

OPEN ACCESS INFORMATION SCHEME

2018 Q2 (APRIL TO JUNE) – QUESTION TIME BRIEFS

Record Number	Description	Record Date	Decision (Full release, Partial release, Non-release)	Reason for Partial release or Non-release
1	Irregular Enrolments at ACT Public Schools	20180403	Full release	
2	Land Release for Non-Government Schools	20180403	Full release	
3	School Planning	20180403	Full release	
4	Future of Education	20180416	Full release	
5	Support for Students with Disabilities	20180417	Full release	
6	Healthcare Access at School (HAAS)	20180418	Full release	
7	International Students – Fee Exemptions	20180418	Full release	
8	International Students – Full Fee Paying	20180418	Full release	
9	Schools for All Implementation	20180418	Full release	
10	Escalation Process for Reports of Bullying in Schools	20180419	Full release	
11	Mental Health and School Psychologists	20180419	Full release	
12	Respectful Relationships Education in ACT Public Schools	20180419	Full release	
13	Safe and Inclusive Schools Initiative	20180419	Full release	
14	Safe and Supportive Schools (including Bullying)	20180419	Full release	
15	Suspensions in Canberra Public Schools	20180419	Full release	

16	Withdrawal Spaces in Schools to Support Students with Challenging Behaviours	20180419	Full release	
17	Aboriginal and Torres Strait Islander Education Programs	20180423	Full release	
18	Aboriginal and Torres Strait Islander Scholarship Programs	20180423	Full release	
19	Closing the Gap in Education - Attendance	20180423	Full release	
20	Closing the Gap in Education – Literacy and Numeracy	20180423	Full release	
21	Closing the Gap in Education – Year 12 Attainment	20180423	Full release	
22	Gifted and Talented Education	20180423	Full release	
23	Koori Preschool Program	20180423	Full release	
24	Science, Technology, Engineering and Maths (STEM)	20180423	Full release	
25	Implementation of the National Disability Insurance Scheme and Early Intervention	20180426	Full release	
26	Budget 2017-18 Schools Capital Works	20180427	Full release	
27	Car Parks and Traffic Safety Program	20180427	Full release	
28	Condition of ACT Public Schools	20180427	Full release	
29	Heating and Cooling ACT Public Schools	20180427	Full release	
30	School Capacity Issues	20180427	Full release	
31	Learn Anywhere Students Use of ICT in Schools	20180430	Full release	
32	NAPLAN Online	20180430	Full release	
33	North Gungahlin Schools	20180430	Full release	
34	NSW Enrolments	20180430	Full release	
35	Personal Electronic Device (Bring Your Own Device) Policy	20180430	Full release	

36	Priority Enrolment Areas	20180430	Full release	
37	Technology Enabled Learning – Devices for Secondary Students	20180430	Full release	
38	** Not used **			
39	Auditor-General’s Audit on Performance Information in ACT Public Schools	20180503	Full release	
40	Auditor-General’s Audit on Accountability and Strategic Indicators	20180503	Full release	
41	National Assessment Program – Literacy and Numeracy Results and Participation	20180503	Full release	
42	Performance of the ACT Education System	20180503	Full release	
43	Future of Education	20180516	Full release	
44	International Students – Fee Exemptions	20180517	Full release	
45	International Students – Full Fee Paying	20180521	Full release	
46	Early Childhood Advisory Council	20180522	Full release	
47	Lifting Our Game Report	20180522	Full release	
48	Universal Access to Early Childhood Education	20180522	Full release	
49	2018 Federal Budget for Early Childhood	20180523	Full release	
50	Bullying and Cyberbullying	20180523	Full release	
51	Support for Students with Disabilities	20180523	Full release	
52	Suspensions in Canberra Public Schools	20180523	Full release	
53	Aboriginal and Torres Strait Islander Education Programs	20180529	Full release	
54	Aboriginal and Torres Strait Islander Scholarship Programs	20180529	Full release	

55	Children's Education and Care Assurance (CECA) Investigations	20180529	Full release	
56	Closing the Gap in Education - Attendance	20180529	Full release	
57	Closing the Gap in Education – Literacy and Numeracy	20180529	Full release	
58	Closing the Gap in Education – Year 12 Attainment	20180529	Full release	
59	Commonwealth Education Funding	20180529	Full release	
60	Education and Care Places: Affordability and Availability	20180529	Full release	
61	Family Day Care Fraud and Quality	20180529	Full release	
62	Gifted and Talented Education	20180529	Full release	
63	Growth in Qualified Early Childhood Education and Care (ECEC) Work Force	20180529	Full release	
64	Health and Safety Requirements	20180529	Full release	
65	Healthcare Access at School (HAAS)	20180529	Full release	
66	Implementation of the National Disability Insurance Scheme and Early Intervention	20180529	Full release	
67	Irregular Enrolments at ACT Public Schools	20180529	Full release	
68	Islamic School of Canberra (ISC) and Commonwealth Registration Funding Concerns	20180529	Full release	
69	Koori Preschool Program	20180529	Full release	
70	Learn Anywhere Students Use of ICT in Schools	20180529	Full release	
71	Mental Health and School Psychologists	20180529	Full release	
72	NAPLAN Online	20180529	Full release	
73	NSW Enrolments	20180529	Full release	
74	Occupational Violence	20180529	Full release	

75	Personal Electronic Device (Bring Your Own Device) Policy	20180529	Full release	
76	Respectful Relationships Education in ACT Public Schools	20180529	Full release	
77	Safe and Inclusive Schools Initiative	20180529	Full release	
78	School Planning	20180529	Full release	
79	Schools for All Implementation	20180529	Partial release	Schedule 2, 2.2(a)(ii) – personal information of an individual has been redacted to protect their right to privacy
80	Science, Technology, Engineering and Maths (STEM)	20180529	Full release	
81	Teaching Conditions: ACT Comparisons With Other Jurisdictions	20180529	Full release	
82	Technology Enabled Learning – Devices for Secondary Students	20180529	Full release	
83	Withdrawal Spaces in Schools to Support Students with Challenging Behaviours	20180529	Full release	
84	Aluminium Composite Panels in ACT Schools	20180530	Full release	
85	Asbestos Containing Materials in ACT Public Schools	20180530	Full release	
86	Budget 2017-18 Capital Works	20180530	Full release	
87	Car Parks and Traffic Safety Program	20180530	Full release	
88	Cleaning Contractors in Schools	20180530	Full release	
89	Condition of ACT Public Schools	20180530	Full release	
90	Heating and Cooling in ACT Public Schools	20180530	Full release	

91	National Assessment Program – Literacy and Numeracy Results and Participation	20180530	Full release	
92	North Gungahlin Schools	20180530	Full release	
93	Performance of the ACT Education System	20180530	Full release	
94	Priority Enrolment Areas	20180530	Full release	
95	School Capacity Issues	20180530	Full release	
96	Auditor-General’s Audit on Performance Information in ACT Public Schools	20180531	Full release	
97	Auditor-General’s Audit on Accountability and Strategic Indicators	20180531	Full release	
98	Funding for Canberra Public Schools and Non-Government Schools	20180531	Full release	
99	Land Release for Non-Government Schools	20180531	Full release	

36.

Portfolio: Education & Early Childhood Development

ISSUE: IRREGULAR ENROLMENTS AT ACT PUBLIC SCHOOLS

Talking points:

- The government is committed to maintaining an equitable enrolment system for ACT public schools, particularly for schools experiencing enrolment pressures.
- I do not accept that a very short term rental, say of a bedsit for a few weeks within a school PEA, by people who own a house elsewhere within the ACT, or somewhere in NSW, is consistent with my responsibility to provide priority to children at their neighbourhood school.
- I am not suggesting that this is a major issue, or that we go back and conduct an audit. Nor am I talking about throwing children out of schools once they've started. However, in the interest of equity of access, I have asked the Directorate to pay close attention to school enrolments and ensure that families actually are resident where they say that they are. I want people within a school enrolment area to be confident that their opportunities are not being impacted by people taking these 'irregular' approaches.

Key Information

- A communications plan that outlines how the Directorate will address this issue and how it will engage with the ACT school community in a fair and respectful way is being prepared.
- The *ACT Education Act 2004* requires that I give priority to the enrolment of children in the Government school in their neighbourhood. The Education Directorate determines the meaning of neighbourhood through the establishment of Priority Enrolment Areas (PEA) for each school, within which schools are required to accept enrolment applications.
- The principal criterion used by schools to determine eligibility for enrolment is the residency of a family within the school PEA. Schools seek evidence of residency within a PEA, and this is usually demonstrated through the provision of evidence of ownership of a residence, or of the rental of a residence.
- Where ACT public schools are not at capacity, they are free to accept out of area enrolments.

QUESTION TIME BRIEF

- A small number of schools in the ACT, such as Telopea Park High School, Garran Primary, Aranda Primary and Lyneham High, receive far more enrolment applications than the schools can accept. As a consequence, there have been a number of suggestions from the community that some parents ensure enrolments in these popular schools in 'irregular' ways.
- It concerns me that to get around this situation, some families might take advantage of our essentially trust-based system here in the ACT and provide addresses for enrolment purposes that do not match their actual residences. I have asked the Directorate to pursue this issue and to provide me with further advice. I would like to be confident that the opportunities for some families are not being negatively impacted by other families taking an 'irregular' approach to enrolments?

35.

Portfolio/s Education & Early Childhood Development

ISSUE: LAND RELEASE FOR NON-GOVERNMENT SCHOOLS

Talking points:

- The government continues to support non-government schools in the ACT through the registration of non-government schools and the release of land in growth areas of the ACT.
- Education officials are working closely with officials in the Environment, Planning and Sustainable Development Directorate to finalise the land release process for potential non government schools in Molonglo and West Belconnen, in accordance with the 2017-18 indicative land release program.
- Information on the land release process will be publicised widely via government websites.

Key Information

- The allocation of land for community purposes is primarily the responsibility of the Minister for Planning and Land Management, while the approval to operate a non-government school is my responsibility. Further information on non-government school registrations is available in the fact sheet Non-government School Registration Summary.
- The ACT Government Indicative Land Release Program for 2017-18 to 2020-21 identifies land for non-government school sites in West Belconnen in 2019-20 and North Wright for 2018-19.
- The Environment, Planning and Sustainable Development Directorate is finalising information on the sites and the land release process for non-government schools.

New land release process

- The new Expression of Interest (EOI) process which is currently being finalised by the Environment, Planning and Sustainable Development Directorate and my Directorate will implement the Government's commitment under the Indicative Land Release Program. The EOI process will address the present legislative anomaly between the Planning and Development Act 2007 (the Planning Act), the Planning and Development Regulation 2008 and Education Act 2004 (the Education Act) which has resulted in non-government schools being unable to obtain registration or acquire land under the direct sales process without already being registered to operate a school.

QUESTION TIME BRIEF

- The existing direct sale process operates on a 'first come, first served' basis with no comparative assessment of proponents, and the Education Act requires non-government education institutions to be registered before land can be sold via direct sale.
- Consequently, only established non-government education providers are able to operate in the ACT market by claiming that the “new” school site is an additional campus, rather than an entirely new establishment. This has resulted in a lack of diversity within the Territory’s non-government school sector.
- Land zoned for a non-government school is not a finite resource. The establishment of the EOI process for non-government school sites as they are released, will enable Government to identify the organisation best able to develop and deliver a non-government school and associated facilities. The aim is to ensure the successful proponent most efficiently and effectively utilises the land and provides ongoing benefit to the broader community.
- Once finalised, the new process for releasing a non-government school site will ensure there is greater equity, transparency and accountability of process. Moreover, the EOI process will provide opportunities for proponents to present their proposals and encourage market diversity, while not placing disproportionate costs and administrative burdens on the non-government school sector.
- The EOI process will ensure that proponents continue to meet my statutory responsibilities as the Minister for Education, and the legislative requirements set out by the Minister for Planning and Land Management under the Planning Act. The Government is in the process of finalising the EOI process to achieve these outcomes, and some legislative changes may be required. We are aware that there is interest in establishing non-government schools in growth areas within the ACT.

34.

Portfolio/s Education & Early Childhood Development

ISSUE: SCHOOL PLANNING

Talking points:

- The government is committed to deliver new school capacity in growing locations of the ACT.
- Public school enrolments across the ACT are projected to grow at an average 3.4 per cent per annum over the period 2018-27. The distribution of the growth varies across the act, with growth fronts in the north and northwest of Canberra.
- New public schools are due to open in Taylor in 2019 and in Denman Prospect in the following years.
- Planning is underway for new public schools in Gungahlin and in West Belconnen, plus expansions to the Franklin Early Childhood School and the Gold Creek School.

Key Information

- A program of school infrastructure planning is in place to address current and future needs for public school education in the ACT. The Education Directorate works with the Environment, Planning and Sustainable Development Directorate to ensure the availability of suitable land for new schools.
- The Directorate undertakes student enrolment projection modelling using information from land release data, sales data, birth data, dwelling occupation forecasts, school census and school capacities data.
- Planning for a new public school requires approximately five years from emerging evidence of the need for a new school to opening. The Directorate is assessing a number of potential new school sites, the majority in Gungahlin and in Molonglo.
- A number of areas in the ACT are subject to urban infill, placing demand on existing public school infrastructure. Evidence of school enrolment pressure is analysed to determine likely trends and solutions are explored including:
 - reducing out-of-area enrolments
 - adjusting the priority placement area boundary
 - planning for a temporary capacity increase (transportable buildings)
 - planning for medium term capacity increase (modular design buildings)
 - planning for a permanent capacity increase (school expansion)

Cleared as complete and accurate: 03/04/2018

Cleared by: Director

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Lead Directorate:

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QUESTION TIME BRIEF

- changing the structure of the school.
- Requests for new non-government schools are referred to the Directorate for advice on their viability and impact on public schools. Non-government schools arrange their own site planning and construction through the Environment, Planning and Sustainable Development Directorate.
- The Directorate is working closely with the Environment, Planning and Sustainable Development Directorate to streamline processes associated with the release of land to the non-government school sector.
- Potential sites for non-government schools have been identified by the Environment, Planning and Sustainable Development Directorate in Molonglo and West Belconnen.
- Further information on non-government school registrations is available in the fact sheet Non-government School Registration Summary.

New public school locations	School type	Opening
Taylor (Gungahlin)	Preschool to year 6	Term 1, 2019
Potential new public school locations	School type	Estimated opening
Denman Prospect (Molonglo 2)	Preschool to year 6	2021
East Gungahlin	Preschool to year 10	2022
Denman Prospect (Molonglo 2)	Year 7 to year 10	2024 - 2025
Group Centre (Molonglo 2)	To be advised	To be advised
Whitlam (Molonglo 3)	Preschool to year 6	2024 - 2025
Riverview (West Belconnen)	To be advised	To be advised

1.

Portfolio/s: Education & Early Childhood Development

ISSUE: FUTURE OF EDUCATION
Talking points:

- Since February 2017 we have been talking to the community about what you want for the future of schools and education in the ACT.
- We have heard from over 4,500 individuals - from school communities, parents and carers, teachers, students, community organisations and the broader community.
- We're recently conducted a second round of consultation to test the feedback through a series of workshops in March 2018. These workshops helped give shape to the strategy.
- We're preparing material for Cabinet consideration in June.

Key Information:

- Release of the Future of Education themes document in August 2017 made visible initial community input, providing clearer focus and more targeted input.

Transitions	Learning for the future	Real life skills	Consistency between schools	Individualised learning
Inclusion	Collaboration	Measurement & Evaluation	Pathways	Valuing Educators

- Four focus areas are emerging that could provide the foundations for the strategy and would provide for a long term vision of educational improvement that is evidence based and underpinned by concrete and targeted actions.
 - Students as people in schools where young people love to learn; including a culture of high expectations, family engagement, curriculum based on a necessary life skills such as critical thinking, collaboration, and creativity and values such as well-being, resilience, empathy and citizenship.

Community input has particularly outlined the importance of wellbeing, positive relationships and a sense of belonging for our young people across all educational environments.

Cleared as complete and accurate: 16/04/2018

Cleared by: Director

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QUESTION TIME BRIEF

- Building the teaching profession; including collaboration across and within the system, recruitment and retention and support strategies.

Community input speaks to the importance of quality teaching and teachers and of providing system support to enable teachers to meet the needs of all students, particularly disadvantaged young people.

- Schools 'in' communities: - building stronger bonds with and across all sectors to effectively collaborate and provide holistic supports for learners. This foundation reflects strong feedback from the ACT community regarding 'Schools as a Hub' projects, integrating multi-agency outreach services on site.
- Systems which focus on equity and quality; including ensuring schools are networked, offer smooth transitions within and across schools, have good access to data and evaluation and good welfare supports.

Community input outlined the importance of your focus on equity (as integral to quality) and of offering a range of pathways and flexible delivery options for students, and of having coherent centralised supports for schools.

- A fifth foundation acknowledges the essential role of high quality early childhood education and care and will act as a key enabler for the strategy. This foundation acknowledges my commitment to equity extends to improving access to quality Early Childhood education.
 - Investing early: Understanding that young people come to formal schooling with a range of experiences and backgrounds and that quality early childhood education is a critical foundation for successful learning in schooling and life.
- Key stakeholder groups engaged in workshops throughout March to help us move from 'hearing' to 'doing'.

Background Information

- In February 2017, the ACT Deputy Chief Minister and Minister for Education and Early Childhood, Yvette Berry, made a statement in the ACT Legislative Assembly emphasising the core value of equity in the ACT school and early childhood education and care systems and the benefits that accrue when equity is achieved.
- We are consulting broadly and deeply with the ACT Community throughout 2017 and 2018 to answer the central question "What do we want and expect from our school and early childhood education systems, are they providing it and what might need to change?"
- A partnership approach underpins the consultation, with a small group of community partners advising the Minister throughout all stages of the Future of Education conversation. Community partners are representative of the Early Childhood, Community, Government and Education sectors.

Cleared as complete and accurate: 16/04/2018

Cleared by: Director

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Lead Directorate: Education

23.

Portfolio/s Education & Early Childhood Development

ISSUE: SUPPORT FOR STUDENTS WITH DISABILITIES**Talking points:**

- All ACT public schools provide reasonable adjustments to meet the needs of individual students.
- In ACT public schools students who meet the ACT Student Disability Criteria can access the Inclusion Support Program (ISP) in mainstream classes, support in specialist classes (Learning Support Units, Learning Support Centres and Learning Support Units Autism) and through access to specialist schools. Hearing and Vision itinerant support is also provided to schools to support eligible students.
- A new policy framework and resourcing model to support the needs of students with disability is being developed as part of the Student Resource Allocation (SRA) Program and is linked with the Future of Education strategy development.

Key Information

- The August 2017 school census shows 2313 students in ACT public schools accessing disability education programs and services.
- Across the system, schools are provided with additional resources, including staff, professional learning and expert guidance to make reasonable adjustments to support the access and participation of students with disability.
- The ACT Government has invested in a number of training courses to build the capability of teachers in ACT public schools to enable them to better support students with disability.
- With a mix of face-to-face and online learning opportunities, teachers and other school staff can access quality professional learning when they need it and at times that suit them. There are a number of high quality face to face professional learning opportunities for staff including wellbeing workshops and trauma training.

Students with Autism

- Data informing the August 2017 school census identified 733 students with a diagnosis of Autism Spectrum Disorder (ASD) across Kindergarten to Year 12 in ACT public schools. Students with autism are enrolled in a range of programs and ACT public schools:

- 343 students are enrolled in in mainstream classes with support through the Directorate's Inclusion Support Program resourcing
- 270 students are enrolled in Learning Support Centres and Learning Support Units within mainstream settings, which provide smaller group sizes and increased teacher to student ratios.
- 120 students are enrolled in one of four ACT Specialist Schools.
- Placement in disability education programs is based on the need of the individual student and decisions about placement are made in consultation with parents, carers, families and schools. Students participating in these programs have an Individual Learning Plan (ILP), developed collaboratively by parents, carers, the school, and the student themselves when appropriate.

Disability Standards for Education e-learning

- Since 2017 the online training course for Disability Standards for Education 2005 (DSE) has been mandated for all school-based employees and targeted areas with the Education Support Office. The objective of the training is to ensure all staff are aware of their obligations under the *Disability Discrimination Act 1992* and the DSE.
- The course provides training specific to a wide range of settings including preschools, primary schools, high schools, senior secondary colleges and Education Support Office . This training is now part of the Directorate's mandatory online induction program.

Targeted courses

- The Directorate offers online targeted courses, based on international expertise and adapted to local needs to build the capacity of teachers and leadership teams in ACT public schools. The courses assist teachers to offer individualised support for students with disability.
- The courses that are accredited with the ACT Teacher Quality Institute, and can count towards teacher registration include:
 - Autism Spectrum Disorder
 - Dyslexia and Significant Reading Difficulties
 - Speech, Language and Communication Needs
 - Motor Coordination Difficulties
 - Understanding Hearing Loss
 - Understanding and Managing Behaviours.

Network Student Engagement Teams (NSET)

- NSETs are multidisciplinary teams within the Student Engagement Branch that provide additional support for students with disability and also support teachers access to evidence based quality professional learning opportunities.

QUESTION TIME BRIEF

- NSET teams work with school leaders to build the capacity of schools and teaching teams to support the participation and engagement of students.
- As part of the response to the Schools for All report, allied health professionals were recruited in 2016 to support the multidisciplinary work of the Network Student Engagement Teams.

Targeted Preschool Support (SAP)

- The NSET Support at Preschool (SAP) team works with the school executive and preschool teams to support the inclusion of children with developmental delay and disability in ACT public preschools

Disability Education Coordinator (DECO)

- Each school has a designated DECO who is responsible for coordinating supports for students with disability and also support teachers access to evidence based quality professional learning opportunities.

14.

Portfolio/s Education & Early Childhood Development

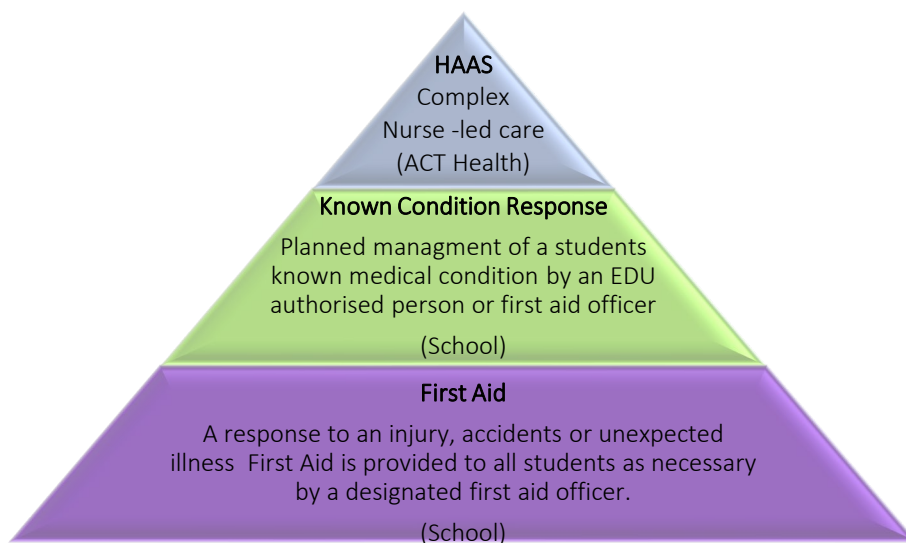
ISSUE: HEALTHCARE ACCESS AT SCHOOL (HAAS)

Talking points:

- The HAAS model is being fully implemented across ACT schools as a means of supporting students with complex healthcare needs, ensuring equitable access for students in mainstream and specialist schools.
- Education has developed a guide to support ACT public schools in planning and managing supports for students accessing the HAAS program. The guide also supports schools in complying with the relevant policies and procedures under the HAAS model.
- Education continues to work in partnership with Health to deliver the HAAS program and to support schools in meeting the needs of their students.
- There are currently 54 students in the HAAS program across 29 schools.

Key Information

- The HAAS model is based on a three-tiered approach to healthcare in ACT public schools and involves a combination of Registered Nurses, First Aid Officers and Learning Support Assistants (LSAs). There are no longer full-time nurses in ACT specialist schools.



QUESTION TIME BRIEF

- The HAAS tier, previously only available as nurse-led care in specialist schools, enables equitable access for students who require health tasks or procedures to be undertaken during the school day or whose health needs cannot be managed safely through an Education *Known Medical Condition Management Plan*.
- Specialist schools now have more designated First Aid Officers to respond to first aid incidents that may arise as well as an assigned RN to support staff in providing health tasks as required.
- There are currently 54 students on the HAAS program across 29 schools. This includes 21 students across the four specialist schools and 33 students in mainstream schools. Each student is supported by up to three LSAs who are trained and deemed competent by a Level 2 Registered Nurse. Examples of these tasks include:
 - care of tracheostomy
 - fluid, nutrition or medication via gastronomy
 - blood glucose testing and insulin administration
 - oxygen therapy.
- The number of students accessing the HAAS program has increased over the past four months, in particular students being newly identified as having type 1 diabetes.
- The training provided to HAAS workers is tailored to the needs of the student receiving the care. HAAS workers are also be required to undertake CIT training in a ‘targeted skill set’ of three nationally accredited competencies that can contribute towards a relevant Certificate IV.

Background Information

- Historically, the HAAS program has provided nurse-led care to students with complex or invasive health care needs in specialist schools. A review of HAAS, led by ACT Health and involving parents, schools, and unions, was tabled in the Legislative Assembly on 13 August 2015.
- ACT Education and ACT Health have collaborated to develop a revised contemporary model of HAAS designed to meet the ongoing healthcare needs of students across all ACT public schools.

16.

Portfolio/s Education & Early Childhood Development

ISSUE: INTERNATIONAL STUDENTS – FEE EXEMPTIONS

Talking points:

- Dependants of temporary residents are charged international student tuition fees unless they fall into a fee exempt category. Temporary residents may include but are not limited to:
 - temporary business visa holders (if the occupation is listed on the Department of Home Affairs Medium and Long Term Strategic Skills List – MLTSSL)
 - international students studying postgraduate (Masters by Research or Doctorate) and/or research based degrees at an ACT tertiary institution
 - visiting overseas scholars and academics
 - refugees or applicants seeking asylum
 - applicants seeking permanent residency and awaiting visa approval.

Key Information

- Section 26 of the *Education Act 2004* (ACT) provides for fees to be charged to residents who hold a temporary visa under section 30(2) of the *Migration Act 1958* (Commonwealth).
- When temporary residents apply for a visa, they are required to make a declaration to the Department of Immigration and Border Protection (DIBP) stating they have the financial means to support themselves and any dependants during their stay in Australia. This includes health and education costs.
- Under the Education Directorate's *Enrolment of the Dependants of Temporary Residents* policy, temporary residents are eligible for fee exemption for their children to attend an ACT public school if they are:
 - Employed or enrolled in identified Commonwealth or ACT Government programs
 - Australian government scholarship holders
 - Commonwealth assisted students or dependants of students whose tuition fees are fully paid by a publicly funded Australian higher education provider and are located in the ACT

Cleared as complete and accurate: 18/04/2018

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QUESTION TIME BRIEF

- professional academics visiting Australia to observe or participate in established research projects or employment at the invitation of an Australian tertiary institution or research organisation operating in the ACT
- officers involved in government-to-government exchanges or reciprocities (Foreign Affairs and Defence)
- employed in the ACT in an occupation identified as having a skill shortage (must be listed on the Medium and Long Term Strategic Skills List – MLTSSL)
- refugees, asylum seekers and holders of an humanitarian or protection visa.
- Temporary residents and their dependents must reside in the ACT for the length of their visa for their dependents to remain fee-exempt eligible. Temporary residents must also abide by their visa conditions as set by the Department of Home Affairs.
- As of 18 April 2018, 255 dependants of temporary residents have been granted fee exemptions in the 2018 calendar year
- During the last five years, approximately 2,344 dependants of temporary residents were granted fee exemption and were enrolled in ACT public schools. These numbers do not include the dependants of diplomats as they are enrolled directly through schools.

Background Information

- The charging of international student tuition fees for the dependants of temporary residents is a contentious issue that often attracts media attention.

Current fees:	
Pre School	\$ 4,200per annum
Primary	\$ 11,100per annum
High School	\$ 14,500per annum
College	\$ 16,200per annum

- The Chief Minister agreed that from 2016, the Directorate will exempt the tuition fees for the dependents of students studying at an ACT university on a 500 (Postgraduate Research Sector) Visa Subclass. In 2016, there were a total of 63 dependents of temporary residents on a visa subclass 500 (Postgraduate Research Sector) that have received fee exemption and currently enrolled in an ACT public school.
- In 2017, there were a further 29 dependents of temporary residents on a visa subclass 500 (Postgraduate Research Sector) that received fee exemption and have enrolled into an ACT public school.

17.

Portfolio/s Education & Early Childhood Development

ISSUE: INTERNATIONAL STUDENTS – FULL FEE PAYING**Talking points:**

- The International Education Unit is responsible for coordinating the marketing of ACT public schools to international parents interested in having their child attend school in Canberra.
- The International Education Unit provides for the welfare and support of overseas fee paying students on a 500 visa. Staff focus on ensuring students' have a positive experience and achieve excellent educational outcomes while they undertake study in an ACT public school.

Key Information

- As of 3 April 2018, there are currently 478 full fee paying international students enrolled in ACT public schools. At the same period in 2017, there were 706 students.
- Of this cohort in 2018, 347 are from China, 50 from Vietnam, 19 from South Korea, 14 from Cambodia, 14 from Hong Kong, 4 from Taiwan. Smaller numbers of students come from Europe, United Kingdom, United States of America, Philippines, Sri Lanka, Pakistan, Africa, Canada and Laos.
- International students on a 500 visa are protected by the *Education Services for Overseas Students Act 2000* (ESOS Act) and the *National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007* (The National Code 2007).
- Under the ESOS Act, the welfare accountability for students under the age of 18 is the responsibility of the registered education provider. The Directorate is registered on the *Commonwealth Register of Institutions and Courses for Overseas Students* (CRICOS Register).
- The ACT Education Directorate assumes welfare responsibility for international students whose parents are offshore; however, parents continue to have parental authority for their children.
- The Director, International Education is nominated on the register as the Principal Executive Officer for the Directorate.
- Currently the ACT Government has responsibility for the welfare and accommodation arrangements of 365 students. A further 113 students are in the care of Department of Home Affairs approved guardians, bringing the total cohort to 478 students.

Cleared as complete and accurate: 18/04/2018

Cleared by: Director

Contact Officer Name: Jason Borton

Ext: 51099

Lead Directorate: Education

QUESTION TIME BRIEF

- International Education Unit Staff are available out of hours where required. Officers from the International Education Unit conduct face to face interviews with international student parents in China on an annual basis.

Current Fees for International Students

- Private fee paying students are students who come to study in ACT public schools on a 500 student visa subclass. These students are assisted by the International Education Unit to apply, enrol and study in the ACT. These students are not eligible to apply for fee exemption. (For further information see International Education Exemption Fact Sheet). Fees are based on cost recovery.

Primary	\$11,100 per annum
High School	\$14,500 per annum
College	\$16,200 per annum

- Short stay visits are \$436 per week and are for a minimum of five weeks and a maximum of 10 weeks.

Background Information

- International fee paying students have been enrolled in ACT Public Schools since 1990. Attracting international students to study in Canberra is beneficial to the ACT economy and in 2015 -16, contributed \$508 million to the ACT economy.
- As an international education provider, the Directorate is committed to providing a high quality experience for international students. International students are provided with information around Australian lifestyle, culture and values to assist with their transition to life in Canberra.
- International students studying in ACT public schools bring great diversity to the wider Canberra community through their involvement in volunteer work, local clubs and community events such as the Multicultural Festival and the Nara Candle Festival.
- The Directorate also works closely with the higher education providers in Canberra to encourage students to explore future pathways in the ACT.

22.

Portfolio/s Education & Early Childhood Development

ISSUE: SCHOOLS FOR ALL IMPLEMENTATION

Talking points:

- As at April 2018 43 of the 49 recommendations for the ACT Education Directorate (EDU), and 19 of the 26 recommendations for Catholic Education (CE) have been closed. 6 EDU recommendations and 7 CE recommendations open.
- On 28 February 2018 the Schools for All Oversight Group reconvened to review the progress of the *Schools for All* program over the past 12 months. The Oversight Group expressed confidence in the *Schools for All* Program Board providing oversight for the remainder of the program and ensuring remaining recommendations were progressed and the cultural change would be sustained.
- Recommended closures from the 3 April 2018 Program Board meeting will be published in the *Schools for All* quarterly program report April-June 2018.
- The *Schools for All* quarterly program report October-December 2017 , and the *Schools for All* annual program report 2017 are scheduled for release in April 2018. Reports will be published on the EDU website.
- The *Schools for All* quarterly program report January-March 2018 is scheduled for release in May 2018. The report will be published on the EDU website.
- A key area of focus moving forward will be ensuring the long term sustainability of changes made through the *Schools for All* program. The Future of Education initiative offers opportunities to embed the cultural change achieved through the program.

Key Messages:

- An Expert Panel, comprising Emeritus Professor Tony Shaddock, Dr Sue Packer and Mr Alasdair Roy, released the Schools for All Children and Young People – Report of the Expert Panel on Children with Complex Needs and Challenging Behaviour (the Expert Panel Report) in November 2015. The Expert Panel Report made 50 recommendations to improve how the ACT education system supports the learning

and wellbeing needs of children and young people with complex needs and challenging behaviours, including disability.

- The Government response acknowledged a strong cross-sectoral desire to build on existing reforms, improvements and initiatives where possible. Of the 50 recommendations, 49 directly relate to Canberra Public Schools and 26 to Catholic Education (CE).
- For Canberra Public Schools, the ACT Government established the three-year *Schools for All* program with an investment of \$21.5M over the forward estimates to implement the 50 recommendations. The program aims to develop and reinforce a student-centred vision; and catalyse systemic and sustainable cultural change across the ACT education system. CE has established a work program to implement their recommendations.
- The Association of Independent Schools of the ACT (AISACT) is working with each member school to consider the 26 recommendations which mentioned Independent Schools to refine and reflect on their approaches to further benefit their students' learning.
- It is anticipated that the program will conclude within the set three year timeframe.

Evaluation

The Schools for All Program Board endorsed the Schools for All Evaluation Plan in September 2017, and the baseline development in December 2017. The Evaluation will analyse the impact of the program and assess progress in achieving the program objectives and vision.

The EDU Planning and Analytics branch are seeking to align the evaluation with other ongoing strategic programs and evaluations to maximise value in the longer term.

20.

Portfolio/s Education & Early Childhood Development

ISSUE: ESCALATION PROCESS FOR REPORTS OF BULLYING IN SCHOOLS

Talking points:

- Schools are well placed to address incidents of bullying, harassment and violence in collaboration with students, parents and carers. School interventions are based on the understanding that children and young people are growing and learning how to become responsible citizens.
- Research indicates interventions that work towards building or repairing relationships lead to better outcomes for all students involved, however, schools will take strong actions if there is an immediate threat to the safety of students.
- Students are encouraged to raise their concerns with or seek support from teachers, school psychologists, youth support workers and other staff in Canberra public schools.
- Staff are able to provide support to victims and perpetrators of bullying. The Safe and Supportive Schools policy requires every school to have a *Safe and Supportive Schools Contact Officer (SASSCO)*. These officers are trained to provide support to students who have experienced bullying, sexual harassment and racism. Conciliatory procedures are typically followed for addressing bullying, violence and harassment between students.
- Parents and carers are strongly encouraged to contact the school principal to discuss any concerns.
- The Directorate also provides parents and carers with information and advice about bullying, keeping children safe online and dealing with cyberbullying, which can be found on the Directorate website.
- Parents and carers also have further options to discuss concerns about bullying. If parents and carers believe that the school's response is unsatisfactory, or external advice is considered necessary regarding the interventions put in place by the school, they can contact the ACT Education Directorate Liaison Unit. The Liaison Unit support families in addressing concerns about ACT schools. The Director for Families and Students is also a key contact for parents, students and the community

to raise concerns when they have not been satisfied with the ACT public school response in meeting the needs of individual students.

Key Information

Policy and Procedures

- The Safe and Supportive Schools (SSS) policy was implemented in April 2016 and provides guidance for Canberra Public Schools on promoting safe, respectful and supportive school environments.
- Schools are required to develop and document clear support procedures to assist students who have been subjected to bullying (including cyber bullying), harassment and violence.
- The Student Wellbeing Section within the Education Support Office employs a Safe and Supportive Schools Executive Officer whose role includes supporting schools to implement the policy.

Support for students experiencing or perpetrating bullying

- Students can seek support from teachers, school psychologists, youth support workers and other staff in Canberra public schools. These support staff are able to provide support to victims and perpetrators of bullying.
- The Safe and Supportive Schools policy requires every school to have a *Safe and Supportive Schools Contact Officer (SASSCO)*. These officers are trained to provide support to students who have experienced bullying, sexual harassment and racism.
- In addition to academic skills, schools engage in teaching and modelling of positive social attitudes, personal resilience and wellbeing. Curriculum in ACT Public Schools contributes to primary prevention of bullying through the development of skills and attitudes necessary to develop positive and respectful relationships.
- Schools have codes of conduct, student welfare procedures and school values which provide a platform for embedding discussions about appropriate behaviour and treatment of others. Demonstrating respect for others and abiding by the requirements for the acceptable use of communication technology are two relevant expectations which are part of the Directorate Code of Conduct.
- Schools are supported to develop Acceptable Use of ICT statements for all students or their parent/ guardian to sign which reinforces to students their responsibilities when using ICT resources. Statements typically include
 - A summary of acceptable/non-acceptable behaviour
 - Consequences for the breach of the acceptable use conditions
 - A statement that the student agrees to when signing the form
- School-based behaviour management policies and procedures apply to online behaviour, just as they do to physical behaviour in the school. Just as bullying, harassment or abuse would not be tolerated in the classroom or on the playground; they are similarly not tolerated within online environments. Any online breaches of

the school's behaviour policies are dealt with as they would, had they occurred in the physical environment.

- Addressing instances of bullying may include using Restorative Practice. Restorative practice is a strategy that seeks to repair relationships that have been damaged, including those damaged through bullying, harassment, discrimination and violence. It does this by bringing about a sense of remorse and restorative action on the part of the offender and reconciliation with the victim. Restorative responses to incidents are conciliatory in nature and aim to restore a positive learning environment for all parties. If a conciliatory outcome is not able to be achieved, the school's behaviour management procedures will be followed at the discretion of the principal.

Information on Bullying

- Parents, students and carers with concerns about cyberbullying are also advised they may visit the website for the Office of the eSafety Commissioner (<https://esafety.gov.au/>) and the Bullying, No Way! (<http://bullyingnoway.gov.au>) website which provide comprehensive education and contact information for young people, parents/carers and schools. The Office of the eSafety Commissioner also provides a complaints service for young Australians who experience serious cyberbullying.
- The Directorate provides parents and carers with tips and advice for keeping safe online and dealing with cyberbullying. This is found on the Directorate website https://www.education.act.gov.au/teaching_and_learning/learn-anywhere-ict-for-students/keeping-safe-online
- Young people experiencing distress are also encouraged to contact Kids Help Line, Headspace or the Bullying, No Way! online help line.

How can concerns be escalated?

1. In the first instance concerns should be raised with the relevant teacher.
2. Following this, contact can be made with the school principal to discuss concerns.
3. If the school's response is considered unsatisfactory, or external advice is considered necessary about the interventions put in place by the school, parents/ carers can contact:

The ACT Education Directorate Liaison Unit

The Liaison Unit can support families in managing concerns about ACT schools. The Liaison Unit will speak with relevant people within the Directorate's support office to facilitate the school and family to identify a solution.

Phone: [\(02\) 6205 5429](tel:0262055429)

The Director for Families and Students

Cleared as complete and accurate: 19/04/2018
Cleared by: Director
Contact Officer Name: Sam Seton
Lead Directorate: Education

Ext: 57029

QUESTION TIME BRIEF

The Director provides the key contact for parents, students and the community to raise concerns when they have not been satisfied with the ACT public school response in meeting the needs of individual students.

Phone: [\(02\) 6207 3723](tel:(02)62073723)

Email: familiesandstudents@act.gov.au

Where can more information about bullying be found?

Bullying. No way!

www.bullyingnoway.gov.au

Where can information about cyber bullying be found?

Australian Federal Police www.thinkuknow.org.au

Office of the eSafety Commissioner

www.esafety.gov.au

26.

Portfolio/s Education & Early Childhood Development

ISSUE: MENTAL HEALTH AND SCHOOL PSYCHOLOGISTS**Talking points:**

- Wellbeing needs of students in schools is an ongoing commitment for the Education Directorate. There are 68.1 FTE school psychologists and senior psychologists¹ supporting students, parents/carers and teachers across 87 ACT public schools.

Increase in school psychologists (FTE) between 2015 and 2018	
June 2015	52.16
February 2016 - post Enterprise Bargaining Agreement (EBA)	56.16
February 2017 – increased allocation under 2016-17 budget	62.5
March 2018 – increased allocation under 2017-18 budget	68.1

- Their work is informed by an early intervention and prevention model which is ecologically informed. This means that all parts of student's life (family, classroom, peers etc) can be worked with to address student wellbeing and learning concerns.
- In addition to school psychologists, the Network Student Engagement team in each of the Canberra networks provides multidisciplinary input from professionals comprising of social worker, speech pathologist, occupational therapist and specialist educators.
- School Psychology Service is part of the wider mental health system which exists for the community in the ACT, including ACT Health, Headspace and the Australian Child and Adolescent Trauma, Loss and Grief, Australian National University.

¹ The schools psychologists and senior psychologists FTE varies throughout the year due to factors such as staff movement, leave and change of work-hours as well as the amount of psychologist points purchased by schools.

QUESTION TIME BRIEF

- 11.5% of students used school based mental health services in 2015 throughout Australia (Australian Government Department of Health 2015) for emotional and behavioural issues.
- In 2017, 15.3% of ACT Public School students (School Psychologist Annual Report for 2017) accessed support from a school psychologists. This data indicates the number of students ACT Public School psychologists support is higher than the national average.
- In the environment of increased need for mental health support for students, ACT Government committed to additional resources for 20 more psychologists in schools over four years. Five new psychologists commenced in ACT public schools at the beginning of Term 1, 2018.
- During 2018, the Directorate is undertaking a review of the current model of psychology service provision in ACT public schools. The purpose of the review is to strengthen the child-centred model of service, which is strategically aligned with the Directorates priorities, and has an increased focus on best practice and early intervention and prevention.

Key Information

- The allocation of school psychologists to schools is based on student enrolment and the targeted needs of students in schools. Staffing for the beginning of Semester One 2018 is:
 - Total school psychologists supporting students and schools: 68.1 FTEs.
 - 49.4 FTE are deployed within schools
 - 11.3 FTE Senior Psychologists within Network Student Engagement Teams (NSET) working with schools to support students with complex and challenging behaviours, as well as providing support to school based psychologists.
 - 0.6 FTE Senior Psychologist is working with Positive Behaviours for Learning (PBL) team. This is a temporary position for two years (2017 – 2018) aimed to strengthen trauma sensitive practices within the PBL framework.
 - 1 FTE Senior Manager for Clinical Practice
 - 1 FTE Manager of School Counselling.
 - 1.8 FTE additional school psychologist hours purchased by schools. Some schools may choose to purchase additional psychologist time (also known as points) for their schools. This is funded through the annual funding allocation provided to schools.
 - 3 FTE psychologists are supporting families and children to be school ready through the Child Development Service.

QUESTION TIME BRIEF

- The 2017-2018 Budget provided resourcing to recruit an additional five full-time school psychologists for ACT public schools. The five psychologists commenced in January 2018.

