT public schools.
- The Auditor-General's Report No. 6/2021 'Teaching Quality in ACT public schools' (the Report) was tabled in the ACT Legislative Assembly on 23 June 2021. **The Report made 14 recommendations.**
- The Government Response to the Report was tabled in the Legislative Assembly during November 2021 sitting period, and agrees or agrees in-principle with all 14 recommendations.
- The Report acknowledges the significant work of the ACT Government in prioritising and improving the quality of teaching practices across ACT public schools.
 - In particular, the report notes: "The Education Directorate recognises the importance of improving teaching quality for the purpose of enhancing student performance. Since 2014, strategic planning and government-led initiatives have identified priorities to improve the quality of teaching practices across ACT public schools."
- The ACT Government is committed to supporting opportunities for the continuous improvement of teaching professional practice, which is critical for positive student outcomes.
- The Education Directorate provides professional learning and ongoing support to its teaching workforce to improve their professional practice, including:
 - Professional learning that is accredited by the Teacher Quality Institute.
 - Targeted professional learning and support for new and early educators, to strengthen their practice and ways of improving it throughout their careers.
 - A robust school improvement methodology and use of the National School Improvement Tool.
- The ACT Government is encouraged by the Auditor-General's Report while acknowledging the importance of continuing to strengthen systems as the directorate works to improve teaching quality in our ACT public schools.
- The Education Directorate is working to implement the Government Response.
- Timeframes to respond vary across the recommendations with a number relating to broader changes and continuous improvement activity.
- To support implementation, the Education Directorate is establishing a committee that will inform system wide improvements to teaching quality.

ANNUAL REPORT HEARING BRIEF

Key Information

- On 5 October 2021 the Standing Committee on Education and Community Inclusion resolved to conduct an inquiry into the ACT Auditor-General's Report 6/2021: Teaching Quality in ACT Public Schools.
- The Standing Committee on Education and Community Inclusion called for public submissions on 29 November 2021, submissions close on 28 February 2022.
- The ACT Government intends to make a submission to the Inquiry.

Background Information

- The Auditor-General's 'Teaching Quality in ACT Public Schools' audit focused on assessing the effectiveness of the Directorate's strategies and activities to improve the quality of teaching practices in ACT public schools. The key audit criteria focussed on:
 - strategies for teaching quality,
 - school improvement,
 - professional learning and development, and
 - teaching workforce management.
- A number of the findings that the auditor articulated in the report included:
 - the Education Directorate and the ACT Teacher Quality Institute collaborate extensively to ensure the ongoing professional learning requirements of ACT public school teachers are met.
 - since the implementation of the Directorate's 2018-2021 Strategic Plan, there has been a significant increase in school leader confidence as instructional leaders, through the implementation of the empowered learning professionals plan and associated leadership forums and symposiums.
 - the Education Directorate provides targeted professional learning and support for new and early educators, to strengthen their practice and ways of improving it throughout their careers
 - the Education Directorate supports a School Improvement methodology, including supporting schools to improve their practice against the domains identified in the National School Improvement Tool. This tool provides a robust framework and associated supports that assists schools in their continuous cycle of improvement, including teaching practice.

ANNUAL REPORT HEARING BRIEF

Portfolio/s: Education and Youth Affairs

CAMPBELL PRIMARY SCHOOL MODERNISATION PROJECT PROCUREMENT

Talking points:

- The ACT Government acknowledges the Auditor-General's Performance Audit Report into the procurement of the Campbell Primary School Modernisation Project.
- Audit processes are an important part of the accountability and transparency framework for the ACT public service.
- The Education Directorate and Major Projects Canberra have fully cooperated with the audit. They have worked constructively with the Auditor-General and the ACT Audit Office throughout the process.
- The ACT Government welcomes the recommendations and will formally respond to the Audit in due course.
- The procurement of vital school infrastructure is appropriately subject to scrutiny to ensure both value-for-money and effective public administration.
- In this instance the delegate formed a view about how best value-for-money could be achieved, as is permitted under the procurement guidelines.
- Notwithstanding, the Education Directorate has acknowledged the findings made by the Auditor-General regarding probity and process issues and the need for robust supporting documentation on decision making.
- The Education Directorate will take further action to ensure the probity of our procurement processes and will fully implement the Government's response to the audit.
- This includes specific consideration of probity management and the provision of additional independent probity advice and training for tender evaluation panels.

Campbell Primary School works

- The Education Directorate is confident in the quality of the modernisation work that is currently being undertaken at Campbell Primary School.
- The project will deliver new classrooms that support both group and independent learning, a dedicated STEM classroom, and connection to outdoor education and play areas.

Key Information

- The Auditor General released a Performance Audit Report into 'Campbell Primary School Modernisation Project Procurement' in mid December 2021.