Future Directions

- The focus of service delivery will include varied and innovative ways of service delivery for children to address their learning and well-being needs.
- There will be an increased focus on early intervention and prevention of student difficulties to ensure that learning issues and mental health are addressed before they become established and resistant to change. The benefits of reduced mental health concerns will be seen in greater levels of engagement in schooling and participation in the community, and savings for government. The School Psychology Service will continue to be part of the wider mental health system which exists for the community in the ACT. Currently there is strong collaboration and partnerships with community and government agencies, including:
 - ACT Mental Health;
 - Headspace;
 - the Australian Child & Adolescent Trauma, Loss & Grief, ANU College of Medicine, Biology and Environment; and
 - ACT Child Development Service.
- Increased focus on developing professional capacity of psychologists to provide targeted intervention to students presenting with a history of abuse or neglect.

Background Information

- School psychologists are available to be accessed by all students, parents/carers and school staff in ACT Public Schools. School psychologists work across behavioural, social, emotional and learning domains to support a student's wellbeing and learning.
- School psychologist form an important part of the mental health approach in the community by identifying and working with personal difficulties early in the life of the problem, responding to an immediate crisis, working with school staff to put in preventative strategies at the whole school level, working with the family and referring moderate to severe mental health issues to other specialists.
- 11.5% of students used school based mental health services in 2015 throughout Australia (Australian Government Department of Health 2015) for emotional and behavioural issues. In 2015 13.8% and in 2016 16% of ACT Public School students accessed support from a school psychologists (School Psychologist 2015 and 2016 Annual Report). This data indicates that the number of students ACT Public School psychologists support, is higher than the national average and the severity and complexity of cases has dramatically increased over time.

QUESTION TIME BRIEF

- The percentage of students with a diagnosed mental health disorder who accessed school based mental health support has gone from 19.2% in 1998 to 54% in 2015 throughout Australia (Australian Government Department of Health 2015). In the environment of increased need for mental health support for students, ACT Government committed to additional resources for 20 more psychologists in schools over four years, the first five commenced in January 2018.

ISSUE: Respectful Relationships education in ACT Public Schools.**Talking points:****Why is it important?**

- A focus on respectful relationships is important because gender inequality and gender-based violence continue to have a profound effect on outcomes for Australians.
- Respectful Relationships Education is a school based approach to primary prevention of Domestic and Family Violence.
- It aims to develop skills and attitudes early, that will stop Domestic and Family Violence from happening in the future.
- *Respectful Relationships Education (RRE)* programs have had increased attention in recent years, with the link between this curriculum area and primary prevention of gender based violence becoming more widely understood. In all Australian jurisdictions, Education departments are working on developing resources and implementing curriculum in this area.
- The Directorate's approach has been informed by the work of Our Watch, an independent, not for profit organisation established under the *National Plan to Reduce Violence against Women and their Children 2010-2022* (the National Plan). Our Watch works closely with Australia's National Research Organisation for Women's Safety (ANROWS).

Implementation in ACT public schools

- Respectful Relationships Education is most effective when used as part of a whole school approach, which involves students experiencing the "key messages" in many different ways across the curriculum and in different areas of the school and community. This should involve the whole school community, including students, staff and the wider school community in the process of cultural change.
- At the universal level (all students), schools teach RRE through the Australian Curriculum (AC) supported by Social and Emotional approaches and specific RRE resources.
- This is supported through the Directorate's Safe and Supportive Schools Policy (2016), requiring all Canberra public schools to deliver Social and Emotional Learning programs, and the requirement for all ACT public schools to implement the AC.

QUESTION TIME BRIEF

- Schools are able to choose programs and resources that suit their particular context and school community. All ACT public schools have access to the online QLD Curriculum to Classroom (C2C), the 'Student Wellbeing Hub' hosted by the Commonwealth and resources from Our Watch and Victorian Department of Education and Training to support implementation of RRE.
- The Directorate supports schools to access a range of PL including the White Ribbon Breaking the Silence Schools program and the Love Bites Program (NAPCAN) provided by senior psychologists.
- In the ACT some non-government organisations, such as the YWCA, PCYC and Menslink offer training to schools in this area. The YWCA's program involves a cost to schools which covers a license to train other school staff and a resource kit. There are also a range of commercial programs available to schools.

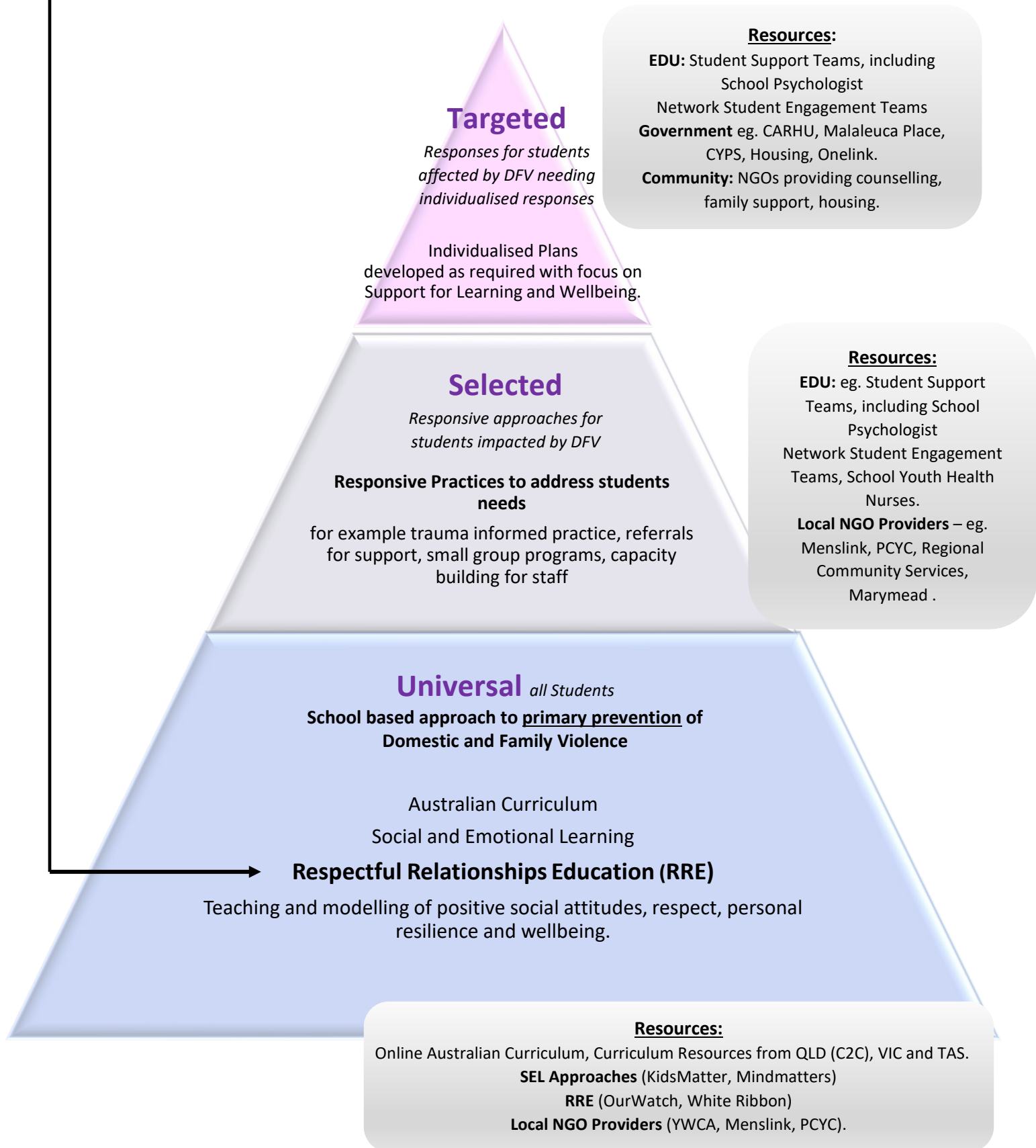
Who are we working with?

- The Directorate is working with Our Watch to progress Respectful Relationships Education. Our Watch is also working with other education jurisdictions (Victoria and Queensland) to help meet commitments under the National Plan to Reduce Violence against Women and their Children 2010-2022.
- The ACT Education Directorate contributes to an Australian Government led working group in this area and is also a member of the Our Watch National Respectful Relationships Education Expert Group. The Directorate attended workshops provided by Our Watch on 5 and 6 March 2018.
- The Directorate has promoted the White Ribbon Australia, Breaking the Silence Schools Program to Canberra Public Schools. Participation in the program is free. 20 ACT schools have engaged with this respectful relationships program which takes a whole school approach. 16 have finished the program, 6 finishing in 2018. Planning is currently occurring to commence another cohort of schools in the training in August, 2018.

How do we support individual families/students experiencing family violence?

- In addition to the primary prevention approach of Respectful Relationships Education, the Directorate provides a range of supports for individual students/families who have/are experiencing family violence.
- This includes support from the Network Student Engagement teams (NSET) and links to Government and NGO providers.

Where Respectful Relationships Education fits in Education's Domestic and Family Violence Plan



Key Information

- The YWCA Canberra has, on a number of occasions, spoken out in public forums and in the media commenting that the Education Directorate needs to do more in the area of Respectful Relationships Education.
- On 7 March, 2018 YWCA released their **Leading the Change: The Pathway to Gender Equality** report card, which assesses the ACT Government's progress on gender equality. YWCA report card suggests no progress has been achieved to support respectful relationships training for staff and students.
- The YWCA has been promoting its *Respect Ed* suite of training and resources to ACT schools. There is a cost to schools to access training. The Directorate has supported the advertisement of the *Respect Ed* to schools.

Background Information

The ACT Education Directorate's (EDU) response to Family Violence aligns with both Australian and ACT government priorities and recognises the important role the education system plays as a setting for *primary prevention*.

Young people benefit from education programs which assist them to recognise and question gender norms, and to critically examine the potentially negative or limiting impacts they may have. Research indicates that education programs that work on building positive gender relationships must commence from an early age, as children are well aware of gender norms and make efforts to fit within gendered expectations by the time they are in kindergarten.¹

Continuing **social and emotional learning programs** in schools to enhance the skills of children and young people to engage in respectful relationships forms part of the current Parliamentary Agreement between ACT Labor and ACT Greens.

During the 2015 and 2016 the Directorate made Social and Emotional Learning grants available to schools (up to \$5000/school). 51 schools applied for a grant to assist implementation of SEL approaches in their school.

Social and Emotional Learning (SEL) forms a strong foundation for teaching about positive gender relationships. SEL programs provide a logical starting point from which to engage in more explicit work with students around gender norms, gender identity and respectful relationships.

Social Emotional Learning (SEL) is the process through which students acquire and effectively apply the knowledge, attitudes, and skills necessary to:

- understand and manage their emotions
- understand and show empathy for others
- establish and maintain positive respectful relationships
- set and achieve positive goals

¹ Victorian Department of Education and Training (2016). Resilience, Rights & Respectful Relationships: Teaching For Social and Emotional Learning and Respectful Relationships. Melbourne. Available at www.education.vic.gov.au/respectrel

- make responsible decisions.

A review of the research literature² indicates that students receiving a multiyear, integrated effort in quality SEL instruction demonstrated:

- a reduction in interpersonal violence
- better academic performance: achievement scores an average of 11 percentile points higher than students who did not receive SEL instruction
- improved attitudes and behaviours: greater motivation to learn, deeper commitment to school, increased time devoted to schoolwork, and better classroom behaviour
- fewer negative behaviours: decreased disruptive class behaviour, noncompliance, aggression, delinquent acts, and disciplinary referrals
- reduced emotional distress: fewer reports of student depression, anxiety, stress, and social withdrawal
- reduced drug and alcohol use and school dropout.

² Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D. & Schellinger, K. B.. 2011. The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development*, Vol 82, No 1, pg 405-432)

Zins, J.E., & Elias, M.J. (2006). Social and emotional learning. In G.G. Bear & K.M. Minke (Eds.), *Children's needs III: Development, prevention, and intervention* (pp. 1-13). Bethesda, MD: National Association of School Psychologists. http://www.nasponline.org/educators/elias_zins.pdf (accessed 22/7/15)

Cleared as complete and accurate: 19/04/2018

Cleared by: Director

Contact Officer Name: Sam Seton

Lead Directorate: Education

Ext: 57029

21.

Portfolio/s Education & Early Childhood Development

ISSUE: SAFE AND INCLUSIVE SCHOOLS INITIATIVE

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 education, regardless of their identity or background.
- Same sex attracted, intersex and gender diverse people report school as a significant site where they experience or have experienced bullying, discrimination and isolation.
- Schools have important legislative and ethical responsibilities to ensure they are safe and inclusive environments for students, staff and families.
- We want everyone to be able to be themselves at school and to feel safe and welcomed as who they are. That's why we are funding this new initiative.
- The Initiative has been developed by Sexual Health and Family Planning (SHFPACT) with input from parent groups, community agencies and key education stakeholders.
- Schools are not mandated to engage with this initiative. Schools simply access the support they need, if and when they need it.
- The Initiative has not produced any curriculum resources, however, schools will continue to have access to SSCA Program curriculum materials, as they are available on the [Student Wellbeing Hub](#) (a website administered by the Australian Government).
- The cost of the Initiative is \$100,000 (GST exclusive) per annum over four years from 2017-18 to 2020-21.
- The Initiative has been available to all ACT schools since 13 March 2018.

Key Information

- The Safe and Inclusive Schools Initiative has been designed to support schools to create and maintain safe and inclusive environments for all students including young people that are same sex attracted, intersex or gender diverse.
- The Safe and Inclusive Schools Initiative is different to the former Safe Schools Coalition Australia (SSCA) program.

The new ACT Safe and Inclusive Schools Initiative

- In February 2017, the Education Directorate (the Directorate) engaged SHFPACT to develop a new initiative responsive to the ACT context.
- SHFPACT also continued to provide ongoing support for schools during this time.
- The goal of the Initiative is to build the capacity of ACT schools and education programs to develop and maintain safe and inclusive environments for all students regardless of their gender presentation/identity, intersex status or sexual orientation. The Initiative does this through:
 1. individualised support and advice for schools,
 2. recommendations of high quality teaching resources,
 3. supporting school staff and families to connect with relevant health and community supports and
 4. professional learning programs.
- The Initiative has not produced any curriculum resources, however, schools will continue to have access to SSCA Program curriculum materials, as they are available on the [Student Wellbeing Hub](#) (administered by the Australian Government). These materials were modified following the Australian Government sponsored review in March 2016.
- If the school is seeking support for an individual student, the student's parents will be contacted to seek permission and will be invited to be part of the support process. If the school is seeking support to build its capacity (e.g. professional learning for staff or advice about policy and procedures) to enhance a safe school environment for LGBTQI students, parental permission is not required.

Other Roles of SHFPACT

- SHFPACT is a health promotion charity, assisted with funding from the ACT Government. In addition to the Safe and Inclusive Schools Initiative, *but separate to this initiative*, SHFPACT supports public, private and faith-based schools in Canberra to deliver effective, relevant, accurate and responsible sexuality education. This sexuality education is not part of the Safe and Inclusive Schools Initiative, or the previous SSCA Program.

Background Information

- The ACT Government is committed to ensuring every student attending school in the ACT feels safe and supported, to enable them to learn. Canberra Public Schools are guided by the Safe and Supportive Schools Policy (2016) which requires them to provide safe and supportive learning environments.

QUESTION TIME BRIEF

- The former Safe Schools Coalition Australia (SSCA) was an Australian Government funded program designed to build the capacity of schools to support and actively include same sex attracted, intersex and gender diverse students and reduce homophobic and transphobic behaviour in Australian schools.
- The SSCA Program has been the subject of focus from some members of the Australian community including concerns about content relating to gender, misconceptions about what is taught, and requests for parental permission for students to learn about particular content. While similar concerns have been raised locally, other correspondence from local constituents, including young people, has affirmed the importance of such a program.
- In August 2016, the ACT Government made the commitment to fund a new initiative to replace the former Safe Schools Coalition ACT after changes to the Australian Government funded program limited school principal autonomy and made it difficult for school staff to respond to individual student needs.
- Research has shown that bullying, discrimination and isolation of young people who are same sex attracted, intersex and/or gender diverse often occurs in schools and this seriously impacts on student wellbeing. These experiences can negatively affect students' sense of belonging, safety and engagement at school, with subsequent impacts on education participation, achievement, health and wellbeing.
- While the data identifies that young people report experiencing high levels of homophobic and transphobic bullying at school, research also demonstrates that supportive and inclusive schools can make a significant and positive difference to student outcomes.

19.

Portfolio/s Education & Early Childhood Development

ISSUE: SAFE AND SUPPORTIVE SCHOOLS (INCLUDING BULLYING)**Talking points:**

- Every child and young person has the right to a positive and engaging learning environment where they feel safe, connected and respected.
- The ACT Education Directorate has developed the Safe and Supportive Schools policy that provides guidance to schools on promoting safe, respectful and supportive school environments.
- Each school is required to have processes and procedures in place to address and prevent bullying, harassment and violence, including cyberbullying. This includes social and emotional learning programs and digital citizenship programs that support the development of resilience, critical thinking and social skills.
- Bullying can have a lasting impact on everyone involved, including those who witness it, so it is important our schools, young people and families work together to create safe school communities for everyone.
- Just as bullying, harassment or abuse would not be tolerated in the classroom or on the playground; they are similarly not tolerated within online environments. Schools are advised to deal with online breaches of the school's behaviour policies as they would, had they occurred in the physical environment.

Key InformationPolicy and Procedures

- The Safe and Supportive Schools (SSS) policy was implemented in April 2016 and provides guidance for Canberra Public Schools on promoting safe, respectful and supportive school environments.
- This policy reflects the guiding principles outlined in the National Safe Schools Framework which assists school communities with developing student safety and wellbeing practices.
- The SSS policy requires schools to have processes and procedures in place to address and prevent bullying, harassment and violence. The policy promotes embracing diversity as a core value which underpins all Canberra public schools.

QUESTION TIME BRIEF

- The policy supports the work that has also been undertaken through the Schools for All program to create safe school environments for all students, including those with complex needs and challenging behaviours.
- The Directorate's resources relating to digital citizenship and e-safety align with the SSS policy. The *Communities Online: Acceptable use of ICT – Parents and Students Policy* and related guidelines define the parameters of acceptable use by students and parents of ICT resources provided by and through the Education Directorate.
- Implementing the Acceptable Use of IT policy involves teaching students about acceptable use of ICT. All students sign an Acceptable Use of ICT Statement agreeing to the conditions of this policy and agree to accept the consequences of any breach. This policy details appropriate use of ICT resources and the relationship with school-based behaviour management policies and procedures and the relationship to online behaviour.

Implementation Support

- Schools continue to be provided with information about the policy, procedures and other supporting resources (e.g. fact sheets and training) to help with implementation of the policy.
- The policy and procedures provide direction for schools in managing complex and challenging behaviour. The use of preventative and early intervention measures is promoted in the policy to lessen the need for more intensive interventions such as a protective actions in relation to managing behaviour.
- The policy encourages schools to seek additional support and expertise through making appropriate referrals when they are working with students with complex and challenging behaviour.
- .

Using data to support student wellbeing

- The SSS policy and procedures encourage critical evaluation of the effectiveness of Social and Emotional Learning approaches and the implementation of local school processes and procedures to address bullying, harassment and violence.
- Data sources available to schools to support them in identifying and monitoring student wellbeing trends include:
 - School Satisfaction Surveys conducted yearly with parents student and staff input
 - Suspension and attendance data
 - Critical incident reporting by the Directorate
 - The Australian School Climate and Identification Measurement Tool (ASCIMT). This is a survey about the social environment or climate at a particular school. The survey was jointly developed by the Directorate and Australian National University. It focuses on relationships between parents, carers, students and teachers, connection to the school (school identification) and engagement in learning. The tool includes five measures on challenging behaviours including bullying. Results

are available to principals to monitor and evaluate safe and support school improvement strategies.

Student, parent and carer voice in countering bullying behaviour

- The National Day of Action against Bullying and Violence is held annually. In 2018 the National Day of Action against Bullying and Violence was held on 16 March - 65 ACT schools registered, including 47 public schools. The day involves schools participating in activities that promote taking a stand against bullying and violence and dedicating a focus to this important issue.

The Minister's Student Congress (MSC) is made up of two representatives per ACT public school and typically meets twice per year. The MSC executive body of ten students meets up to three times per term. In 2017 the MSC met three times to provide an avenue for students to contribute to the Future of Education conversation. In 2018, the MSC executive provided additional feedback to the Future of Education conversation and met twice in term one to plan for the Minister's Student Congress.

Curriculum

- The SSS policy requires all Canberra schools to implement evidence based Social and Emotional Learning (SEL) programs. For example -Friendly Schools Plus is designed to directly address bullying including cyber bullying. Many schools participate in Kids Matter and Mind Matters which support the development of resilience and social skills through evidence based programs.
- Regular SEL professional learning opportunities are provided to Canberra public school teachers. Teachers can also access curriculum support materials on the Australian Student Wellbeing Hub (<https://www.studentwellbeinghub.edu.au/>). The Australian Curriculum also includes content for students and teachers on social skills, getting along with others and ethical behaviours.
- Guided by the Australian Curriculum, schools adopt cyber-safety programs which focus on critical thinking and understanding in social situations, overlapping with objectives from SEL and Respectful Relationship programs. Schools tend to combine online awareness training and cyber bullying together, which spans a range of Learning areas, particularly Technologies and Health and Physical Education. Schools can access teaching resources from the following websites: Think U Know (Australian Federal Police), Office of the eSafety Commissioner, and Bullying, No Way! (Safe and Supportive Schools Community).

Support for Students experiencing bullying

- Students can seek support from teachers, school psychologists, youth support workers and other staff in Canberra public schools. These support staff are able to provide support to victims and perpetrators of bullying.
- The Safe and Supportive Schools policy requires every school to have a Safe and Supportive Schools Contact Officer (SASSCO). These officers are trained to provide support to students who have experienced bullying, sexual harassment and/or racism. Conciliatory procedures are typically followed for addressing bullying, violence and harassment between students.
 - If a conciliatory outcome is not able to be achieved, the school's behaviour management procedures will be followed at the discretion of the principal.
 - Young people experiencing distress are also encouraged to contact Kids Help Line, Headspace or the Bullying, No Way! online help line.
- The Directorate has partnered with the Office of the eSafety Commissioner to provide schools an enriching digital program aimed to educate our students to be safe online.
- Many schools have participated in a range of webinars. The program includes a range of virtual classroom events, which are facilitated by the Directorate and The Office of the eSafety Commissioner presenters. Virtual Classroom topics on offer include:
 - 'Cyberbullying'
 - 'Being a good bystander'
 - 'Making good choices online'

Background Information

- The Bullying, No Way! website, jointly administered by the Australian Government and all state and territory education departments, indicates that:
 - Approximately one in four (27%) year 4 to year 9 Australian government and non-government school students report being bullied each term or more often.
 - Approximately 10% of students in the government and non-government sectors experience bullying and harassment via mobile phone or internet technologies.
 - Experiences of frequent school bullying is highest among year 5 (32%) and year 8 (29%) students.
 - 84% of students who are bullied online are also bullied offline.
 - Peers are present as onlookers in 87% of bullying interactions.
 - Hurtful teasing is the most prevalent of all bullying behaviours experienced by students, followed by having hurtful lies told about them.
- Parents, students and carers with concerns about cyberbullying are encouraged to talk with their teacher and visit the following websites which provide comprehensive education and contact information for young people, parents/carers and schools.
 - the Office of the E-Safety Commissioner (www.esafety.gov.au)
 - Bullying, No Way! (<http://bullyingnoway.gov.au>)

QUESTION TIME BRIEF

- Following the Schools for All Young People report in 2015, there was significant interest from many stakeholders in the area of the use of Restrictive Practices. The SSS policy document, with its focus on management of complex and challenging behaviour provides guidance to schools about this issue.

ISSUE: SUSPENSIONS IN CANBERRA PUBLIC SCHOOLS

Talking points:

- In 2017, the overall suspension rate (of students suspended at least once) for ACT public school K-12 population was 2.5 percent, an increase of 0.2 percentage points from 2016.
- In 2017, the suspension rate (of students suspended at least once) for ACT public high schools was 5.9 percent compared to 5.2 percent in 2016, an increase of 0.7 percentage points.
- Overall the 2017 rates of students suspended, suspension incidents and suspension days is very similar to 2016.
- The Education Directorate is currently reviewing the Directorate's Suspension, Exclusion and Transfer Policy and support documents which will update guidance to school on suspensions, including strategies to reduce the suspension rate.
- This process has included a review of national and international literature and practice in this area and initial consultation with key stakeholders. During Semester 1, 2018 a community consultation will occur to seek feedback on the draft reviewed policy documents.
- The revised policy includes a focus on a prevention and early intervention approach to reduce the incidence of behaviours that potentially lead to suspension, exclusion and transfer. The revised policy outlines the school's role in setting up responsive environments with whole school approaches to positive behaviour.
- The Directorate continues to implement a targeted support response in each school network to supports students who have been suspended. The response entails a Network Student Engagement (NSET) multi-disciplinary team working with the student, family and school to address the underlying issues that contribute to suspension.

QUESTION TIME BRIEF

- The NSET response is tailored to the needs of the individual student and may include a social worker, senior psychologist, speech pathologist, occupational therapist, and specialist teachers in behaviour support, disability education or engagement. The particular staff involved will depend on the issues impacting on the child or young person's engagement in learning.
- The Continuum of Education Support (CES) model is a coherent strategy that focuses on the provision of alternative education programs and/or other flexible learning options for students at risk of disengaging from secondary school. This model is being implemented in all Canberra public high schools from 2018.

Key Information

- There has been a steady increase in enrolments for ACT Public schools across the reporting period. Considering data relative to enrolment numbers provides a comprehensive picture, allowing data to be compared across years.
- In 2017, 2.5 percent of the K-12 public school student population was suspended at least once; an increase of 0.2 percentage points from 2016.
- In 2017, there was a total of 5 suspension incidents per 100 students, which was the same rate as 2016.
- In 2017, there was a total of 10 suspension days per 100 students which shows an increase of one day per 100 students compared to 2016.
- Overall the rate of students suspended, suspension incidents and suspension days was similar to 2016.

QUESTION TIME BRIEF

Suspension Data

Each year, the Directorate records and analyses suspension data to assist with planning and improvement.

Year		Primary Schools	High Schools	Colleges
2014	Total Enrolments	21,429	9,841	6,258
	Suspension Incidents	808	915	38
	<i>Incidents per 100 Students</i>	4	9	1
	Suspension Days	1398	2103	104
	<i>Days per 100 Students</i>	7	21	2
	Students Suspended	317	487	33
	<i>Suspension Rate</i>	1.5 percent	4.9 percent	0.5 percent
2015	Total Enrolments	22,442	9,947	6,446
	Suspension Incidents	723	1,079	36
	<i>Incidents per 100 Students</i>	3	11	1
	Suspension Days	1312	2192	87
	<i>Days per 100 Students</i>	6	22	1
	Students Suspended	318	560	32
	<i>Suspension Rate</i>	1.4 percent	5.6 percent	0.5 percent
2016	Total Enrolments	23,630	10,258	6,487
	Suspension Incidents	819	1,111	63
	<i>Incidents per 100 Students</i>	3	11	1
	Suspension Days	1,460	2,106	144
	<i>Days per 100 Students</i>	6	21	2
	Students Suspended	343	535	55
	<i>Suspension Rate</i>	1.5 percent	5.2 percent	0.8 percent
2017	Total Enrolments	24,739	10,571	6,680
	Suspension Incidents	886	1,229	55
	<i>Incidents per 100 Students</i>	4	12	1
	Suspension Days	1,652	2,464	150
	<i>Days per 100 Students</i>	7	23	2
	Students Suspended	384	621	48
	<i>Suspension Rate</i>	1.6 percent	5.9 percent	0.7 percent

Suspension Data Source: Planning and Analytics Branch, ACT Education Directorate 2017

Legislative basis for suspension

The *Education Act 2004* was amended on 23 February 2010 to delegate authority to principals to suspend students from ACT government schools for up to 15 continuous days.

Directorate policy and supporting documentation were subsequently reviewed and include:

- procedures for principals suspending students for up to 15 days;
- notification procedures if suspending a student with a diagnosed disability;
- notification procedures if suspending students in out of home care.

Use of Suspension, Transfer or Exclusion in Canberra Public Schools

- While Principals may suspend students from ACT Public Schools for up to 15 continuous days, the Director-General may approve a suspension for up to 20 days, following a recommendation from a school Principal or Director School Improvement.
- If a student is suspended for seven or more days in a school term the Principal must provide reasonable access to counselling.
- A re-entry meeting must be convened by the principal on return to school.
- Reasonable attempts must be made to inform parents/ carers of the decision and their right to appeal.
- The principal may recommend to the Director-General that a student be *transferred* to another government school. A transfer is used when:
 - repeated attempts with comprehensive support to engage the student in effective participation in school are unsuccessful; or
 - an incident of misbehaviour is so severe that re-entry to the school concerned would be unreasonable for all stakeholders; and
 - It is in the best interest of the student; and
 - The parent/carer is not acting on the advice of the Directorate to voluntarily move their child.
- Principals may also recommend to the Director-General that a student be *excluded* from all ACT Public Schools.
- There have been no recommendations to exclude in the time period 2008 to present.

Support for students who have been suspended.

- The Directorate has implemented a process to facilitate a targeted support response in each school network. The response entails a Network Student Engagement (NSET) multi-disciplinary team working with the student, family and school to address the underlying issues that contribute to suspension. The NSET team assigned to the response is tailored to the needs of the individual student and may include a social worker, senior psychologist, speech pathologist, occupational therapist, specialist teacher in behaviour support, disability education or engagement. The particular staff involved will depend on the issues impacting on the child or young person's engagement in learning.
- The Student Wellbeing Support Assembly Brief provides additional strategies and resources available to support students who are struggling to engage at school.
- A review of the Directorate's Suspension, Exclusion and Transfer Policy commenced in February 2017. This process has included a review of national and international literature and practice in this area and initial consultation with key stakeholders. During Term 2, 2018 a community consultation will occur to seek feedback on the draft reviewed policy documents.
- The revised policy includes a focus on a *prevention and early intervention approach* to reduce the incidence of behaviours that potentially lead to suspension, exclusion and transfer. The revised policy outlines the school's role in setting up responsive environments with whole school approaches to positive behaviour.
- The draft of the reviewed policy recognises the government's agreement to Recommendation 11.5 of *Schools for All* report which makes reference to alternative options to out-of-school suspensions. One of the objectives of the policy review is to support schools consider other options to suspension where appropriate.
- The ACT Government also agreed in principle to Recommendation 11.6 of the *Schools for All* report that: 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 Education Directorate agreed to examine options for high level reporting of proportions of suspensions, transfers and exclusions.
- Canberra Public Schools suspension data is currently published on the Directorate's website on the Safe and Supportive Schools Page.

Background Information

- Suspensions in Canberra public schools continue to create community and media interest.
- Sometimes suspension from school is necessary and is used in accordance with Section 36 of the Education Act (2004). This may include situations where the principal decides action is required to address a situation where a student threatens the safety and wellbeing of another student attending the school, a member of the staff of the school or another member of the school community.

24.

Portfolio/s Education & Early Childhood Development

**ISSUE: WITHDRAWAL SPACES IN SCHOOLS TO SUPPORT STUDENTS
WITH CHALLENGING BEHAVIOURS****Talking points**

- ACT Education Directorate is committed to creating safe and supportive learning environments for all students.
- The ACT Education Directorate is committed to the ongoing training and development of staff to assist them to support students with complex and challenging behaviour, and to provide safe and supportive learning environments for all students.
- The ‘Safe and Supportive Schools’ policy and procedures provides information and guidance to schools on the use of restrictive practices and difference between “withdrawal spaces” and “seclusion”.
- The ACT Government has provided \$5.6 million over the forward estimates to support the enhancement and development of sensory spaces into schools where students are able to be supported in managing their sensory needs.
- In 2015 the Education Directorate carried out an audit of existing withdrawal spaces. The audit found that schools are using a variety of quiet spaces including tents, teepees, rooms adjacent to classrooms and outdoor spaces to support students to help manage their behaviour.
- The Education Directorate has developed factsheets and professional learning for schools to support them in creating sensory spaces within the school environment.

Key Information

- Withdrawal spaces may assist students to manage their sensory needs and safely withdraw if they require time away from busy school environments, which can form part of a behaviour support strategy. Withdrawal spaces may be indoor or outdoor areas that are safe and supervised.
- Withdrawal” is defined in the Directorate’s Safe and Supportive Schools Policy as “time away from classroom activity in a calming area where doors are not locked and a student is not prevented from leaving”.
- The 2015 audit found that public schools have various types of spaces available to students requiring a quiet space to help manage their behaviour. These spaces include: tents, teepees and soft furnishing in corners of classrooms; rooms adjacent to classrooms where line of sight can be maintained by the classroom teacher; and fenced courtyards adjacent to classrooms providing children with safe access to an outdoor space during class time.
- The Directorate sought expert advice to inform the design of a range of appropriate learning areas within new schools to support students with complex needs and challenging behaviour. This advice has supported the Directorate in planning any changes to school infrastructure.
- The ACT Government continues to target upgrades to safe, sensory learning spaces in public schools through an Expression of Interest process. This process requires schools to work with occupational therapists in Network Student Engagement Teams to develop their proposals.
- A professional learning workshop , ‘Designing Positive Classroom Environments and Safe Sensory Spaces’, has been developed and is being facilitated by Occupational Therapist from Education’s Network Student Engagement Teams. The workshop links changes to environment with existing frameworks utilised by schools including the *National School Improvement Tool* and *Great Teaching by Design*.

Restrictive Practice - Guidance for Schools

- It is important to differentiate “withdrawal spaces” with “seclusion”, a form of restrictive practice. Information for schools about this difference is provided in the Safe and Supportive Schools policy and procedures, published in March 2016 and reviewed in October 2016.
- The policy and procedures also provide information and direction to schools about the use of restrictive practice, such as physical restraint; as an emergency response when school staff need to act to prevent or reduce the risk of harm to an individual or group of people.

QUESTION TIME BRIEF

- Materials to support the policy have been developed for Principals and school staff and include fact sheets, FAQs, checklists and planning tools. They are available through the Education Intranet.
- Education has also contributed to the Restrictive Practices Oversight Steering Group (RPOSG), a time-limited, group of executive leaders representing government directorates and independent statutory bodies, established to consider issues relating to restrictive practices in the ACT. This group, co-chaired by Education Directorate and the Community Services Directorate (CSD) will continue to oversight ongoing work related to the safeguarding against the unreasonable and unnecessary use of restrictive practices, including a legislation review and the development of policy. Their work so far has included:
 - Developing the Restrictive Practices Overarching Principles for the reduction and elimination of restrictive practice in the ACT. They were endorsed by the Strategic Board on 2 November 2016. These Principles are now able to be shared broadly and used across Government.
 - Contributing to Community Services Directorate's project and consultation process to develop an Office of the Senior Practitioner.

5.

Portfolio/s Education & Early Childhood Development

ISSUE: ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION PROGRAMS**Talking Points:**

- The Student Aspirations Program promotes participation in leadership opportunities and supports the retention and attainment of Aboriginal and Torres Strait Islander students, focusing on pathways and transitions.
- A visit to the ACT Supreme Court for students in years 9-12 is scheduled for 17 May 2018. This event is being developed in partnership with the University of Canberra and the ACT Supreme Court.
- In November 2017, thirty-two students from 15 schools attended the Student Aspirations Years 5 and 6 Leadership Day held at Birrigai Outdoor School.
- The Mura Awards initiative recognises student achievement and provides an opportunity for schools to acknowledge the consistent effort of Aboriginal and Torres Strait Islander students and to engage with families and the local community. The small bursaries attached to the Mura Awards encourages participation in education by providing some financial assistance for educational expenses such as excursions and uniforms.
- Fifty-six Mura Awards were awarded late in 2017 with each student receiving a \$400 bursary for the 2018 school year.
- The Education Directorate also employs 10 Aboriginal and Torres Strait Islander Education Officers (IEOs) who work across 11 ACT public schools. From 2018 IEOs will support schools to build their Cultural Integrity by:
 - Supporting schools to engage with families and community.
 - Supporting teachers to embed Aboriginal and Torres Strait Islander perspectives across the curriculum.

QUESTION TIME BRIEF

- Providing advice and leadership to schools on celebrating significant events and milestones for Aboriginal and Torres Strait Islander peoples
- Supporting schools to grow a culture of high expectations for Aboriginal and Torres Strait Islander students
- Facilitating successful student transitions between year levels, between schools and to post school study or work.
- School-based initiatives include:
 - The Warrumbul Aboriginal and Torres Strait Islander Centre for Excellence at Campbell High School works with students to develop their leadership skills and supports them to access pathways to further education and employment after school. Learning includes yarning circles, outdoor activities learning about the local area, hands-on and art-based activities as well as intensive literacy and numeracy practice.
 - Ganbra at Wanniasa School provides a space where Aboriginal and Torres Strait Islander students are able to learn more about their culture, complete extra study and receive tutoring.
 - Aboriginal and Torres Strait Islander and non-Indigenous students from Melba Copland Secondary School and feeder primary schools learn about different Aboriginal and Torres Strait Islander histories and cultures through the Cultural Awareness Program.
 - Melba Copland Secondary School's is the Mentoring/Reading program which pairs Aboriginal and Torres Strait Islander students from the school and students from feeder primary schools who may have low literacy or are at risk of disengaging.
 - The Indigenous Studies Centre – Big Picture Academy at Melrose High School is a program for Aboriginal and Torres Strait Islander students in years 9 and 10. Students study in a subject area that they are passionate about, and learn what it is like to work in the industry they are interested in through an internship in a professional working environment. The program connects students to Aboriginal and Torres Strait Islander mentors already working in the local community in the same field.

Key Information:

- At the August 2017 ACT School Census there were 1,850 Aboriginal and Torres Strait Islander students enrolled in ACT public schools.
- From 2018, the Education Directorate is taking a new approach to Aboriginal and Torres Strait Islander Education that is strengths-based with a focus on the cultural integrity of ACT public schools.
- Cultural Integrity describes the environment a school creates to engage all Aboriginal and Torres Strait Islander students, to meet their needs and aspirations and to welcome their families and communities.
- This approach is firmly rooted in current leading practice, academic literature and consultation with Aboriginal and Torres Strait Islander people.
- The evidence strongly suggests that Aboriginal and Torres Strait Islander students enjoy greater success in schools that are welcoming, reflective of their culture and community, and in which relationships support high expectations for all students.
- Students who feel welcome in the school environment and are able to see Aboriginal and Torres Strait Islander perspectives represented through all parts of the school community are more likely to engage with education.
- Supplementary to school-based initiatives and programs, the Education Directorate provides several system wide programs for Aboriginal and Torres Strait Islander students in ACT public schools.

4.

Portfolio/s Education & Early Childhood Development

ISSUE: ABORIGINAL AND TORRES STRAIT ISLANDER SCHOLARSHIP PROGRAMS

Talking Points:

- There are currently eight Secondary Scholarship holders including the six new scholarships awarded for 2018 – four health and four teaching.
- The 2018 Tertiary Scholarship application process recently concluded and the recipients will be announced shortly. There are four recipients in the field of teaching and one in the field of health.
- The 2018 Tertiary Scholarship recipients currently attend the University of Canberra and the Australian Catholic University.

Key Information:

- The Education Directorate administers two scholarship programs for Aboriginal and Torres Strait Islander students in ACT public schools, totalling \$155,000.
 - The Secondary Scholarship Program for years 11 and 12 students interested in a career in teaching or the health field; and
 - The Tertiary Scholarship Program for students enrolled in teaching or an approved health course at a local ACT university.

Background Information

- A 2013-2014 ACT Government Budget commitment provided \$25,000 to extend the Secondary Scholarships to include five health scholarships.
- In 2017, the value of the Secondary Scholarships was reduced from \$5,000 to \$4,000 in order to expand the program to include scholarships for students wishing to pursue a Vocational Education and Training pathway.
- Ongoing eligibility for each scholarship is based on academic achievement and attendance.
- From 2009 to 2018 inclusive, fifty seven Senior Secondary students have been awarded Secondary Scholarships, 42 for teaching, 14 for health and one for Vocational Education.
- From 2009 to 2018 inclusive, 31 Tertiary Scholarships have been awarded, 26 for students undertaking teaching degrees and five for students studying an approved health degree.

Cleared as complete and accurate: 23/04/2018

Cleared by: Director

Contact Officer Name: Kate McMahon

Lead Directorate:

Education

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QUESTION TIME BRIEF

- Due to the scholarships involving a merit selection process, and depending on the number of applicants, the full quota of scholarships is not always awarded.
- The 2018 Tertiary scholarships opened on 5 February 2018 and closed 5 March 2018, with an awards ceremony held on 6 April 2018.
- The Secondary Scholarships Ceremony for the six new recipients took place on 5 March 2018.

Cleared as complete and accurate: 23/04/2018

Cleared by: Director

Contact Officer Name: Kate McMahon

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8.

Portfolio/s Education & Early Childhood Development

ISSUE: CLOSING THE GAP IN EDUCATION - ATTENDANCE

Talking Points:

- From 2018, the Education Directorate is taking a new approach to Aboriginal and Torres Strait Islander Education that is strengths-based with a focus on the cultural integrity of ACT public schools.
- Cultural Integrity describes the environment a school creates to support Aboriginal and Torres Strait Islander students, and to welcome and engage their families and communities.
- This approach is firmly rooted in current leading practice, academic literature and consultation with Aboriginal and Torres Strait Islander people.
- The evidence strongly suggests that Aboriginal and Torres Strait Islander students enjoy greater success in schools that are welcoming, reflective of their culture and community, and in which relationships support high expectations for all students.

Key Information:

- At the August 2017 ACT School Census there were 1,850 Aboriginal and Torres Strait Islander students enrolled in ACT public schools.
- The National Indigenous Reform Agreement frames the intergovernmental reforms, targets and performance benchmarks to close the gap in Indigenous disadvantage.

Background Information

- In 2017, the ACT attendance rate for Aboriginal and Torres Strait Islander students was 83.8 percent, slightly higher than the national rate (83.4%) and a minor decrease from 85.4 percent in 2016.
- Eighty percent of Aboriginal and Torres Strait Islander students in the ACT attend public schools.
- Attendance is a school-based matter and maximising student attendance is the responsibility of school principals. In addition to school-based strategies, the Directorate's multidisciplinary Network Student Engagement Teams supports schools, students and their families to address attendance issues.

Cleared as complete and accurate: 23/04/2018

Cleared by: Director

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7.

Portfolio: Education & Early Childhood Development**ISSUE: CLOSING THE GAP IN EDUCATION – LITERACY AND NUMERACY****Talking Points:**

- In 2017, 90 Indigenous students were enrolled in Year 9 in ACT public schools and 53 Indigenous students (59 percent) participated in NAPLAN. Of the 53 who participated in NAPLAN in 2017, only 38 students also had participated in year 7. This illustrates the difficulty in using NAPLAN data to track the progress to a cohort of students.
- The Directorate acknowledges that the reasons behind withdrawals and absences of Aboriginal and Torres Strait Islander students from NAPLAN testing can be personal and historical.
- It is important to note that caution should be exercised in the interpretation of NAPLAN data due to the relatively small population of Aboriginal and Torres Strait Islander students.
- Withdrawal is generally the highest contributor to non-participation by ACT Aboriginal and Torres Strait Islander students in years 3 and 5 in NAPLAN tests. Rates of withdrawal in 2017 remained consistent with 2016.

Key Information:

- In 2017, the ACT consistently had a higher proportion of Aboriginal and Torres Strait Islander students across public and non-government schools achieving at or above the national minimum standard for both reading and numeracy across the years of testing than was the case nationally. This was particularly the case in years 5, 7 and 9 reading, with a difference of higher than 10 percentage points.
- In 2017, 87.5 percent of Aboriginal and Torres Strait Islander year 7 students in the ACT performed at or above the national minimum standard for reading which is significantly above the national figure for Indigenous students of 74.4 percent. In comparison 96.4 percent of non-Indigenous students in the ACT performed at or above the national minimum standard compared to the national figure of 95.2 percent. The results are similar for year 7 numeracy.