ANNUAL REPORT HEARING BRIEF

Background Information

- The audit report was presented to the Speaker on 22 December 2021.
- The audit considered the procurement for design and construction services for the Campbell Primary School Modernisation Project
- Lendlease and Manteena submitted tenders for the Campbell Primary School Modernisation Project. The project was awarded to Lendlease.
- The audit found that the decision to award the tender was not based on the weighted evaluation criteria with which the Territory approached the market and sought tenders; the evaluation criteria were effectively re-weighted and re-prioritised. Accordingly, probity was not demonstrated in the procurement process to 'deal fairly, impartially and consistently with suppliers'.
- The audit also found a number of governance and administrative shortcomings in the procurement process. These relate to the documentation of roles and responsibilities, procurement risk management (including probity risk management), the use of Confidentiality and Conflict of Interest Undertaking forms by participants and communication processes with tenderers.
- The report makes six recommendations for improvement.

ANNUAL REPORT HEARING BRIEF

Portfolio: Education and Youth Affairs

AUDITOR-GENERAL REPORT – REPAIRS AND MAINTENANCE

Key Information

- The ACT Audit Office undertook a performance audit in the second half of 2019 to provide an independent opinion to the Legislative Assembly on the efficiency and effectiveness of repairs and maintenance activities of ACT public school infrastructure.
- The final audit report was presented on 19 December 2019.
- The final report made a total of **eight recommendations**, which were all supported by the Government in the response presented in April 2020.
- The report highlighted that the Education Directorate has a sound framework for the management of school infrastructure activities, including repairs and maintenance activities.
- The report also noted that the Education Directorate had not fully implemented its asset management framework and could improve the supporting systems and processes.
- Since the report, the Directorate has:
 - Created the Asset Strategies team to manage the ongoing development and implementation of existing and new asset management strategies, processes and policies as identified in the audit report;
 - Engaged a suitable and experienced external consultant to assist in these activities and to enhance the contemporary content; and
 - Undertaken ongoing stakeholder engagement as required in the development of these systems.
- Reporting on the implementation and progress of these works is regularly provided to the Education Directorate's Audit and Compliance Committee and Executive Group Committee.

Background Information

- An update of progress against the recommendations at February 2022 is in the following table table:

Cleared as complete and accurate: 18/02/2022
Cleared for public release by: Executive Group Manager
Contact Officer name: Andrew Parkinson
Lead Directorate: Education
TRIM Ref: FILE2022/25

ANNUAL REPORT HEARING BRIEF

Recommendation No	Recommendation	Government response	Progress to date
1.	The Education Directorate should revise Module 7 of the School Management Manual to clearly identify responsibilities for repairs and maintenance activities between the Infrastructure and Capital Works Branch and schools, and in doing so ensure that there is consistency and clarity in language in both Module 7 and the building condition assessments reports.	Agreed - A review of Module 7 of the School Management Manual will commence this year.	The review of the School Management Manual Module 7 will be undertaken once the updates to the Directorate's Strategic Asset Management Framework and Plan (Module 7 drivers) have been completed. The Framework and Plan have been revised and updated in draft, and are currently under review with stakeholders.
2.	The Education Directorate should complete the development of property quality standards and incorporate them into the asset management system. Property quality standards should then be used to assess the performance of assets and identify if the assets are being appropriately used, maintained and are fit for purpose.	Agreed - Property quality standards will be developed and incorporated into the asset management system. This information will be combined with condition information to provide data for analysis of asset use and maintenance approaches.	The current Property Quality Standards within the asset management system will be reviewed and updated upon finalisation of the Strategic Asset Management Framework and Plan, further ensuring alignment with the Directorate's Asset Management Objectives. Targets and Key Performance Indicators against the Property Quality Standards will also be updated.
3.	The Education Directorate should develop operational asset management plans for its school infrastructure assets. The plans should contain information to inform long term strategic asset planning for the Education Directorate and should address matters such as responsibility for the asset, arrangements for monitoring asset performance, operational training and estimated operating costs.	Agreed in principle - The Education Directorate supports the development of operational asset management plans in all schools. This work will follow the development of the annual maintenance plans, subject to budgetary constraints.	Operational Asset Management Plans have been drafted, and are currently being reviewed by stakeholders.
4.	The Education Directorate should prepare and execute comprehensive annual maintenance plans for school infrastructure assets, which outline the specific tasks which are to be undertaken during the year as well as the estimated resources and cost of maintenance activities. The annual maintenance plans should align with, and support, operational asset management plans to be developed as part of Recommendation 3.	Agreed - The development of annual maintenance plans has commenced with the appointment of School Network Support Officers. As part of their role, the Network Officers work with schools to identify the annual maintenance actions and forecast costs.	The finalisation of the Operational Asset Management Plans will provide the technical basis for these plans to be updated. This will provide alignment and "line of sight" with the Directorate's updated Strategic Asset Management Framework and Plan.