Background Information

A target of the National Indigenous Reform Agreement is to halve the gap for Aboriginal and Torres Strait Islander students in reading, writing and numeracy by 2018.

Cleared as complete and accurate: 23/04/2018

Cleared by: Director

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Lead Directorate: Education

6.

Portfolio/s Education & Early Childhood Development

ISSUE: CLOSING THE GAP IN EDUCATION – YEAR 12 ATTAINMENT**Talking Points:**

- In 2017, 70 Aboriginal and Torres Strait Islander students achieved an ACT Senior Secondary Certificate, representing a year 12 completion rate of 57 percent. This is a decrease from the 2016 rate of 73 percent and the 2015 rate of 70 percent.
- Of the 70 Aboriginal and Torres Strait Islander students who completed year 12 in 2017, seventeen received a Tertiary Entrance Statement compared with twenty in 2016 and seventeen students in 2015.
- The proportion of Aboriginal and Torres Strait Islander young people participating in employment and/or study six months after leaving school has been monitored for the last four years (2014-2017). This proportion has varied between 78 percent and 93 percent for year 12 graduates, and 72 percent and 77 percent for school leavers.
- Whilst the proportion has varied, particularly for year 12 graduates, the differences between years were not statistically significant due to the small number of Aboriginal and Torres Strait Islander young people who completed the survey each year.
- In general, these results were similar to the overall ACT results which have been consistently above 90 percent for year 12 graduates and above 70 percent for school leavers for the last four years.

Key Information:Year 12 Attainment

- At the February 2017 school census there were 116 Aboriginal and Torres Strait Islander students enrolled in a year 12 program in the ACT public system compared with 109 enrolments in 2016, 102 enrolments in 2015, and 83 enrolments in 2014.

School Leaver Data

- In May each year the Education Directorate conducts a survey of ACT year 12 graduates and school leavers who left school in the preceding year to find out what they are doing in terms of study and employment. The results provide important information that informs planning, development and provision of education and training choices for the young people of the ACT.

Cleared as complete and accurate: 23/04/2018

Cleared by: Director

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Lead Directorate:

Education

QUESTION TIME BRIEF

- **Note:** Aboriginal and Torres Strait Islander young people typically make up less than two percent of the year 12 graduate survey population and less than six percent of the school leaver survey population.

Background Information

- One target of the National Indigenous Reform Agreement (NIRA) is halving the gap for Indigenous people aged 20-24 in year 12 or equivalent (Certificate II or higher) attainment rates by 2020.
- Longitudinal analysis of the 2003 to 2016 cohort showed that school retention of Aboriginal and Torres Strait Islander students between years 10 and 12 fell from approximately 60 percent of the original cohort, to just over 45 percent by year 12. This is approximately 10 percentage points below the retention rate of non-Indigenous students.

Proportion of Aboriginal and Torres Strait Islander young people employed and/or studying in the year after leaving school		
Year left school	Year 12 Graduates (95% Confidence interval)	School leavers (95% Confidence interval)
2013	93% (95% CI=83%-100%)	77% (95% CI=51%-100%)
2014	78% (95% CI=62%-93%)	73% (95% CI=50%-97%)
2015	89% (95% CI=79%-99%)	74% (95% CI=50%-99%)
2016	92% (95%CI=83-100)	72% (95% CI=46-98)

13.

Portfolio/s Education & Early Childhood Development

ISSUE: GIFTED AND TALENTED EDUCATION**Talking points:**

- The Directorate's *Gifted and Talented Students* policy provides systemic advice to Canberra public schools on current leading evidence-based practice in gifted and talented education.
- All 87 Canberra public schools implement the policy. Each Canberra public school principal and school board determines the programs and approaches used at their school to support the needs of gifted and talented students.

Key Information

- The Directorate's *Gifted and Talented Students* policy provides systemic advice to Canberra public schools on contemporary evidence-based practice in gifted and talented education.
- All 87 Canberra public schools implement the policy. Each Canberra public school principal and school board determines the programs and approaches used at their school to support the needs of gifted and talented students.
- Under the policy, principals must provide information on their school website, and appoint a liaison officer to provide a point of contact between the school, gifted and talented students and their families.
- The policy is currently undergoing a scheduled review. The Directorate has engaged specialist consultant, Gateways Education to review the current policy and provide recommendations based on contemporary research, leading practice and stakeholder consultation.
- In December 2017, Gateways Education consulted with Directorate and external stakeholders over two days, and also received written feedback.
- Gateways Education's recommendations are expected to be delivered to the Directorate at the end of Term 1, 2018, with the policy to be updated thereafter.
- During Terms 1 and 2, 2018, Gateways Education will deliver four foundational professional learning workshops for teachers in Canberra public and non-government schools.
- Since 2015, Gateways Education has been engaged to support the implementation of the current Policy and has delivered:

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Cleared by: Director

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Lead Directorate: Education

QUESTION TIME BRIEF

- a series of 12 professional learning workshops for school leaders, liaison officers and classroom teachers on gifted and talented education;
 - research papers on gifted and talented education theory and practice, nationally and internationally; and
 - written articles on gifted and talented education targeted at parents and the community that can be included in school newsletters.
- The Catholic and independent sectors are invited to participate in the professional learning workshops.
 - The professional learning workshop materials, research articles for teachers and newsletter articles for parents are regularly uploaded on the Directorate's intranet to be accessed by school-based staff. By providing these resources, the Directorate aims to build the capacity of all teachers in Canberra public schools in gifted and talented education.

Background Information

- The current Policy was launched in 2014, along with a suite of parent fact sheets to assist parents and carers to understand the Policy and the role of Canberra public schools in supporting gifted and talented students.
- During 2015-2017, hundreds of school leaders, liaison officers and classroom teachers from all sectors have attended professional learning workshops delivered by Gateways Education focusing on:
 - differentiated curriculum for gifted learners;
 - assessment approaches with gifted learners;
 - twice exceptional and underachieving gifted students;
 - developing learning activities using Bloom's Taxonomy and other learning models; and
 - action research workshops.

9.

Portfolio/s Education & Early Childhood Development

ISSUE: KOORI PRESCHOOL PROGRAM

Talking Points

- The Koori Preschool Program provides targeted early childhood education to Aboriginal and Torres Strait Islander children, focussing on cultural integrity, parent engagement and transition to school.
- It provides children with rich, play-based learning experiences in a culturally safe environment that includes Aboriginal and Torres Strait Islander perspectives across the curriculum.
- The Koori Preschool Program works closely with the ACT Child and Family Centres to develop strong partnerships and link families with other programs that strengthen community and cultural connections.
- Each Koori Preschool is staffed by a qualified early childhood teacher and a preschool assistant.

Key Information

- The Koori Preschool Program provides targeted early childhood education to Aboriginal and Torres Strait Islander children aged from three to five years.
- Children from birth to three years can attend a Koori Preschool when accompanied by a parent or guardian.
- The Koori Preschool Program operates at the following five school sites:
 - Kingsford Smith School
 - Narrabundah Early Childhood School
 - Ngunnawal Primary School
 - Richardson Primary School
 - Wanniasa School
- Each Koori Preschool operates over two days, delivering nine hours of preschool education per week at Ngunnawal, Richardson, Wanniasa and Kingsford Smith, and 12 hours per week at Narrabundah.

QUESTION TIME BRIEF

- The preschool assistant position is an Indigenous identified position. Currently three out of the five preschool assistant positions are held by Aboriginal and/or Torres Strait Islander employees.
- In addition to enrolment in Koori Preschool, Aboriginal and Torres Strait Islander children can concurrently enrol in their local preschool from Term 3 in the year prior to their preschool year. This supports access to 24-27 hours of free preschool education per week in the 18 month period prior to commencing kindergarten.
- The ACT Koori Preschool Network Initiative is partially funded through the Australian Government's Indigenous Advancement Strategy, Children and Schooling program.
- The initiative provides for the employment of an Early Years Engagement Officer based at Gungahlin Child and Family Centre. An additional Early Years Engagement Officer position is funded by the ACT Government and based at Tuggeranong Child and Family Centre. The officers are part of the Growing Healthy Families project team.
- Since December 2015, the Early Years Engagement Officers have worked closely with Koori Preschools to support participation of Aboriginal and Torres Strait Islander children (birth to five years) in education services, transition to school and family engagement.

Background Information

- February 2018 Census enrolment figures show a total of 86 students enrolled in the Koori Preschool Program.

18.

Portfolio/s Education & Early Childhood Development**ISSUE: SCIENCE, TECHNOLOGY, ENGINEERING AND MATHS (STEM)****Talking Points**

- The ACT Government has endorsed the *National STEM School Education Strategy 2016-2026* and is currently aligning jurisdiction specific initiatives to the Strategy, including the election commitment for an Academy of Coding and Cyber Skills (EC LAB094).
- The ACT Government recognises that Canberra public school students will increasingly require science, technology, engineering and maths (STEM) skills, including trans-disciplinary skills such as problem solving, creativity and collaboration, as they progress through their schooling to further education, training and work.
- A range of STEM and futures-focussed learning initiatives are underway in Canberra public schools to provide quality learning opportunities in innovative learning environments e.g. the Centre for Innovation and Learning at Caroline Chisholm School, which commenced operation in term one 2018.
- The Centre has offered induction sessions for staff and students in all schools across the Tuggeranong school network, with 400 individual primary school student visits and over 900 individual high school student visits to date..
- Canberra public school students can also access a number of high quality STEM related learning opportunities through collaboration with national institutions, tertiary education providers and industry. These include Questacon's Engineering is Elementary program and the ANU School Enrichment program.
- The ACT Government is committed to ensuring all Canberra public school students have access to quality real-world STEM learning opportunities, regardless of the school they attend. The Government is determined to ensure that girls, Aboriginal and Torres Strait Islander students, students from low socio-economic status backgrounds and students from culturally and linguistically diverse backgrounds will benefit from these rich learning experiences. For example, 30 scholarships will be offered to allow disadvantaged female students access to the STEM Sells program, which is a series of workshops dedicated to inspire young women into pursuing their interests in science, technology, engineering and maths. So far 20 students have received scholarships.

Background**National STEM School Education Strategy 2016-2026**

- The Australian Government has identified a focus on STEM as a strategic priority for Australia's economic growth and competitiveness.

Cleared as complete and accurate: 23/04/2018

Cleared by: Director

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Lead Directorate: Education

- In December 2015, Education Council endorsed the *National STEM School Education Strategy 2016-2026* (the Strategy). The purpose of the Strategy is to build on a range of significant activity already underway; to better coordinate and target effort, and to sharpen the focus on key areas where collaborative activity will deliver improvements in STEM education.
- Two goals are articulated in the Strategy:
 - to ensure all students finish school with a strong foundational knowledge in STEM and related skills
 - to ensure that students are inspired to take on more challenging STEM subjects.
- The Australian Government established a National STEM Partnerships Forum (the Forum), chaired by the Chief Scientist, to bring together leaders from industry and the education sector (schools, higher education and VET) to facilitate a strategic approach to student engagement and achievement in STEM. Ms Meg Brighton, Deputy Director-General, represented the ACT on the Forum.
- At the 13 April 2018 Education Council (EC) meeting, ministers welcomed the Forum's Report, noting it will be an input into discussions of national reforms to be included in a new national agreement. Ministers also requested that senior officials provide advice on the Report, including prioritisation of the Report's recommendations, at the June 2018 meeting.
- Forum priorities align with work the Directorate is currently progressing, in particular the Future of Education initiative and the following election commitments: the Academy of Coding and Cyber Skills (EC LAB094), the rollout of Chromebook devices to all years 7 to 11 Canberra public school students (EC LAB 028 and teacher scholarships for STEM and languages (EC LAB 034).

STEM in ACT Schools

- The Directorate is currently developing an ACT STEM implementation plan aligned with the National STEM School Education Strategy, which will provide a framework for future STEM-related initiatives in Canberra public schools. To support the delivery of STEM education initiatives in schools, Canberra public schools engage with a range of national science institutions and industry and research organisations to deliver STEM education programs to students, including:
 - The CSIRO STEM Professionals in Schools program, a national volunteer program that facilitates partnerships between schools and industry to bring 'real-world' STEM into the classroom.
 - The CSIRO Creativity in Science and Technology (CREST) program, aimed at supporting students in primary and secondary years to carry out open-ended science and technology investigations.
 - The ANU School Enrichment program, designed to provide students in Years 7-11 with flexible opportunities to experience the ANU, and offering a wide range of workshops in subjects including artificial intelligence, earth climate science, genetics, fractal geometry, planetary geochemistry and molecular parasitology.

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Lead Directorate:

Education

QUESTION TIME BRIEF

- Questacon's Ian Potter Foundation Technology Centre, offering workshops that support STEM education and aim to develop students' lateral thinking and problem solving skills, including the Engineering is Elementary Program.
- The STEM Education Research Centre (SERC) at the University of Canberra, to promote participation in the Early Learning STEM Australia (ELSA) pilot - a play-based digital learning program for children in preschool to explore Science, Technology, Engineering and Mathematics (STEM).
- STEM extension programs including opportunities for high achieving students to undertake targeted Year 11 subjects while enrolled in Year 10, and tertiary subjects while enrolled in Year 12
- the Department of Human Services Chief Information Officer Group work experience pilot
- school-based STEM events such as annual STEM festivals and workshops that utilise parent and community expertise
- opportunities for students to gather scientific data for real-world purposes through initiatives like Waterwatch and the ANU's Seisometers in Schools program
- the ACE Science mentors program allows participants from industry, government and tertiary education and training providers to mentor and support students from years 8-12, as well as to provide practical experience for years 9-10 and 11-12 students
- The Directorate also delivers teacher professional learning and a number of programs, resources and events to support quality STEM education in Canberra public schools, including:
 - the Computer Science Education Research (CSER) group at the University of Adelaide, to support teachers to engage with professional learning through a Digital Technologies MOOC (massive open online course)
 - the curriculum linked teacher resources provided by the Digital Technologies Hub (developed by Education Services Australia for the Australian Government Department of Education and Training)
the curriculum-linked STELR Project teacher resources developed by the Australian Academy of Technological Sciences and Engineering (ATSE).
 - the Principals as Numeracy Leaders (PANL) program designed to enhance school leaders' efficacy in instructional leadership, enhance school leaders' knowledge of essential numeracy content, and assist in the design of whole-school planning for numeracy improvement. PANL round three commenced in March 2018 and is being delivered to 16 schools.
 - reSolve: Mathematics by Inquiry; a national program that provides resources and professional learning to assist students to learn mathematics using inquiry - reSolve is managed by the Australian Academy of Science in collaboration with the Association of Mathematics Teachers.
 - STEM in early childhood professional learning is offered to Canberra public preschool educators in 2018.

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Lead Directorate: Education

QUESTION TIME BRIEF

- In February 2018, the \$5.896 million Centre for Innovation and Learning at Caroline Chisholm School was opened. The establishment of the Centre serves as a focal point for the ACT Government's commitment to innovation and its engagement with the national agenda, with high quality programs and pedagogy provided through the Centre increasing the number of students engaging with STEM subjects in the ACT.
- The Trends in International Mathematics and Science Study (TIMSS) report, released on 30 November 2016, found that the ACT has 70-85% of students at above the TIMSS proficient standard for Australia. The ACT also has a higher percentage of 'Advanced' and 'High International Benchmark' than the national percentage at this level. TIMSS reports every four years on the achievement of Year 4 and Year 8 students. Australia has participated in all five cycles.
- The ACT results in National Assessment – Science Literacy (NAP-SL) testing 2015 were similar to those of 2006, 2009 and 2012. ACT results were statistically similar to most other jurisdictions. In 2015, 60.5% of ACT students attained the 'proficient' standard, compared with the national result of 55%. The trends in NAP-SL results were similar to those observed in the Trends in International Mathematics and Science Study (TIMSS). The next round of testing will occur in 2018.
- The ACT's performance relative to other jurisdictions in relation to NAPLAN numeracy mean scores, has declined over the last two years. From 2010 to 2015, the ACT was placed first or equal first in years 3, 5, 7, and 9. In 2016, the ACT's mean score was placed first for Year 9 and second for years 3, 5 and 7. In 2017 mean scores placed the ACT second in years 3, 7 and 9 and third in year 5.

15.

Portfolio/s Education & Early Childhood Development

ISSUE: IMPLEMENTATION OF THE NATIONAL DISABILITY INSURANCE SCHEME AND EARLY INTERVENTION**Talking points:**

- The Education Directorate continues to support the transition of students with disability to the Scheme following the initial 'ages and stages' transition process that occurred in the ACT from mid-2014 to mid-2016.
- As the Scheme matures, Education continues to work closely with the NDIA, local areas coordination services, the non-government school sectors and the Child Development Service to support streamlined access and planning processes for young people in our schools.

Key Information

- As of February 2018, 2,293 children are accessing Disability Education programs in ACT public schools. The majority of those students with a lifelong and permanent disability have already applied to access the Scheme. Students with disability who have not applied to participate in the NDIS to date may not need funded supports at this time, but may apply to join the Scheme if such needs arise at a later date.
- At this point in time the ACT Government continues to provide personal care in school and transport to and from school for students who meet Directorate eligibility requirements as in-kind services under the Scheme. These supports need to be included in individual NDIS packages in order for the ACT Government's in-kind contribution to be recognised. Policy work is underway at a national level to determine how these supports will be provided, as we move towards full Scheme, as they are considered in scope for NDIS funding.
- In 2018 there are 351 students who have been approved access to the Special Needs Transport program. There are approximately 675 students currently receiving personal care supports at school.

Cross agency collaboration to strengthen implementation

- As implementation progresses nationally, the Education Directorate continues to participate in regular meetings with the NDIA, Child Development Service and the non-government education sectors through the NDIS Children and Families Portfolio Working Group and the NDIS Education and Employment Portfolio Working Group. Participation on these working groups is crucial in addressing operational issues that relate to the mainstream interface and identifying opportunities for greater collaboration and planning into the future.

- Workshops for schools, families and transport providers about a potential model of supported transport under the NDIS, initially planned for April this year as part of a national consultation process, have been put on hold while further work on the model is undertaken by a Sub Working Group of the Disability Reform Council's Senior Officials Working Group. No dates have been set for future workshops at this stage.
- The Transport Sub-Working Group will be undertaking further work in relation to the proposed model and consultation process.

Early Intervention

- The Directorate's Support at Preschool team meets regularly with NDIS registered Early Intervention providers and continues to work in partnership with the Child Development Service to strengthen collaborative practice across sectors.
- The Directorate contributes funding for 1.8 early childhood teachers and 3 psychologists to work as part of the multidisciplinary team at the Child Development Service.
- The early childhood teachers coordinate Developing Kids Playgroups run at the Child and Family Centres at West Belconnen, Gungahlin and Tuggeranong, and at Holder. The program caters for children aged from 18 months to preschool with delays in their development and who are not eligible for support services through the National Disability Insurance Scheme (NDIS).
- The two Directorates also collaborate to deliver play based activities for young children who attend the Mums and Bubs group at Winnunga Nimmityjah Aboriginal Health Service. Allied health professionals attend the group to support children and families and ensure early identification of children at risk of developmental delay and provide assessment and referral to the NDIS for young children requiring early intervention support services.

School Leavers Employment Supports (SLES) initiative

- The NDIS School Leaver Employment Supports (SLES) initiative is an individualised approach to supporting employment for Year 12 school leavers with a disability. This initiative has been delivered as a pilot in the ACT since 2015 and is expected to be an ongoing initiative across all states and territories.
- The NDIA makes a determination of suitability and eligible students receive a package of supports valued at up to \$21,000 per year over two years in addition to their existing NDIS package. Supports are tailored to the individual needs of the student and range from packages including work experience in an open employment situation, job site training, travel training and activities that contribute to achieving an employment outcome as well as supporting linkages to ongoing employment support.
- This has involved staff in schools such as Transitions and Careers Coordinators and Disability Education Coordinators seeking consent from students and families to undertake a Functional Capacity Assessment that has informed the NDIA's decision-making in relation to suitability of SLES.
- In preparation for national rollout of SLES, the NDIA has evaluated the SLES process and decided that an external assessment of Functional Capacity is no longer required

QUESTION TIME BRIEF

from 2018. This decision is expected to be welcomed by schools due to the additional workload these assessments had created for schools.

- The three education authorities in the ACT will engage in further discussions with the NDIA in early term 2, through the NDIS Education Working Group, to consider implications for schools, students and families. This includes consideration of effective communication of changes to schools and families, the potential need to trigger early plan reviews for some participants and how schools can support families of year 12 school leavers to take relevant documentation such as Pathways Plans, Career Plans and Individual Learning Plans to their planning conversation.

38.

Portfolio: Education & Early Childhood Development

ISSUE: BUDGET 2017-18 SCHOOLS CAPITAL WORKS**Talking points:**

- The Government is investing in school growth and upgrades across Canberra.
- Over \$16.6 million has been funded for school expansions in the Gungahlin area this financial year.
- More than \$25 million has been invested to modernise Belconnen High School from 2015 to 2018.
- The Caroline Chishlom Centre for Innovation and Learning has been completed at an investment of \$5.9 million.
- The 2017-18 Public School Infrastructure Upgrade program is investing over \$20 million expanding and upgrading schools in all regions.

Key Information**Gungahlin School Expansions**Enrolment demand at Gungahlin Schools

The 2017-18 Budget funded a total of \$20.04m to expand schools in the Gungahlin district. This includes \$3.44m allocated in the Public Schools Infrastructure Upgrades (PSIU) program to expand Harrison School plus new funding to expand Amaroo School, Neville Bonner Primary School and Palmerston Preschool (\$16.60m).

The school expansion projects included:

- Harrison School – new classrooms for 200 primary and middle-school students (eight classrooms). The new building is completed and was handed over to the school in June 2017.
- Palmerston District Primary School – the purchase and installation of a new transportable preschool building for 44 children (one classroom – two sessions of 22 children) was completed for the start of 2017 school year.
- Neville Bonner Primary School
 - Conversion of two existing kindergarten spaces into preschool spaces for 88 children was ready for the start of 2017 school year;
 - The relocation and upgrade of two transportable buildings (4 classrooms) from Gold Creek School (senior campus) for 100 students was ready for the start of

2017 school year – these buildings were installed on the Directorate’s vacant site adjacent to the existing school facilities.

- An additional four transportable classrooms (8 classrooms) have been provided from Gold Creek School (senior campus) for the commencement of the 2018 school year.
- **Amaroo School**
 - New teaching and learning spaces for 300 secondary students for the start of the 2018 school year.
 - An expanded school gymnasium to accommodate all school students (plus allow additional community use) was completed at the start of 2018.
 - New hard court facilities (to replace facilities lost through the expansion of the gymnasium) was completed at the start of 2018.
- **Gold Creek School – Junior Campus**
 - The relocation and upgrade of a transportable building from the Senior Campus for the start of term 1 2018.
- **Franklin Early Childhood School**
 - An expansion of the current P-2 school to incorporate a year 3 cohort for the start of the 2019 school year.
 - This will be achieved through the installation of two transportable buildings (total of 4 classrooms) on the current site with associated infrastructure. The two buildings will provide sufficient accommodation to allow the year 3 cohort in 2019 to progress to the year 4 cohort in 2020.
 - This is the first phase of a staged expansion of the school through to year 6 for completion ready for the start of the 2021 school year.

These initial works are part of a longer-term strategy to respond to enrolment demand for public education services in Gungahlin.

Schools for The Future – Modernising Belconnen High School

Funding for Modernising Belconnen High School and progress on the project

The 2015-16 ACT Budget provided funding of \$17.627m in capital funds for the project. An additional \$5.9m has been provided in 2017-18 Budget to provide essential services works outside of the original project scope. This brought the total funding to \$25.777m.

The Government is fulfilling a 2012 ACT Labor Election commitment to modernise Belconnen High School and is committed to ensuring that funds go where they are most needed and savings are made where possible.

This investment will allow the school to continue to deliver modern facilities for students, staff and visitors and support enrolment demand in south Belconnen and the future development areas of Ginniderry and Molonglo.

The modernisation program will ensure that Belconnen High School is a school of choice for students and parents in the local community with an emphasis to be placed on the Science, Technology, Engineering and Mathematics (STEM) curriculum programs.

The new funding will deliver:

- Refurbished student learning and teaching spaces, bringing these spaces to modern standards;
- Improvements to external learning spaces;
- A new administration area for staff and visitors to the school;
- Essential upgrades to services infrastructure; and
- Roof modifications and replacements.

The Directorate is working with the school and the construction company to minimise any disruption to the school's normal operations while works are being undertaken.

Progress:

Cockram Construction (construction company) was engaged to complete the detailed design development. Activity on site commenced with phase 1 works on the 29 June 2017. This includes site establishment and roof works.

Phase 2 works commenced at the end of October 2017 following the contractor successfully meeting the predetermined milestones required for phase 1. Phase 2 works includes the new administration area, new amenities for staff and students, canteen relocation and some learning areas.

Consultation during the detailed design development process has included representatives of key stakeholder groups including the School Board, P&C, school executive and students.

A school community information evening was held at the school on 5 April 2017 attended by the School Board, P&C and parents. A second information evening for the school community was held on 2 August 2017.

Schools for the Future - Caroline Chisholm School - Centre for Innovation and Learning

The 2015-16 Budget funded \$5.896m to construct a specialist learning centre at Caroline Chisholm School (senior campus).

The Centre fulfils a commitment during the 2012 Election campaign to provide a Centre of Excellence in Numeracy at the Caroline Chisholm School.

The Centre for Innovation and Learning will deliver Science, Technology, Engineering and Mathematics (STEM) programs to students in the Tuggeranong school network.

The new Centre includes multi-purpose learning spaces and state-of-the-art equipment to support students enrolled at Caroline Chisholm School, local primary schools and the Tuggeranong school network, as well as providing professional development to teachers from across the ACT public education system.

The Centre will also be available for parents, the general community, undergraduate teachers and for post-graduate students to undertake research projects related to learning and teaching.

Progress:

Construction activities for the new Centre commenced on 19 April 2017 with the turning of the first sod by Joy Burch MLA.

The Centre has been completed and was ready for the start of the 2018 school year.

An official opening by the Education Minister will take place early in Term 2 2018.

North Gungahlin P-6 School

- The 2015-16 Budget funded a total of \$28.609m for the new school. This amount is comprised of new construction funding of \$28.209m plus \$0.4m of savings realised from the Charles Weston School project.
- The new school is located in the suburb of Taylor.
- The Government is fulfilling a 2012 ACT Election commitment to provide school facilities in north Gungahlin (identified as Moncrieff at the time of the commitment).
- The North Gungahlin P-6 School will open at the start of 2019 school year and will accommodate 688 students (i.e. 88 preschoolers and 600 students in Kindergarten to year 6).
- The Government is committed to providing facilities for the community in new urban areas and is providing new schools in new urban development areas, when these are needed.
- The North Gungahlin P-6 School is being delivered under a Design, Construct and Maintain delivery methodology. This delivery methodology has proved very effective on the Charles Weston School in Coombs in delivering value for money to the Territory through the incorporation of contractor innovation in design and construction.

Progress:

Progress on the North Gungahlin P-6 school is:

- The Request for Tender closed on 8 December 2016;
- The appointment of a preferred tenderer to complete detailed design development was approved on 8 May 2017;
- The Development Application (DA) was submitted on 12 July 2017. DA approval was received on 14 September 2017;
- The preferred contractor was appointed on 26 October 2017 to construct and maintain the school;
- Construction commenced in early November 2017;

- Learning Communities, Administration and Resource Centre floor slabs have been poured; and
- Wall frames have been installed to Learning Communities, with the roof being installed on the Preschool, Kindergarten and Learning Community 2 buildings.

Public Schools Infrastructure Upgrade (PSIU) Program

There have been significant milestones achieved as part of the 2017-18 PSIU program:

- Telopea Park School - new transportable building (2 classrooms) was delivered to site ready for the start of the 2018 school year;
- Heat mitigation works at Telopea Park School and Melrose High School have been completed;
- The Woden School college building project has commenced and significantly progressed with expected completion in June 2018;
- Aranda Primary School – the new transportable building (2 classrooms) was delivered to site ready for the start of the 2018 school year;
- Black Mountain School – modifications for high needs students have been completed ready for the start of the 2018 school year;
- Malkara School – high needs student toilet upgrades have been completed ready for the start of the 2018 school year;
- Alfred Deakin High School – disability access works were completed during term 1 2018;
- Arawang Primary School – the two new permanent classrooms have been completed ready for the start of the 2018 school year;
- Garran Primary School – a temporary transportable building was delivered to site ready for the start of the 2018 school year;
- Thermal Comfort in School Program has commenced and is continuing to be rolled out;
- Schools for All Program, submissions have been received and assessed with rollout of works underway;
- Telephone Upgrades – Voice over Internet Protocol (VoIP) upgrades has commenced and is continuing to roll out;
- Mount Stromlo High School – the roof replacement program, Stage 2 of the program has been completed; and
- Gungahlin College – heat mitigation works were completed in February 2018

Roof Replacement Works –Mount Stromlo High and Erindale College

- Mount Stromlo High School and Erindale College require roof investigation and replacement works as routine roof maintenance is no longer an effective and cost efficient solution to ongoing roof leaks.
- The Government funded Roof Replacement Works at Mount Stromlo High School in 2017-18 PSIU program. Further funding for works at Mount Stromlo High School plus funding for initial works at Erindale College are included in 2017-18 PSIU program.
- The required works at the schools include the replacement of roofing materials where required, improving the gutter systems and connection to the stormwater system and realignment of poorly damaged roof surfaces.
- The project manager to undertake the roof replacement at Mount Stromlo High School was engaged on 2 September 2016 and works commenced during April 2017. These works are now complete.
- The roof replacements works at Mount Stromlo High School and Erindale College are in addition to earlier roof replacement works at:
 - Melrose High School (full replacement);
 - Curtin Primary School (full replacement)
 - Chapman Primary Schools (full replacement);
 - Southern Cross Early Childhood School (partial roof replacement);
 - Wanniasa School - Senior Campus (major repairs); and
 - Canberra High School main building and science block (roof replacement)

39.

Education & Early Childhood Development

ISSUE: CAR PARKS AND TRAFFIC SAFETY PROGRAM**Talking points:**

- The management of traffic and road safety around and within schools is a cross-directorate responsibility of the ACT Government. To ensure that parking and traffic safety is managed in and around school environments, the Education Directorate (EDU) works closely with Transport Canberra and City Services (TCCS), the Justice and Community Safety Directorate (JACS) and ACT Policing.
- The Education Directorate works directly with TCCS to ensure that traffic and parking safety matters are managed appropriately and that concerns are addressed. This results in EDU and TCCS meeting with the school which may include the principal, the senior school management team, the Parents and Community Association, and/or other key stakeholders, to ascertain the details of the concerns.

Palmerston District Primary School

The Infrastructure and Capital Works branch is in the process of expanding the Palmerston District Primary School car park by 18 spaces (17 standard spaces and 1 accessibility space). The design has been finalised and construction commenced in April 2018. It is anticipated that construction will be completed by the end of July 2018.

This will bring the total number of spaces at the school to 100 (including all types of spaces onsite). With the expansion works, the total spaces onsite and adjacent on street parking will provide a total of 108 spaces. This is in excess of minimum car parking required by The ACT Parking and Vehicular Access General Code.

Both EDU and TCCS will continue to work closely with the school and the community to ensure that we foster a safe environment for all students attending Palmerston District Primary School.

Key Information

Upgrade of car parks and improvements to traffic safety at ACT public schools is funded from the annual Public School Infrastructure Upgrade program .

This program addresses issues that impact on the safety of pedestrians, car parking spaces, safe school set-down and pick-up areas, and compliance with current ACT Parking and Vehicular Access General Code within school grounds.

The Parliamentary Agreement commits the ACT Government to improvements in road safety around schools:

- TCCS has facilitated the crossing guard supervisors (lollipop officers) program at 20 of the busiest school crossings. This will allow children to safely cross at school crossings with a high traffic volume.
- The Directorate worked with TCCS to ensure that management and deployment of crossing guard supervisors is appropriately supported by each Directorate's governance arrangements.
- The school road safety plan includes new infrastructure, with bigger and better signage, dragon's teeth, dedicated school crossings and traffic islands. This investment will focus on the 20 schools identified as having the highest need. The Directorate has worked with TCCS to ensure the implementation of the measures is in line with the Active Streets program.
- TCCS rolled out the School Crossing Supervisor program at all 20 sites from Monday 5 February 2018. The full list of sites is available on the School Crossing Supervisor website. HOBAN Recruitment, the successful tender has recruited and trained approximately 35 supervisors and is continuing to recruit so they have a pool of supervisors trained.
- To increase safety around schools, the Directorate is working with TCCS in the creation of individual 'School Travel and Traffic Management Plans' and invest in effective and appropriate safety improvements including slower traffic speeds, more pedestrian crossings, improved walking and cycling connections, improved signage and education initiatives that will help both students and parents to use school car parks and roads more safely.

Following receipt of the February 2017 school census data, the parking requirements of all ACT public schools was reviewed. Once the February 2018 census results are released, the parking requirements will be updated.

With ongoing enrolment growth, the following 17 school sites do not fully comply with the ACT Parking and Vehicular Access General Code for the correct number of either regular spaces (three schools) or number of disabled parking spaces (two schools) or set-down areas (15 schools):

- Ainslie Primary School (general and set-down spaces)*;
- Alfred Deakin High School (set-down spaces);
- Canberra High School (set-down spaces)*;
- Chapman Primary School (set-down spaces)*;
- Kaleen Primary School (set-down spaces)*;
- Lyneham Primary School (set-down spaces)*;

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- Lyneham High School (general, disability and set-down spaces);
- Macquaire Primary School (set-down spaces)*;
- Maribyrnong Primary School (set-down spaces)*;
- Mawson Primary School (set-down spaces)*;
- Mount Rogers Primary School (general spaces)*;
- Mount Stromlo High School (set-down spaces)*;
- Miles Franklin Primary School (set-down spaces)*;
- Neville Bonner Primary School (set-down spaces)*;
- Narrabundah College (disability spaces);
- North Ainslie Primary School (set-down spaces);
- Telopea Park School (set-down spaces)*.

**Parking is available within the precinct or in close proximity to the school.*

Planning for car park improvements at ACT public schools include:

- Wanniasa Hills Primary School – redesign works are planned to be completed during 2018, due to Bilson Place no longer being available for use as a car park;
- Fraser Primary School – designs for an overflow car park on land adjacent to the school are complete;
- Palmerston District Primary School – preliminary designs for an overflow car park on the oval adjacent to the school are complete, EDU is in discussion with TCCS to determine viability of the site for a car park;
- Mount Rogers Community School – exploring options with the school for additional car park spaces to respond to increased student enrolments. These works will be considered for 2017-18 should funds be available or in future financial years;
- Ngunnawal Primary School – exploring options with the school for additional car park spaces to respond to increased student enrolments. These works will be considered for the 2018-19 financial year;
- Gold Creek School – the Directorate is working with TCCS to redesign the junior campus parent car park to improve pedestrian safety and traffic flow. In addition, a Temporary Traffic Management Plan was put into operation from June 2017 to facilitate a trial of the proposed changes;
- Theodore Primary School – investigation into relocating the disabled spaces, flow improvements to car park, signage and compliance improvements that will enable parking regulation enforcement;
- Hughes Preschool – investigations are ongoing into the provision of additional car park spaces; and

- Giralang Primary School – review of proposed design and investigation of bus access options are ongoing.

Background Information

- Education has been provided with advice in relation to dwindling community facility-zoned land stocks. This issue has resulted in a government decision to suspend consideration of all direct sales of community facility land (apart from a few that were already significantly progressed), while a policy is developed for the remaining blocks/stocks. This has a direct impact on the proposed car park works at Waniassa Hills Primary School, Bilson Place (Block 5 Section 253 Wanniasa) as this space is a community facility zoned block. The policy work is being done by the Land Supply and Policy Division of EPSDD.

40.

Portfolio: Education & Early Childhood Development

ISSUE: CONDITION OF ACT PUBLIC SCHOOLS**Talking points:**

- Each year the government invests over \$20 million maintaining ACT Public Schools;
- Over the next four financial years, there will be \$85 million invested to improve the infrastructure of existing schools, including upgrades to learning spaces, expansions, accessibility improvements and replacement of end of life building systems and fabric.

Key Information***Maintaining and upgrading the condition of public schools in the ACT***

The Education Directorate has an annual allocation of \$16.4 million to undertake planned and unforeseen repairs and maintenance works at ACT public schools and preschools as well as compliance programs.

A further \$6.0 million is allocated each year directly to ACT public schools. This funding is for physical infrastructure costs covering minor repairs and maintenance works.

Building Condition Assessment Reports are undertaken for each school every three years. These Reports identify the priority workplace health and safety tasks to be undertaken by schools and those further works required as the plant, equipment and facilities age.

These Reports, together with feedback from schools, including works identified by compliance inspections, inform the annual school repairs and maintenance program managed by the Directorate and the annual Public School Infrastructure Upgrades Program.

In January 2017 the updated School Management Manual commenced and reflected a change in the apportioning of responsibility around schools repairs and maintenance activities.

The Directorate's Repairs and Maintenance Team now has responsibility for more functions related to compliance and safety. The schools are responsible for more general and low risk maintenance issues including painting, floorcoverings and minor electrical and plumbing issues. This affords the schools greater autonomy around their environment but assists greatly in piece of mind around important compliance responsibilities.

The 2017-18 Capital Upgrades Program includes:

- Aranda Primary School expansion;
- Arawang Primary School expansion;
- Garran Primary School expansion;

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- The Woden School – Stage 2 of the master plan works will be completed across the two financial years of 2016-17 and 2017-18;
- Mount Stromlo High School – roof replacement works (Stage 2);
- Learning area improvements at:
 - Mount Stromlo High School;
 - Canberra High School;
 - Melba Copland College;
 - Lyneham High School;
 - UC Kaleen High School;
 - The O’Connor Co-operative School; and
 - Wanniasa School.
- Internal capacity expansions to:
 - Palmerston Primary School;
 - Yarralumla Primary School.
- Toilet upgrades at:
 - Lake Ginninderra College;
 - Black Mountain School; and
 - Makara School.
- Heating and Cooling upgrades at multiple schools.
- End of life asset replacements at multiple schools.
- Implementation of the Schools for All program at multiple schools.

In the 2016 ACT Election, the Labor Government committed to investing \$85m to upgrade and maintain ACT public schools over the next four years.

A \$0.575m building tuning program is in place to conduct energy audits at schools where energy efficiency is low. Schools are selected according to annual and seasonal energy consumption compared against their peers with the high energy consumers being prioritised for audits, site visits and intervention works. The program identifies mechanical efficiencies to heating, ventilation and cooling systems in addition to building solutions that will assist in improving thermal comfort whilst managing energy consumption. The audits also assist in identifying investment priorities for inclusion in future works programs.

Background Information

The 2017-18 repairs and maintenance works include:

- Specific projects (eg., balustrade replacements, electrical switchboard upgrades);
- Heating, Ventilation and Air Conditioning maintenance and repairs;
- Stormwater and sewer line inspections and rectification works;
- Roof access safety system certification;
- Lifts and auto doors inspections and maintenance;
- Emergency lighting inspections and maintenance;

QUESTION TIME BRIEF

- Fire alarm system monitoring;
- Asbestos materials surveys;
- Asbestos removal program;
- Building condition assessments;
- Work health and safety related works; and
- Security system upgrades.

An ACT Labor 2016 Election commitment was to provide \$85m over 4 years to upgrade and maintain public school infrastructure particularly in older schools under the School Infrastructure for the Future (SIF) program.

41.

Portfolio: Education & Early Childhood Development

ISSUE: HEATING AND COOLING IN ACT PUBLIC SCHOOLS**Talking points:**

- All schools have an extreme temperature management plan.
- A program of works to increase the level of cooling in selected classrooms has commenced.
- \$3.35 million is being spent in 2017-18 addressing cooling issues in schools.
- The ACT Education Directorate policy for Managing Extreme Temperatures in ACT public schools requires schools to have a management plan to keep students and staff comfortable.
- ACT schools have a site specific management plans for extreme temperatures. Activities to manage high temperatures include:
 - Optimising natural ventilation, air movement and shade;
 - Using additional fans or coolers;
 - Easy access to water and increased use of water play;
 - Rotating classes through cooler areas on site;
 - Adjusting educational programs and access to certain areas of the school to minimise potential for heat stress;
 - Adjusting uniforms, if required; and
 - Limiting playground access to shaded areas in addition to ensuring all students playing outside have hats, sunscreen and a water bottle.

Key Information

In the 2016 Election, ACT Labor committed to fund \$85m in ACT public school capital upgrades over the next 4 years. This program was intended to include upgrades to heating and cooling systems and build on the recent artificial cooling of all school libraries and administration areas.

- The Heat Mitigation in ACT Public Schools Program was initiated in early 2017 in response to the high temperatures experienced in some parts of ACT public schools in previous years.

- The Infrastructure and Capital Works (ICW) Branch has selected interventions that are able to be delivered in the required time frame and with the least impact on the school in relation to disruption and long term energy consumption. The scope of works developed for each school will support the *Procedures for Managing Extreme Temperatures in ACT Public Schools* with a focus on the student spaces.
- More than 700 high priority spaces have been identified by the schools in this program. Due to the magnitude of issues, a phased approach over a number of years is being taken. This approach prioritises schools according to a risk matrix.
- An additional \$1.8m has been allocated in the 2017-18 ICW programs to address priority areas in consultation with the schools. This remediation is being delivered through a rolling program that includes passive solutions such as external shading, building insulation and glazing treatments. Where passive solutions are not suitable, installation of air cooling systems will be considered.
- An advanced specimen tree planting program has been implemented across five schools in 2017-18 to provide passive shading Alfred Deakin High School, Amaroo School, Arawang Primary School, Miles Franklin Primary School and Callwell High School.
- A building tuning program with a budget of \$0.575m has been implemented in 2017-18 to increase the efficiency of heating and cooling plant and improve the building envelope at schools with low energy efficiency. The program has included open draught proofing workshops in each of the school catchments. The workshops provided Building Service Officers with information and training in the application of cost effective/high impact draught proofing solutions to reduce the impact of external temperatures on internal school environment.

2017-18 Heating, Ventilation and Air Conditioning (HVAC) Program

To the end of March 2018, there have been 1804 maintenance calls to repair or replace existing HVAC assets, with 100% of the HVAC maintenance budget committed to date. The budget for HVAC specific works, which includes works requested by schools, is also 100% committed.

Background Information

The former Minister for Education and Training made a statement in the Legislative Assembly in June 2015, about the ACT Government's position on heating and cooling in schools. This affirmed:

- Preference for natural ventilation – consistent with the ACT Government's carbon neutral strategies to reduce energy consumption;
- Employment of extreme temperature management plans; and
- Installation of artificial cooling in priority areas of schools – specialist education facilities, libraries and administration area to allow students to circulate to cooler areas.

QUESTION TIME BRIEF

There is a direct scientific correlation between the temperature of a learning space and the concentration levels of students. Studies identified that both low (<20° C) and high (>27° C) temperatures have negative effects on performance.

On the occasions where existing management activities are no longer effective, the Principal will consult with the Directorate's Health, Safety and Wellbeing Team and the Delegated Official who will determine whether a school should be closed.

The Directorate maintains engineering controls for thermal comfort throughout the year:

- Currently the majority of heating and cooling plants across the Directorate are working to acceptable standards; and
- As faults are identified, maintenance providers attend the affected specific schools.

In 2015, a program commenced to ensure all schools had air conditioning or evaporative cooling in both library and administration areas. Across schools 11 libraries and 15 administration areas did not have a cooling mechanism. This program is now complete with a total cost of \$0.75million from 2015 to 2017.

In addition, under the schools repairs and maintenance program, \$3.6 million is spent each year on heating and cooling maintenance.

In 2016, the Directorate sought tenders for new contractors to provide heating, ventilation and air conditioning (HVAC) maintenance services to schools. This contract is now performance-based and focuses on the thermal comfort of spaces within schools.

The Directorate is also looking to replace aged building management systems at schools. This is expected to improve the management of thermal comfort in schools as well as reduce energy consumption.

Loan funding for the first school – Erindale College – was secured from the Carbon Neutral Government Fund \$0.758million. Calwell High School will receive a building management system (excluding lighting) in 2017-18 to facilitate coordinated control of the heating and cooling systems \$0.150million. This project is funded by the Education Directorate.

33.

Education & Early Childhood Development

ISSUE: SCHOOL CAPACITY

Talking points:

- Every public school in Canberra can accommodate the students living in the school's Priority Enrolment Area.
- More than 700 new places have been provided in Gungahlin schools in 2017 for the start of the 2018 school year.
- In the coming years new schools will be built in Molonglo and Gungahlin to support the population growth in these regions.

Key Information

- Canberra public schools must be able to accommodate students living within each school's Priority Enrolment Area (PEA), and all public schools in the ACT are able to do this.
- School Capacity is a measure of student numbers that can be accommodated in schools and takes into account provisions for mainstream students and for students in special settings (such as disability education). Together with enrolment trends, school capacities are indicators for potential infrastructure works or non-infrastructure changes to the operation of a school.
- Each year the Education Directorate reviews current and projected enrolments and compares them with school capacities to determine whether additional classroom spaces are required or where school facilities are underutilised.
- A number of areas in the ACT are subject to considerable population growth, either from new developments, such as in Gungahlin or Molonglo, or from urban infill. This population growth can place demand on existing public school infrastructure. Evidence of school enrolment pressure is analysed to determine likely trends and solutions are explored including:
 - reducing out-of-area enrolments;
 - adjusting the PEA boundaries;
 - making better use of available space, including better use of larger teaching spaces and multi-purpose rooms;
 - planning for a temporary capacity increase with the installation of transportable buildings; and
 - planning for a permanent capacity increase by expanding a school, or where necessary, building a new school.

QUESTION TIME BRIEF

- Gungahlin schools were expanded in 2017 and at the beginning of the 2018 school year an additional 716 places were added across the region. Another 250 places will be added over the next few years. This is in addition to the 600 places which will be provided in the new North Gungahlin P-6 School which opens at the start of 2019.
- A new primary school is planned in Denman Prospect in Molonglo and a new school in East Gungahlin is also proposed. The opening dates for both schools are yet to be confirmed.

Background Information

- Where schools are projected to have a high (greater than 85%) or low (less than 40%) utilisation, schools develop and implement School Enrolment Management Plans (SEMP).
- The capacities for ACT public primary schools is based on an average of 25 students per learning and teaching space and the capacities for secondary schools is based on an average of 19 students for each learning and teaching space.
- School capacity methodologies have evolved from demographic considerations and best practices in other jurisdictions. Development of a Directorate School Capacity policy is underway.
- For the 2018 assessment cycle, a change was made to the way in which specialised spaces in primary schools are counted in capacity, recognising that some of these spaces may not be suitable for long term use as a mainstream classroom. The new method applies to second halls, art rooms, kitchens, music rooms, multipurpose rooms, science rooms and community rooms. Under the new approach, a case by case assessment of each specialised space enables consideration of the actual use of the space and the value it is delivering to the school community at the time of assessment. The application of the new methodology reduces the assessed capacity of several schools as some specialised rooms are no longer being counted in capacity.
- A school's capacity is updated following the completion of building works that involve either an expansion or reduction of infrastructure (minor or major works or the addition/removal of transportable buildings). It is also adjusted where special settings changes are made.
- A school's capacity can be temporarily adjusted to take account of best practice for the delivery of the special education services. A full review of each school's capacity is undertaken every two years, and reviews can be requested as required.
- A School Capacity Working Group comprising of representatives from the Infrastructure and Capital Works and Planning and Analytics branches meets to review capacity issues. Directors and the senior executive are notified of critical issues as they occur.
- Following the February and August student census each year, the School Capacity Working Group examines the best use of available spaces for those schools experiencing enrolment pressure.

29.

Portfolio/s Education & Early Childhood Development

ISSUE: LEARN ANYWHERE STUDENTS USE OF ICT IN SCHOOLS**Talking points:**

- The Education Directorate is committed to providing ACT Public school students with ICT that is fit for the needs of learners today.
- In determining these needs the directorate consulted with schools through a technology advisory group to determine the key areas required to enable effective use of ICT.
 - Access real world learning platforms that are easy to use and familiar to them.
 - Connection to reliable high speed internet
 - Use of own personal device of choice allowing personalised learning.

Key Information

- The Digital Backpack is a simple entry point for students and teachers that provides access to online tools to support learning anytime anywhere the internet is available (at school, at home or through public Wi-Fi).
- Cloud services continue to be available in the Digital Backpack from the start of the 2015 school year, including Google G Suite and Microsoft Office 365.
- The online services provided enable schools in partnership with parents, to support our young people to be safe and productive online. This is achieved by providing students with the technology and learning platforms they want to use, set up in a way that is safe and secure.
- Parents are provided with the Privacy Information sheet based on the recommendations from the independent Privacy Impact Assessment, the Directorate commissioned relating to Google G suite and Microsoft services. Prior to a student's account being created and enabling the service parents must provide consent. If consent is not provided alternate options are provided.
- To enable students to successfully operate as digital citizens they are required to read, understand and sign the Acceptable use of ICT Policy.
- The Australian Curriculum sets out expectations for the use of ICT as a general capability to be implemented across the curriculum, this includes digital citizenship and safe behaviours in the use of technology.

- Canberra Public schools' implementation of the Australian Curriculum ensures that students develop these vital skills in the use of ICT, which is embedded both within the classroom and brokered through the schools ongoing partnership with the parent community.

Online Tools and what they are:

- *Google G Suite for Education* - A cloud-based education platform offering online productivity tools for learning and classroom collaboration. G Suite provides students and teachers with unlimited cloud storage in Google Drive, Docs, Sheets and Slides. Google Apps also provides student email and other modern online learning tools like Google Classroom.
- *Microsoft 365* - A Microsoft office suite that is online (cloud based) including online storage. All students and teachers are also able to download the latest version of Office 365 on up to five personal devices.
- *eBooks (Overdrive)* - Online library with access to over 6088 eBooks and 686 audio books from their own personal device at school, home, and publically available Wi-Fi.
- *Scoutle* - Australian digital curriculum content library with over 15000 resources for teachers.
- *Cyber Safety Button* - provides internet users, particularly children and young people, with easy online access to cyber safety information and assistance available in Australia. It offers counselling, reporting and educational resources to assist young people deal with online risks including cyberbullying, unwanted contact, scams and fraud, and *offensive or inappropriate material*.
- *Clickview* - Online video management tool (available at selected schools who have opted into the subscription for the service).

Teacher Professional Learning Opportunities

- Due to the high uptake and successful adoption of Google G Suite for Education in our Canberra Public Schools, The Directorate hosts a range of training and development sessions based around Google G Suite each term. These sessions have been running successfully since 2015.
- Annual Canberra Google Summits have been hosted by the Directorate since 2015. Over 200 teachers attended the 2018 Summit on 16 and 17 April 2018 at Gungahlin College.

Wireless Access

- The wireless access in all Canberra Public Schools has been enhanced. There are now approximately 5000 wireless access points in primary and secondary schools and this has resulted in ACT Public schools being the best connected in the country.

Wireless – Health & Safety

- During the planning and implementation of the Wi-Fi in ACT Government Schools, the Directorate has utilised equipment that has been designed and manufactured to

comply with the Australian Standards on Human Exposure to Radio Frequencies to ensure the safety of staff and children. ACT Government deployments of wireless access points within schools also exceed the minimum separation distance recommended.

- To align with the Australian curriculum the ACT Government will continue to provide our schools with digital capabilities fit for the modern learner, including access to wireless technologies which operate within the *Radiation Protection Standard for Maximum Exposure Levels to Radiofrequency Fields - 3 kHz to 300 GHz (2002)*.

Devices for Students

- The Personal Electronic Devices (Bring Your Own Device) Policy has been adopted by the Education Directorate. Following consultation with the parent community a school can now allow students to bring their own device to school and connect to our secure ACT Government fibre “SchoolsNET” network. A Student using their own device provides a platform that they already understand for them to learn, create, communicate and collaborate from anywhere.
- Schools share in \$1.5million budget per annum to supply devices for student use at school.
- The ACT Government has initiated the Technology Enabled Learning Program which supplied over 14,500 ACER Spin 11 Chromebooks to all Year 7 to 11 students over the first three weeks of Term 1 2018.

Background Information

- The Directorate is committed to providing students with ICT that is fit for the needs of learners today. To ensure ACT students develop the skills required for their further success in work and as engaged digital citizens. In determining these needs the directorate consulted with schools through a technology advisory group to determine the key areas required to enable effective use of ICT.
 - Access real world learning platforms that are easy to use and familiar to them.
 - Connection to reliable high speed internet
 - Use of own personal device of choice allowing personalised learning.

11.

Portfolio/s Education & Early Childhood Development

ISSUE: NAPLAN ONLINE**Talking points:**

- The ACT is well placed to transition to NAPLAN Online on 15 May this year.
- NAPLAN provides information for our schools and can support teachers and parents to guide learning for our students.
- The value of this information can be improved through NAPLAN Online which will provide timely and more targeted assessment, more precise results and faster turnaround of information for parents, students and teachers.
- The ACT Education Directorate has worked closely with all ACT schools in preparing to move to NAPLAN Online, with schools and teachers investing valuable effort into ensuring their schools are ready.

Key Information

- It is expected that all ACT Public Schools, Catholic systemic schools and six Independent schools will transition in 2018.
- Significant local and national testing of the NAPLAN Online platform in 2017 has improved our confidence that schools will have a robust platform to use for online testing in 2018. A coordinated practice test and load event was held on 22 March 2018 to support student familiarisation and replicate the load on the NAPLAN platform anticipated for the first session of NAPLAN Online 2018.
- In the ACT 82 out of 108 NAPLAN Online schools participated (not all schools participated due to other competing school based events) and there were over 8,000 completed test attempts.
- The NAPLAN Online Platform was stable and the practice test was a useful familiarisation tool to support school preparation.
- In the ACT, a majority of public school students experienced some small disruptions to their test due to an issue with some Shared Services ICT hardware. During the disruption, the TAA did not experience an increase in the number of calls, indicating that at the school level, schools were able to use their training to control tests. Education and Shared Services ICT are working closely to mitigate against this issue recurring in the future.

- There was widespread national support that the test was successful in terms of platform stability and load put through the system. The national load put through the system was bigger than any experienced before. Nationally, all supporting infrastructure metrics were healthy We will continue to work with local and national partners to ensure the required technical systems are fully ready for schools to move to online testing.
- NAPLAN Online occurs between 15 and 25 May 2018.

Background Information

- ACT students across public and non-government schools participated in pencil and paper National Assessment Program Literacy and Numeracy (NAPLAN) testing in 2017 (consistent with previous years).
- In 2017, no school transitioned to NAPLAN Online, as the ACT determined that the national technical systems required for NAPLAN Online were not ready and there was too great a risk that problems could arise during the testing week.
- The ACT postponed the transition to NAPLAN Online to ensure that the administration of NAPLAN assessments occurs in a way that enables learning to continue productively and without creating unnecessary stress for children, while providing the most value.
- Across Australia, states and territories have been working to move to NAPLAN Online by 2019. In the ACT, Canberra public, independent and catholic schools had been working closely together, to implement NAPLAN Online.
- The use of ‘tailored testing’, available through NAPLAN Online, will challenge students with questions more suited to their ability, resulting in more targeted assessment and precise results.
- The ACT has achieved several important milestones in assessing school and system readiness through participation in a number of trials across ACT schools. The trials provided the opportunity for schools to prepare to go online, and their students to engage with the online assessments, gain familiarity with the online platform, the new test administration processes and practice classroom procedures.
- Consistent with the approach taken by the ACT, no other Australian jurisdiction transitioned to NAPLAN Online in 2017.

31.

Portfolio/s Education & Early Childhood Development

ISSUE: NORTH GUNGAHLIN SCHOOLS**Talking points:**

- The government is committed to deliver increased school capacity in growing locations of the ACT, particularly in Gungahlin.
- The geographic distribution of school enrolment growth mirrors the population growth of the ACT, with the strongest growth in Gungahlin.
- A new public schools is due to open in Taylor in 2019
- In addition to the new school in Taylor, planned expansions at Gold Creek, Neville Bonner, Harrison and Palmerston schools, will add a further 400 places to capacity in Gungahlin between 2019 and 2021 to respond to enrolment growth.
- Planning is also underway for a new school in East Gungahlin and for an expansion to the Franklin Early Childhood School and to the Gold Creek senior School.

Key InformationGungahlin region growth - space in schools

- The *Education Act 2004* requires that priority be given to the enrolment of children in the government school in their neighbourhood.
- Enrolments for the North Canberra/Gungahlin network are projected to grow at the fastest rate in the ACT over the five years to 2023. Growth can be attributed to the continuing development of the recently established suburbs of Casey, Crace, Bonner, Franklin, Harrison, Moncrieff, Throsby and Jacka, and to the planned suburbs of Moncrieff (2017), Throsby (2019), Taylor (2019) and Kenny (mid 2020s).
- These forecasts indicate that decisions around further capacity in the Gungahlin region will need to be made during the forecast period. Expected enrolments in primary schools will be initially absorbed through planned capacity expansion at Amaroo, Neville Bonner, Gold Creek and Harrison schools as well as through the new P-6 primary school to be located in the suburb of Taylor. Planning is underway for the the expansion of the Franklin Early Childhood School.
- A new primary school in the suburb of Taylor will open in 2019 to cater for enrolments generated by the suburbs of Moncrieff and Taylor.

QUESTION TIME BRIEF

- It is important that we make sure that the capacity increases in the Gungahlin region that are required are made in a timely fashion, and put in place neither too soon or too late.
- Taking account of the new North Gungahlin P-6 school and of other planned capacity increases, the Government expects that, as has always been the case, there will continue to be places for Canberra's children in their neighbourhood schools.

37.

Portfolio/s Education & Early Childhood Development

ISSUE: NSW ENROLMENTS

Talking points:

- The ACT is providing specific pathways for NSW students seeking to attend Canberra public schools commencing with 2018 enrolments and being progressively implemented over future years.
- The ACT Government has worked with the NSW Government to ensure the new arrangements provide a number of viable quality options for NSW families seeking schooling in the ACT.
- Selected schools in Tuggeranong and Belconnen have been identified to meet the needs of NSW resident students seeking to enrol in ACT public schools.
- The selection of these schools addresses multiple needs, including the need for NSW families to know as early as possible their schooling options and also for the ACT to better manage school capacity and the distribution of students.

Key Information

- NSW students are being directed towards schools in two zones, a southern zone, centred on Tuggeranong, and a northern zone, centred on Belconnen. Within each of these zones, NSW resident students are offered their choice from a defined set of primary schools, high schools, and colleges.
- NSW students currently enrolled in an ACT school are able complete their schooling in the school they currently attend.
- New enrolments of NSW students in ACT public schools will be accepted in identified pathway schools only. Parents from NSW seeking enrolment in ACT schools in 2019 can find advice on the new arrangements on the Education Directorate website.

Background Information

- The ACT welcomes around 1,800 NSW students into our 87 public schools each year.
- Previously, NSW families wishing to enrol their child were required to apply to attend a Canberra public school and applications were considered on a case by case basis. This meant some families may not have received confirmation of their child's

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QUESTION TIME BRIEF

enrolment until close to the start of Term 1, once all ACT enrolments had been considered.

- NSW Government has no plans to increase public school capacity in the ACT region over the next five or more years. Residential and other developments on the NSW side of the border, and the cost of non-government education rising faster than CPI increases, creates the likelihood of steadily increasing enrolments in ACT public schools by NSW residents.
- Eligibility for NSW residing students for each of the zones would be determined by the address of the applicant.
 - Towns and suburbs such as Bywong, Geary’s Gap, Gundaroo, Gunning, Murrumbateman, Sutton, Uriarra, Wamboin, and Yass, are all in the northern zone. The enrolment pathway for students from the Northern Zone includes Charnwood-Dunlop, Evatt and Florey primary schools, Melba Copland and University of Canberra Kaleen high schools and Melba Copland and Lake Ginninderra colleges.
 - Towns and suburbs such as Bungendore, Burra, Googong, Jerrabomberra, Michelago and Queanbeyan are all be in the southern zone. The enrolment pathway for students from the southern zone includes Gilmore, Wanniassa, Richardson and Calwell primary schools, Caroline Chisholm, Wanniassa and Calwell high schools, and Lake Tuggeranong and Erindale Colleges.

28.

Portfolio/s Education & Early Childhood Development

**ISSUE: PERSONAL ELECTRONIC DEVICE (BRING YOUR OWN DEVICE)
POLICY****Talking points:**

- Students may bring their own IT device to school to assist with their learning.
- Implementing the policy is a school-based decision made in consultation with their parent community, and implementation varies between school communities.
- The program is complementary to the financial support provided by the Directorate to supply devices for students to use at school.
- In recognition of the cost impact to families of providing a device the ACT government implemented the Technology Enabled Learning initiative. This will ensure every students in years 7 – 12 irrespective of family circumstances, will have an equal opportunity to access technology so that they can learn wherever they are and use technology whenever they need it.

Key InformationPersonal Electronic Device (Bring Your Own Device) Policy

- The policy states that “students may bring personal electronic devices (PEDs) to school to support their learning”. The Policy ensures that no student (or family) is required to bring their own device to school.
- The schools who have adopted the policy have included many parent information forums and opportunities for students to demonstrate their use of our new ICT services and capabilities, including demonstrating ‘Google Apps for Education’ on personal wireless devices to the school’s parent community.
- The policy has provided schools with an opportunity to strengthen their school-parent partnerships.
- The policy was developed over a period of two years with extensive consultation with school staff, parents and interested community organisations including the “ACT Council of Parents & Citizens Associations”.
- The Directorate has ensured that 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.

QUESTION TIME BRIEF

- The policy provides schools with a localised framework to partner with their parent community to enable students to safely and securely connect to the Directorate's high speed Wi-Fi network with their own personal device.
- The policy provides recommendations to schools of what should be addressed as part of the parent/community consultation including equity, diversity of devices, privacy, security and other local community needs.

Funding

- Directorate schools are allocated a share of \$1.5 million funding each year to provide reliable student access to ICT, including devices. This is to ensure that all students can access ICT technology when required as part of their learning. Currently, the number of school-purchased devices provides a ratio of one device for every three students.
- Schools use the funding allocation to select the mix of devices best suited to their local needs, with low cost options such as Google Chrome books at \$350 per device being an increasingly popular choice for schools.
- With \$1.5m in annual funding available over the last four years this would equate to approximately 4200 new devices every year in our schools, depending upon local school choice.
- An election commitment was made by the ACT Government in the October 2016 election (ACT Labor Party Election Commitment – Supporting Parents and Students, September 2016) to give every public high school and college student in the ACT a high quality and up-to-date device, issued progressively to year 7 and year 11 student from January 2018 for four years. Further details are in the "Election Commitment – technology Enabled Learning" Question Time Brief.

Background Information

- The implementation of the Personal Electronic Device (BYOD) program at some schools has raised the question of ICT equity for students and cost to parents.
- Our schools emphasise the use of ICT and the development of ICT skills to ensure that their students can develop their capacity to analyse information, solve problems and communicate in a highly digital society.

32.

Portfolio/s Education & Early Childhood Development

ISSUE: PRIORITY ENROLMENT AREAS**Talking points:**

- The *Education Act 2004* requires that the Director General of Education make arrangements to give 'priority to the enrolment of children in the government school in their neighbourhood'. This is achieved through the establishment of priority enrolment areas.
- Priority Enrolment Areas are reviewed regularly to ensure that they continue to meet the changing circumstances of a school and of the families in its neighbourhood. Changes are published by the Directorate on the Directorate website.
- A new PEA has been established for enrolments at the new public school in the suburb of Taylor starting in term 1 of 2019.
- The new PEA includes the suburbs of Taylor, Moncrieff and part of Jacka, all currently within the Amaroo School PEA, and the suburb of Casey, currently within the Gold Creek School PEA. Casey will be a shared zone for the new school and the Gold Creek School pending a review for 2022.
- Each year, without fail, we find a place for every child who wants a place in their neighbourhood school. We expect that to continue this year.

Key Information

- Most public schools in the ACT have a defined priority enrolment area. Priority enrolment areas are how the Director General ensures that the obligation in the *Education Act 2004* to give 'priority to the enrolment of children in the government school in their neighbourhood' is met. Students who reside in that area have priority for enrolment at that school. The priority enrolment area takes into account geographical boundaries, school capacity, and the actual and projected student numbers. Each school is required to enrol students who live within its priority enrolment area.
- There are a small number of schools with special circumstances that do not have a priority enrolment area but have specific criteria for entry to the school. These include specialist language schools such as Telopea Park School (for entry to primary school), specialist education schools (which provide education for students with a disability), Allen Main Memorial Preschool (Duntroon) and the five early childhood schools.

Cleared as complete and accurate: 30/04/2018

Cleared by: Director

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Lead Directorate: Education

QUESTION TIME BRIEF

- Schools must maintain available capacity to accommodate current and future students from within their priority enrolment area before they accept out-of-area students. When projections identify emerging capacity pressures schools may be directed not to accept out-of-area enrolments.
- While most school priority enrolment areas remain unchanged from year to year, some require adjustment in response to demographic changes, school openings or closures, or changes in enrolment capacity.
- The PEA changes allow for the management of enrolment growth facing schools under pressure, particularly schools in north Gungahlin.
- In an effort to ensure that priority enrolment area arrangements are easily understood by both families and schools, the Directorate continues to develop simplified processes for updating priority enrolment areas, improved communication practices and, where possible, the reduction or elimination of shared areas or divided suburbs.

Background Information

Schools and School Network Leaders participate in the process associated with changing priority enrolment areas. Decisions on changing priority enrolment areas are made two years in advance and a communication strategy is used to ensure the information is disseminated to schools and their communities.

30.

Portfolio/s Education & Early Childhood Development

ISSUE: TECHNOLOGY ENABLED LEARNING – DEVICES FOR SECONDARY STUDENTS

Talking points:

- The ACT Government has delivered on its election commitment to provide equity of access to technology to Canberra public secondary students.
- Over the first three weeks of Term 1 2018 over 14,500 year 7-11 students were issued with a Chromebook device. New year 7 cohorts will receive devices over the following two program years.
- Every child deserves an equal chance for a great education and access to technology for learning will not be an educational barrier in the ACT.
- Irrespective of family circumstances, every student will have an equal opportunity to access technology so that they can learn wherever they are and use technology whenever they need it.
- A total of \$11.483m has been committed to support the first three years of the program.

Key Information

- Implementation of the program is informed by deliberations of the ministerially commissioned School Education Advisory Committee (SEAC), including the recommendation to leverage the current successful use of Chromebook devices and to deliver equity of access to all students sooner via an expedited rollout timeframe.
- The Directorate completed a competitive procurement process through the Territory's IT Services panel and selected the ACER Spin 11 Chromebook supplied by Datacom.
- This program will complement existing BYOD policy and students are free to continue to use a personal device of choice, should they wish to do so.
- The Directorate is also developing a program framework based on known best practice to assist schools prepare for, implement and evaluate the impact of this initiative.

QUESTION TIME BRIEF

- Teachers will be supported to incorporate the use of Chromebooks through training facilitated by EdTech team in the Week 5 workshops on Google in Education. The annual 'Canberra Summit' was held on 16 - 17 April 2018, providing further pedagogical support for teachers in the use of Chromebooks and the G-Suite. Also, 'Read and Write for Google' training occurred for teachers in Term 1 2018. 'Read and Write for Google' allows all students to have computer text read to them as well as capturing their speech and turning it into text. This has proved invaluable for students with disabilities but also useful to all our students.
- Our schools emphasise the use of ICT and the development of ICT skills to ensure that their students can develop their capacity to analyse information, solve problems and communicate in a highly digital society.
- Students and parents have been provided with information and resources on eSafety best practice in partnership with the Office of eSafety Commissioner.
- eSafety and digital citizenship is a core component of the Australian Curriculum implemented across all Schools.

Background Information

- An election commitment was made by the ACT Government in the October 2016 election (ACT Labor Party Election Commitment - Supporting Parents and Students, September 2016) to give every public high school and college student in the ACT a high quality and up-to-date device, issued progressively to year 7 and year 10 student from February 2018 for four years.
- The final SEAC report was received on 22 June 2017 and includes 13 recommendations to guide the implementation of the initiative. Nine recommendations relate to activities to be undertaken by the Directorate, mostly centred on the development of materials and resources to support schools in implementing the program. The remaining four relate to activities to be undertaken by schools to maximise the success of the initiative.
- Our schools emphasise the use of ICT and the development of ICT skills to ensure that their students can develop their capacity to analyse information, solve problems and communicate in a highly digital society. This is in line with the objectives of the Australian Curriculum which requires students to understand how to operate effectively in a digital world.

*** NOT USED ***

QUESTION TIME BRIEF

3.

Portfolio: Education & Early Childhood Development

ISSUE: AUDITOR-GENERAL'S AUDIT ON PERFORMANCE INFORMATION IN ACT PUBLIC SCHOOLS

Talking points:

- The Government is implementing a range of initiatives to improve the use of performance information in ACT public schools. This includes implementation of the seven recommendations made by the Auditor-General's Audit on the use of Performance Information in ACT Public Schools.
- In conjunction with The Future of Education policy work and ongoing strategic planning, the implementation of these recommendations will build on existing governance arrangements and school improvement initiatives that the Auditor found to be sound and support improved outcomes for students in ACT public schools.

Key Information

- The ACT has historically been a national leader in school education. As gains in the ACT have become harder to achieve our performance growth in some measures has levelled out and improvements in other Australian school systems have brought them in line with or ahead of the ACT.
- The ACT's relative performance in these measures is most obvious in relation to disadvantaged students.
- In addition to the Future of Education policy work the Education Directorate, with the assistance of the Australian Curriculum Assessment and Reporting Authority (ACARA), is refining indicators for public reporting that will demonstrate the growth in learning achieved by students in ACT public schools. These strategic indicators will also be included in the Directorate's 2018-2020 strategic planning cycle. The indicators will also provide guidance on how performance is measured as well as any quantitative targets associated with performance.
- These measures are likely to include a longitudinal measure that compares the growth between NAPLAN assessment points of ACT public students, such as between years 3 and 5 and years 7 and 9, compared with the growth achieved by students in other jurisdictions.

QUESTION TIME BRIEF

- The Directorate is implementing an initiative titled ‘Enabling Evidence Based Improvement in Canberra Public Schools – Valuing Data as Evidence to Inform Great Teaching’. The initiative is designed to:
 - a) align school level data used by teachers, and whole of ACT system data, to align planning and accountability for our students from top to bottom;
 - b) refine a set of strategic indicators based on performance data over time. These indicators will include other domains, such as school climate and student engagement and wellbeing indicators, as well as the more traditional educational outcome measures;
 - c) ensure that the data sets used throughout the education system here in the ACT are fit for purpose meet, and meet the specific needs of teachers, school leaders and the Education Support Office;
 - d) increase the capacity across the whole system for our teachers, school leaders and administrators to use and obtain the greatest value from performance information.
 - e) During term 1 2018 Evidence Based Improvement professional learning will target school leaders in 19 schools that undertook School Reviews in 2017. This half day session will be reviewed and followed later in term 1 with sessions open to all school leaders.
- All schools have transitioned to a new Annual Action Plan approach which is substantially supported by consultation and guidance from the Education Support Office to ensure the efficacy of performance planning for each school.

Background Information

- On Wednesday 31 May 2017, the Auditor-General released the *Performance Information in ACT Public Schools* report. The Auditor-General’s Report finds that “ACT public schools are performing below similar schools in other jurisdictions despite expenditure on a per student basis for public schools being one of the highest in the country. Since 2014 reviews of ACT public schools have consistently identified shortcomings in their analysis of student performance information and their use of data to inform educational practice. These shortcomings indicate a systemic problem”. The Auditor-General made seven recommendations in the Report.

2.

Portfolio: Education & Early Childhood Development

ISSUE: AUDITOR-GENERAL'S AUDIT ON ACCOUNTABILITY AND STRATEGIC INDICATORS

Talking points:

- The Auditor-General in her overall conclusion has made an observation that not all strategic indicators are relevant and appropriate for measuring ACT Government progress towards key strategic policies. She states in the report, 'in contrast, Territory entities' accountability indicators are effective in measuring performance. While this is the case, it may be appropriate to have fewer accountability indicators given the very large number that are used, and there may also be better indicators'.
- The Auditor-General's Office (AGO) makes five recommendations in her report. Recommendations specifically relevant to the Education Directorate includes amending strategic indicators so they meet the clarity criterion. The Education Directorate's result was 97%.
- The Whole of Government response to the audit is currently being coordinated by CMTEDD and will be tabled in the Assembly in the coming months.

Key Information

- The ACT Auditor-General's Report on the ACT Government's Strategic and Accountability Indicators was a cross agency audit and included examination of 27 Territory entities. The Education Directorate was a selected entity.
- The audit period examined was the 2015-16 and 2016-17 financial years. The AGO examined 994 accountability indicators and 282 strategic indicators totalling 1,276 performance indicators over the two year period.
- The AGO examined the indicators using evaluation criteria from the ACT Government's *Guide to the Performance Management Framework (2012)*. There are seven criteria used to assess **strategic indicators**.
- The AGO also examined the ACT Government's Performance and Accountability Framework and supporting documentation.
- The Education Directorate was assessed against its **strategic indicators** under each criterion as follows:

Cleared as complete and accurate: 03/05/2018

Cleared by: Director

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Lead Directorate: Education

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- Representative – 100%
- Responsive – 100%
- Clarity – 100%
- Quantifiable – 100%
- Comparable – 88% (the majority of indicators were met)
- Longer term focus – 100%
- Sustainable – 94% (the majority of indicators were met)
- The Education Directorate was assessed against its **accountability indicators** under each criterion as follows:
 - Representative – 100%
 - Relevant – 100%
 - Quantifiable – 100%
 - Verifiable – 100%
 - Clarity – 97%
 - External Focus – 100%
 - Comparable – 77%
 - Timeliness – 100%
 - Focus – 100%
 - Sustainable – 73%
 - Impartiality – 97%

Background Information

On 1 February 2018, the Auditor-General released the ACT Government strategic and accountability indicators audit report.

10.

Portfolio/s Education & Early Childhood Development

ISSUE: NATIONAL ASSESSMENT PROGRAM – LITERACY AND NUMERACY RESULTS AND PARTICIPATION**Talking points:**

- The 2017 NAPLAN National Report release shows that Canberra school students maintained their overall high performance, with ACT mean scores reported as the highest or equal highest in the nation in 19 of the 20 areas tested.
- A number of other jurisdictions, such as Western Australia and Queensland have seen significant improvement in recent years and, therefore, the ACT is no longer as far in front as in previous years.
- NAPLAN is only one piece of the puzzle when it comes to tracking our students' ability in literacy and numeracy. Schools use lots of methods to assess and support students. We do this to make sure that we track and record meaningful data for all children.
- With this in mind, we are shifting our focus from achievement to progress. We want to see that we are making progress year on year. Because we come from a high base, we are more interested in the progress we are making as we are already maintaining high levels of achievement.

Key Information

- The 2017 National Report showed all ACT mean scores in 2017 were very similar to results of previous years and statistically similar to the 2016 results. The 2017 NAPLAN results were not significantly lower than the 2016 results.
- The mean performance of ACT students in years 3 and 5 reading, language conventions and numeracy have remained relatively stable since 2012 while the performance of students in other jurisdictions has been improving. As a result the gap between the ACT performance and the national performance has been decreasing.
- There has been little variation in ACT years 7 and 9 results in any domain since NAPLAN testing began in 2008. Variations in ACT results have to a large extent mirrored changes in national results.

Cleared as complete and accurate: 03/05/2018

Cleared by: Director

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Lead Directorate: Education

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Page 1 of 3

- The 2017 results show:
 - ACT mean scores were the highest or equal highest in the nation in 19 of the 20 areas tested, compared with 18 of 20 in 2016.
 - Ninety percent of all Canberra school students performed at or above the national minimum standard across all year groups and assessment domains with the exception of year 9 writing where 85% of students were at or above the national minimum standard.
 - In the ACT, and across Australia, the mean scores for Aboriginal and Torres Strait Islander students were significantly lower than the mean scores for non-Indigenous students across all year levels and all domains. For ACT Aboriginal and Torres Strait Islander students by year 7, this difference equates to approximately two years of schooling.
 - Outcomes for students whose parents have a degree and/or higher professional occupation are on average lower in the ACT than outcomes for students of similar background in NSW and Victoria.
- The following test administration incidents occurred during 2017 testing:
 - School A (non-government school) – unauthorised access to calculator
 - School B (public school) – unauthorised materials in test environment
- The Directorate investigated each incident and the schools involved have been reminded of the need to follow the testing protocols in the future. There was no evidence of any data or results being compromised by these incidents.

Background Information

- National Assessment Program – Literacy and Numeracy (NAPLAN) participation includes students who:
 - sat the assessment, or
 - were classified as exempt.
- Non-participation includes students who were:
 - absent (those who were absent from school on test day); or
 - withdrawn (those who were withdrawn from the testing process through formal application by a parent or carer).
- Participation rates nationally, and in the ACT, have been decreasing since NAPLAN was introduced in 2008.
- Participation rates (based on the reading domain) for ACT students in 2017 were below the national rates for all year levels:

QUESTION TIME BRIEF

	Year 3	Year 5	Year 7	Year 9
	%	%	%	%
ACT	93.8	94.4	95.3	89.9
Australia	94.9	95.4	94.4	91.3

- A breakdown of the 2017 ACT participation data shows:

	Tested	Exempt	Absent	Withdrawn
Year	%	%	%	%
3	92.0	1.8	2.2	4.0
5	92.5	1.9	2.2	3.4
7	93.8	1.5	2.6	2.1
9	87.8	2.1	5.7	4.4

- Withdrawal rates in all years were similar to the 2016 rates. Participation rates for the ACT in 2017 were similar to the rates in 2016 for all year levels.
- The Government and Directorate place a high priority on ensuring that all students engage in NAPLAN testing, and will continue to work with schools to increase NAPLAN participation rates.
- Principals and the school system regularly monitor and reflect upon ways to improve both attendance and participation. At the system level, the Directorate monitors participation patterns and provides this information back to schools for appropriate action.
- Regular communication reinforces that:
 - Principals are required to ensure that parents/carers of students are fully informed about the assessment program
 - All students in years 3, 5, 7, and 9 are expected to participate in NAPLAN tests
 - Students may be withdrawn from the testing program by their parent/carer. This is a matter for consideration by individual parents/carers in consultation with their child's school. Withdrawals are intended to address issues such as religious beliefs and philosophical objections to testing
- Adjustments are permitted for students with disability to support their access to the tests and facilitate maximum participation. Support is provided to schools to provide test materials in an alternative format for those students who meet the criteria.

Cleared as complete and accurate: 03/05/2018

Cleared by: Director

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Lead Directorate: Education

12.

Portfolio/s Education & Early Childhood Development

ISSUE: PERFORMANCE OF THE ACT EDUCATION SYSTEM

Talking points:

- ACT schools have regularly been either the top, or amongst the top, academic performers nationally, based on NAPLAN and other testing results.
- Much of this success has been due to socio-economic factors particular to the ACT and, in recent times, the advantage held by the ACT has been eroded by improved results elsewhere.
- Despite our successes, there are a significant number of ACT children for whom poor early life circumstances are most likely to result in lower academic achievement compared to students of similar ability but from a higher socio-economic background.
- The Government is committed to an approach to learning grounded in key principles of equity, fairness and universal access. We have completed the first stage of a system-wide process of consultation and policy development to map out the school education system we want for the future. Equity is at the core of this conversation and I am pleased to say that our community shares this view.

Key Information

- The National Assessment Program – Literacy and Numeracy (NAPLAN) is the main Australian mechanism of comparing educational outcomes between jurisdictions and between schools. The ACT has performed well in national comparisons, achieving the highest, or equal highest, national ranking in most of the twenty domains since 2008. The relative performance has improved in some other Australian jurisdictions and the ACT is no longer as far in front as in previous years. However, ACT students continue to perform well, particularly in reading, grammar and punctuation and numeracy.
- Results from the 2015 rounds of the *Trends in International Mathematics and Science Study* (TIMSS) and *Programme for International Student Assessment* (PISA) were published recently. Both assessments showed that the ACT as the highest or equal highest performing jurisdiction nationally.

- However, there has been no significant change in ACT year 4 or year 8 TIMSS results since 2015, and ACT performance relative to international results has slipped during this period. The performance of ACT students has declined significantly in all domains over the cycles on PISA.
- Between PISA 2006 and 2015, when scientific literacy was the major domain, ACT performance declined by 22 points, reading literacy declined by 37 points between 2000 and 2015, and performance in mathematical literacy declined by 42 points between 2003 and 2015 (equivalent to almost one-and-a-half years of schooling).
- The Government's focus in education is squarely on teacher quality. We have high expectations of teachers and reward them accordingly. We have great teachers in ACT public schools and our student results show this.
- The Directorate has a deliberate strategy to recruit, develop and retain great teachers in ACT public schools. As part of this strategy, we are ensuring teacher recruits have high quality literacy and numeracy skills.
- We are offering 100 scholarships to train teachers in science, technology, engineering and mathematics.
- Principals implement strategies to improve students' literacy and numeracy performance. These guide teacher practice and school decisions about the allocation of resources to improve outcomes. School strategies focus on supporting improved literacy and numeracy outcomes using individual, small group and whole class approaches. Schools continually monitor student progress and inform future actions.
- ACT schools use NAPLAN data to support decision making and determine strategies at the school level to improve student learning outcomes. However, it is only one tool used by schools to gather information about student performance, and when used in combination with classroom teachers' professional judgement and school based assessment, it can provide a detailed and useful representation of the whole student.

Background Information

- While not determinative, the impact of a low socio-educational background for a child is demonstrated early in the child's educational experience, and remains with the child throughout their school experience.

1.

Portfolio/s: Education & Early Childhood Development

ISSUE: FUTURE OF EDUCATION
Talking points:

- Since February 2017 we have been talking to the community about what you want for the future of schools and education in the ACT.
- We have heard from over 4,500 individuals - from school communities, parents and carers, teachers, students, community organisations and the broader community.
- We're recently conducted a second round of consultation to test the feedback through a series of workshops in March 2018. These workshops helped give shape to the strategy.
- We're preparing material for Cabinet consideration in July.

Key Information:

- Release of the Future of Education themes document in August 2017 made visible initial community input, providing clearer focus and more targeted input.

Transitions	Learning for the future	Real life skills	Consistency between schools	Individualised learning
Inclusion	Collaboration	Measurement & Evaluation	Pathways	Valuing Educators

- Four focus areas are emerging that could provide the foundations for the strategy and would provide for a long term vision of educational improvement that is evidence based and underpinned by concrete and targeted actions.
 - Students as people in schools where young people love to learn; including a culture of high expectations, family engagement, curriculum based on a necessary life skills such as critical thinking, collaboration, and creativity and values such as well-being, resilience, empathy and citizenship.

Community input has particularly outlined the importance of wellbeing, positive relationships and a sense of belonging for our young people across all educational environments.

Cleared as complete and accurate: 16/05/2018

Cleared by: Director

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Lead Directorate: Education

- Empowering out learning professionals; including collaboration across and within the system, recruitment and retention and support strategies.

Community input speaks to the importance of quality teaching and teachers and of providing system support to enable teachers to meet the needs of all students, particularly disadvantaged young people.

- Strong communities for learning: - building stronger bonds with and across all sectors to effectively collaborate and provide holistic supports for learners. This foundation reflects strong feedback from the ACT community regarding 'Schools as a Hub' projects, integrating multi-agency outreach services on site.
- Systems which focus on equity and quality; including ensuring schools are networked, offer smooth transitions within and across schools, have good access to data and evaluation and good welfare supports.

Community input outlined the importance of your focus on equity (as integral to quality) and of offering a range of pathways and flexible delivery options for students, and of having coherent centralised supports for schools.

- A fifth foundation acknowledges the essential role of high quality early childhood education and care and will act as a key enabler for the strategy. This foundation acknowledges my commitment to equity extends to improving access to quality Early Childhood education.
 - Investing early: Understanding that young people come to formal schooling with a range of experiences and backgrounds and that quality early childhood education is a critical foundation for successful learning in schooling and life.
- Key stakeholder groups engaged in workshops throughout March to help us move from 'hearing' to 'doing'.

Background Information

- In February 2017, the ACT Deputy Chief Minister and Minister for Education and Early Childhood, Yvette Berry, made a statement in the ACT Legislative Assembly emphasising the core value of equity in the ACT school and early childhood education and care systems and the benefits that accrue when equity is achieved.
- We are consulting broadly and deeply with the ACT Community throughout 2017 and 2018 to answer the central question "What do we want and expect from our school and early childhood education systems, are they providing it and what might need to change?"
- A partnership approach underpins the consultation, with a small group of community partners advising the Minister throughout all stages of the Future of Education conversation. Community partners are representative of the Early Childhood, Community, Government and Education sectors.

Cleared as complete and accurate: 16/05/2018

Cleared by: Director

Contact Officer Name: Coralie McAlister

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Lead Directorate: Education

16.

Portfolio/s Education & Early Childhood Development

ISSUE: INTERNATIONAL STUDENTS – FEE EXEMPTIONS

Talking points:

- Dependants of temporary residents are charged international student tuition fees unless they fall into a fee exempt category. Temporary residents may include but are not limited to:
 - temporary business visa holders (if the occupation is listed on the Department of Home Affairs Medium and Long Term Strategic Skills List – MLTSSL)
 - international students studying postgraduate (Masters by Research or Doctorate) and/or research based degrees at an ACT tertiary institution
 - visiting overseas scholars and academics
 - refugees or applicants seeking asylum
 - applicants seeking permanent residency and awaiting visa approval.

Key Information

- Section 26 of the *Education Act 2004* (ACT) provides for fees to be charged to residents who hold a temporary visa under section 30(2) of the *Migration Act 1958* (Commonwealth).
- When temporary residents apply for a visa, they are required to make a declaration to the Department of Immigration and Border Protection (DIBP) stating they have the financial means to support themselves and any dependants during their stay in Australia. This includes health and education costs.
- Under the Education Directorate's *Enrolment of the Dependants of Temporary Residents* policy, temporary residents are eligible for fee exemption for their children to attend an ACT public school if they are:
 - Employed or enrolled in identified Commonwealth or ACT Government programs
 - Australian government scholarship holders
 - Commonwealth assisted students or dependants of students whose tuition fees are fully paid by a publicly funded Australian higher education provider and are located in the ACT

Cleared as complete and accurate: 17/05/2018

Cleared by: Director

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Lead Directorate: Education

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Page 1 of 2

QUESTION TIME BRIEF

- professional academics visiting Australia to observe or participate in established research projects or employment at the invitation of an Australian tertiary institution or research organisation operating in the ACT
- officers involved in government-to-government exchanges or reciprocities (Foreign Affairs and Defence)
- employed in the ACT in an occupation identified as having a skill shortage (must be listed on the Medium and Long Term Strategic Skills List – MLTSSL)
- refugees, asylum seekers and holders of an humanitarian or protection visa.
- Temporary residents and their dependents must reside in the ACT for the length of their visa for their dependents to remain fee-exempt eligible. Temporary residents must also abide by their visa conditions as set by the Department of Home Affairs.
- As of 17 May 2018, 295 dependants of temporary residents have been granted fee exemptions in the 2018 calendar year
- During the last five years, approximately 2,344 dependants of temporary residents were granted fee exemption and were enrolled in ACT public schools. These numbers do not include the dependants of diplomats as they are enrolled directly through schools.