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5.	<p>The Education Directorate should:</p> <p>a) recommence its rolling program of building condition assessments; and</p> <p>b) populate its asset management information system, SPM Assets, with the results of the building condition assessments in order to facilitate and inform asset maintenance planning.</p>	<p>Agreed - a) Recruitment of a new team of Infrastructure and Capital Works, School Network Support Officers has been undertaken. All four of these officers have commenced with the Directorate. Building condition assessments are being conducted by the School Network Support officers.</p> <p>b) In conducting the building condition assessments, data is entered into the asset management information system directly and is immediately available for reporting and asset maintenance planning.</p>	<p>A Condition Assessment detailed scope of works is currently being finalised with consideration of delivery options to undertake the next round of inspections.</p>
6.	<p>The Education Directorate should develop baseline data for the cost of activities undertaken under the Service Level Agreement. Expectations should be developed for the benefits that the Service Level Agreement aims to provide and the expectations should be periodically reviewed to inform the performance of the Service Level Agreement.</p>	<p>Agreed - Baseline data for the ACT Property Group Service Level Agreement has been developed. This data will be used to review performance throughout 2020. A review of the expectations of the Service Level Agreement was undertaken during 2020.</p>	<p>The review and significant update to the Service Level Agreement with ACT Property Group is underway. Part of these updates will include regular performance reviews of the agreement.</p>
7.	<p>The Education Directorate should state the purpose and scope of the Specific Works Program and prepare guidelines and funding criteria. Record keeping should be improved with all funding decisions comprehensively recorded.</p>	<p>Agreed - The usefulness of the Specific Works Program will be reviewed in the first half of the year to determine whether this program should continue in operation.</p>	<p>This Program has been superseded by a Government Election commitment to spend \$99m over four years on school upgrades. A new prioritisation and decision making framework for future works is included in the review and update of the Directorate's Strategic Asset Management Framework and Plan.</p>

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ANNUAL REPORT HEARING BRIEF

<p>8.</p>	<p>The Education Directorate should review: a) the methods used to record repair and maintenance activities, and the expenditure on repairs and maintenance, with a view to achieving consistent and consolidated reporting; and b) the operation of the School Operational Allocation, to determine why schools exceeded their maintenance component allocations in 2017 and 2018.</p>	<p>Agreed - a) The methods used to record repair and maintenance activities will be reviewed during the year with recommendations for any changes to be provided to Government by the end of 2020. b) A detailed review of School Operational Allocation expenditure was undertaken during the first half of 2020.</p>	<p>Review and consideration regarding consolidation of the various Directorate financial reporting systems for school maintenance is yet to commence, but is expected to be completed within the 2022 calendar year. A review of the School Operational Allocation funding is being considered pending appropriate resource allocation. A review of the expenditure on maintenance by schools in 2017/2018 is no longer considered necessary.</p>
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LEGISLATIVE ASSEMBLY
FOR THE AUSTRALIAN CAPITAL TERRITORY

COMMITTEE SUPPORT

WITNESS LIST FOR COMMITTEE AND HANSARD

To assist the Committee with its records and Hansard in recording the appearance of all officers who are likely to give evidence to the Committee, you are requested to provide the following information. Please return this information electronically to the Committee Secretary

Hearing Date & Time: Friday, 25 February 2022, 1:00pm – 3:00pm	
Title / Full name / Position / Branch or Division / Department or Agency	Portfolio area
Ms Yvette Berry, MLA	Minister for Education and Youth Affairs Minister for Early Childhood Development
Ms Katy Haire, Director-General, EDU	Education and Youth Affairs Early Childhood Development
Ms Jane Simmons, Deputy-Director General, EDU	Education and Youth Affairs Early Childhood Development
Ms Nicole Moore, A/g Deputy-Director General System Policy and Reform, EDU	Education and Youth Affairs Early Childhood Development
Ms Kate McMahon, Executive Group Manager Service Design and Delivery, EDU	Education and Youth Affairs Early Childhood Development
Mr David Matthews, Executive Group Manager Business Services, EDU	Education and Youth Affairs Early Childhood Development
Mr Mark Huxley, Executive Group Manager School Improvement, EDU	Education and Youth Affairs Early Childhood Development
Mr Martin Watson, Executive Director, Board of Senior Secondary Studies	Education and Youth Affairs

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Hearing Date & Time: Friday, 25 February 2022, 1:00pm – 3:00pm	
Title / Full name / Position / Branch or Division / Department or Agency	Portfolio area
Ms Coralie McAlister, Chief Executive Officer, Teacher Quality Institute	Education and Youth Affairs
Mr Sean Moysey, Executive Branch Manager Early Childhood Regulation and Non-Government Schools, EDU	Education and Youth Affairs Early Childhood Development
Mr Robert Gotts, Executive Branch Manager Analytics and Evaluation, EDU	Education and Youth Affairs Early Childhood Development