Background Information

- The charging of international student tuition fees for the dependants of temporary residents is a contentious issue that often attracts media attention.

Current fees:	
Pre School	\$ 4,200per annum
Primary	\$ 11,100per annum
High School	\$ 14,500per annum
College	\$ 16,200per annum

- The Chief Minister agreed that from 2016, the Directorate will exempt the tuition fees for the dependents of students studying at an ACT university on a 500 (Postgraduate Research Sector) Visa Subclass. In 2016, there were a total of 63 dependents of temporary residents on a visa subclass 500 (Postgraduate Research Sector) that have received fee exemption and currently enrolled in an ACT public school.
- In 2017, there were a further 29 dependents of temporary residents on a visa subclass 500 (Postgraduate Research Sector) that received fee exemption and have enrolled into an ACT public school.

17.

Portfolio/s Education & Early Childhood Development

ISSUE: INTERNATIONAL STUDENTS – FULL FEE PAYING

Talking points:

- The International Education Unit is responsible for coordinating the marketing of ACT public schools to international parents interested in having their child attend school in Canberra.
- The International Education Unit provides for the welfare and support of overseas fee paying students on a 500 visa. Staff focus on ensuring students' have a positive experience and achieve excellent educational outcomes while they undertake study in an ACT public school.

Key Information

- As of 21 May 2018, there are currently 508 full fee paying international students enrolled in ACT public schools. At the same period in 2017, there were 706 students.
- Of this cohort in 2018, 362 are from China, 56 from Vietnam, 22 from South Korea, 15 from Cambodia, 14 from Hong Kong and five from Taiwan. Smaller numbers of students come from Europe, United Kingdom, United States of America, Philippines, Sri Lanka, Pakistan, Africa, Canada, Russia, Indonesia, India and Laos.
- International students on a 500 visa are protected by the *Education Services for Overseas Students Act 2000* (ESOS Act) and the *National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007* (The National Code 2007).
- Under the ESOS Act, the welfare accountability for students under the age of 18 is the responsibility of the registered education provider. The Directorate is registered on the *Commonwealth Register of Institutions and Courses for Overseas Students* (CRICOS Register).
- The ACT Education Directorate assumes welfare responsibility for international students whose parents are offshore; however, parents continue to have parental authority for their children.
- The Director, International Education is nominated on the register as the Principal Executive Officer for the Directorate.
- Currently the ACT Government has responsibility for the welfare and accommodation arrangements of 327 students. A further 129 students are in the care of Department of Home Affairs approved guardians and 52 students are over 18 and living independently, bringing the total cohort to 508 students.

Cleared as complete and accurate: 21/05/2018

Cleared by: Director

Contact Officer Name: Jason Borton

Lead Directorate:

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QUESTION TIME BRIEF

- An out of hours hotline is available for students and homestay hosts to use in case of emergencies.
- International Education Unit Staff are available out of hours where required. Officers from the International Education Unit conduct face to face interviews with international student parents in China on an annual basis.

Current Fees for International Students

- Private fee paying students are students who come to study in ACT public schools on a 500 student visa subclass. These students are assisted by the International Education Unit to apply, enrol and study in the ACT. These students are not eligible to apply for fee exemption. (For further information see International Education Exemption Fact Sheet). Fees are based on cost recovery.

Primary	\$11,100 per annum
High School	\$14,500 per annum
College	\$16,200 per annum

- Short stay visits are \$436 per week and are for a minimum of five weeks and a maximum of 10 weeks.

Background Information

- International fee paying students have been enrolled in ACT Public Schools since 1990. Attracting international students to study in Canberra is beneficial to the ACT economy and in 2015 -16, contributed \$508 million to the ACT economy.
- As an international education provider, the Directorate is committed to providing a high quality experience for international students. International students are provided with information around Australian lifestyle, culture and values to assist with their transition to life in Canberra.
- International students studying in ACT public schools bring great diversity to the wider Canberra community through their involvement in volunteer work, local clubs and community events such as the Multicultural Festival and the Nara Candle Festival.
- The Directorate also works closely with the higher education providers in Canberra to encourage students to explore future pathways in the ACT.

49.

Portfolio: Education & Early Childhood Development**ISSUE: EARLY CHILDHOOD ADVISORY COUNCIL****Talking points:**

- In August 2017 the Early Childhood Advisory Council was established to bring together representatives of the early childhood education and care sector to discuss the development of an Early Childhood Strategy for the ACT.
- The Council is one of the ways the Government is continuing to grow positive and dynamic relationships with our sector.
- The Council and the Government know that access to early childhood education and care can significantly help to overcome the impact of early disadvantage and improve the life chances of a child.
- Members were selected not solely as representatives of their organisations, but on the basis of their individual skills and expertise in the sector.
- I attended the Council's most recent meeting of 30 May 2018 and received an update of their work to date.

Key Information

- The Early Childhood Advisory Council was established in August 2017 to foster a stronger partnership between the ACT Government and the early childhood education and care sector.
- The Council is made up of key stakeholders and experts in early childhood education and care. It is considered a mechanism to bring together the diverse parts of the education and care sector for collaborative input.
- The initial work of the Council has seen it report back to the Minister on proposals that arise from the Early Childhood Strategy and the Future of Education community conversation, which are both currently in development.
- The Council is examining the following key elements around early childhood:

Cleared as complete and accurate: 22/05/2018

Cleared by: Director

Contact Officer Name: Sean Moysey

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Lead Directorate: Education

QUESTION TIME BRIEF

- access, equity and affordability
 - workforce and qualifications
 - transitions from education and care to school
 - maximising the benefit to children from money spent.
-
- The Council's inaugural meeting was held on 22 August 2017. Subsequent meetings have been held on 6 November 2017, 12 December 2017, 9 February 2018, 9 March 2018, and 30 May 2018.
 - On 28 March 2018, the Council met for a full day workshop to discuss the objectives for early childhood in the Territory for the future.
 - The establishment of the Council presents an opportunity to create dynamic and strong partnerships within the sector, with the ultimate aim of increasing access to quality early childhood education and care for every child in the ACT.

QUESTION TIME BRIEF

Background Information

The Chair of the Council is Ms Cathy Hudson. Ms Hudson is currently a policy advisor and Deputy Chair of the Australian Children's Education and Care Quality Authority (ACECQA).

Membership of the Council is listed in the table below.

Name	Institution	Area of representation
Reesha Stefek	Centre Director Woden Early Childhood Centre	Independent not for profit
Lisa Syrette	Manager, (Childcare) AIS Site Services Branch Australian Sports Commission	Independent not for profit
Bernadette Carbin	Director Children's Services YWCA	Community not for profit
Bruce Papps	Chief Executive Officer Northside Community Service	Community not for profit
Darren Black	Chief Executive Officer YMCA and Chair of ACT Children First	Community not for profit
Lee Maiden	Deputy Chief Executive Officer Communities@Work	Community not for profit and family day care
Sandy Leitch	President, ACT Branch Early Childhood Australia	Peak body
Peter Curtis	President, ACT Sub-Branch Australian Education Union	Peak body
Alice Castrission	Catholic Preschool and SAC Officer Catholic Education Office	Catholic Education
Joanne Garrison	Senior Manager, Strategic Programs Association of Independent Schools ACT	Independent Schools
Simon Bennett	Executive Manager Anglicare	Independent Schools and Community
Symmone Turner	President Preschool Teachers Professional Association	Professional association

50.

Portfolio: Education & Early Childhood Development

ISSUE: LIFTING OUR GAME REPORT

Talking points:

- The commissioning of the *Lifting Our Game* report by States and Territories demonstrates a strong desire to prioritise early childhood education and care nationally, and to seek certainty from the Australian Government on funding and outcomes for early childhood.
- I thoroughly welcome and support the *Lifting Our Game* report which sums up the national and international evidence that shows the importance of early childhood education and care.
- *Lifting Our Game* is a great statement of the kind of policy the nation needs for early childhood and really resonates with the experience and thinking of States and Territories.
- The Report embraces six important themes to improve and expand access to early childhood education and care:
 - embedding national funding for Universal Access to early childhood programs in the year before school
 - broadening Universal Access to three year-olds
 - supporting children and families with particular needs
 - improving and supporting the early childhood workforce
 - improving parental engagement
 - improving transparency and accountability.
- The Report captures the large body of evidence that shows early childhood is critical to children’s cognitive and emotional development. The first five to eight years are fundamental to a child’s capacity for emotional control, relationship skills, language and numeracy.
- These themes align with the ACT Government’s values on early childhood.

QUESTION TIME BRIEF

- I certainly think that as a community, if we want quality early childhood education and care, then we need to look at ways to improve the working conditions of early childhood staff.
- What States and Territories will be waiting to see is how the Australian Government engages with the themes and recommendations of the Report.
- The ACT Government is developing an Early Childhood Strategy. *Lifting Our Game* is an excellent body of work and the Government will be giving the report close consideration to inform a position on the Report's recommendations and developing the Strategy.
- The Early Childhood Advisory Council have written to me in support of *Lifting our Game* and the implementation of the report's recommendations that are applicable in the ACT.

Key Information

- *Lifting Our Game* supports States and Territories case for meaningful Commonwealth engagement on developing national early childhood policy. The Report formed part of the evidence base at the COAG meeting of 9 February 2018 by South Australia and Victoria to advance the early childhood policy. Professor Deb Brennan and Ms Susan Pascoe will present to COAG on the Report at its next meeting for mid 2018.
- The Report and findings intend to complement the Australian Government's *Review to Achieve Educational Excellence in Australian Schools*, chaired by Mr David Gonski AC. The Review Panel delivered the final report to the Prime Minister, the Hon Malcolm Turnbull MP and Senator the Hon Simon Birmingham, Minister for Education and Training, on 28 March 2018. The Prime Minister and the Minister for Education and Training will make a decision about publication of the report following a period of consideration.
- *Lifting Our Game* makes 17 recommendations around the themes of:
 - Embedding foundations for future reform
 - Early childhood education for all three year olds
 - Access, equity and inclusion
 - Quality and workforce
 - Parent and community engagement

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Cleared by: Director

Contact Officer Name: Sean Moysey

Lead Directorate:

Education

Ext: 72143

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- Transparency and accountability
- Implementation.

- *Lifting Our Game* highlights the momentous early childhood education and care reforms in Australia over the past decade, including the introduction of Universal Access to early childhood education in the year before school and a consistent National Quality Framework.

Background Information

The Australian Government established the Review to Achieve Educational Excellence in Australian Schools (Gonski Review).

States and territories commissioned an additional piece of work which takes the Gonski Review's terms of reference to apply to the early years (0-5), the *Review to Achieve Educational Excellence in Australian Schools through Early Childhood Interventions* (the Review) led by Professor Deb Brennan and Ms Susan Pascoe (the Panel).

The Panel presented the Review to COAG's SOM on 24 November 2017. Jurisdictions supported the report being reviewed and considered by Education Council and COAG.

On 12 October 2017, the Panel conducted a consultation session with the ACT early childhood education sector and government representatives. The consultation session provided an opportunity for ACT stakeholders to contribute to the Review and provide an ACT context for consideration.

On 6 November 2017, the draft report of the Review was provided to jurisdictions for comment and feedback. The Panel specifically asked for feedback on ways to improve the quality of the analysis and argument in the report, and:

- whether the 2009 COAG strategy, Investing in the early years, is still relevant and/or resonant
- whether more could be made of the link to the First 1000 Days Working Group of the Prime Minister's Community Business Partnership.

CAF Secretariat are considering jurisdictional feedback and the Expert Panel is preparing its Report for release, preferably by Education Ministers early 2018.

On Monday 18 December 2017, the national working group participated in a teleconference to discuss the media and communications plan for release of the Panel's Report.

The Report was released on 1 February 2018.

48.

Portfolio: Education & Early Childhood Development

ISSUE: UNIVERSAL ACCESS TO EARLY CHILDHOOD EDUCATION

Talking points:

- The Universal Access National Partnership Agreement is a keystone to ensuring young children have free universal access to early childhood education in the year before school.
- The ACT Government is the major contributor of free access to preschool through 12 hours a week of free preschool. The National Partnership provides an additional three hours which gets us to 15 hours of free preschool a week for four year olds.
- The ACT has agreed to the 2018 Universal Access National Partnership Agreement with a total Commonwealth funding contribution of approximately \$9m to the Territory.
- This equates to approximately a \$2m increase for the ACT on previous agreements.
- In the 2018 Federal Budget the Australian Government committed a further \$440 million nationally to extend the Universal Access National Partnership Agreement into 2019.
- The Australian Government pulled out of the National Partnership for the National Quality Agenda (NQA) beyond June 2018.
- The ACT Government is currently part of a national conversation with State and Territory colleagues around advocating for an ongoing National Partnership for Universal Access with the Australian Government.
- The ACT, like other States and Territories would like to see the Australian Government engage in a longer-term approach to early childhood funding.

Key Information

- The National Partnership Agreement on Universal Access to Early Childhood Education (NP UAECE) provides for a Commonwealth funding contribution to deliver 600 hours of free preschool per year for four year olds.

Cleared as complete and accurate: 22/05/2018

Cleared by: Director

Contact Officer Name: Sean Moysey

Lead Directorate: Education

Ext: 72143

- The ACT Government has made a long-standing commitment to universal access of children to preschool.
- The objective of the NP UAECE is to support universal access to, and improved participation by, children in quality early childhood education in the year before full-time schooling with a focus on Aboriginal and Torres Strait Islander children, and vulnerable and disadvantaged children.

NP UAECE 2019

- On 8 May 2018 (release of the 2018 Federal Budget) the Australian Government committed to extend the Universal Access National Partnership Agreement into 2019.
- The Australian Government has indicated publicly that it will not enter into a new NP UAECE beyond 2019 unless it is satisfied on attendance data, and has resolved the issue of 'double funding' (distribution of NP UAECE funds to services that also receive funds under Family Assistance Law).

NP UAECE 2018

- On 4 May 2017, Hon Simon Birmingham, Minister for Education and Training, announced the Australian Government's commitment to extending the existing NP UAECE for 12 months. Nationally, \$428 million was committed with around \$9 million allocated to the ACT.
- The 12 month extension for 2018 is the fifth in a series of such agreements.
- On 10 April 2018, the Chief Minister signed the NP UAECE 2018 to receive a Commonwealth funding contribution of approximately \$9m to the ACT, through funding of \$2.7m for the 2017-18 financial year and \$6.3m for the 2018-19 financial year.
- The ACT Government is in the process of finalising the 2018 ACT Implementation Plan with the Commonwealth Government.

NP UAECE 2016-2017

- As well as 600 hours per year of free public preschool education, the ACT's NP UAECE 2016-2017 Implementation Plan includes:
 - a scholarship program available to educators in public preschools, non-government preschools and long day care services to strengthen qualifications
 - infrastructure support for non-government service providers
 - promotion of preschool participation to all children, including Aboriginal and Torres Strait Islander children, and vulnerable and disadvantaged children through the Preschool Matters Program and website
 - delivery of the Preschool Matters Grants Program to facilitate parental engagement for ACT preschool or long day care services delivering 600 hours of preschool education.

Cleared as complete and accurate: 22/05/2018

Cleared by: Director

Contact Officer Name: Sean Moysey

Lead Directorate:

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- As a requirement of the NP UAECE 2016–2017, the ACT’s performance was measured against six performance indicators.
- In 2016 the ACT met five of the six indicators under the agreement and received a full payment for five indicators.
- Almost 96% of four year olds in the ACT were part of a preschool program. The ACT achieved result of 91% of Aboriginal and Torres Strait Islander children participating in a preschool program available for 600 hours per year. This result was 4% short of the agreed 95% target and resulted in a part-payment for that target.
- On 15 May 2017, the Australian Government notified the ACT of a partial performance payment to the ACT of \$4,933,561. This represents one percent less than the maximum payment.

Background Information

- Quality early childhood education in the ACT is delivered in a range of settings including public preschools, non-government preschools and long day care centres.
- Since 2009, the Australian Government has made a funding contribution to States and Territories to support preschool provision through the NP UAECE.
- The ACT Government had already committed to providing preschool programs for 12 hours a week. By 2013, all ACT public preschools had increased their preschool provision from 12 to 15 hours per week, delivered by a qualified early childhood teacher under the National Quality Framework.
- On 27 November 2015, the Chief Minister signed the NP UAECE 2016-2017.
- Past NP UAECE agreements are 2008-2013; 2013-2014; 2015; and 2016-2017.
- Late last year the Prime Minister made a formal offer to the ACT to extend the agreement to 2018. The offer is subject to Cabinet ratification. On 3 February 2018, the Australian Government announced that it intended to offer a further 12 month extension of the agreement for 2019.
- On 8 May 2018, the Australian Government made a formal announcement of the extension of the Universal Access National Partnership Agreement into 2019.

51.

Portfolio: Education & Early Childhood Development

ISSUE: 2018 FEDERAL BUDGET FOR EARLY CHILDHOOD

Talking points:

- In the release of its 2018 Budget the Australian Government has committed no funding beyond June 2018, to the National Partnership for the National Quality Agenda (NQA).
- This ends the National Partnership in 30 December 2018 between the Commonwealth and States and Territories – a partnership delivering a robust and nationally consistent regulatory framework for early childhood education and care.
- The ACT, along with the other States and Territories, is concerned that the Australian Government unilaterally withdrew support for the National Partnership without any warning or consultation with jurisdictions, the regulatory bodies or the early childhood sector.
- Providing for the cost of regulation has been left to the States and Territories to work out. States and Territories have had no opportunity to make budgetary provisions. If effective regulation is to continue, States and Territories have to consider costs that may have to be passed on to Services.
- This decision by the Australian Government poses a challenge to embedding a consistent approach to regulation and rating and assessing services nationally.
- There is still a way to go to ensure that the 23% of services currently below the National Quality Standard are supported to improve their quality ratings.
- The National Partnership Agreement on Universal Access to Early Childhood Education (NP UAECE) will be funded until the end of 2019.

- The ACT Government, along with its colleagues in the States and Territories will be effectively planning and working towards advocating a better early childhood policy from the next Australian Government.

Key Information

- Although more than 90% of services (nationally) have received a quality rating this does not indicate an end to the need of quality assurance.
- Assessment and Rating is an ongoing processes that supports the improvement of service delivery and the maintenance of good practice within early childhood education and care services.
- Nationally, there is still a way to go to ensure that services below the National Quality Standard (NQS) are supported to improve their ratings, and to ensure that the regulatory bodies are supported to do their work in ensuring the social, emotional, physical and developmental wellbeing of children in education and care settings.

Background Information

Overall, in relation to early childhood education, the Australian Government committed to the following in its 2018 Budget released on 8 May 2018:

- \$8 billion investment in the new Child Care Subsidy (down from a predicted \$8.7b), which will come into effect from 2 July 2018
- \$14.0 million over two years to support the ongoing work of the Australian Children's Education and Care Quality Authority (ACECQA) through to 30 June 2020 in overseeing the National Quality Framework
- The ACECQA contribution replaces a \$61 million contribution to the States and Territories over the past three years.
- a further \$440 million for preschool education to extend the National Partnership Agreement on Universal Access to Early Childhood Education (NP UAECE) into 2019
- \$11.8 million to expand language instruction for students in preschool to Year 2 through the Early Learning Languages Australia (ELLA) program. The Australian Government established the Review to Achieve Educational Excellence in Australian Schools (Gonski Review).

The National Quality Framework (NQF) delivers a uniform national approach to quality in early education and care (ECEC) settings.

Currently, 77% of services nationally are 'meeting' or above the National Quality Standards (NQS). However, 23% of all services are not yet meeting the NQS, and the timeframe for reassessment is often slower than regulatory bodies would prefer.

As an outcome of the 2018 Budget, the National Partnership for the National Quality Agenda will end in 30 December 2018 and will not be renewed.

ISSUE: BULLYING AND CYBERBULLYING**Talking points:**

- Bullying can have a lasting impact on everyone involved, including those who witness it, so it is important our schools, young people and families work together to create safe school communities for everyone.
- The ACT Education Directorate's *Safe and Supportive Schools policy* provides guidance to schools on promoting safe, respectful and supportive school environments.
- Each school is required to have processes and procedures in place to address and prevent bullying, harassment and violence, including cyberbullying. A preventative focus involves social and emotional learning approaches and digital citizenship programs that support the development of resilience, critical thinking and social skills.
- Just as bullying, harassment or abuse would not be tolerated in the classroom or on the playground; they are similarly not tolerated within online environments. Schools are advised to deal with online breaches of the school's behaviour policies as they would, had they occurred in the physical environment.
- If parents and carers believe that the school's response to bullying is unsatisfactory, or external advice is considered necessary regarding the interventions put in place by the school, the Directorate has processes in place which assist parents to escalate their concerns.
- The Education Directorate takes bullying seriously. The Directorate is a member of Australian Government working groups with a specific remit of addressing the issue of bullying (COAG Working Group, Safe and Supportive Schools Communities).

Key InformationPolicy and Procedures

- The *Safe and Supportive Schools (SSS) policy* provides guidance for Canberra Public Schools on promoting safe, respectful and supportive school environments. The Student Wellbeing Section within the Education Support Office employs a Safe and Supportive Schools Executive Officer whose role includes supporting schools to implement the policy.
- The policy reflects the guiding principles outlined in the *National Safe Schools Framework* which assists school communities with developing student safety and wellbeing practices.
- The Directorate's resources relating to digital citizenship and e-safety align with the SSS policy. The *Communities Online: Acceptable use of ICT – Parents and Students Policy* and related guidelines define acceptable use of ICT resources provided by the Directorate for students and parents.
- All students sign an *Acceptable Use of ICT Statement* agreeing to the conditions of this policy and to accept the consequences of any breach. This *Communities Online* policy details how appropriate use of ICT resources relate to school-based behaviour management policies and procedures and the relationship to online behaviour.
- Schools have codes of conduct, student welfare procedures and school values which provide a platform for embedding discussions about appropriate behaviour, respect and treatment of others.

Support for students experiencing or perpetrating bullying

- Students are encouraged to raise concerns and talk to an adult if they are experiencing bullying. At school they can seek support from teachers, school psychologists, youth support workers and other staff who are able to provide support to both victims and perpetrators of bullying.
- *Supportive Schools Contact Officers (SASSCOs)* are trained to provide support to students who have experienced bullying, sexual harassment and racism. The Safe and Supportive Schools policy requires every school to have at least one male and one female SASSCO who typically use conciliatory procedures to address bullying, violence and harassment between students.
- Restorative practices seek to repair relationships that have been damaged, including those damaged through bullying, harassment, discrimination and violence. They aim to facilitate a sense of remorse and restorative action on the part of the offender and reconciliation with the victim.
- Restorative responses aim to restore a positive learning environment for all parties. Research indicates interventions that work towards building or repairing relationships lead to better outcomes for all students involved.
- Schools will take strong actions if there is an immediate threat to the safety of students in line with the school's behaviour management procedures.
- Young people experiencing distress are also encouraged to contact Kids Help Line, Headspace or the Bullying, No Way! online help line.

Online / Cyber Bullying

- Schools are advised to deal with online breaches of the school's behaviour policies as they would, had they occurred in the physical environment.
- The Directorate has partnered with the Office of the eSafety Commissioner to provide schools an enriching digital program aimed to educate our students to be safe online. Many schools have participated in a range of virtual classroom events (including webinars), facilitated by the Directorate and Office of the eSafety Commissioner presenters. Virtual Classroom topics on offer include:
 - 'Cyberbullying'
 - 'Being a good bystander'
 - 'Making good choices online'
- The Directorate also provides parents and carers with information and advice about bullying, keeping children safe online and dealing with cyberbullying on the Directorate website.

Student, parent and carer voice in countering bullying behaviour

- The National Day of Action (NDA) against Bullying and Violence is held annually. In March 2018, 65 ACT schools registered and participated, including 47 public schools. On the NDA, schools participate in activities that promote taking a stand against bullying and violence and dedicating a focus to this important issue.
- The Minister's Student Congress (MSC) is made up of two representatives per ACT public school and typically meets twice per year. Through MSC and other Directorate initiatives, a culture of student voice is encouraged to stand up to and speak out on issues which affect children and young people, including bullying.
- Parents and carers are strongly encouraged to contact the school to discuss any concerns.

Curriculum

- The Australian Curriculum (AC) also includes content for students and teachers on social skills, getting along with others and ethical behaviours. Teachers can also access curriculum support materials on the Australian Student Wellbeing Hub www.studentwellbeinghub.edu.au
- All ACT Public Schools are required to intentionally teach social and emotional learning (SEL) approaches. For example -*Friendly Schools Plus* is designed to address bullying including cyber bullying. Many schools participate in *Kids Matter* and *Mind Matters* which support the development of resilience and social skills through evidence based programs.
- SEL professional learning opportunities are available to Canberra public school teachers.
- Guided by the AC, schools adopt cyber-safety programs which focus on critical thinking and understanding in social situations, overlapping with objectives from SEL approaches and Respectful Relationship programs. Schools tend to combine online awareness training and cyber bullying together, which spans a range of Learning areas, particularly Technologies and Health and Physical Education.
- Schools can access teaching resources from the many websites including: Think U Know (Australian Federal Police), Office of the eSafety Commissioner and Bullying, No Way! (Safe and Supportive Schools Community).

Using data to support student wellbeing

- Schools' Student Administration system allows documentation of data about incidents involving bullying and harassment. This assists schools to monitor numbers of incidents involving bullying, reflect and act on emerging trends as necessary.
- The Australian School Climate and Identification Measurement Tool (ASCIMT), a survey about the social environment or climate at a particular school; focuses on relationships between parents, carers, students and teachers, connection to the school (school identification) and engagement in learning. The tool includes five measures on challenging behaviours including bullying. Results are available to principals to monitor and evaluate safe and support school improvement strategies.

Parent and Carer with concerns about Bullying

1. In the first instance concerns should be raised with the relevant teacher.
2. Following this, contact can be made with the school principal to discuss concerns.
3. If the school's response is considered unsatisfactory, or external advice is considered necessary about the interventions put in place by the school, parents/ carers can contact:

The ACT Education Directorate Liaison Unit : The Liaison Unit can support families in managing concerns about ACT schools. The Liaison Unit will speak with relevant people within the Directorate's support office to facilitate the school and family to identify a solution. Phone: (02) 6205 5429

The Director for Families and Students: The Director provides the key contact for parents, students and the community to raise concerns when they have not been satisfied with the ACT public school response in meeting the needs of individual students.

Phone: (02) 6207 3723 Email: familiesandstudents@act.gov.au

- Parents, carer or students are also advised they may visit the website for the Office of the eSafety Commissioner (<https://esafety.gov.au/>) and the Bullying, No Way! (<http://bullyingnoway.gov.au>) website which provide education and contact information for young people, parents/carers and schools. The Office of the eSafety Commissioner also provides a complaints service for young Australians who experience serious cyberbullying.
- Parents and carers can access tips and advice for keeping safe online and dealing with cyberbullying on the Education Directorate website:
www.education.act.gov.au/teaching_and_learning/learn-anywhere-ict-for-students/keeping-safe-online

Background Information

- The *Bullying. No Way!* website indicates that:
 - Approximately **one in four (27%) year 4 to year 9** Australian government and non-government school students report being bullied each term or more often.
 - Approximately **10% of students** in the government and non-government sectors experience bullying and harassment via mobile phone or internet technologies.
 - Experiences of **frequent school bullying is highest among year 5 (32%) and year 8 (29%)**.
 - **84% of students who are bullied online are also bullied offline.**
 - Peers are present as **onlookers in 87%** of bullying interactions.
 - **Hurtful teasing** is the most prevalent of all bullying behaviours experienced by students, followed by having hurtful lies told about them.

22.

Portfolio/s Education & Early Childhood Development

ISSUE: SUPPORT FOR STUDENTS WITH DISABILITIES

Talking points:

- All ACT public schools provide reasonable adjustments to meet the needs of individual students.
- In ACT public schools students who meet the ACT Student Disability Criteria can access a range of disability education programs including
 - Inclusion Support Program (ISP) in mainstream classes
 - Specialist classes located in mainstream schools (Learning Support Units, Learning Support Centres and Learning Support Units Autism)
 - Specialist schools
 - Hearing and Vision itinerant support
- A new policy framework and resourcing model to support the needs of students with disability is being developed as part of the Student Resource Allocation (SRA) Program and is linked with the Future of Education strategy development.

Key Information

- The February 2018 school census shows 2293 students in ACT public schools accessing disability education programs and services.
- Across the system, schools are provided with additional resources, including staff, professional learning and expert guidance to make reasonable adjustments to support the access and participation of students with disability.
- The ACT Government has invested in a number of training courses to build the capability of teachers in ACT public schools to enable them to better support students with disability.
- With a mix of face-to-face and online learning opportunities, teachers and other school staff can access quality professional learning when they need it and at times that suit them. There are a number of high quality face to face professional learning opportunities for staff including wellbeing workshops and trauma training.

Students with Autism

- Data informing the February 2018 school census identified 750 students with a diagnosis of Autism Spectrum Disorder (ASD) across Kindergarten to Year 12 in ACT public schools. Students with autism are enrolled in a range of programs and ACT public schools:
 - 317 students are enrolled in mainstream classes with support through the Directorate's Inclusion Support Program resourcing
 - 329 students are enrolled in Learning Support Centres and Learning Support Units within mainstream settings, which provide smaller group sizes and increased teacher to student ratios.
 - 104 students are enrolled in one of four ACT Specialist Schools.
- Placement in disability education programs is based on the need of the individual student and decisions about placement are made in consultation with parents, carers, families and schools. Students participating in these programs have an Individual Learning Plan (ILP), developed collaboratively by parents, carers, the school, and the student themselves when appropriate.

Disability Standards for Education e-learning

- Since 2017 the online training course for Disability Standards for Education 2005 (DSE) has been mandated for all school-based employees and targeted areas with the Education Support Office. The objective of the training is to ensure all staff are aware of their obligations under the *Disability Discrimination Act 1992* and the DSE.
- The course provides training specific to a wide range of settings including preschools, primary schools, high schools, senior secondary colleges and Education Support Office. This training is now part of the Directorate's mandatory online induction program.

Targeted courses

- The Directorate offers online targeted courses, based on international expertise and adapted to local needs to build the capacity of teachers and leadership teams in ACT public schools. The courses assist teachers to offer individualised support for students with disability.
- The courses that are accredited with the ACT Teacher Quality Institute, and can count towards teacher registration include:
 - Autism Spectrum Disorder
 - Dyslexia and Significant Reading Difficulties
 - Speech, Language and Communication Needs
 - Motor Coordination Difficulties
 - Understanding Hearing Loss
 - Understanding and Managing Behaviours.

Network Student Engagement Teams (NSET)

- NSETs are multidisciplinary teams within the Student Engagement Branch that provide additional support for students with disability and also support teachers access to evidence based quality professional learning opportunities.
- NSET teams work with school leaders to build the capacity of schools and teaching teams to support the participation and engagement of students.
- As part of the response to the Schools for All report, allied health professionals were recruited in 2016 to support the multidisciplinary work of the Network Student Engagement Teams.

Targeted Preschool Support (SAP)

- The NSET Support at Preschool (SAP) team works with the school executive and preschool teams to support the inclusion of children with developmental delay and disability in ACT public preschools

Disability Education Coordinator (DECO)

- Each school has a designated DECO who is responsible for coordinating supports for students with disability and also support teachers access to evidence based quality professional learning opportunities.

24.

Portfolio/s Education & Early Childhood Development

ISSUE: SUSPENSIONS IN CANBERRA PUBLIC SCHOOLS**Talking points:**

- In 2017, the overall suspension rate for **ACT public school K-12 population** was **2.5 percent**, an increase of 0.2 percentage points from 2016.
- In 2017, the suspension rate for **ACT public high schools** was **5.9 percent** compared to 5.2 percent in 2016, an increase of 0.7 percentage points.
- Overall the 2017 rates of students suspended, suspension incidents and suspension days is very similar to 2016.
- The Education Directorate is currently reviewing the Directorate's Suspension, Exclusion and Transfer Policy and support documents which will update guidance to school on suspensions, including strategies to reduce the suspension rate.
- This process has included a review of national and international literature and practice in this area and initial consultation with key stakeholders. It is anticipated a community consultation will occur to seek feedback on the draft reviewed policy documents during Semester 1, 2018..
- The revised policy includes a focus on a prevention and early intervention approach to reduce the incidence of behaviours that potentially lead to suspension, exclusion and transfer. The revised policy outlines the school's role in setting up responsive environments with whole school approaches to positive behaviour.
- A targeted support response in each school network to support students who have been suspended is provided by the Network Student Engagement Teams (NSET). These multi-disciplinary teams work with the student, family and school to address the underlying issues that contribute to suspension. The NSET response is tailored to the needs of the individual student and may include a social worker, senior psychologist, speech pathologist, occupational therapist, and specialist teachers in behaviour support, disability education or engagement. The particular staff involved will depend on the issues impacting on the child or young person's engagement in learning.
- The Continuum of Education Support (CES) model is a coherent strategy that focuses on the provision of alternative education programs and/or other

flexible learning options for students at risk of disengaging from secondary school. This model is being implemented in all Canberra public high schools in 2018.

Key Information

- There has been a steady increase in enrolments for ACT Public schools across the reporting period. Considering data relative to enrolment numbers provides a comprehensive picture, allowing data to be compared across years.
- In 2017, 2.5 percent of the K-12 public school student population was suspended at least once; an increase of 0.2 percentage points from 2016.
- In 2017, there was a total of 5 suspension incidents per 100 students, which was the same rate as 2016.
- In 2017, there was a total of 10 suspension days per 100 students which shows an increase of one day per 100 students compared to 2016.
- Overall the rate of students suspended, suspension incidents and suspension days was similar to 2016.

Use of Suspension, Transfer or Exclusion in Canberra Public Schools

- Principals may suspend students from ACT Public Schools for up to 15 continuous days, the Director-General may approve a suspension for up to 20 days, following a recommendation from a school Principal or Director School Improvement.
- If a student is suspended for seven or more days in a school term the Principal must provide reasonable access to counselling.
- A re-entry meeting must be convened by the principal on return to school.
- Reasonable attempts must be made to inform parents/ carers of the decision and their right to appeal.
- The principal may recommend to the Director-General that a student be *transferred* to another government school. A transfer is used when:
 - repeated attempts with comprehensive support to engage the student in effective participation in school are unsuccessful; or
 - an incident of misbehaviour is so severe that re-entry to the school concerned would be unreasonable for all stakeholders; and
 - It is in the best interest of the student; and
 - The parent/carer is not acting on the advice of the Directorate to voluntarily move their child.
- Principals may also recommend to the Director-General that a student be *excluded* from all ACT Public Schools.
- There have been no recommendations to exclude in the time period 2008 to present.

Support for students who have been suspended.

- Network Student Engagement (NSET) multi-disciplinary teams provide a targeted response, working with the student, family and school to address the underlying issues that contribute to suspension.
- The NSET team assigned to the response is tailored to the needs of the individual student and may include a social worker, senior psychologist, speech pathologist, occupational therapist, specialist teacher in behaviour support, disability education or engagement. The particular staff involved will depend on the issues impacting on the child or young person's engagement in learning.
- A review of the Directorate's Suspension, Exclusion and Transfer Policy commenced in February 2017. *Refer talking points*
- The draft of the reviewed policy recognises the government's agreement to Recommendation 11.5 of *Schools for All* report which makes reference to alternative options to out-of-school suspensions. One of the objectives of the policy review is to support schools consider other options to suspension where appropriate.
- Canberra Public Schools suspension data is currently published on the Directorate's website on the Safe and Supportive Schools Page. This aligns with Recommendation 11.6 of the *Schools for All* report where the Education Directorate agreed to examine options for high level reporting of proportions of suspensions, transfers and exclusions.

Background Information

- Suspensions in Canberra public schools continue to create community and media interest.
- Sometimes suspension from school is necessary and is used in accordance with Section 36 of the Education Act (2004). This may include situations where the principal decides action is required to address a situation where a student threatens the safety and wellbeing of another student attending the school, a member of the staff of the school or another member of the school community.

QUESTION TIME BRIEF

Suspension Data

Each year, the Directorate records and analyses suspension data to assist with planning and improvement.

Year		Primary Schools	High Schools	Colleges
2014	Total Enrolments	21,429	9,841	6,258
	Suspension Incidents	808	915	38
	<i>Incidents per 100 Students</i>	4	9	1
	Suspension Days	1398	2103	104
	<i>Days per 100 Students</i>	7	21	2
	Students Suspended	317	487	33
	<i>Suspension Rate</i>	1.5 percent	4.9 percent	0.5 percent
2015	Total Enrolments	22,442	9,947	6,446
	Suspension Incidents	723	1,079	36
	<i>Incidents per 100 Students</i>	3	11	1
	Suspension Days	1312	2192	87
	<i>Days per 100 Students</i>	6	22	1
	Students Suspended	318	560	32
	<i>Suspension Rate</i>	1.4 percent	5.6 percent	0.5 percent
2016	Total Enrolments	23,630	10,258	6,487
	Suspension Incidents	819	1,111	63
	<i>Incidents per 100 Students</i>	3	11	1
	Suspension Days	1,460	2,106	144
	<i>Days per 100 Students</i>	6	21	2
	Students Suspended	343	535	55
	<i>Suspension Rate</i>	1.5 percent	5.2 percent	0.8 percent
2017	Total Enrolments	24,739	10,571	6,680
	Suspension Incidents	886	1,229	55
	<i>Incidents per 100 Students</i>	4	12	1
	Suspension Days	1,652	2,464	150
	<i>Days per 100 Students</i>	7	23	2
	Students Suspended	384	621	48
	<i>Suspension Rate</i>	1.6 percent	5.9 percent	0.7 percent

Suspension Data Source: Planning and Analytics Branch, ACT Education Directorate 2017.

5.

Portfolio/s Education & Early Childhood Development

ISSUE: ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION PROGRAMS

Talking Points:

- The Student Aspirations Program promotes participation in leadership opportunities and supports the retention and attainment of Aboriginal and Torres Strait Islander students, focusing on pathways and transitions.
- Forty-seven students from 11 schools attended the inaugural Broaden your Horizons session at the ACT Supreme Court. Students participated in a behind the scenes tour, mini legal career expo and mock trial to raise awareness about the pathways in the legal and justice sector. This event was developed in partnership with the University of Canberra and the ACT Supreme Court.
- In November 2017, thirty-two students from 15 schools attended the Student Aspirations Years 5 and 6 Leadership Day held at Birrigai Outdoor School.
- The Mura Awards initiative recognises student achievement and provides an opportunity for schools to acknowledge the consistent effort of Aboriginal and Torres Strait Islander students and to engage with families and the local community. The small bursaries attached to the Mura Awards encourages participation in education by providing some financial assistance for educational expenses such as excursions and uniforms.
- Fifty-six Mura Awards were awarded late in 2017 with each student receiving a \$400 bursary for the 2018 school year.
- The Education Directorate also employs 10 Aboriginal and Torres Strait Islander Education Officers (IEOs) who work across 11 ACT public schools. From 2018 IEOs will support schools to build their Cultural Integrity by:
 - Supporting schools to engage with families and community.

- Supporting teachers to embed Aboriginal and Torres Strait Islander perspectives across the curriculum.
- Providing advice and leadership to schools on celebrating significant events and milestones for Aboriginal and Torres Strait Islander peoples
- Supporting schools to grow a culture of high expectations for Aboriginal and Torres Strait Islander students
- Facilitating successful student transitions between year levels, between schools and to post school study or work.
- School-based initiatives include:
 - Staff in the Warrumbul Aboriginal and Torres Strait Islander Centre for Excellence at Campbell High School work with students to develop their leadership skills and support them to access pathways to further education and employment after school. Learning includes yarning circles, outdoor activities learning about the local area, hands-on and art-based activities as well as intensive literacy and numeracy practice.
 - Ganbra at Wanniasa School provides a space where Aboriginal and Torres Strait Islander students are able to learn more about their culture, complete extra study and receive tutoring.
 - Aboriginal and Torres Strait Islander and non-Indigenous students from Melba Copland Secondary School and neighbouring primary schools learn about Aboriginal and Torres Strait Islander histories and cultures through the school's Cultural Awareness Program.

Key Information:

- At the August 2017 ACT School Census there were 1,850 Aboriginal and Torres Strait Islander students enrolled in ACT public schools.
- From 2018, the Education Directorate is taking a new approach to Aboriginal and Torres Strait Islander Education that is strengths-based with a focus on the cultural integrity of ACT public schools.
- Cultural Integrity describes the environment a school creates to engage all Aboriginal and Torres Strait Islander students, to meet their needs and aspirations and to welcome their families and communities.
- This approach is firmly rooted in current leading practice, academic literature and consultation with Aboriginal and Torres Strait Islander people.

Cleared as complete and accurate: 29/05/2018

Cleared by: Director

Contact Officer Name: Kate McMahon

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Lead Directorate: Education

QUESTION TIME BRIEF

- The evidence strongly suggests that Aboriginal and Torres Strait Islander students enjoy greater success in schools that are welcoming, reflective of their culture and community, and in which relationships support high expectations for all students.
- Students who feel welcome in the school environment and are able to see Aboriginal and Torres Strait Islander perspectives represented through all parts of the school community are more likely to engage with education.
- Supplementary to school-based initiatives and programs, the Education Directorate provides several system wide programs for Aboriginal and Torres Strait Islander students in ACT public schools.

4.

Portfolio/s Education & Early Childhood Development

ISSUE: ABORIGINAL AND TORRES STRAIT ISLANDER SCHOLARSHIP PROGRAMS**Talking Points:**

- There are currently eight Secondary Scholarship holders including the six new scholarships awarded for 2018 – four health and four teaching.
- Five Tertiary Scholarships were awarded in 2018, four to students undertaking teaching degrees and one to a student completing a degree in a health profession. The 2018 Tertiary Scholarship recipients attend the University of Canberra and the Australian Catholic University.

Key Information:

- The Education Directorate administers two scholarship programs for Aboriginal and Torres Strait Islander students in ACT public schools, totalling \$155,000.
 - The Secondary Scholarship Program for years 11 and 12 students interested in a career in teaching or the health field; and
 - The Tertiary Scholarship Program for students enrolled in teaching or an approved health course at a local ACT university.

Background Information

- A 2013-2014 ACT Government Budget commitment provided \$25,000 to extend the Secondary Scholarships to include five health scholarships.
- In 2017, the value of the Secondary Scholarships was reduced from \$5,000 to \$4,000 in order to expand the program to include scholarships for students wishing to pursue a Vocational Education and Training pathway.
- Ongoing eligibility for each scholarship is based on academic achievement and attendance.
- From 2009 to 2018 inclusive, fifty seven Senior Secondary students have been awarded Secondary Scholarships, 42 for teaching, 14 for health and one for Vocational Education.
- From 2009 to 2018 inclusive, 31 Tertiary Scholarships have been awarded, 26 for students undertaking teaching degrees and five for students studying an approved health degree.
- Due to the scholarships involving a merit selection process, and depending on the number of applicants, the full quota of scholarships is not always awarded.
- The 2018 Tertiary scholarships awards ceremony was held on 6 April 2018.
- The Secondary Scholarships Ceremony for the six new recipients took place on 5 March 2018.

Cleared as complete and accurate: 29/05/2018

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Lead Directorate:

Education

44.

Portfolio: Education & Early Childhood Development

**ISSUE: CHILDREN'S EDUCATION AND CARE ASSURANCE (CECA)
INVESTIGATIONS****Talking points:**

- CECA has a dedicated investigation team, and a team of experienced officers who assess any incidents or complaints.
- CECA assessed 713 incidents and complaints between 1 July 2017 and 30 April 2018. Of those matters triaged by CECA, 45 matters were investigated. Most matters engage harm, hazard or governance issues.
- During that time 12 investigations were completed, and where warranted compliance action was taken.
- CECA has a range of compliance tools available, ranging from an administrative letter, 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 and the Working With Vulnerable People team.

Key Information

- From 1 July 2017 to 30 April 2018 CECA's investigation team had assessed a total of 713 incidents and complaints. The total includes 560 incidents and 153 complaints.
- The triage team determined that approximately 45 of these matters required investigation because the information engaged harm, hazard or governance issues.
- The remaining matters were determined as being appropriately managed by providers and their services.
- During the period 1 July 2017 to 30 April 2018 approximately 12 investigations were completed and where appropriate, compliance action was taken. Compliance actions may range from administrative letters through to compliance notices and prohibition of educators.

Cleared as complete and accurate: 29/05/2018

Cleared by: Director

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Lead Directorate: Education

- Major areas of investigation are: allegations of inappropriate interactions and harm to children, children unaccounted for or missing from services, below minimum staffing levels and inadequate supervision.

Background Information

- Section 260 of the National Law specifies the functions of the Regulatory Authority, which includes:
 - to assess services against the National Quality Standard and determine the ratings of those services
 - to monitor and enforce compliance
 - to receive and investigate complaints arising under this Law
 - to educate and inform education and care services and the community about the National Quality Framework
 - to work in collaboration with ACECQA to support and promote continuous quality improvements.
- In exercising its investigative functions CECA follows Australian Government Investigation Standards. Authorised Officers responsible for conducting investigations are trained to Certificate IV in Government (Investigations). Authorised Officers responsible for the coordination and supervision of investigations are trained to Diploma of Government (Investigations). The qualifications enable officers to investigate matters to a criminal standard of evidence.
- CECA assesses each source of alleged, apparent or potential contraventions applying a risk based methodology to case selection. A sub-team of senior Authorised Officers within CECA have oversight for decisions and recommendations for the acceptance of matters for investigation. An established triage process is in place for this assessment. A range of factors are considered in making such decisions, including – risk factors engaged, objective seriousness of the matter, prospects of establishing facts and the capacity of the investigations team.
- CECA works closely with ACT Policing, Access Canberra’s Working with Vulnerable People team, and the Child and Youth Protection Services team in Community Services Directorate.
- The Education and Care Services National Law is part of the Reportable Conduct and Information Sharing Legislation Amendment Act 2016. CECA is part of the Ombudsman’s professional community of practice in respect of Reportable Conduct.

8.

Portfolio/s Education & Early Childhood Development

ISSUE: CLOSING THE GAP IN EDUCATION - ATTENDANCE

Talking Points:

- From 2018, the Education Directorate is taking a new approach to Aboriginal and Torres Strait Islander Education that is strengths-based with a focus on the cultural integrity of ACT public schools.
- Cultural Integrity describes the environment a school creates to support Aboriginal and Torres Strait Islander students, and to welcome and engage their families and communities.
- This approach is firmly rooted in current leading practice, academic literature and consultation with Aboriginal and Torres Strait Islander people.
- The evidence strongly suggests that Aboriginal and Torres Strait Islander students enjoy greater success in schools that are welcoming, reflective of their culture and community, and in which relationships support high expectations for all students.

Key Information:

- At the August 2017 ACT School Census there were 1,850 Aboriginal and Torres Strait Islander students enrolled in ACT public schools.
- The National Indigenous Reform Agreement frames the intergovernmental reforms, targets and performance benchmarks to close the gap in Indigenous disadvantage.

Background Information

- In 2017, the ACT attendance rate for Aboriginal and Torres Strait Islander students was 83.8 percent, slightly higher than the national rate (83.4%) and a minor decrease from 85.4 percent in 2016.
- Eighty percent of Aboriginal and Torres Strait Islander students in the ACT attend public schools.
- Attendance is a school-based matter and maximising student attendance is the responsibility of school principals. In addition to school-based strategies, the Directorate's multidisciplinary Network Student Engagement Teams supports schools, students and their families to address attendance issues.

Cleared as complete and accurate: 29/05/2018

Cleared by: Director

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Lead Directorate:

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7.

Portfolio: Education & Early Childhood Development**ISSUE: CLOSING THE GAP IN EDUCATION – LITERACY AND NUMERACY****Talking Points:**

- In 2017, 90 Indigenous students were enrolled in Year 9 in ACT public schools and 53 Indigenous students (59 percent) participated in NAPLAN. Of the 53 who participated in NAPLAN in 2017, only 38 students also had participated in year 7. This illustrates the difficulty in using NAPLAN data to track the progress to a cohort of students.
- The Directorate acknowledges that the reasons behind withdrawals and absences of Aboriginal and Torres Strait Islander students from NAPLAN testing can be personal and historical.
- It is important to note that caution should be exercised in the interpretation of NAPLAN data due to the relatively small population of Aboriginal and Torres Strait Islander students.
- Withdrawal is generally the highest contributor to non-participation by ACT Aboriginal and Torres Strait Islander students in years 3 and 5 in NAPLAN tests. Rates of withdrawal in 2017 remained consistent with 2016.

Key Information:

- In 2017, the ACT consistently had a higher proportion of Aboriginal and Torres Strait Islander students across public and non-government schools achieving at or above the national minimum standard for both reading and numeracy across the years of testing than was the case nationally. This was particularly the case in years 5, 7 and 9 reading, with a difference of higher than 10 percentage points.
- In 2017, 87.5 percent of Aboriginal and Torres Strait Islander year 7 students in the ACT performed at or above the national minimum standard for reading which is significantly above the national figure for Indigenous students of 74.4 percent. In comparison 96.4 percent of non-Indigenous students in the ACT performed at or above the national minimum standard compared to the national figure of 95.2 percent. The results are similar for year 7 numeracy.

Background Information

A target of the National Indigenous Reform Agreement is to halve the gap for Aboriginal and Torres Strait Islander students in reading, writing and numeracy by 2018.

Cleared as complete and accurate: 29/05/2018

Cleared by: Director

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Lead Directorate: Education

6.

Portfolio/s Education & Early Childhood Development

ISSUE: CLOSING THE GAP IN EDUCATION – YEAR 12 ATTAINMENT**Talking Points:**

- In 2017, 70 Aboriginal and Torres Strait Islander students achieved an ACT Senior Secondary Certificate, representing a year 12 completion rate of 57 percent. This is a decrease from the 2016 rate of 73 percent and the 2015 rate of 70 percent.
- Of the 70 Aboriginal and Torres Strait Islander students who completed year 12 in 2017, seventeen received a Tertiary Entrance Statement compared with twenty in 2016 and seventeen students in 2015.
- The proportion of Aboriginal and Torres Strait Islander young people participating in employment and/or study six months after leaving school has been monitored for the last four years (2014-2017). This proportion has varied between 78 percent and 93 percent for year 12 graduates, and 72 percent and 77 percent for school leavers.
- Whilst the proportion has varied, particularly for year 12 graduates, the differences between years were not statistically significant due to the small number of Aboriginal and Torres Strait Islander young people who completed the survey each year.
- In general, these results were similar to the overall ACT results which have been consistently above 90 percent for year 12 graduates and above 70 percent for school leavers for the last four years.

Key Information:Year 12 Attainment

- At the February 2017 school census there were 116 Aboriginal and Torres Strait Islander students enrolled in a year 12 program in the ACT public system compared with 109 enrolments in 2016, 102 enrolments in 2015, and 83 enrolments in 2014.

School Leaver Data

- In May each year the Education Directorate conducts a survey of ACT year 12 graduates and school leavers who left school in the preceding year to find out what they are doing in terms of study and employment. The results provide important information that informs planning, development and provision of education and training choices for the young people of the ACT.

Cleared as complete and accurate: 29/05/2018

Cleared by: Director

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Lead Directorate:

Education

QUESTION TIME BRIEF

- **Note:** Aboriginal and Torres Strait Islander young people typically make up less than two percent of the year 12 graduate survey population and less than six percent of the school leaver survey population.

Background Information

- One target of the National Indigenous Reform Agreement (NIRA) is halving the gap for Indigenous people aged 20-24 in year 12 or equivalent (Certificate II or higher) attainment rates by 2020.
- Longitudinal analysis of the 2003 to 2016 cohort showed that school retention of Aboriginal and Torres Strait Islander students between years 10 and 12 fell from approximately 60 percent of the original cohort, to just over 45 percent by year 12. This is approximately 10 percentage points below the retention rate of non-Indigenous students.

Proportion of Aboriginal and Torres Strait Islander young people employed and/or studying in the year after leaving school		
Year left school	Year 12 Graduates (95% Confidence interval)	School leavers (95% Confidence interval)
2013	93% (95% CI=83%-100%)	77% (95% CI=51%-100%)
2014	78% (95% CI=62%-93%)	73% (95% CI=50%-97%)
2015	89% (95% CI=79%-99%)	74% (95% CI=50%-99%)
2016	92% (95%CI=83-100)	72% (95% CI=46-98)

55.

Portfolio: Education & Early Childhood Development

ISSUE: COMMONWEALTH EDUCATION FUNDING**Talking points:**

- The ACT Government welcomes additional Commonwealth education funding to all schools in the ACT.
- The Commonwealth is a minor funding provider to ACT public schools, and the anticipated annual increases are relatively small.
- In order to ensure that Commonwealth Government funding flows to all ACT schools in 2018, in November 2017 on behalf of the ACT Government I signed an interim agreement around schools funding and reform principles.
- It is anticipated that Commonwealth education funding to the non-government sector will decrease over the next 10 years. As Minister for Education and Early Childhood Development, I have asserted to the Commonwealth the need for the Commonwealth to proceed with the socio-economic status (SES) review to ensure funding for ACT non-government schools reflects true need in the ACT's inclusive and diverse suburbs.
- The Commonwealth has commenced the SES review and it is expected to be completed by 30 June 2018, broader circulation timeframe is not yet known.

Key Information

- On 23 June 2017 the Commonwealth Government passed amendments to legislation on education funding arrangements (*Education Act 2013*). A key difference from previous arrangements is that the Commonwealth, States and Territories are each responsible for funding a determined portion of the Schooling Resource Standard (SRS) baseline.

	Commonwealth share of SRS	State/Territory share of SRS
Government schools	20 per cent	80 per cent
Non-Government schools	80 per cent	20 per cent

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QUESTION TIME BRIEF

- Commonwealth funding will be tied to conditions, including States and Territories meeting their share of the SRS baseline and maintaining real per student funding levels.
- In 2017, the Commonwealth provided funding equivalent to 16 per cent of the SRS baseline for Canberra Public schools. Under the proposed bilateral agreement, the Commonwealth has committed to transition funding to Canberra Public Schools over 10 years to 20 per cent portion of the SRS baseline for government schools which would increase Commonwealth funding for this sector.
- The Commonwealth's funding for the majority of ACT non-government schools is currently higher than 80 per cent of the SRS baseline for most schools. This position is due to historical funding arrangements and the removal of special arrangements for the calculation of some ACT non-government schools, capacity, most notably the ACT Catholic Systemic Schools.
- As the Commonwealth currently provides funding in excess of 80 per cent of the SRS baseline for non-government schools, the proposed bilateral agreement would decrease Commonwealth funding for this sector over a transitional period of 10 years. To assist non-government schools during the transition period, the Commonwealth announced that transition funding of \$57.9 million over the initial first four years will be provided for ACT non-government schools.
- The reforms and policy platforms that will be part of the conditions of funding will be informed by The Review to Achieve Educational Excellence in Australian Schools (known as Gonski 2.0) which was released on 28 March 2018.
- The National agreement will include goals, principles and national reforms while the bilateral agreements will include Territory financial contributions and local reforms.
- The conditions and sanctions arising from not meeting the agreed requirements will be reflected in the final tranche of amendments to the Australian Education Act Regulation, which will occur in parallel with the development of the national and bilateral agreements.
- The Commonwealth has announced a commitment to a sector blind, consistent and needs based funding model adding resources to deliver what students need.

Background Information

- The Commonwealth announced its intention to target the government sector where need is greater.
- The Commonwealth announced that total funding for education will grow from around \$17.5 billion in 2017 to \$22.1 billion in 2021 and \$30.6 billion by 2027. This equates to an increase of 75% in Commonwealth funding over 10 years.
- At the end of the next 10 years the Commonwealth will transition to an even share of funding across States and Territories in each sector.

QUESTION TIME BRIEF

- For non-government schools by 2027, the Commonwealth has committed to provide 80% of funding under the Schooling Resource Standard.
- The impact of a new Gonski 2.0 review of parts of the existing Schooling Resource Standard is anticipated to be completed by the middle of 2018. Such a review has the potential to significantly impact individual schools and systems.
- The Commonwealth's 2018-19 Budget has been developed in line with the proposed reforms and legislative changes.

45.

Portfolio: Education & Early Childhood Development

ISSUE: EDUCATION AND CARE PLACES: AFFORDABILITY AND AVAILABILITY

Talking points:

- Since 2012 the number of centre-based early childhood services has increased from 280 to 360.
- The current 360 centre-based services operating, includes long day care, school aged care and Government and independent preschools.
- There are approximately 13,000 full-time long day care places for children from birth to five years old.
- The ACT also has approximately 3600 places in Government preschools and 1400 places in non-Government preschools.
- We have an early childhood education and care sector that is available and accessed by many of our families. The quality and standard of our early childhood sector is increasing every year and we are continuing to provide programs and resources to enhance what we provide our children and families.
- 54 percent of ACT children aged 0 to 5 years attended a centre-based service eligible for child care benefit in 2017. This was the highest rate of any jurisdiction in Australia.
- There are children in our community who would benefit from early childhood education and care who are missing out due to cost and disadvantage.
- The cost of services is driven by factors such as:
 - the ACT's high employment rates and per capita incomes;
 - 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.

Cleared as complete and accurate: 29/05/2018

Cleared by: Director

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Lead Directorate: Education

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Key Information

- 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.
- In January 2012 there were approximately 280 centre based services in the ACT. As at 29 March 2018 there are 360 centre based services in the ACT, an increase of 80 services over six years.
- As at 29 March 2018, there are approximately 13,000 long day care places available for children preschool age and under in centre-based education and care services. Additionally, there are 3595 places across 79 Government preschools.
- In addition there are 20 non-Government preschools offering approximately 1400 places for preschool aged children.

Background Information

- In February 2016 the then Minister for Education commissioned a review to advise Government on cost, access and quality issues related to long day care services in the ACT.
- Forty-seven long day care and independent preschools operate from ACT Government-owned facilities. The majority of long day care services that operate from ACT Government owned facilities pay a subsidised rent, while others receive a discount on commercial rents.
- The review found that the sector has moved from an under supply of places to an oversupply over the last few years. This oversupply may be as much as 20%, although the impact is not being evenly experienced across providers in the ACT.
- In 2017–18, CECA reviewed approximately 30 development applications and lease variations which indicate further increases to sector capacity over the next two years.
- In 2017–18 thirteen new long day care centres commenced operation in the ACT.

QUESTION TIME BRIEF

District	Suburb	Maximum places
Gunghalin	Nicholls	130 (2017)
Inner North	Acton	112 (2017)
	Hackett	25 (2018)
Belconnen	Higgins	70 (2017)
	Holt	60 (2017)
Tuggeranong	Kambah	83 (2017)
	Richardson	35 (2017)
	Fyshwick	57 (2017)
	Wanniassa	50 (2017)
	Symonston	90 (2017)
Woden/Weston	Coombs	128 (2018)
	Phillip	90 (2018)
	Rivett	90 (2018)

In 2017–18 the following services ceased operation:

- 24 March 2017 Kidlets Early Learning Centre.
- 1 September 2017 YMCA Duntroon Vacation Care.
- 30 September 2017 Honey Tree Early Childhood Centre.
- 15 November 2017 YMCA PMC Vacation Care.
- 11 December 2017 Sherpa Kids CCS.
- 18 December 2017 Sherpa Kids North Canberra
- 19 December 2017 YMCA Holy Trinity After School Care.
- 21 February 2018 Holistic Family Day Care
- 28 February 2018 Jubba Family Day Care
- 9 March 2018 SWISH Vacation Care
- No closures in April 2018.

Costs

- The review found that the primary barrier to access to services in the ACT, relative to other jurisdictions, is the cost of those services, with a mean cost of \$105 per day, significantly higher than the national mean of just over \$80 per day. Costs in the ACT have been growing faster than in other jurisdictions for several years, making services relatively more expensive for families in the ACT than other jurisdictions.
- The factors driving higher costs in the ACT include:
 - The high employment rates and per capita incomes in the ACT setting market tolerances;
 - A shortage of suitable workers for the ECEC sector compared to larger jurisdictions;
 - The uneven interaction of the non-Government ECEC sector and the Government preschool component of the ECEC sector; and
 - The small geographical footprint of the ACT combined with a relatively even social distribution of disadvantaged families, resulting in higher price tolerances across the whole of the ACT that do not account for the thresholds of lower income families.
- The Australian Government subsidises the cost of child care by providing a means-tested Child Care Benefit and a non-means tested Child Care Rebate for parents or carers who attend work, study or training. The rebate covers 50 percent of out-of-pocket costs up to an annual cap of \$7,500 per child per year.
- The cost impact on families at the lowest two income deciles after the application of Australian Government rebates and subsidies is 31.6% and 27.1% of disposable income respectively. This compares to the national averages of 23.4% and 19% respectively. This makes ECEC comparatively more expensive for families in the ACT than other jurisdictions.
- The Australian Government Family Assistance Office also provides financial assistance to families who choose to have their children cared for by grandparents, relatives, friends or nannies. Benefits for these types of registered child care are paid at a flat rate and are not income tested.
- The Australian Government has announced a 'Families Package' which includes a new childcare subsidy, a two year In Home Care (Nannies) Pilot and a Child Care Safety Net to support families who are vulnerable and disadvantaged.
- The Jobs for Families package is planned for implementation from 1 July 2018. It will replace the current *Child Care Benefit*, *Child Care Rebate* and *Jobs, Education and Training Child Care Fee Assistance* program with a single means-tested *Child Care Subsidy*.

46.

Portfolio/s Education & Early Childhood Development

ISSUE: FAMILY DAY CARE FRAUD AND QUALITY**Talking points:**

Unlawful FDC conduct continues to be part of national conversations through AESOC and Education Council.

Jurisdictions including the ACT have applied enormous effort to remove the dodgy operators from the sector. New strategies and persistence is paying off with many bad operators being closed down and not re-emerging.

There is still work to be done to tackle those remaining entities and to ensure that the national laws and systems are robust enough to prevent future fraud.

The ACT continues to have a pro-active working relationship with the Commonwealth in a bid to prevent and remove dodgy operators.

Key Information

- Unlawful conduct in the family day care (FDC) sector is a national issue and is on the agenda of Education Council and AESOC. FDC services and providers represent a disproportionate number of compliance matters for Regulatory Authorities.
- State and Territory Regulatory Authorities, including the ACT, have expressed concerns regarding the steep increase in family day care provider and service applications and approvals. In an attempt to minimise the number of new providers in the sector the ACT Regulatory Authority has significantly tightened approval procedures for FDC applicants.
- The ACT has a positive and pro-active working relationship with Commonwealth, and State and Territory, colleagues on family day care cases.
- Education Council agreed to reforms to the National Law aimed to reduce non-compliance in the sector which came into effect with the amendments to the National Law on 1 October 2017. This includes improving the powers to check on educators and children operating from private homes, and the ability of regulatory authorities to apply Commonwealth non-compliance decisions to local services.
- At the beginning of January 2016 there were 28 family day care providers in the ACT (22 ACT providers and 6 interstate providers).
- During 2016 and 2017 thirteen providers were cancelled. There were also four providers who surrendered their approval. Fourteen applications for provider or service approval were refused at interview.

Cleared as complete and accurate: 29/05/2018

Cleared by: Director

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Lead Directorate: Education

QUESTION TIME BRIEF

- As at 22 May 2018 there are 23 family day care providers in the ACT. This comprises of:
 - 10 providers that are CCB approved and are operating education and care services in the ACT;
 - 3 providers that are awaiting CCB approval; and
 - 10 providers who are not operational because their services are suspended or cancelled for compliance reasons.
- From January 2017– 22 May 18 there have been 19 applications for family day care provider and service approvals. Of those six were refused provider approval and four were refused service approval. Three new ACT providers and three new service approvals were approved by the regulatory authority.

Family Day Care (FDC) Quality

- FDC services are assessed in accordance with the National Quality Standard.
- FDC services that demonstrate consistent non-compliance with the National Law and Regulations are not considered suitable to undergo the Assessment and Rating process.
- Eleven FDC services have undergone the Assessment and Rating process, although three FDC are no longer operational due to non-compliance issues.
- As of 22 May 2018 one FDC service is rated at Exceeding NQS, three FDC services are rated at Meeting NQS and three FDC services are rated at Working Towards NQS.
- Two FDC services have commenced the Assessment and Rating process, one as a first assessment and one as a next assessment, but are not yet complete.

Background Information

- The National Quality Framework is made up of the Education and Care Services National Law (National Law) and the Education and Care Services National Regulations (National Regulations). Each State and Territory is responsible for administering and monitoring compliance with the National Law and Regulations. The National Law is structured around safety and wellbeing of children and compliance measures to ensure children are safe and are positively learning.
- The Commonwealth Department of Education and Training has responsibility for administering, monitoring compliance and approving child care services with the Family Assistance Law (FAL).
- Approved child care services have Australian Government approval to pass on Child Care Benefit as a reduction in child care fees. This means parents have less out of pocket expenses. Approved care services include, long day care, family day care, outside school hours care, vacation care, in home care, and occasional care.

Cleared as complete and accurate: 29/05/2018

Cleared by: Director

Contact Officer Name: Sean Moysey

Lead Directorate:

Education

Ext: 72143

13.

Portfolio/s Education & Early Childhood Development

ISSUE: GIFTED AND TALENTED EDUCATION**Talking points:**

- The Directorate's *Gifted and Talented Students* policy provides systemic advice to ACT public schools on current leading evidence-based practice in gifted and talented education.
- All 87 ACT public schools implement the policy. Each ACT public school principal and school board determines the programs and approaches used at their school to support the needs of gifted and talented students.

Key Information

- The Directorate's *Gifted and Talented Students* policy provides systemic advice to ACT public schools on contemporary evidence-based practice in gifted and talented education.
- All 87 ACT public schools implement the policy. Each ACT public school principal and school board determines the programs and approaches used at their school to support the needs of gifted and talented students.
- Under the policy, principals must provide information on their school website, and appoint a liaison officer to provide a point of contact between the school, gifted and talented students and their families.
- School principals are responsible for ensuring the provision of developmentally appropriate educational strategies for all gifted and talented students enrolled at the school, which may include differentiation within the classroom, part or whole grade acceleration, specific programs within schools and/or carefully considered groupings of students with similar abilities.
- A scheduled review of the policy is well underway. The Directorate engaged specialist consultant, Gateways Education to review the current policy and provide recommendations based on contemporary research, leading practice and stakeholder consultation.
- In December 2017, Gateways Education consulted with Directorate and external stakeholders over two days, and also received written feedback.
- Gateways Education's recommendations have been delivered to the Directorate. Consultation with stakeholders has commenced and it is anticipated the revised policy and procedures will be released in term four, 2018.

Cleared as complete and accurate: 29/05/2018

Cleared by: Director

Contact Officer Name: Kate McMahon

Ext: 59205

Lead Directorate: Education

QUESTION TIME BRIEF

- During terms one and two, 2018, Gateways Education is delivering four foundational professional learning workshops for teachers in ACT public and non-government schools.
- Since 2015, Gateways Education has been engaged to support the implementation of the current Policy and has delivered:
 - a series of 12 professional learning workshops for school leaders, liaison officers and classroom teachers on gifted and talented education;
 - research papers on gifted and talented education theory and practice, nationally and internationally; and
 - written articles on gifted and talented education targeted at parents and the community that can be included in school newsletters.
- The professional learning workshop materials, research articles for teachers and newsletter articles for parents are regularly uploaded on the Directorate's intranet to be accessed by school-based staff. By providing these resources, the Directorate aims to build the capacity of all teachers in ACT public schools in gifted and talented education.

Background Information

- The current Policy was launched in 2014, along with a suite of parent fact sheets to assist parents and carers to understand the Policy and the role of ACT public schools in supporting gifted and talented students.
- During 2015-2018, hundreds of school leaders, liaison officers and classroom teachers from all sectors have attended professional learning workshops delivered by Gateways Education focusing on:
 - differentiated curriculum for gifted learners
 - assessment approaches with gifted learners
 - twice exceptional and underachieving gifted students
 - developing learning activities using Bloom's Taxonomy and other learning models
 - action research workshops.

47.

Portfolio: Education & Early Childhood Development

ISSUE: GROWTH IN QUALIFIED EARLY CHILDHOOD EDUCATION AND CARE (ECEC) WORK FORCE**Talking points:**

- 61.7% primary contact staff in early childhood education have a formal qualification at or above a certificate III level.
- Since 2013 the ACT has seen an 11.2% improvement on the ECEC Workforce census figures for Certificate III graduates
- The 2016 ECEC Workforce census shows 34.4% of educators, in a CCB approved service, are studying towards a qualification.
- 89% of all teachers teaching preschool programs have completed an early childhood teaching degree qualification.
- The ACT Government's *Skilled Capital* program provides a \$5960 subsidy for up to 150 eligible students each year who enrol to study a Certificate III in Early Childhood Education and Care.
- The ACT continues to make progress in, and advocate for, increasing the professionalisation of the workforce.

Key Information

- On 1 February 2018 the Productivity Commission released its Report on Government Services chapter that covers childcare, education and training.
- The RoGS report shows that the ACT had 61.7% of primary contact staff in early education and care services with a relevant formal qualification at, or above, certificate III.
- While this figure is the lowest in the country it shows an 11.2% improvement on the 2013 workforce census figures for Certificate III graduates. The 2013 workforce census, as recorded in RoGS shows the ACT as having 50.6% of primary contact staff as having relevant formal qualifications.
- It is important to note that the RoGS data only counts Child Care Benefit approved services. So the figures leave out a significant group of preschool services provided by Government and non-Government schools.
- The 2016 ECEC National Workforce Census was published on the Department of Education and Training website on Thursday 14 September 2017 and a copy was provided to the Directorate on 15 September 2017.

Cleared as complete and accurate: 29/05/2018

Cleared by: Director

Contact Officer Name: Sean Moysey

Ext: 72143

Lead Directorate: Education

- The census shows that in the ACT 34.4% of educators are studying towards an ECEC qualification.
- As of 22 January 2018 there are 79 Government preschools and 20 non-Government preschools.
- In the ACT 89.1% of preschool teachers have completed an early childhood degree.
- The figures show that the ACT is on the right trajectory in a context where the number of staff has grown considerably. Over the six years between 2004 and 2010 sector staff grew by 398 or 32%. Between 2010 and 2013 sector staff grew by a further 366, or 21%. The RoGS data shows that between 2013 and 2016 the primary contact workforce grew by almost a further 1000 staff, which is approximately 30%.
- This evidence shows that the NQF is having a positive effect on decisions by providers and staff to obtain qualifications. The number of qualified staff is growing incrementally in a tough market.

Background Information

- In 2010 the census of the ACT workforce was carried out prior to the NQF. Under ACT's previous law long day care was required to have a minimum of 50% staff that had to be diploma or tertiary qualified, the remaining 50% did not need any qualifications. No qualifications were required for family day care. For out of school hours care the ratio was one qualified person for every 33 children.
- In 2010 the Commonwealth's census found that in the ACT 46.8% of primary contact staff had relevant formal qualification at, or above, Certificate III.
- In May 2013 – only one year into the NQF – the Commonwealth conducted its second census and found 50.6% of primary contact staff in the ACT had relevant formal qualification at or above Certificate III.
- Only 64% of the pool of respondents identified by the Commonwealth in 2013 provided data on staffing qualifications.
- Even in the context of the new laws and a limited data pool, the Commonwealth's census shows a growth in the number of qualified staff in the ACT's ECEC sector.
- Every authorised officer in the country, which includes the ACT, is trained by the national body, the Australian Children's Education and Care Quality Authority (ACECQA) to undertake assessment and ratings of services.
- Since the NQF was introduced in 2012 the ACT Government has supported the growth of qualified staff for the ECEC sector with an Early Childhood scholarship program and an Early Childhood Degree program.
- A total of 175 scholarship grants for certificate III study were funded between 2012 and 2015. The last 30 places from this funding were offered in the first half of 2016.
- The ACT Government's *Skilled Capital* program provides a \$5960 subsidy for up to 150 eligible students each year who enrol to study a Certificate III in Early Childhood Education and Care.
- Since 2014 the degree program has funded approximately 61 candidates.

53.

Portfolio: Education & Early Childhood Development

ISSUE: HEALTH AND SAFETY REQUIREMENTS

Talking points:

- Under the *Work Health and Safety Act 2011* all workers have a duty of care to themselves and others in the workplace. These changes took effect in 2011 and cover all staff in the ACT Education Directorate.
- In order to meet its obligations under the *Work Health and Safety Act 2011*, the Directorate has provided additional training to staff, developed a Health Safety and Wellbeing Program of Work and implemented initiatives targeted at reducing injuries.
- During 2016-17 the Directorate has experienced an increase in Comcare claims related to musculoskeletal disorders, psychological injury and secondary psychological injury.

Key Information

- The *Work Health and Safety Act 2011* and *Work Health and Safety Regulations 2011* provide the legislative framework for workplace health and safety in the Territory. The legislation has removed crown immunity and treats both public and private sector workers in the same way.
- Under the legislation, individuals with significant influence over health and safety, including the allocation of resources, are referred to as ‘Officers’. Officers have a particular responsibility to exercise due diligence to take reasonable steps to ensure appropriate resources, policies, and health and safety practices are in place to manage risk.
- The Directorate takes the position that safety is everyone’s responsibility, and that every worker has significant obligations under the laws to act with due diligence to health and safety matters and that workers have a duty of care to themselves, other workers, and to other persons including students, to maintain a safe work environment.
- The Directorate has made considerable effort to assist its workers to fulfil their safety obligations through:
 - Targeted training for principals on work health and safety risk management and due-diligence obligations;
 - Promotion of accident / incident reporting;

Cleared as complete and accurate: 29/05/2018

Cleared by: Director

Contact Officer Name: Chris Hodgson

Lead Directorate:

Education

Ext: 59202

QUESTION TIME BRIEF

- Supporting development of workplace health and safety risk registers;
 - Mandatory training of target groups including Building Services Officers (BSO), Business Managers, Learning Support Staff, School Assistants and Directorate Leaders including; asbestos awareness, confined spaces, height safety, sharps safety, chemical handling, manual handling and respectful workplaces;
 - Training for Health and Safety Representatives (HSR);
 - Development of a Health and Wellbeing Program;
 - Development of targeted policy and guidelines to address safety risk in schools;
 - Development and publication of the Directorate Safety Management System to assist workers with guidance and tools to assist manage safety risk;
 - Implementing initiatives to reduce the numbers of musculoskeletal and slips, trips and falls injuries; and
 - Supporting networking opportunities for BSO and HSRs.
- This sustained effort to raise safety awareness in schools and the Education Support Office has improved incident reporting with a significant increase in reports in 2016-17. The Directorate also experienced an increased number of claims for musculoskeletal disorders, psychological injury and secondary psychological injury over previous years. While this increase is also reflected in an increase in claims in the broader ACT Public Service further investigation will be undertaken to redress the cause of these claims.

14.

Portfolio/s Education & Early Childhood Development

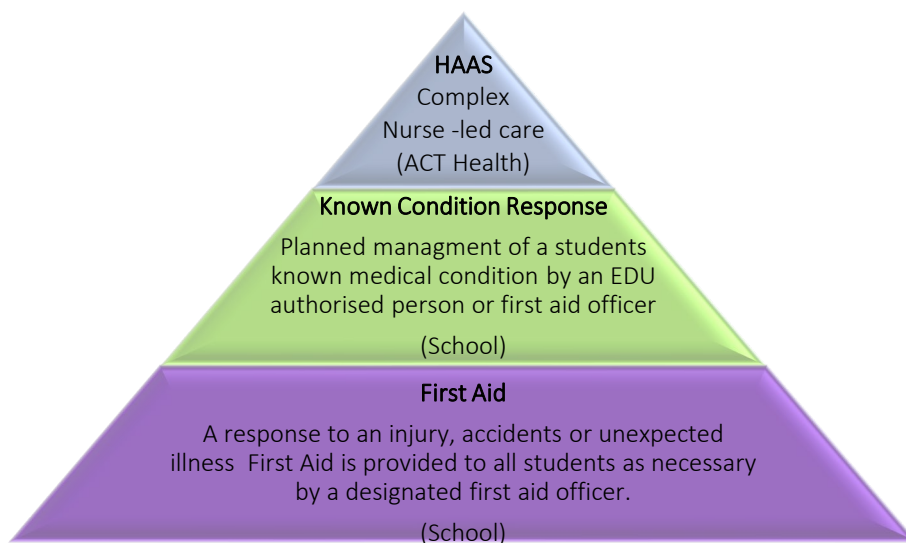
ISSUE: HEALTHCARE ACCESS AT SCHOOL (HAAS)

Talking points:

- The HAAS model is being fully implemented across ACT schools as a means of supporting students with complex healthcare needs, ensuring equitable access for students in mainstream and specialist schools.
- Education developed a guide to support ACT public schools in planning and managing supports for students accessing the HAAS program. The guide also supports schools in complying with the relevant policies and procedures under the HAAS model.
- Education continues to work in partnership with Health to deliver the HAAS program and to support schools in meeting the needs of their students.
- There are currently 56 students in the HAAS program across 32 schools.

Key Information

- The HAAS model is based on a three-tiered approach to healthcare in ACT public schools and involves a combination of Registered Nurses, First Aid Officers and Learning Support Assistants (LSAs). There are no longer full-time nurses in ACT specialist schools.



QUESTION TIME BRIEF

- The HAAS tier, previously only available as nurse-led care in specialist schools, enables equitable access for students who require health tasks or procedures to be undertaken during the school day or whose health needs cannot be managed safely through an Education *Known Medical Condition Management Plan*.
- Specialist schools now have more designated First Aid Officers to respond to first aid incidents that may arise as well as an assigned RN to support staff in providing health tasks as required.
- There are currently 56 students on the HAAS program across 32 schools. This includes 22 students across the four specialist schools and 34 students in mainstream schools. Each student is supported by up to three LSAs who are trained and deemed competent by a Level 2 Registered Nurse. Examples of these tasks include:
 - care of tracheostomy
 - fluid, nutrition or medication via gastronomy
 - blood glucose testing and insulin administration
 - oxygen therapy.
- The number of students accessing the HAAS program has increased over the past four months, in particular students being newly identified as having type 1 diabetes.
- The training provided to HAAS workers is tailored to the needs of the student receiving the care. HAAS workers are also required to undertake CIT training in a ‘targeted skill set’ of three nationally accredited competencies that can contribute towards a relevant Certificate IV.

Background Information

- Historically, the HAAS program has provided nurse-led care to students with complex or invasive health care needs in specialist schools. A review of HAAS, led by ACT Health and involving parents, schools, and unions, was tabled in the Legislative Assembly on 13 August 2015.
- ACT Education and ACT Health have collaborated to develop a revised contemporary model of HAAS designed to meet the ongoing healthcare needs of students across all ACT public schools.

15.

Portfolio/s Education & Early Childhood Development

ISSUE: IMPLEMENTATION OF THE NATIONAL DISABILITY INSURANCE SCHEME AND EARLY INTERVENTION**Talking points:**

- The Education Directorate continues to support the transition of students with disability to the Scheme following the initial 'ages and stages' transition process that occurred in the ACT from mid-2014 to mid-2016.
- As the Scheme matures, Education continues to work closely with the NDIA, local areas coordination services, the non-government school sectors and the Child Development Service to support streamlined access and planning processes for young people in our schools.

Key Information

- As of February 2018, 2,293 children are accessing Disability Education programs in ACT public schools. The majority of those students with a lifelong and permanent disability have already applied to access the Scheme. Students with disability who have not applied to participate in the NDIS to date may not need funded supports at this time, but may apply to join the Scheme if such needs arise at a later date.
- At this point in time the ACT Government continues to provide personal care in school and transport to and from school for students who meet Directorate eligibility requirements as in-kind services under the Scheme. These supports need to be included in individual NDIS packages in order for the ACT Government's in-kind contribution to be recognised. Policy work is underway at a national level to determine how these supports will be provided, moving towards full Scheme, as they are considered in scope for NDIS funding.
- In 2018 there are 351 students who have been approved access to the Special Needs Transport program. There are approximately 675 students currently receiving personal care supports at school.

Cross agency collaboration to strengthen implementation

- As implementation progresses nationally, the Education Directorate continues to participate in regular meetings with the NDIA, Child Development Service and the non-government education sectors through the NDIS Children and Families Portfolio Working Group and the NDIS Education and Employment Portfolio Working Group. Participation on these working groups is crucial in addressing operational issues that relate to the mainstream interface and identifying opportunities for greater collaboration and planning into the future.

- Workshops for schools, families and transport providers about a potential model of supported transport under the NDIS, initially planned for April this year as part of a national consultation process, have been put on hold while further work on the model is undertaken by a Sub Working Group of the Disability Reform Council's Senior Officials Working Group. No dates have been set for future workshops at this stage.
- The Transport Sub-Working Group will be undertaking further work in relation to the proposed model and consultation process.

Early Intervention

- The Directorate's Support at Preschool team meets regularly with NDIS registered Early Intervention providers and continues to work in partnership with the Child Development Service to strengthen collaborative practice across sectors.
- The Directorate contributes funding for 1.8 early childhood teachers and 3 psychologists to work as part of the multidisciplinary team at the Child Development Service.
- The early childhood teachers coordinate Developing Kids Playgroups run at the Child and Family Centres at West Belconnen, Gungahlin and Tuggeranong, and at Holder. The program caters for children aged from 18 months to preschool with delays in their development and who are not eligible for support services through the National Disability Insurance Scheme (NDIS).
- The two Directorates also collaborate to deliver play based activities for young children who attend the Mums and Bubs group at Winnunga Nimmityjah Aboriginal Health Service. Allied health professionals attend the group to support children and families and ensure early identification of children at risk of developmental delay and provide assessment and referral to the NDIS for young children requiring early intervention support services.

School Leavers Employment Supports (SLES) initiative

- The NDIS School Leaver Employment Supports (SLES) initiative is an individualised approach to supporting employment for Year 12 school leavers with a disability. This initiative has been delivered as a pilot in the ACT since 2015 and is expected to be an ongoing initiative across all states and territories.
- The NDIA makes a determination of suitability and eligible students receive a package of supports valued at up to \$21,000 per year over two years in addition to their existing NDIS package. Supports are tailored to the individual needs of the student and range from packages including work experience in an open employment situation, job site training, travel training and activities that contribute to achieving an employment outcome as well as supporting linkages to ongoing employment support.
- This has involved staff in schools such as Transitions and Careers Coordinators and Disability Education Coordinators seeking consent from students and families to undertake a Functional Capacity Assessment that has informed the NDIA's decision-making in relation to suitability of SLES.

QUESTION TIME BRIEF

- In preparation for national rollout of SLES, the NDIA has evaluated the SLES process and decided that an external assessment of Functional Capacity is no longer required from 2018.
- The three education authorities in the ACT have engaged in further discussions with the NDIA, through the NDIS Education Working Group, to consider implications for schools, students and families. This includes consideration of effective communication of changes to schools and families and the changing role of schools in supporting students' planning discussions and the development of an effective toolkit for teachers.
- Feedback has been sought from ACT public schools to understand what information schools would find useful in the toolkit. The feedback received from schools highlighted the need for clear and concise information on employment supports and the different types of employment options available and clear understanding and definition of what is considered reasonable and necessary supports that will be considered by planners during planning or review conversation. This feedback has been provided to NDIA, along with similar feedback from other jurisdictions. The NDIA is aiming to release the Teachers Toolkit by early June 2018.

35.

Portfolio: Education & Early Childhood Development

ISSUE: IRREGULAR ENROLMENTS AT ACT PUBLIC SCHOOLS

Talking points:

- The government is committed to maintaining an equitable enrolment system for ACT public schools, particularly for schools experiencing enrolment pressures.
- I do not accept that a very short term rental, say of a bedsit for a few weeks within a school PEA, by people who own a house elsewhere within the ACT, or somewhere in NSW, is consistent with my responsibility to provide priority to children at their neighbourhood school.
- I am not suggesting that this is a major issue, or that we go back and conduct an audit. Nor am I talking about throwing children out of schools once they've started. However, in the interest of equity of access, I have asked the Directorate to pay close attention to school enrolments and ensure that families actually are resident where they say that they are. I want people within a school enrolment area to be confident that their opportunities are not being impacted by people taking these 'irregular' approaches.

Key Information

- The 2019 enrolment period opened on 30 April 2018. Schools will inform applicants of their outcome of their application from 2 July 2018.
- Over 10,500 applications have been received since commencement of the 2019 enrolment period.
- A communications plan that outlines how the Directorate will address this issue and how it will engage with the ACT school community in a fair and respectful way is being prepared.
- The *ACT Education Act 2004* requires that I give priority to the enrolment of children in the Government school in their neighbourhood. The Education Directorate determines the meaning of neighbourhood through the establishment of Priority Enrolment Areas (PEA) for each school, within which schools are required to accept enrolment applications.
- The principal criterion used by schools to determine eligibility for enrolment is the residency of a family within the school PEA. Schools seek evidence of residency

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Cleared by: Director

Contact Officer Name: Robert Gotts

Lead Directorate: Education

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QUESTION TIME BRIEF

within a PEA, and this is usually demonstrated through the provision of evidence of ownership of a residence, or of the rental of a residence.

- Where ACT public schools are not at capacity, they are free to accept out of area enrolments.
- A small number of schools in the ACT, such as Telopea Park High School, Garran Primary, Aranda Primary and Lyneham High, receive far more enrolment applications than the schools can accept. As a consequence, there have been a number of suggestions from the community that some parents ensure enrolments in these popular schools in 'irregular' ways.
- It concerns me that to get around this situation, some families might take advantage of our essentially trust-based system here in the ACT and provide addresses for enrolment purposes that do not match their actual residences. I have asked the Directorate to pursue this issue and to provide me with further advice. I would like to be confident that the opportunities for some families are not being negatively impacted by other families taking an 'irregular' approach to enrolments?

57.

Portfolio: Education & Early Childhood Development

**ISSUE: ISLAMIC SCHOOL OF CANBERRA (ISC) AND COMMONWEALTH
REGISTRATION FUNDING CONCERNS**

Talking points:

- The ISC is registered as a non-government school by the ACT Government until 31 December 2018.
- A change of proprietor for the ISC was approved by the ACT Government on 6 December 2017. The new proprietor is the Islamic Practice and Dawah Circle (IPDC).
- On 16 December 2017, Commonwealth funding for the ISC ceased following revocation of 'Approved Authority' status from the previous proprietor.
- The new proprietor of the school sought approval from the Commonwealth to become an 'Approved Authority' (approved to operate a school).
- On 21 March 2018, the Commonwealth advised the IPDC were granted 'Approved Authority' status. In April a lump sum payment of \$372,746.88 (inclusive of GST) was made. The payment is for 50 per cent of 2018 Commonwealth funding for the period 1 January to 30 June 2018.

Key Information

- On 20 October 2017 the ISC wrote to the Registrar of Non-Government Schools within the Directorate to seek a change in the proprietor of the school from the Australian Federation of Islamic Council Schools of the ACT Limited (ASAL) to IPDC. The change of proprietorship took place from 16 December 2017. This request was approved on 6 December 2017.
- In November 2017 IPDC applied for 'Approved Authority' status from the Commonwealth. The Commonwealth wrote to IPDC on 18 January 2018 to seek further information regarding the application. IPDC had until 2 February 2018 to provide the information. IPDC provided the requested information by the due date and subsequent additional information, as requested by the Commonwealth.

QUESTION TIME BRIEF

- On 21 March 2018, the Commonwealth advised the IPDC were granted 'Approved Authority' status. In April a lump sum payment of \$372,746.88 (inclusive of GST) was made. The payment is for 50 per cent of 2018 Commonwealth funding for the period 1 January to 30 June 2018.
- The ISC is seeking- re-registration for 2019, and a financial assessment will be undertaken as part of the process.

Background Information

- On 21 April 2017, the Commonwealth issued a notice to revoke AFIC Schools (ACT) Limited (ASAL)'s approval as an "Approved Authority" under the *Education Act 2013* (Commonwealth). After additional information was provided in several instances, the Commonwealth advised the Education Directorate on 25 October 2017 that the internal review of the decision to remove 'Approved Authority' status from ASAL was complete and the original decision had been affirmed. On that basis Commonwealth funding for the ISC ceased on 16 December 2017 and a Commonwealth payment to the school in January 2018 was not provided.
- Commonwealth grants for the operation of the ISC are about 55 per cent of the school's revenue (\$1.1m per year).
- The ACT provides ISC with approximately \$0.4 million annually.
- The Directorate established a hotline (1800 240 584) for parents with any questions in relation to schooling options for students.
- The Directorate remains in close communication with the ISC, Association of Independent Schools ACT (AISACT) and the Commonwealth.

9.

Portfolio/s Education & Early Childhood Development

ISSUE: KOORI PRESCHOOL PROGRAM

Talking Points

- The Koori Preschool Program provides targeted early childhood education to Aboriginal and Torres Strait Islander children, focussing on cultural integrity, parent engagement and transition to school.
- It provides children with rich, play-based learning experiences in a culturally safe environment that includes Aboriginal and Torres Strait Islander perspectives across the curriculum.
- The Koori Preschool Program works closely with the ACT Child and Family Centres to develop strong partnerships and link families with other programs that strengthen community and cultural connections.
- Each Koori Preschool is staffed by a qualified early childhood teacher and a preschool assistant.

Key Information

- The Koori Preschool Program provides targeted early childhood education to Aboriginal and Torres Strait Islander children aged from three to five years.
- Children from birth to three years can attend a Koori Preschool when accompanied by a parent or guardian.
- The Koori Preschool Program operates at the following five school sites:
 - Kingsford Smith School
 - Narrabundah Early Childhood School
 - Ngunnawal Primary School
 - Richardson Primary School
 - Wanniasa School
- Each Koori Preschool operates over two days, delivering nine hours of preschool education per week at Ngunnawal, Richardson, Wanniasa and Kingsford Smith, and 12 hours per week at Narrabundah.

QUESTION TIME BRIEF

- The preschool assistant position is an Indigenous identified position. Currently three out of the five preschool assistant positions are held by Aboriginal and/or Torres Strait Islander employees.
- In addition to enrolment in Koori Preschool, Aboriginal and Torres Strait Islander children can concurrently enrol in their local preschool from term three in the year prior to their preschool year. This supports access to 24-27 hours of free preschool education per week in the 18 month period prior to commencing kindergarten.
- The ACT Koori Preschool Network Initiative is partially funded through the Australian Government's Indigenous Advancement Strategy, Children and Schooling program.
- The initiative provides for the employment of an Early Years Engagement Officer based at Gungahlin Child and Family Centre. An additional Early Years Engagement Officer position is funded by the ACT Government and based at Tuggeranong Child and Family Centre. The officers are part of the Growing Healthy Families project team.
- Since December 2015, the Early Years Engagement Officers have worked closely with Koori Preschools to support participation of Aboriginal and Torres Strait Islander children (birth to five years) in education services, transition to school and family engagement.

Background Information

- February 2018 Census enrolment figures show a total of 86 students enrolled in the Koori Preschool Program.

28.

Portfolio/s Education & Early Childhood Development

ISSUE: LEARN ANYWHERE STUDENTS USE OF ICT IN SCHOOLS

Talking points:

- The Education Directorate is committed to providing ACT Public school students with ICT that is fit for the needs of learners today.
- In determining these needs the directorate consulted with schools through a technology advisory group to determine the key areas required to enable effective use of ICT.
 - Access real world learning platforms that are easy to use and familiar to them.
 - Connection to reliable high speed internet
 - Use of own personal device of choice allowing personalised learning.

Key Information

- The Digital Backpack is a simple entry point for students and teachers that provides access to online tools to support learning anytime anywhere the internet is available (at school, at home or through public Wi-Fi).
- Cloud services continue to be available in the Digital Backpack from the start of the 2015 school year, including Google G Suite and Microsoft Office 365.
- The online services provided enable schools in partnership with parents, to support our young people to be safe and productive online. This is achieved by providing students with the technology and learning platforms they want to use, set up in a way that is safe and secure.
- Parents are provided with the Privacy Information sheet based on the recommendations from the independent Privacy Impact Assessment, the Directorate commissioned relating to Google G suite and Microsoft services. Prior to a student's account being created and enabling the service parents must provide consent. If consent is not provided alternate options are provided.
- To enable students to successfully operate as digital citizens they are required to read, understand and sign the Acceptable use of ICT Policy.
- The Australian Curriculum sets out expectations for the use of ICT as a general capability to be implemented across the curriculum, this includes digital citizenship and safe behaviours in the use of technology.

QUESTION TIME BRIEF

- Canberra Public schools' implementation of the Australian Curriculum ensures that students develop these vital skills in the use of ICT, which is embedded both within the classroom and brokered through the schools ongoing partnership with the parent community.

Online Tools and what they are:

- *Google G Suite for Education* - A cloud-based education platform offering online productivity tools for learning and classroom collaboration. G Suite provides students and teachers with unlimited cloud storage in Google Drive, Docs, Sheets and Slides. Google Apps also provides student email and other modern online learning tools like Google Classroom.
- *Microsoft 365* - A Microsoft office suite that is online (cloud based) including online storage. All students and teachers are also able to download the latest version of Office 365 on up to five personal devices.
- *eBooks (Overdrive)* - Online library with access to over 6088 eBooks and 686 audio books from their own personal device at school, home, and publically available Wi-Fi.
- *Scoutle* - Australian digital curriculum content library with over 15000 resources for teachers.
- *Cyber Safety Button* - provides internet users, particularly children and young people, with easy online access to cyber safety information and assistance available in Australia. It offers counselling, reporting and educational resources to assist young people deal with online risks including cyberbullying, unwanted contact, scams and fraud, and *offensive or inappropriate material*.
- *Clickview* - Online video management tool (available at selected schools who have opted into the subscription for the service).

Teacher Professional Learning Opportunities

- Due to the high uptake and successful adoption of Google G Suite for Education in our Canberra Public Schools, The Directorate hosts a range of training and development sessions based around Google G Suite each term. These sessions have been running successfully since 2015.
- Annual Canberra Google Summits have been hosted by the Directorate since 2015. Over 200 teachers attended the 2018 Summit on 16 and 17 April 2018 at Gungahlin College.

Wireless Access

- The wireless access in all Canberra Public Schools has been enhanced. There are now approximately 5000 wireless access points in primary and secondary schools and this has resulted in ACT Public schools being the best connected in the country.

Wireless – Health & Safety

- During the planning and implementation of the Wi-Fi in ACT Government Schools, the Directorate has utilised equipment that has been designed and manufactured to

comply with the Australian Standards on Human Exposure to Radio Frequencies to ensure the safety of staff and children. ACT Government deployments of wireless access points within schools also exceed the minimum separation distance recommended.

- To align with the Australian curriculum the ACT Government will continue to provide our schools with digital capabilities fit for the modern learner, including access to wireless technologies which operate within the *Radiation Protection Standard for Maximum Exposure Levels to Radiofrequency Fields - 3 kHz to 300 GHz (2002)*.

Devices for Students

- The Personal Electronic Devices (Bring Your Own Device) Policy has been adopted by the Education Directorate. Following consultation with the parent community a school can now allow students to bring their own device to school and connect to our secure ACT Government fibre “SchoolsNET” network. A Student using their own device provides a platform that they already understand for them to learn, create, communicate and collaborate from anywhere.
- Schools share in \$1.5million budget per annum to supply devices for student use at school.
- The ACT Government has initiated the Technology Enabled Learning Program which supplied over 14,500 ACER Spin 11 Chromebooks to all Year 7 to 11 students over the first three weeks of Term 1 2018.

Background Information

- The Directorate is committed to providing students with ICT that is fit for the needs of learners today. To ensure ACT students develop the skills required for their further success in work and as engaged digital citizens. In determining these needs the directorate consulted with schools through a technology advisory group to determine the key areas required to enable effective use of ICT.
 - Access real world learning platforms that are easy to use and familiar to them.
 - Connection to reliable high speed internet
 - Use of own personal device of choice allowing personalised learning.

25.

Portfolio/s Education & Early Childhood Development

ISSUE: MENTAL HEALTH AND SCHOOL PSYCHOLOGISTS**Talking points:**

- Wellbeing needs of students in schools is an ongoing commitment for the Education Directorate. There are 68.1 FTE school psychologists and senior psychologists¹ supporting students, parents/carers and teachers across 87 ACT public schools.

Increase in school psychologists (FTE) between 2015 and 2018	
June 2015	52.16
February 2016 - post Enterprise Bargaining Agreement (EBA)	56.16
February 2017 – increased allocation under 2016-17 budget	62.5
March 2018 – increased allocation under 2017-18 budget	68.1

- Their work is informed by an early intervention and prevention model which is ecologically informed. This means that all parts of student's life (family, classroom, peers etc) can be worked with to address student wellbeing and learning concerns.
- In addition to school psychologists, the Network Student Engagement team in each of the Canberra networks provides multidisciplinary input from professionals comprising of social worker, speech pathologist, occupational therapist and specialist educators.
- School Psychology Service is part of the wider mental health system which exists for the community in the ACT, including ACT Health, Headspace and the Australian Child and Adolescent Trauma, Loss and Grief, Australian National University.

¹ The schools psychologists and senior psychologists FTE varies throughout the year due to factors such as staff movement, leave and change of work-hours as well as the amount of psychologist points purchased by schools.

QUESTION TIME BRIEF

- 11.5% of students used school based mental health services in 2015 throughout Australia (Australian Government Department of Health 2015) for emotional and behavioural issues.
- In 2017, 15.3% of ACT Public School students (School Psychologist Annual Report for 2017) accessed support from a school psychologists. This data indicates the number of students ACT Public School psychologists support is higher than the national average.
- In the environment of increased need for mental health support and learning delays for students, ACT Government committed to additional resources for 20 more psychologists in schools over four years. Five new psychologists commenced in ACT public schools at the beginning of Term 1, 2018.
- During 2018, the Directorate embarked on the review of the current model of psychology service provision in ACT public schools. The purpose of the review is to strengthen the child-centred model of service, which is strategically aligned with , best practice and early intervention and prevention.

Key Information

- The allocation of school psychologists to schools is based on student enrolment and the targeted needs of students in schools. Staffing for the beginning of Semester One 2018 is:
 - Total school psychologists supporting students and schools: 68.1 FTEs.
 - 49.4 FTE are deployed within schools
 - 11.3 FTE Senior Psychologists within Network Student Engagement Teams (NSET) working with schools to support students with complex and challenging behaviours, as well as providing support to school based psychologists.
 - 0.6 FTE Senior Psychologist is working with Positive Behaviours for Learning (PBL) team. This is a temporary position for two years (2017 – 2018) aimed to strengthen trauma sensitive practices within the PBL framework.
 - 1 FTE Senior Manager for Clinical Practice
 - 1 FTE Manager of School Counselling.
 - 1.8 FTE additional school psychologist hours purchased by schools. Some schools may choose to purchase additional psychologist time (also known as points) for their schools. This is funded through the annual funding allocation provided to schools.
 - 3 FTE psychologists are supporting families and children to be school ready through the Child Development Service.

- The 2017-2018 Budget provided resourcing to recruit an additional five full-time school psychologists for ACT public schools. The five psychologists commenced in January 2018.

Future Directions

- The focus of service delivery will include varied and innovative ways of service delivery for children to address their learning and well-being needs.
- There will be an increased focus on early intervention and prevention of student difficulties to ensure that learning issues and mental health are addressed before they become established and resistant to change. The benefits of reduced mental health concerns will be seen in greater levels of engagement in schooling and participation in the community, and savings for government. The School Psychology Service will continue to be part of the wider mental health system which exists for the community in the ACT. Currently there is strong collaboration and partnerships with community and government agencies, including:
 - ACT Mental Health;
 - Headspace;
 - the Australian Child & Adolescent Trauma, Loss & Grief, ANU College of Medicine, Biology and Environment; and
 - ACT Child Development Service.
- Increased focus on developing professional capacity of psychologists to provide targeted intervention to students presenting with a history of abuse or neglect.

Background Information

- School psychologists are available to be accessed by all students, parents/carers and school staff in ACT Public Schools. School psychologists work across behavioural, social, emotional and learning domains to support a student's wellbeing and learning.
- School psychologist form an important part of the mental health approach in the community by identifying and working with personal difficulties early in the life of the problem, responding to an immediate crisis, working with school staff to put in preventative strategies at the whole school level, working with the family and referring moderate to severe mental health issues to other specialists.
- 11.5% of students used school based mental health services in 2015 throughout Australia (Australian Government Department of Health 2015) for emotional and behavioural issues. In 2015 13.8% and in 2016 16% of ACT Public School students accessed support from a school psychologists (School Psychologist 2015 and 2016 Annual Report) for varied presentations. This data indicates that the number of students ACT Public School psychologists support, is higher than the national average and the severity and complexity of cases has dramatically increased over time.

QUESTION TIME BRIEF

- The percentage of students with a diagnosed mental health disorder who accessed school based mental health support has gone from 19.2% in 1998 to 54% in 2015 throughout Australia (Australian Government Department of Health 2015). In the environment of increased need for mental health support for students, ACT Government committed to additional resources for 20 more psychologists in schools over four years, the first five commenced in January 2018.

11.

Portfolio/s Education & Early Childhood Development

ISSUE: NAPLAN ONLINE**Talking points:**

- NAPLAN commenced on Tuesday 15 May, with 106 of 116 (91%) ACT public, Catholic and Independent schools that sit NAPLAN, participating in online testing.
- The implementation of NAPLAN Online is a success for ACT schools and sectors, especially when you compare it to the experience of Australians during census night 2016.
- Significant majority of schools had completed testing by the end of the first week and all schools had easily completed testing by the end of the second week.
- Like any new program, some schools experienced administrative challenges in managing the test in a different way. However the helpdesk specifically set up to support schools and students during testing was able to calmly and confidently help schools where needed.
- Of the 106 participating online schools, one Independent school returned to paper testing for some of its students due to local network difficulties. The ACT Education Directorate was able to quickly support the school and its students in this approach.
- Ten independent schools sat paper tests this year and will transition to online after 2018.

Key Information

- ACT Education Directorate has worked closely with all ACT schools and sectors in preparing to move to NAPLAN Online, with schools and teachers investing valuable effort into ensuring their schools are ready.
- NAPLAN Online offers benefits for students and teachers including better assessment, more precise information, faster turnaround of results and a more engaging experience. In particular, the use of 'tailored testing', available through NAPLAN Online, will challenge students with questions more suited to their ability.
- Schools will receive information back on student results from the start of July.
- During the transition years (to 2020), parents and carers will continue to receive Individual Student Results in August of each year.

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Cleared by: Robert Gotts

Director

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Lead Directorate:

Education

- NAPLAN online and paper tests have been designed and validated to be comparable. With results for both paper and online tests being reported on the same NAPLAN assessment scale for each test.

Background Information

- ACT students participated in paper NAPLAN testing in 2017. No school transitioned to Online in 2017, as the ACT determined that the national systems required for NAPLAN Online were not ready and there was too great a risk that problems could arise during the testing week.
- Across Australia, states and territories have been working to move to NAPLAN Online by 2020. In the ACT, Canberra public, independent and catholic schools had been working closely together to implement NAPLAN Online.
- The ACT has achieved several important milestones in assessing school and system readiness through participation in a number of trials across ACT schools. The trials provided the opportunity for schools to prepare to go online, and their students to engage with the online assessments, gain familiarity with the online platform, the new test administration processes and practice classroom procedures.
- Significant local and national testing of the NAPLAN Online platform in 2017 has improved our confidence that schools had robust platforms to use for online testing in 2018.

36.

Portfolio/s Education & Early Childhood Development

ISSUE: NSW ENROLMENTS

Talking points:

- The ACT is providing specific pathways for NSW students seeking to attend Canberra public schools commencing with 2018 enrolments and being progressively implemented over future years.
- The ACT Government has worked with the NSW Government to ensure the new arrangements provide a number of viable quality options for NSW families seeking schooling in the ACT.
- Selected schools in Tuggeranong and Belconnen have been identified to meet the needs of NSW resident students seeking to enrol in ACT public schools.
- The selection of these schools addresses multiple needs, including the need for NSW families to know as early as possible their schooling options and also for the ACT to better manage school capacity and the distribution of students.

Key Information

- The 2019 enrolment period opened on 30 April 2018. Schools will inform applicants of their outcome of their application from 2 July 2018.
- Over 10,500 applications have been received since commencement of the 2019 enrolment period.
- NSW students are being directed towards schools in two zones, a southern zone, centred on Tuggeranong, and a northern zone, centred on Belconnen. Within each of these zones, NSW resident students are offered their choice from a defined set of primary schools, high schools, and colleges.
- NSW students currently enrolled in an ACT school are able complete their schooling in the school they currently attend.
- New enrolments of NSW students in ACT public schools will be accepted in identified pathway schools only. Parents from NSW seeking enrolment in ACT schools in 2019 can find advice on the new arrangements on the Education Directorate website.

Background Information

- The ACT welcomes around 1,800 NSW students into our 87 public schools each year.

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QUESTION TIME BRIEF

- Previously, NSW families wishing to enrol their child were required to apply to attend a Canberra public school and applications were considered on a case by case basis. This meant some families may not have received confirmation of their child's enrolment until close to the start of Term 1, once all ACT enrolments had been considered.
- NSW Government has no plans to increase public school capacity in the ACT region over the next five or more years. Residential and other developments on the NSW side of the border, and the cost of non-government education rising faster than CPI increases, creates the likelihood of steadily increasing enrolments in ACT public schools by NSW residents.
- Eligibility for NSW residing students for each of the zones would be determined by the address of the applicant.
 - Towns and suburbs such as Bywong, Geary's Gap, Gundaroo, Gunning, Murrumbateman, Sutton, Uriarra, Wamboin, and Yass, are all in the northern zone. The enrolment pathway for students from the Northern Zone includes Charnwood-Dunlop, Evatt and Florey primary schools, Melba Copland and University of Canberra Kaleen high schools and Melba Copland and Lake Ginninderra colleges.
 - Towns and suburbs such as Bungendore, Burra, Googong, Jerrabomberra, Michelago and Queanbeyan are all be in the southern zone. The enrolment pathway for students from the southern zone includes Gilmore, Wanniasa, Richardson and Calwell primary schools, Caroline Chisholm, Wanniasa and Calwell high schools, and Lake Tuggeranong and Erindale Colleges.

52.

Portfolio: Education & Early Childhood Development

ISSUE: OCCUPATIONAL VIOLENCE**Talking points:**

- In July 2017 the Education Directorate released its Occupational Violence Policy and Occupational Violence Management Plan. These documents set out how the Directorate will manage the Hazard of Occupational Violence. A program of work is currently being rolled out across all schools in order to build a common understanding for the management of Occupational Violence.
- The priority areas of work for 2018 in addressing Occupational Violence in schools includes the roll out of an Occupational Violence Induction to all school staff and to train relevant staff in a newly developed Occupational Violence Risk Management Kit. Seventeen schools underwent IOV Induction training in Term 1 2017.
- The Directorate continues to work closely with WorkSafe ACT and the Australian Education Union as implementation action continues to achieve system wide, effective management of this risk.

Key Information

- The Education Directorate was issued with an Improvement Notice from WorkSafe ACT on Friday 10 March 2017 relating to “ongoing incidents of occupational violence”.
- WorkSafe ACT outlined action required to address this notice as:
 - Development and Maintenance of Work Health and Safety specific risk assessment in response to incidents of Occupational Violence.
 - Retrospectively applying this system and management strategies to any previous incident of Occupational Violence.
- On 16 May 2017, WorkSafe ACT advised the Directorate they were satisfied with the comprehensive work being implemented and other work planned to address the risk. WorkSafe ACT advised that the Improvement Notice requirements had been met and it was no longer in effect.
- Risk management had been directed at applying:
 - student based approaches with short term exclusions from school;
 - student behavioural management plans; and
 - support provided by the Network Student Engagement Team (NSET).

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- The Directorate commissioned reviews in February 2017 and April 2017 as recommended by the NSET risk assessment process and be more closely aligned with the Health Safety and Wellbeing Team risk assessment for staff safety. Risk assessments now cover staff, student safety and well-being.
- An interim stand-alone risk assessment tool to complement the existing risk assessment process has been developed and piloted in response to the reports and Improvement Notice. A further review of the tool will occur with NSET, school based staff, Shared Services ICT and relevant unions to deliver the outcome of a web enabled smart form that is responsive to risk type and level.
- On 16-17 May 2017, the Director-General's consultation on Occupational Violence risk was undertaken with teachers and Learning Support Assistants. This consultation was facilitated by Mark McCabe, former ACT WorkSafe Commissioner with 138 participants attending from across all ACT schools.
- The Education Directorate's *Managing Occupational Violence Policy* and supporting *Occupational Violence Management Plan (Plan)* were launched on 26 July 2017. These documents were jointly developed with the Australian Education Union (AEU) to outline a clear and streamlined process for Occupational Violence risk assessment for staff safety.
- The recommendations of the *Independent Review of the Safety Management System for Occupational Violence (April 2017)* were:
 1. Improved training for staff who work with students with special needs;
 2. A Work Health Safety compliant risk assessment process;
 3. Ensuring pre-service and early educators are provided placements and support to teach students with complex needs; and
 4. Review incident reporting tools.
- During the latter part of 2017, consultation took place to identify training requirements and to develop training material. The focus for early 2018 is to roll out an Occupational Violence Induction to all school staff and to train relevant staff in a newly developed Occupational Violence Risk Management Kit.
- Training is one part of a broader review of staff support. Other areas include staff induction, pre-service capability, mentoring and coaching and post-incident support.
- The Directorate plans to approach the Director-General, Workplace Safety and Industrial Relations to co-sponsor a symposium with other Directorates in Human Services to discuss the complexity of this issue. This symposium will assist to inform the cross government policy position for management of this risk. The symposium is scheduled to take place in 2018.
- The Directorate continues to work closely with WorkSafe ACT and the AEU as implementation action continues to achieve system wide, effective management of this risk.

27.

Portfolio/s Education & Early Childhood Development

**ISSUE: PERSONAL ELECTRONIC DEVICE (BRING YOUR OWN DEVICE)
POLICY****Talking points:**

- Students may bring their own IT device to school to assist with their learning.
- Implementing the policy is a school-based decision made in consultation with their parent community, and implementation varies between school communities.
- The program is complementary to the financial support provided by the Directorate to supply devices for students to use at school.
- In recognition of the cost impact to families of providing a device the ACT government implemented the Technology Enabled Learning initiative. This will ensure every students in years 7 – 12 irrespective of family circumstances, will have an equal opportunity to access technology so that they can learn wherever they are and use technology whenever they need it.

Key InformationPersonal Electronic Device (Bring Your Own Device) Policy

- The policy states that “students may bring personal electronic devices (PEDs) to school to support their learning”. The Policy ensures that no student (or family) is required to bring their own device to school.
- The schools who have adopted the policy have included many parent information forums and opportunities for students to demonstrate their use of our new ICT services and capabilities, including demonstrating ‘Google Apps for Education’ on personal wireless devices to the school’s parent community.
- The policy has provided schools with an opportunity to strengthen their school-parent partnerships.
- The policy was developed over a period of two years with extensive consultation with school staff, parents and interested community organisations including the “ACT Council of Parents & Citizens Associations”.
- The Directorate has ensured that 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.

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- The policy provides schools with a localised framework to partner with their parent community to enable students to safely and securely connect to the Directorate's high speed Wi-Fi network with their own personal device.
- The policy provides recommendations to schools of what should be addressed as part of the parent/community consultation including equity, diversity of devices, privacy, security and other local community needs.

Funding

- Directorate schools are allocated a share of \$1.5 million funding each year to provide reliable student access to ICT, including devices. This is to ensure that all students can access ICT technology when required as part of their learning. Currently, the number of school-purchased devices provides a ratio of one device for every three students.
- Schools use the funding allocation to select the mix of devices best suited to their local needs, with low cost options such as Google Chrome books at \$350 per device being an increasingly popular choice for schools.
- With \$1.5m in annual funding available over the last four years this would equate to approximately 4200 new devices every year in our schools, depending upon local school choice.
- An election commitment was made by the ACT Government in the October 2016 election (ACT Labor Party Election Commitment – Supporting Parents and Students, September 2016) to give every public high school and college student in the ACT a high quality and up-to-date device, issued progressively to year 7 and year 11 student from January 2018 for four years. Further details are in the "Election Commitment – technology Enabled Learning" Question Time Brief.

Background Information

- The implementation of the Personal Electronic Device (BYOD) program at some schools has raised the question of ICT equity for students and cost to parents.
- Our schools emphasise the use of ICT and the development of ICT skills to ensure that their students can develop their capacity to analyse information, solve problems and communicate in a highly digital society.

ISSUE: RESPECTFUL RELATIONSHIPS EDUCATION IN ACT PUBLIC SCHOOLS**Talking points:****Why is it important?**

- A focus on respectful relationships is important because gender inequality and gender-based violence continue to have a profound effect on outcomes for Australians.
- Respectful Relationships Education is a school based approach to primary prevention of Domestic and Family Violence.
- It aims to develop skills and attitudes early, that will stop Domestic and Family Violence from happening in the future.
- *Respectful Relationships Education (RRE)* programs have had increased attention in recent years, with the link between this curriculum area and primary prevention of gender based violence becoming more widely understood. In all Australian jurisdictions, Education departments are working on developing resources and implementing curriculum in this area.
- The Directorate's approach has been informed by the work of Our Watch, an independent, not for profit organisation established under the *National Plan to Reduce Violence against Women and their Children 2010-2022* (the National Plan). Our Watch works closely with Australia's National Research Organisation for Women's Safety (ANROWS).

Implementation in ACT public schools

- Respectful Relationships Education is most effective when used as part of a whole school approach, which involves students experiencing the "key messages" in many different ways across the curriculum and in different areas of the school and community. This should involve the whole school community, including students, staff and the wider school community in the process of cultural change.
- At the universal level (all students), schools teach RRE through the Australian Curriculum (AC) supported by Social and Emotional approaches and specific RRE resources.
- This is supported through the Directorate's Safe and Supportive Schools Policy (2016), requiring all Canberra public schools to deliver Social and Emotional Learning programs, and the requirement for all ACT public schools to implement the AC.

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- Schools are able to choose programs and resources that suit their particular context and school community. All ACT public schools have access to the online QLD Curriculum to Classroom (C2C), the 'Student Wellbeing Hub' hosted by the Commonwealth and resources from Our Watch and Victorian Department of Education and Training to support implementation of RRE.
- The Directorate supports schools to access a range of PL including the White Ribbon Breaking the Silence Schools program and the Love Bites Program (NAPCAN) provided by senior psychologists.
- In the ACT some non-government organisations, such as the YWCA, PCYC and Menslink offer training to schools in this area. The YWCA's program involves a cost to schools which covers a license to train other school staff and a resource kit. There are also a range of commercial programs available to schools.

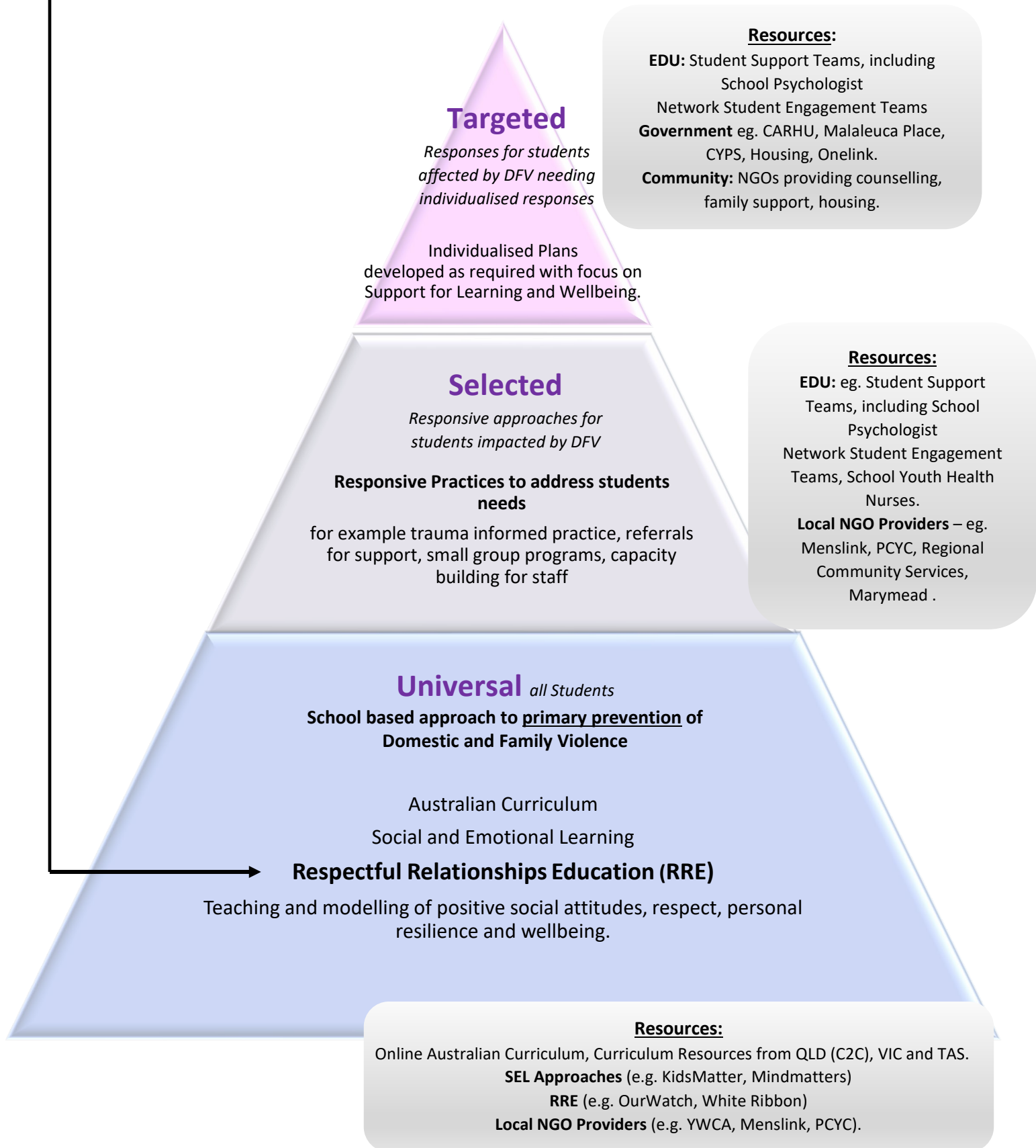
Who are we working with?

- The Directorate is working with Our Watch to progress Respectful Relationships Education. Our Watch is also working with other education jurisdictions (Victoria and Queensland) to help meet commitments under the National Plan to Reduce Violence against Women and their Children 2010-2022.
- The ACT Education Directorate contributes to an Australian Government led working group in this area and is also a member of the Our Watch National Respectful Relationships Education Expert Group. The Directorate attended workshops provided by Our Watch on 5 and 6 March 2018.
- The Directorate has promoted the White Ribbon Australia, Breaking the Silence Schools Program to Canberra Public Schools. Participation in the program is free. 20 ACT schools have engaged with this respectful relationships program which takes a whole school approach. 16 have finished the program, 6 finishing in 2018. Planning is currently occurring to commence another cohort of schools in the training in August, 2018.

How do we support individual families/students experiencing family violence?

- In addition to the primary prevention approach of Respectful Relationships Education, the Directorate provides a range of supports for individual students/families who have/are experiencing family violence.
- This includes support from the Network Student Engagement teams (NSET) and links to Government and NGO providers.

Where Respectful Relationships Education fits in Education's Domestic and Family Violence Plan



Key Information

- The YWCA Canberra has, on a number of occasions, spoken out in public forums and in the media commenting that the Education Directorate needs to do more in the area of Respectful Relationships Education.
- On 17 May, 2018 YWCA released their *Leading the Change: Gender Equality Report*, which provided recommendations based on YWCA's assessment of the ACT Government's progress on gender equality. The Education Directorate met with the YWCA on 11 May and provided a follow-up letter, providing information about their approach to RRE and clarified inaccuracies in the draft report.
- The YWCA has been promoting its *Respect Ed* suite of training and resources to ACT schools. There is a cost to schools to access training. The Directorate has supported the advertisement of the *Respect Ed* to schools.

Background Information

The ACT Education Directorate's (EDU) response to Family Violence aligns with both Australian and ACT government priorities and recognises the important role the education system plays as a setting for *primary prevention*.

Young people benefit from education programs which assist them to recognise and question gender norms, and to critically examine the potentially negative or limiting impacts they may have. Research indicates that education programs that work on building positive gender relationships must commence from an early age, as children are well aware of gender norms and make efforts to fit within gendered expectations by the time they are in kindergarten.¹

Continuing **social and emotional learning programs** in schools to enhance the skills of children and young people to engage in respectful relationships forms part of the current Parliamentary Agreement between ACT Labor and ACT Greens.

During the 2015 and 2016 the Directorate made Social and Emotional Learning grants available to schools (up to \$5000/school). 51 schools applied for a grant to assist implementation of SEL approaches in their school.

Social and Emotional Learning (SEL) forms a strong foundation for teaching about positive gender relationships. SEL programs provide a logical starting point from which to engage in more explicit work with students around gender norms, gender identity and respectful relationships.

Social Emotional Learning (SEL) is the process through which students acquire and effectively apply the knowledge, attitudes, and skills necessary to:

- understand and manage their emotions
- understand and show empathy for others
- establish and maintain positive respectful relationships
- set and achieve positive goalsmake responsible decisions.

¹ Victorian Department of Education and Training (2016). Resilience, Rights & Respectful Relationships: Teaching For Social and Emotional Learning and Respectful Relationships. Melbourne. Available at www.education.vic.gov.au/respectrel

20.

Portfolio/s Education & Early Childhood Development

ISSUE: SAFE AND INCLUSIVE SCHOOLS INITIATIVE

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 education, regardless of their identity or background.
- Same sex attracted, intersex and gender diverse people report school as a significant site where they experience or have experienced bullying, discrimination and isolation.
- Schools have important legislative and ethical responsibilities to ensure they are safe and inclusive environments for students, staff and families.
- We want everyone to be able to be themselves at school and to feel safe and welcomed as who they are. That's why we are funding this new initiative.
- The Initiative has been developed by Sexual Health and Family Planning (SHFPACT) with input from parent groups, community agencies and key education stakeholders.
- Schools are not mandated to engage with this initiative. Schools simply access the support they need, if and when they need it.
- The Initiative has not produced any curriculum resources, however, schools will continue to have access to the previous Safe Schools Coalition Australia (SSCA) Program curriculum materials, as they are available on the [Student Wellbeing Hub](#) (a website administered by the Australian Government).
- The cost of the Initiative is \$100,000 (GST exclusive) per annum over four years from 2017-18 to 2020-21.
- The Initiative has been available to all ACT schools since 13 March 2018.

Key Information

- The Safe and Inclusive Schools Initiative has been designed to support schools to create and maintain safe and inclusive environments for all students including young people that are same sex attracted, intersex or gender diverse.
- The Safe and Inclusive Schools Initiative is different to the former SSCA program.

The new ACT Safe and Inclusive Schools Initiative

- In February 2017, the Education Directorate (the Directorate) engaged SHFPACT to develop a new initiative responsive to the ACT context.
- SHFPACT also continued to provide ongoing support for schools during this time.
- The goal of the Initiative is to build the capacity of ACT schools and education programs to develop and maintain safe and inclusive environments for all students regardless of their gender presentation/identity, intersex status or sexual orientation. The Initiative does this through:
 1. individualised support and advice for schools,
 2. recommendations of high quality teaching resources,
 3. supporting school staff and families to connect with relevant health and community supports and
 4. professional learning programs.
- If the school is seeking support for an individual student, the student's parents will be contacted to seek permission and will be invited to be part of the support process. If the school is seeking support to build its capacity (e.g. professional learning for staff or advice about policy and procedures) to enhance a safe school environment for LGBTQI students, parental permission is not required.

Other Roles of SHFPACT

- SHFPACT is a health promotion charity, assisted with funding from the ACT Government. In addition to the Safe and Inclusive Schools Initiative, *but separate to this initiative*, SHFPACT supports public, private and faith-based schools in Canberra to deliver effective, relevant, accurate and responsible sexuality education. This sexuality education is not part of the Safe and Inclusive Schools Initiative, or the previous SSCA Program.

Background Information

- The ACT Government is committed to ensuring every student attending school in the ACT feels safe and supported, to enable them to learn. Canberra Public Schools are guided by the Safe and Supportive Schools Policy (2016) which requires them to provide safe and supportive learning environments.
- The former SSCA Program was an Australian Government funded program designed to build the capacity of schools to support and actively include same sex attracted, intersex and gender diverse students and reduce homophobic and transphobic behaviour in Australian schools.
- The SSCA Program has been the subject of focus from some members of the Australian community including concerns about content relating to gender,

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misconceptions about what is taught, and requests for parental permission for students to learn about particular content. While similar concerns have been raised locally, other correspondence from local constituents, including young people, has affirmed the importance of such a program.

- In August 2016, the ACT Government made the commitment to fund a new initiative to replace the former Safe Schools Coalition ACT after changes to the Australian Government funded program limited school principal autonomy and made it difficult for school staff to respond to individual student needs.
- Research has shown that bullying, discrimination and isolation of young people who are same sex attracted, intersex and/or gender diverse often occurs in schools and this seriously impacts on student wellbeing. These experiences can negatively affect students' sense of belonging, safety and engagement at school, with subsequent impacts on education participation, achievement, health and wellbeing.
- While the data identifies that young people report experiencing high levels of homophobic and transphobic bullying at school, research also demonstrates that supportive and inclusive schools can make a significant and positive difference to student outcomes.

33.

Portfolio/s Education & Early Childhood Development

ISSUE: SCHOOL PLANNING**Talking points:**

- The government is committed to deliver new school capacity in growing locations of the ACT.
- Public school enrolments across the ACT are projected to grow at an average 3.4 per cent per annum over the period 2018-27. The distribution of the growth varies across the act, with growth fronts in the north and northwest of Canberra.
- New public schools are due to open in Taylor in 2019 and in Denman Prospect in 2021. The Franklin Early Childhood School is to expand its intake beyond year 2 to become a standard P-6 primary school by 2021.
- Planning is underway for new public schools in Gungahlin and in West Belconnen, plus expansions to the Gold Creek School.

Key Information

- A program of school infrastructure planning is in place to address current and future needs for public school education in the ACT. The Education Directorate works with the Environment, Planning and Sustainable Development Directorate to ensure the availability of suitable land for new schools.
- The Directorate undertakes student enrolment projection modelling using information from land release data, sales data, birth data, dwelling occupation forecasts, school census and school capacities data.
- Planning for a new public school requires approximately five years from emerging evidence of the need for a new school to opening. The Directorate is assessing a number of potential new school sites, the majority in Gungahlin and in Molonglo.
- A number of areas in the ACT are subject to urban infill, placing demand on existing public school infrastructure. Evidence of school enrolment pressure is analysed to determine likely trends and solutions are explored including:
 - reducing out-of-area enrolments
 - adjusting the priority placement area boundary
 - planning for a temporary capacity increase (transportable buildings)
 - planning for medium term capacity increase (modular design buildings)
 - planning for a permanent capacity increase (school expansion)

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QUESTION TIME BRIEF

- changing the structure of the school.
- Requests for new non-government schools are referred to the Directorate for advice on their viability and impact on public schools. Non-government schools arrange their own site planning and construction through the Environment, Planning and Sustainable Development Directorate.
- The Directorate is working closely with the Environment, Planning and Sustainable Development Directorate to streamline processes associated with the release of land to the non-government school sector.
- Potential sites for non-government schools have been identified by the Environment, Planning and Sustainable Development Directorate in Molonglo and West Belconnen.
- Further information on non-government school registrations is available in the fact sheet Non-government School Registration Summary.

New public school locations	School type	Opening
Taylor (Gungahlin)	Preschool to year 6	Term 1, 2019
Potential new public school locations	School type	Estimated opening
Denman Prospect (Molonglo 2)	Preschool to year 6	2021
East Gungahlin	Preschool to year 10	2022
Denman Prospect (Molonglo 2)	Year 7 to year 10	2024 - 2025
Group Centre (Molonglo 2)	To be advised	To be advised
Whitlam (Molonglo 3)	Preschool to year 6	2024 - 2025
Riverview (West Belconnen)	To be advised	To be advised

21.

Portfolio/s Education & Early Childhood Development

ISSUE: SCHOOLS FOR ALL IMPLEMENTATION**Talking points:**

- At June 2018, 43 of the 49 recommendations for the ACT Education Directorate (EDU), and 19 of the 26 recommendations for Catholic Education (CE) have been closed. 6 EDU recommendations and 7 CE recommendations open.
- Further closures from the 3 April 2018 Program Board meeting will be reflected in the *Schools for All* quarterly program report April-June 2018, anticipated to be published on the EDU website by the end of August.
- The *Schools for All* Quarterly Report January-March 2018 is scheduled to be published on the EDU website June 2018.
- The *Schools for All* Quarterly Report October-December 2017, was published on the EDU website in May 2018. The *Schools for All* Annual Report 2017 is also anticipated to be published in May 2018.
- On 28 February 2018 the Schools for All Oversight Group reconvened to review the progress of the *Schools for All* program over the past 12 months. The Oversight Group expressed confidence in the *Schools for All* Program Board and progress made. The Letter from the Oversight Group is at [Attachment A](#).
- A key area of focus moving forward will be ensuring the long term sustainability of changes made through the *Schools for All* program. The Future of Education initiative offers opportunities to embed cultural change.

Key Messages:

- An Expert Panel, comprising Emeritus Professor Tony Shaddock, Dr Sue Packer and Mr Alasdair Roy, released the *Schools for All Children and Young People – Report of the Expert Panel on Children with Complex Needs and Challenging Behaviour* (the Expert Panel Report) in November 2015. The Expert Panel Report made 50 recommendations to improve how the ACT education system supports the learning and wellbeing needs of children and young people with complex needs and challenging behaviours, including disability.

QUESTION TIME BRIEF

- The Government response acknowledged a strong cross-sectoral desire to build on existing reforms, improvements and initiatives where possible. Of the 50 recommendations, 49 directly relate to Canberra Public Schools and 26 to Catholic Education (CE).
- For Canberra Public Schools, the ACT Government established the three-year *Schools for All* program with an investment of \$21.5M over the forward estimates to implement the 50 recommendations. The program aims to develop and reinforce a student-centred vision; and catalyse systemic and sustainable cultural change across the ACT education system. CE has established a work program to implement their recommendations.
- The Association of Independent Schools of the ACT (AISACT) is working with each member school to consider the 26 recommendations which mentioned Independent Schools to refine and reflect on their approaches to further benefit their students' learning.
- It is anticipated that the program will conclude within the set three year timeframe.

Evaluation

- The Schools for All Program Board endorsed the *Schools for All Evaluation Plan* in September 2017 and the *Schools for All Evaluation - 2014 Baseline Development Report* (Baseline Report) in December 2017.
- The *Schools for All Interim Evaluation Report, 2018* (Interim Report) is currently in DRAFT and with the Director-General.
- The Baseline Report, and the Interim Report will be included within the final *Schools for All Evaluation Report, 2019* (Final Report).
- The evaluation will assess the effectiveness of the *Schools for All* program in realising the objectives and outcomes sought by the program and make findings and recommendations based on quantitative and qualitative data.
- The Final Report will include additional measures of the broader cultural change outcomes that will be delivered by student-centred schools.

Carol Lilley
Chair, Independent Oversight Group
Schools for All Program



Ms Yvette Berry MLA
Minister for Education and Early Childhood Development
ACT Legislative Assembly
GPO Box 1020
Canberra ACT 2601

Dear Minister

Schools for All Program Final Report from the Independent Oversight Group

Thankyou for your recent attendance at our Oversight Group (the Group) meeting. I am delighted to provide you with the final report for the Schools for All Program (the Program) on behalf of the Group.

Previous meeting of February 2017

After the Group met in February 2017, we reported that we did not see the need for continuing our role as the Program was progressing well. We provided the option for the Group to meet again towards the end of 2017 to gauge progress and you requested that we do that. This meeting was subsequently deferred and was held on 28 February 2018.

February 2018 meeting

The purpose of our last meeting (of which you attended part) was to:

- Update the Group on progress made by the Program for the past 12 months
- Provide the Group with information on the future direction of the Program and future planning towards supporting students with complex needs and challenging behaviours. This included ongoing work and sustainability of the program initiatives through the Future of Education and Student Resource Allocation projects.
- Reach a decision on the future role of the Group and any need for future meetings.

Progress / future direction of the Program

With the 12 month gap since our previous meeting, the Group noted the substantial progress that has been made over the course of 2017 and the completion of 11 recommendations in this period.

During our February 2018 meeting, we noted the:

- ongoing role of the Program Board involving Education and the other sectors
- ongoing use of project management elements in terms of risk and issues management and budget monitoring
- quarterly reports since our February 2017 meeting and the draft annual report for 2017. We suggested the Program consider how the 2017 achievements are communicated to the community (eg there is an opportunity to celebrate the progress of the Program and changes made)
- 11 recommendations which the Program Board has approved for closure as well as the additional projects on change and Program evaluation
- remaining open recommendations and their current status which are expected to close out:
 - for Recommendation 11.5, suspensions policy, in June 2018
 - in March 2018 for all other open recommendations
- transition of recommendations to business as usual operations to ensure that they are sustainable and embedded
- development of the Future of Education and how this links/is expected to link to Education's own strategic planning.

Achievements of the Program

The draft 2017 Annual Report includes many examples of achievements across the life of the Program. We see the Program as having been a very successful and positive change program which involved good planning up front and strong, continued commitment from the Education Directorate and the other sectors.

We noted some particular achievements such as:

- strengthened collaboration across sectors and with the human services sector
- cross sector projects that have been completed (eg parental engagement and Everyone Everyday, a tool kit for inclusion)
- Positive Behaviour Learning (PBL) framework which 35 schools are currently implementing with support from PBL coaches
- greater transparency and resources for staff, parents and the community (eg intranet and website for inclusion and well being)
- a greater focus on professional learning.

Future role of the Group

The charter of the Group states our role is to "Monitor and report against progress made to address the strategies to support students with complex and challenging behaviours."

Based on our review of the papers tabled and the discussion at the February 2018 meeting, we do not have any significant concerns or issues with the recommendations that have been closed in the last 12 months or the status of recommendations which are expected to close

shortly. We are also satisfied that the Program has achieved more than just the delivery of the 50 recommendations in that it has led to systemic and cross sectoral change.

In summary and as discussed with you when you attended our February 2018 meeting, we believe that our Oversight Group role can conclude and no further meetings are required.

Please contact me on [REDACTED] if you would like to discuss any matter in this letter further. On behalf of the Oversight Group, I would like to thank you for the opportunity to be involved in the Program and congratulate the Program Board and team involved for their achievements.

Yours sincerely



Carol Lilley
Chair, Oversight Group
13 March 2018

18.

Portfolio/s Education & Early Childhood Development

ISSUE: SCIENCE, TECHNOLOGY, ENGINEERING AND MATHS (STEM)

Talking Points

- The ACT Government has endorsed the *National STEM School Education Strategy 2016-2026* and is currently aligning jurisdiction specific initiatives to the Strategy, including the election commitment for an Academy of Coding and Cyber Skills (EC LAB094).
- The ACT Government recognises that Canberra public school students will increasingly require science, technology, engineering and maths (STEM) skills, including trans-disciplinary skills, capabilities and dispositions such as problem solving, creativity and collaboration, as they progress through their schooling to further education, training and employment.
- A range of STEM and futures-focussed learning initiatives are underway in Canberra public schools to provide quality learning opportunities in innovative learning environments. For example, on 11 May 2018 I officially opened the Centre for Innovation and Learning in Tuggeranong.
- To date, 865 students and their teachers, ranging from preschool to year 11, have accessed the Centre, and most of these students use the Centre for regular class work. The range of activities at the Centre so far include robotics and coding, and science and engineering challenges. These activities give the students the chance to apply knowledge and skills across all STEM disciplines.
- Canberra public school students can also access a number of high quality STEM related learning opportunities through collaboration with national institutions, tertiary education providers and industry. These include Questacon's Engineering is Elementary pilot and the ANU School Enrichment program.
- The ACT Government acknowledges the importance of engaging girls and young women in STEM education and further education, training and employment pathways. On this basis 20 STEMsells scholarships were

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Contact Officer Name: Kate McMahan

Lead Directorate:

Education

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offered to girls attending ACT public schools this year. STEMsells is designed to inspire young women in years seven, eight and nine to pursue **studies in STEM** while developing their leadership and business skills.

Background

National STEM School Education Strategy 2016-2026

- The Australian Government has identified a focus on STEM as a strategic priority for Australia's economic growth and competitiveness.
- In December 2015, Education Council (EC) endorsed the *National STEM School Education Strategy 2016-2026* (the Strategy). The Strategy is focused on action that lifts foundational skills in STEM learning areas, develops mathematical, scientific and technological literacy, and promotes the development of the 21st century skills of problem solving, critical analysis and creative thinking. It recognises the importance of a focus on STEM in the early years and maintaining this focus throughout schooling.
- Two goals are articulated in the Strategy:
 - to ensure all students finish school with a strong foundational knowledge in STEM and related skills
 - to ensure that students are inspired to take on more challenging STEM subjects.
- A national collaborative action under the Strategy was the establishment of the STEM Partnerships Forum (the Forum), chaired by the Chief Scientist, to bring together leaders from industry and the education sector (schools, higher education and VET) to facilitate a strategic approach to student engagement and achievement in STEM. Ms Meg Brighton, Deputy Director-General, represented the ACT on the Forum.
- At the 13 April 2018 EC meeting, ministers welcomed the Forum's Report, noting it will be an input into discussions of national reforms to be included in a new national agreement. Ministers also requested that senior officials provide advice on the Report, including prioritisation of its recommendations, at the EC's June 2018 meeting.
- Forum priorities align with work the Directorate is currently progressing, in particular the Future of Education initiative and the following election commitments: the Academy of Coding and Cyber Skills (EC LAB094), the rollout of Chromebook devices to all years 7 to 11 Canberra public school students (EC LAB 028 and teacher scholarships for STEM and languages (EC LAB 034).

STEM in Canberra public schools

- The Directorate is currently developing an ACT STEM framework aligned with the Strategy, which will provide a framework for future STEM-related initiatives in Canberra public schools.
- To support the delivery of STEM education initiatives in schools, Canberra public schools engage with a range of national science institutions and industry and research organisations to deliver STEM education programs to students, including:

QUESTION TIME BRIEF

- the CSIRO STEM Professionals in Schools program, a national volunteer program that facilitates partnerships between schools and industry to bring ‘real-world’ STEM into the classroom
 - the CSIRO Creativity in Science and Technology (CREST) program, aimed at supporting students in primary and secondary years to carry out open-ended science and technology investigations
 - the Australian National University (ANU) School Enrichment program, designed to provide students in Years 7-11 with flexible opportunities to experience the ANU, and offering a wide range of workshops in subjects including artificial intelligence, earth climate science, genetics, fractal geometry, planetary geochemistry and molecular parasitology
 - Questacon’s Ian Potter Foundation Technology Centre, offering workshops that support STEM education and aim to develop students’ lateral thinking and problem solving skills, including the Engineering is Elementary Program
 - the STEM Education Research Centre (SERC) at the University of Canberra, to promote participation in the Early Learning STEM Australia (ELSA) pilot, offers a play-based digital learning program for children in preschool to explore STEM
 - STEM extension programs including opportunities for high achieving students to undertake targeted Year 11 subjects while enrolled in Year 10, and tertiary subjects while enrolled in Year 12
 - the Australian Government Department of Human Services Chief Information Officer Group work experience pilot
 - school-based STEM events such as annual STEM festivals and workshops that utilise parent and community expertise
 - opportunities for students to gather scientific data for real-world purposes through initiatives like Waterwatch and the ANU’s Seisometers in Schools program
 - the ACE Science mentors program allows participants from industry, government and tertiary education and training providers to mentor and support students from years 8-12, as well as to provide practical experience for years 9-10 and 11-12 students.
- The Directorate also delivers teacher professional learning and a number of programs, resources and events to support quality STEM education in Canberra public schools, including:
 - the Computer Science Education Research (CSER) group at the University of Adelaide, to support teachers to engage with professional learning through a Digital Technologies MOOC (massive open online course)
 - the curriculum linked teacher resources provided by the Digital Technologies Hub (developed by Education Services Australia for the Australian Government Department of Education and Training)
the curriculum-linked STELR Project teacher resources developed by the Australian Academy of Technological Sciences and Engineering (ATSE)
 - the Principals as Numeracy Leaders (PANL) program designed to enhance school leaders’ efficacy in instructional leadership, enhance school leaders’ knowledge

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Lead Directorate:

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of essential numeracy content, and assist in the design of whole-school planning for numeracy improvement. In 2017, 38 schools participated in PANL round one and two. PANL round three commenced in March 2018 and is being delivered to 13 schools

- reSolve: Mathematics by Inquiry; a national program that provides resources and professional learning to assist students to learn mathematics using inquiry. reSolve is managed by the Australian Academy of Science in collaboration with the Association of Mathematics Teachers
 - the Let's Count program aims to build the capacity of early childhood educators to partner with families to support children's early numeracy skills. It provides a strong foundation to 'notice' mathematics in play, building knowledge of parents and educators to accurately describe and extend mathematical development.
 - partnering with the STEM Education Research Centre (SERC) to build preschool educator's capacity to embed STEM practices in their early childhood pedagogy aligned with the Early Years Learning Framework (EYLF), particularly in relation to spatial reasoning.
- In February 2018, the \$5.896 million Centre for Innovation and Learning at Caroline Chisholm School was opened. The establishment of the Centre serves as a focal point for the ACT Government's commitment to innovation and its engagement with the national agenda, with high quality programs and pedagogy provided through the Centre increasing the number of Canberra public school students engaging with STEM subjects.
 - The Trends in International Mathematics and Science Study (TIMSS) report, released on 30 November 2016, found that the ACT has 70-85% of students at above the TIMSS proficient standard for Australia. The ACT also has a higher percentage of 'Advanced' and 'High International Benchmark' than the national percentage at this level. TIMSS reports every four years on the achievement of Year 4 and Year 8 students. Australia has participated in all five cycles.
 - The ACT results in National Assessment – Science Literacy (NAP-SL) testing 2015 were similar to those of 2006, 2009 and 2012. ACT results were statistically similar to most other jurisdictions. In 2015, 60.5% of ACT students attained the 'proficient' standard, compared with the national result of 55%. The trends in NAP-SL results were similar to those observed in the Trends in International Mathematics and Science Study (TIMSS). The next round of testing will occur in October-December 2018.
 - The ACT's performance relative to other jurisdictions in relation to NAPLAN numeracy mean scores, has declined over the last two years. From 2010 to 2015, the ACT was placed first or equal first in years 3, 5, 7, and 9. In 2016, the ACT's mean score was placed first for Year 9 and second for years 3, 5 and 7. In 2017 mean scores placed the ACT second in years 3, 7 and 9 and third in year 5.

54.

Portfolio: Education & Early Childhood Development

ISSUE: TEACHING CONDITIONS: ACT COMPARISONS WITH OTHER JURISDICTIONS

Talking points:

- ACT public school teachers' salary and conditions remain competitive with all Australian jurisdictions. ACT public school classroom teachers have:
 - The second highest salary behind Western Australia;
 - The lowest face to face teaching hours in secondary schools and the second lowest in primary schools;
 - The second lowest overall number of teaching days per year; and
 - The third highest employer superannuation contributions at 11.5 percent.
- In addition to these conditions, ACT public school teachers have access to a range of entitlements equal to or better than conditions in other jurisdictions, including 18 weeks paid maternity or primary care giver leave, ten days paid bonding leave, five days compassionate leave and unpaid parental and grandparental leave.

Key Information

- Salary
 - The *ACTPS Education and Training Directorate (Teaching Staff) Enterprise Agreement 2014-2018* (the Agreement) provides pay rises of three percent per annum for all teaching classifications, resulting in a cumulative increase of 12.6 percent over the life of the agreement (valued at \$159m). ACT public school teacher salaries will remain competitive into the foreseeable future.
 - The most recent pay rise was on 1 April 2018. In the ACT the top of the range classroom teachers salary p.a is \$101,821 just behind WA at \$103,049 and ahead of NT (\$100,104), NSW (\$100,299), VIC (\$99,518), TAS (\$95,846), SA (\$93,965) and QLD (\$93,032).
- Superannuation
 - ACT teachers enjoy better employer superannuation contributions than most other jurisdictions. Based on the standard five per cent employee contribution, the ACT employer contribution is 11.5 percent compared to 9.5 percent in NSW, VIC, WA, SA and NT. TAS pay 12.3 percent and QLD 12.75 percent cent.

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Cleared by: Director

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- Teaching hours
 - Face-to-face teaching hours in ACT public primary schools is 21 hours 30 minutes per week . This is lower than other jurisdictions except WA (21h 20m). NSW primary schools teaching hours are 21 hours 45 minutes.
 - Face-to-face teaching hours in ACT public secondary schools is 19 hours per week and lower than any other jurisdiction. NSW teaching hours in secondary schools is 20 hours 40 minutes (including 120min. of sport) or 20 hours (no sport component).
 - Reduction of face-to-face teaching hours for ACT public school teachers in their first year of teaching experience was introduced in 2012. First year teachers teach a maximum of 20 hours per week in primary schools and 18 hours per week in secondary schools. This reduction facilitates enhanced coaching and mentoring support programs in schools.
- Teaching days
 - ACT school year is a maximum of 197 days. The teaching year is 196 days (days on which the school is open for student attendance). This is the second lowest overall (with NT at 194 days). SA has the most at 207 days per year.
- Student-teacher ratio
 - The last published ABS figures for student-teacher ratios across states and territories in 2017 show:
 - Primary schools: ACT (15.6 students per teacher) is equal to WA (15.6) and lower than NSW (15.8) and higher than all other jurisdictions NT (12.3), Vic (14.8), Tas (14.8), SA (14.6), and QLD (14.4). ACT is above the Australian average of 15.
 - Secondary schools: ACT (12.3 students per teacher) is lower than all other jurisdictions expect for Vic (12.3) where they are equal. The Australian average is 12.4. The NSW figure is 12.4.
- General conditions
 - The general conditions of service for ACT public school teachers is based on the ACT Public Service Common Terms and Conditions and, in most cases, match or better the conditions in any other jurisdiction. For example, ACT teachers can access 18 weeks paid maternity or primary care giver leave, ten days paid bonding leave, five days compassionate leave and unpaid parental and grandparental leave.
- Enterprise Bargaining
 - The Agreement nominally expires on 30 September 2018. In accordance with the Agreement bargaining for a new Agreement formally commenced on 31 January 2018.

29.

Portfolio/s Education & Early Childhood Development

ISSUE: TECHNOLOGY ENABLED LEARNING – DEVICES FOR SECONDARY STUDENTS**Talking points:**

- The ACT Government has delivered on its election commitment to provide equity of access to technology to Canberra public secondary students.
- Over the first three weeks of Term 1 2018 over 14,500 year 7-11 students were issued with a Chromebook device. New year 7 cohorts will receive devices over the following two program years.
- Every child deserves an equal chance for a great education and access to technology for learning will not be an educational barrier in the ACT.
- Irrespective of family circumstances, every student will have an equal opportunity to access technology so that they can learn wherever they are and use technology whenever they need it.
- A total of \$11.483m has been committed to support the first three years of the program.

Key Information

- Implementation of the program is informed by deliberations of the ministerially commissioned School Education Advisory Committee (SEAC), including the recommendation to leverage the current successful use of Chromebook devices and to deliver equity of access to all students sooner via an expedited rollout timeframe.
- The Directorate completed a competitive procurement process through the Territory's IT Services panel and selected the ACER Spin 11 Chromebook supplied by Datacom.
- This program will complement existing BYOD policy and students are free to continue to use a personal device of choice, should they wish to do so.
- The Directorate is also developing a program framework based on known best practice to assist schools prepare for, implement and evaluate the impact of this initiative.

QUESTION TIME BRIEF

- Teachers will be supported to incorporate the use of Chromebooks through training facilitated by EdTech team in the Week 5 workshops on Google in Education. The annual 'Canberra Summit' was held on 16 - 17 April 2018, providing further pedagogical support for teachers in the use of Chromebooks and the G-Suite. Also, 'Read and Write for Google' training occurred for teachers in Term 1 2018. 'Read and Write for Google' allows all students to have computer text read to them as well as capturing their speech and turning it into text. This has proved invaluable for students with disabilities but also useful to all our students.
- Our schools emphasise the use of ICT and the development of ICT skills to ensure that their students can develop their capacity to analyse information, solve problems and communicate in a highly digital society.
- Students and parents have been provided with information and resources on eSafety best practice in partnership with the Office of eSafety Commissioner.
- eSafety and digital citizenship is a core component of the Australian Curriculum implemented across all Schools.

Background Information

- An election commitment was made by the ACT Government in the October 2016 election (ACT Labor Party Election Commitment - Supporting Parents and Students, September 2016) to give every public high school and college student in the ACT a high quality and up-to-date device, issued progressively to year 7 and year 10 student from February 2018 for four years.
- The final SEAC report was received on 22 June 2017 and includes 13 recommendations to guide the implementation of the initiative. Nine recommendations relate to activities to be undertaken by the Directorate, mostly centred on the development of materials and resources to support schools in implementing the program. The remaining four relate to activities to be undertaken by schools to maximise the success of the initiative.
- Our schools emphasise the use of ICT and the development of ICT skills to ensure that their students can develop their capacity to analyse information, solve problems and communicate in a highly digital society. This is in line with the objectives of the Australian Curriculum which requires students to understand how to operate effectively in a digital world.

23.

Portfolio/s Education & Early Childhood Development

**ISSUE: WITHDRAWAL SPACES IN SCHOOLS TO SUPPORT STUDENTS
WITH CHALLENGING BEHAVIOURS****Talking points**

- ACT Education Directorate is committed to creating safe and supportive learning environments for all students.
- The ACT Education Directorate provides ongoing training and development to staff to assist them support students with complex and challenging behaviour, and to provide safe and supportive learning environments for all students.
- The 'Safe and Supportive Schools' policy and procedures provides information and guidance to schools on the use of restrictive practices and understanding the difference between "withdrawal spaces" and "seclusion".
- The ACT Government has provided \$5.6 million over the forward estimates to support the enhancement and development of sensory spaces into schools where students are able to be supported in managing their sensory needs.
- In 2015 the Education Directorate carried out an audit of existing withdrawal spaces. The audit found that schools use a variety of quiet spaces including tents, teepees, rooms adjacent to classrooms and outdoor spaces to support students.
- The Education Directorate has developed factsheets and professional learning for schools to support them in creating sensory spaces within the school environment.

Key Information

- Withdrawal spaces may assist students to manage their sensory needs and safely withdraw if they require time away from busy school environments, which can form part of a behaviour support strategy. Withdrawal spaces may be indoor or outdoor areas that are safe and supervised.
- Withdrawal” is defined in the Directorate’s Safe and Supportive Schools Policy as “time away from classroom activity in a calming area where doors are not locked and a student is not prevented from leaving”.
- The 2015 audit found that public schools have various types of spaces available to students requiring a quiet space to help manage their behaviour. These spaces include: tents, teepees and soft furnishing in corners of classrooms; rooms adjacent to classrooms where line of sight can be maintained by the classroom teacher; and fenced courtyards adjacent to classrooms providing children with safe access to an outdoor space during class time.
- The Directorate sought expert advice to inform the design of a range of appropriate learning areas within new schools to support students with complex needs and challenging behaviour. This advice has supported the Directorate in planning any changes to school infrastructure.
- The ACT Government continues to target upgrades to safe, sensory learning spaces in public schools through an Expression of Interest process. This process requires schools to work with occupational therapists in Network Student Engagement Teams to develop their proposals.
- A professional learning workshop , ‘Designing Positive Classroom Environments and Safe Sensory Spaces’, has been developed and is being facilitated by Occupational Therapist from Education’s Network Student Engagement Teams. The workshop links changes to environment with existing frameworks utilised by schools including the *National School Improvement Tool* and *Great Teaching by Design*.

Restrictive Practice - Guidance for Schools

- It is important to differentiate “withdrawal spaces” with “seclusion”, a form of restrictive practice. Information for schools about this difference is provided in the Safe and Supportive Schools policy and procedures, published in March 2016 and reviewed in October 2016.
- The policy and procedures also provide information and direction to schools about the use of restrictive practice, such as physical restraint; as an emergency response when school staff need to act to prevent or reduce the risk of harm to an individual or group of people.

QUESTION TIME BRIEF

- Materials to support the policy have been developed for Principals and school staff and include fact sheets, FAQs, checklists and planning tools. They are available through the Education Intranet.
- Education has also contributed to the Restrictive Practices Oversight Steering Group (RPOSG), a time-limited, group of executive leaders representing government directorates and independent statutory bodies, established to consider issues relating to restrictive practices in the ACT. This group, co-chaired by Education Directorate and the Community Services Directorate (CSD) will continue to oversight ongoing work related to the safeguarding against the unreasonable and unnecessary use of restrictive practices, including a legislation review and the development of policy. Their work so far has included:
 - Developing the Restrictive Practices Overarching Principles for the reduction and elimination of restrictive practice in the ACT. They were endorsed by the Strategic Board on 2 November 2016. These Principles are now able to be shared broadly and used across Government.
 - Contributing to Community Services Directorate's project and consultation process to develop an Office of the Senior Practitioner.

43.

Portfolio: Education & Early Childhood Development

ISSUE: ALUMINIUM COMPOSITE PANELS IN ACT SCHOOLS**Talking points:**

- 46 ACT public schools contain aluminium composite panels (ACP) in some form.
- A risk-based assessment has indicated two schools that required further investigation due to the location of the ACP.
- The Education Directorate is engaging with other areas of the ACT Government to share knowledge and learnings.

Key Information

- Our key priority is the safety of all our students and staff in all schools.
- The Education Directorate has completed a desk top assessment of all public schools in the ACT.
- The Directorate has also participated in the whole of government working group to address the issues associated with ACPs.
- The fire detection systems (smoke and thermal detectors and fire indicator panels) in all ACT public schools are routinely inspected in accordance with the regulations.
- All public schools have fully compliant fire evacuation plans in alignment with the Australian New Zealand Standard 3745:2010 – Planning for Emergencies in Facilities.
- Schools undertake evacuation exercises each semester to test fire and other emergency incident preparedness.

ACT Public Schools

- This desk top assessment (not site inspections) has identified 46 schools with external metal sheeting which will need to be further investigated. This represents 50 per cent of all public school sites (91 school sites).
- The summary of the 46 schools with external metal sheeting are:

College	7
Early Childhood Schools	1
High School	6
K-10	4
P-2	0

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Lead Directorate: Education

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Two schools were identified in the desk top audit as requiring further investigation. The reports from these investigations indicated that one school's panels have fire retardant properties and present no ongoing risk. A third site has been identified where ACPs may present a safety risk if the panels are of a non-fire retardant type. Infrastructure and Capital Works (ICW) have since initiated further investigations at these schools. A consultant has been engaged to consider:

- the location and extent of ACP panelling;
- the type of panel core;
- proximity to ignition sources;
- the building construction methodology;
- relationship to the building fire egress points;
- the potential of the panels to promote the spread of fire; and
- the level of fire compartmentalisation that is present.

This investigation will be used to inform the development of an evaluation and mitigation process that will standardise the process for investigating these panels at all ACT Public School sites.

Next Steps

- The decision making framework to evaluate the level of risk at the site is currently being finalised. This will then determine the level of intervention that may be required.
- The framework has been developed in consultation with Internal Audit and Risk Management and the Health, Safety and Wellbeing Unit. The framework will also be presented to ACT Fire and Rescue for their consideration and review.
- In instances where it is determined that the ACPs need to be addressed, mitigation works will be determined and carried out.

Background Information

Aluminium Composite Panels

The ACT Government has been aware of the issues posed by ACPs since 2010. Under the National Construction Code (NCC), combustible materials (including ACPs) cannot be located near or directly above a required exit so as to make the exit unusable in a fire, and cannot constitute an undue risk of fire spread via the facade of the building.

41.

Education & Early Childhood Development

ISSUE: ASBESTOS CONTAINING MATERIALS IN ACT PUBLIC SCHOOLS

Talking points:

- Campbell Primary School - Building B – demolition completed. The clearance certificate was issued on 30 January 2018.
- Narrabundah College – quarterly surveys finalised and any works identified have been completed. Preparations for alternative site accommodation are progressing, with establishment planned for July 2018.
- The safety of students, staff, contractors and the community is of paramount importance to the ACT Government and Education Directorate.
- The Directorate has well developed processes for the management of hazardous materials in ACT public schools.
- There are 69 public schools with confirmed presence of asbestos containing materials.
- Each of these schools has a Hazardous Materials Survey and Management Plan, including an Asbestos Register. A floor plan showing the known areas where asbestos containing materials are located is also displayed in the front entry area of all the schools.
- An independent licensed asbestos assessor is engaged by the Directorate to prepare the documentation.
- The Asbestos Register informs the school community, visitors and tradespeople on the location of asbestos containing materials in the school.
- Any asbestos removal works are completed by a licensed asbestos removalist. Asbestos is removed after hours when there are no students and staff in the school (i.e.: at night, on weekends and during school holidays).
- An audit of asbestos management in ACT public schools was undertaken between November 2017 and March 2018 with a draft report having

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recently been considered and commented on, with a final report due shortly.

Key Information

The Education Support Office, Repairs and Maintenance section is now financially responsible for all asbestos removal works in schools. This ensures that the management and removal occurs efficiently and safely and removes the financial burden from the schools.

Asbestos at Narrabundah College and Campbell Primary School

Hazardous materials survey reports identify the presence of friable crocidolite* (blue) asbestos at:

- Narrabundah College – within the ceiling space and external wall cavities of three multi-storey buildings (Buildings B, C and D); and
- Campbell Primary School - Building B and the annex were demolished and five transportable classrooms delivered for the commencement of term 1 2018.

*Crocidolite is the more dangerous form of asbestos.

The management plan for Narrabundah College currently requires:

- The sealing of all external and internal penetrations to the external cavity walls of the affected buildings;
- Quarterly inspections of the seals to ensure these continue to be effective and are not compromised.
- Quarterly background air monitoring to the multi-storey crocidolite effected buildings.

The management plan will be continued until the permanent solution (demolition) is completed.

- Weekly inspections continue at Narrabundah College. The last report tabled noted inspection carried out on the 17 May 2018, finding a previously unidentified crack, which appears to be due to the dry weather and ground movement. A small hole was also located at a high level in an interior wall. Both areas were repaired over the weekend of 19/20 May, and subsequent air testing has taken place with a clearance certificate issued prior to access.

The presence of crocidolite asbestos at Narabundah College severely restricts any refurbishment or modernisation of the teaching spaces.

The Government has agreed that demolition of the affected buildings at Narrabundah College needs to be undertaken and has provided funding for the demolition and temporary student accommodation in the form of modern transportable classrooms. The provision of temporary accommodation is anticipated to be completed by mid July.

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Asbestos at Education Construction Sites

In the event of asbestos containing material (ACM) being located or disturbed by a contractor on an education construction site, the following control actions are undertaken:

- If at any time material is suspected of containing asbestos, works must cease immediately, the area made safe and isolated. Air monitoring testing is to be carried out by a National Association of Testing Authorities (NATA) registered laboratory.
- The contractor is to notify WorkSafe ACT and the Directorate immediately.
- Demolition and excavation work in areas where it is possible that ACM may be exposed (eg: wet areas) must be undertaken after hours.
- In all cases, ACM must be removed and transported off site after school operating hours by a licensed asbestos removalist.
- A copy of the air monitoring results and/or the clearance certificates will be provided by the NATA registered laboratory prior to staff, students or general public gaining access to the area. The same clearance is also required prior to work recommencing by the contractor.
- If a large quantity of ACM or contaminated materials (soil, fire damaged buildings) is removed from a site, the contractor is to inform the ACT Environmental Protection Authority (EPA) and WorkSafe ACT and is to maintain records of compliant disposal.

Background Information

Asbestos was frequently used in building materials in Australia until the mid to late 1980s. The predominance of the use of asbestos containing materials lessened after this time until it was banned in 2004.

If well maintained and undisturbed, bonded asbestos materials (e.g. asbestos cement sheeting) do not pose a health risk. Asbestos containing materials are present in 69 ACT public schools, including Jervis Bay School.

Eleven schools have reports that indicate that no asbestos is present following visual non-destructive inspections.

Asbestos containing material is removed in accordance with WorkSafe ACT requirements by licensed contractors who are monitored by an independent NATA registered laboratory.

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37.

Portfolio: Education & Early Childhood Development

ISSUE: BUDGET 2017-18 SCHOOLS CAPITAL WORKS**Talking points:**

- The Government is investing in school growth and upgrades across Canberra.
- Over \$16.6 million has been funded for school expansions in the Gungahlin area this financial year.
- More than \$25 million has been invested to modernise Belconnen High School from 2015 to 2018.
- The Caroline Chisholm Centre for Innovation and Learning has been completed at an investment of \$5.9 million.
- The 2017-18 Public School Infrastructure Upgrade program is investing over \$20 million expanding and upgrading schools in all regions.

Key Information**Gungahlin School Expansions**Enrolment demand at Gungahlin Schools

The 2017-18 Budget funded a total of \$20.04m to expand schools in the Gungahlin district. This includes \$3.44m allocated in the Public Schools Infrastructure Upgrades (PSIU) program to expand Harrison School plus new funding to expand Amaroo School, Neville Bonner Primary School and Palmerston Preschool (\$16.60m).

The school expansion projects included:

- Harrison School – new classrooms for 200 primary and middle-school students (eight classrooms). The new building is completed and was handed over to the school in June 2017.
- Palmerston District Primary School – the purchase and installation of a new transportable preschool building for 44 children (one classroom – two sessions of 22 children) was completed for the start of 2017 school year.
- Neville Bonner Primary School
 - Conversion of two existing kindergarten spaces into preschool spaces for 88 children was ready for the start of 2017 school year;
 - The relocation and upgrade of two transportable buildings (4 classrooms) from Gold Creek School (senior campus) for 100 students was ready for the start of

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Lead Directorate: Education

QUESTION TIME BRIEF

2017 school year – these buildings were installed on the Directorate’s vacant site adjacent to the existing school facilities.

- An additional four transportable classrooms (8 classrooms) have been provided from Gold Creek School (senior campus) for the commencement of the 2018 school year.
- **Amaroo School**
 - New teaching and learning spaces for 300 secondary students for the start of the 2018 school year.
 - An expanded school gymnasium to accommodate all school students (plus allow additional community use) was completed at the start of 2018.
 - New hard court facilities (to replace facilities lost through the expansion of the gymnasium) was completed at the start of 2018.
- **Gold Creek School – Junior Campus**
 - The relocation and upgrade of a transportable building from the Senior Campus for the start of term 1 2018.
- **Franklin Early Childhood School**
 - An expansion of the current P-2 school to incorporate a year 3 cohort for the start of the 2019 school year.
 - This will be achieved through the installation of two transportable buildings (total of 4 classrooms) on the current site with associated infrastructure. The two buildings will provide sufficient accommodation to allow the year 3 cohort in 2019 to progress to the year 4 cohort in 2020.
 - This is the first phase of a staged expansion of the school through to year 6 for completion ready for the start of the 2021 school year.

These initial works are part of a longer-term strategy to respond to enrolment demand for public education services in Gungahlin.

Schools for The Future – Modernising Belconnen High School

Funding for Modernising Belconnen High School and progress on the project

The 2015-16 ACT Budget provided funding of \$17.627m in capital funds for the project. An additional \$5.9m has been provided in the 2017-18 Budget to provide essential services works outside of the original project scope. This brought the total funding to \$25.777m.

The Government is fulfilling a 2012 ACT Labor Election commitment to modernise Belconnen High School and is committed to ensuring that funds go where they are most needed and savings are made where possible.

This investment will allow the school to continue to deliver modern facilities for students, staff and visitors and support enrolment demand in south Belconnen and the future development areas of Ginninderry and Molonglo.

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QUESTION TIME BRIEF

The modernisation program will ensure that Belconnen High School is a school of choice for students and parents in the local community with an emphasis to be placed on the Science, Technology, Engineering and Mathematics (STEM) curriculum programs.

The new funding will deliver:

- Refurbished student learning and teaching spaces, bringing these spaces to modern standards;
- Improvements to external learning spaces;
- A new administration area for staff and visitors to the school;
- Essential upgrades to services infrastructure; and
- Roof modifications and replacements.

The Directorate is working with the school and the construction company to minimise any disruption to the school's normal operations while works are being undertaken.

Progress:

Cockram Construction (construction company) was engaged to complete the detailed design development. Activity on site commenced with phase 1 works on the 29 June 2017. This includes site establishment and roof works.

Phase 2 works commenced at the end of October 2017 following the contractor successfully meeting the predetermined milestones required for phase 1. Phase 2 works includes the new administration area, new amenities for staff and students, canteen relocation and some learning areas.

Consultation during the detailed design development process has included representatives of key stakeholder groups including the School Board, P&C, school executive and students.

A school community information evening was held at the school on 5 April 2017 attended by the School Board, P&C and parents. A second information evening for the school community was held on 2 August 2017.

Schools for the Future - Caroline Chisholm School - Centre for Innovation and Learning

The 2015-16 Budget funded \$5.896m to construct a specialist learning centre at Caroline Chisholm School (senior campus).

The Centre fulfils a commitment during the 2012 Election campaign to provide a Centre of Excellence in Numeracy at the Caroline Chisholm School.

The Centre for Innovation and Learning will deliver Science, Technology, Engineering and Mathematics (STEM) programs to students in the Tuggeranong school network.

The new Centre includes multi-purpose learning spaces and state-of-the-art equipment to support students enrolled at Caroline Chisholm School, local primary schools and the Tuggeranong school network, as well as providing professional development to teachers from across the ACT public education system.

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The Centre will also be available for parents, the general community, undergraduate teachers and for post-graduate students to undertake research projects related to learning and teaching.

Progress:

Construction activities for the new Centre commenced on 19 April 2017 with the turning of the first sod by Joy Burch MLA.

The Centre has been completed and was ready for the start of the 2018 school year.

An official opening by the Deputy Chief Minister, Yvette Berry MLA took place on 11 May 2018.

North Gungahlin P-6 School

- The 2015-16 Budget funded a total of \$28.609m for the new school. This amount is comprised of new construction funding of \$28.209m plus \$0.4m of savings realised from the Charles Weston School project.
- The new school is located in the suburb of Taylor.
- The Government is fulfilling a 2012 ACT Election commitment to provide school facilities in north Gungahlin (identified as Moncrieff at the time of the commitment).
- The North Gungahlin P-6 School will open at the start of 2019 school year and will accommodate 688 students (i.e. 88 preschoolers and 600 students in Kindergarten to year 6).
- The Government is committed to providing facilities for the community in new urban areas and is providing new schools in new urban development areas, when these are needed.
- The North Gungahlin P-6 School is being delivered under a Design, Construct and Maintain delivery methodology. This delivery methodology has proved very effective on the Charles Weston School in Coombs in delivering value for money to the Territory through the incorporation of contractor innovation in design and construction.

Progress:

Progress on the North Gungahlin P-6 school is:

- The Request for Tender closed on 8 December 2016;
- The appointment of a preferred tenderer to complete detailed design development was approved on 8 May 2017;
- The Development Application (DA) was submitted on 12 July 2017. DA approval was received on 14 September 2017;
- The preferred contractor was appointed on 26 October 2017 to construct and maintain the school;
- Construction commenced in early November 2017;

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- Learning Communities, Administration and Resource Centre floor slabs have been poured; and
- Wall frames have been installed to Learning Communities, with the roofing being installed to Learning Communities 2 and 3;
- Wall frames to the administration building are substantially complete;
- Bricklayers have started work on the Preschool building; and
- Subsoil drainage has been laid to the carparks.

Public Schools Infrastructure Upgrade (PSIU) Program

There have been significant milestones achieved as part of the 2017-18 PSIU program:

- Telopea Park School - new transportable building (2 classrooms) was delivered to site ready for the start of the 2018 school year;
- Heat mitigation works at Telopea Park School and Melrose High School have been completed. Additional cooling works at in the hall at Telopea Park School were completed in May 2018.
- The Woden School college building project has commenced and is scheduled for hand ahead of the original program;
- Aranda Primary School – the new transportable building (2 classrooms) was delivered to site ready for the start of the 2018 school year;
- Black Mountain School – modifications for high needs students have been completed ready for the start of the 2018 school year. Additional modifications are being undertaken as required;
- Malkara School – high needs student toilet upgrades have been completed ready for the start of the 2018 school year;
- Alfred Deakin High School – disability access works were completed during term 1 2018;
- Arawang Primary School – the two new permanent classrooms have been completed ready for the start of the 2018 school year;
- Garran Primary School – a temporary transportable building was delivered to site ready for the start of the 2018 school year;
- Thermal Comfort in School Program has commenced and is continuing to be rolled out, ;
- Schools for All Program, submissions have been received and assessed with rollout of works underway;
- Telephone Upgrades – Voice over Internet Protocol (VoIP) upgrades has commenced and is continuing to roll out with 32 sites now complete;
- Mount Stromlo High School – the roof replacement program, Stage 2 of the program has been completed; and

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- Gungahlin College – heat mitigation works were completed in February 2018.
- Farrer Primary and Lyneham Primary HVAC upgrades were completed in April 2018.
- The security fence installation at Melrose High School and Kaleen Primary School is scheduled for completion in June 2018.
- The ceiling replacement in the science block at Canberra High School was handed over in March 2018.

The science lab at Melba Copland Secondary School Melba Campus was handed over in April 2018.

Roof Replacement Works –Mount Stromlo High and Erindale College

- Mount Stromlo High School and Erindale College require roof investigation and replacement works as routine roof maintenance is no longer an effective and cost efficient solution to ongoing roof leaks.
- The Government funded Roof Replacement Works at Mount Stromlo High School in 2017-18 PSIU program. Further funding for works at Mount Stromlo High School plus funding for initial works at Erindale College are included in 2017-18 PSIU program.
- The required works at the schools include the replacement of roofing materials where required, improving the gutter systems and connection to the stormwater system and realignment of poorly damaged roof surfaces.
- The project manager to undertake the roof replacement at Mount Stromlo High School was engaged on 2 September 2016 and works commenced during April 2017. These works are now complete.
- The roof replacements works at Mount Stromlo High School and Erindale College are in addition to earlier roof replacement works at:
 - Melrose High School (full replacement);
 - Curtin Primary School (full replacement)
 - Chapman Primary Schools (full replacement);
 - Southern Cross Early Childhood School (partial roof replacement);
 - Wanniasa School - Senior Campus (major repairs); and
 - Canberra High School main building and science block (roof replacement)

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38.

Education & Early Childhood Development

ISSUE: CAR PARKS AND TRAFFIC SAFETY PROGRAM**Talking points:**

- The management of traffic and road safety around and within schools is a cross-directorate responsibility of the ACT Government. To ensure that parking and traffic safety is managed in and around school environments, the Education Directorate (EDU) works closely with Transport Canberra and City Services (TCCS), the Justice and Community Safety Directorate (JACS) and ACT Policing.
- The Education Directorate works directly with TCCS to ensure that traffic and parking safety matters are managed appropriately and that concerns are addressed. This results in EDU and TCCS meeting with the school which may include the principal, the senior school management team, the Parents and Community Association, and/or other key stakeholders, to ascertain the details of the concerns.

Palmerston District Primary School

The Infrastructure and Capital Works branch is in the process of expanding the Palmerston District Primary School car park by 17 spaces. The design has been finalised and construction will be completed in June 2018.

This will bring the total number of spaces at the school to 100, including all types of spaces onsite. With the expansion works, the onsite and adjacent on-street parking will total 108 spaces. This is in excess of minimum car parking required by The ACT Parking and Vehicular Access General Code.

Both EDU and TCCS will continue to work closely with the school and the community to ensure that we foster a safe environment for all students attending Palmerston District Primary School.

Key Information

Upgrade of car parks and improvements to traffic safety at ACT public schools is funded from the annual Public School Infrastructure Upgrade program .

This program addresses issues that impact on the safety of pedestrians, car parking spaces, safe school set-down and pick-up areas, and compliance with current ACT Parking and Vehicular Access General Code within school grounds.

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The Parliamentary Agreement commits the ACT Government to improvements in road safety around schools:

- TCCS has facilitated the crossing guard supervisors (lollipop officers) program at 20 of the busiest school crossings. This will allow children to safely cross at school crossings with a high traffic volume.
- The Directorate worked with TCCS to ensure that management and deployment of crossing guard supervisors is appropriately supported by each Directorate's governance arrangements.
- The school road safety plan includes new infrastructure, with bigger and better signage, dragon's teeth, dedicated school crossings and traffic islands. This investment will focus on the 20 schools identified as having the highest need. The Directorate has worked with TCCS to ensure the implementation of the measures is in line with the Active Streets program.
- TCCS rolled out the School Crossing Supervisor program at all 20 sites from Monday 5 February 2018. The full list of sites is available on the School Crossing Supervisor website. HOBAN Recruitment, the successful tender has recruited and trained approximately 35 supervisors and is continuing to recruit so they have a pool of supervisors trained.
- To increase safety around schools, the Directorate is working with TCCS in the creation of individual 'School Travel and Traffic Management Plans' and invest in effective and appropriate safety improvements including slower traffic speeds, more pedestrian crossings, improved walking and cycling connections, improved signage and education initiatives that will help both students and parents to use school car parks and roads more safely.

Following receipt of the February 2017 school census data, the parking requirements of all ACT public schools was reviewed. Now that the February 2018 census results have been released, the parking requirements will be updated.

With ongoing enrolment growth, the following 17 school sites do not fully comply with the ACT Parking and Vehicular Access General Code for the correct number of either regular spaces (three schools), number of disabled parking spaces (two schools) or set-down areas (15 schools):

- Ainslie Primary School (general and set-down spaces)*;
- Alfred Deakin High School (set-down spaces);
- Canberra High School (set-down spaces)*;
- Chapman Primary School (set-down spaces)*;
- Kaleen Primary School (set-down spaces)*;
- Lyneham Primary School (set-down spaces)*;
- Lyneham High School (general, disability and set-down spaces);
- Macquaire Primary School (set-down spaces)*;

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QUESTION TIME BRIEF

- Maribyrnong Primary School (set-down spaces)*;
- Mawson Primary School (set-down spaces)*;
- Mount Rogers Primary School (general spaces)*;
- Mount Stromlo High School (set-down spaces)*;
- Miles Franklin Primary School (set-down spaces)*;
- Neville Bonner Primary School (set-down spaces)*;
- Narrabundah College (disability spaces);
- North Ainslie Primary School (set-down spaces);
- Telopea Park School (set-down spaces)*.

**Parking is available within the precinct or in close proximity to the school.*

Planned car park improvements at ACT public schools include:

- Wanniasa Hills Primary School – redesign works are planned to be completed during 2018 due to Bilson Place no longer being available for use as a car park. Further investigations are being undertaken to identify options to provide additional car spaces within the school grounds;
- Fraser Primary School – designs for an overflow car park on land adjacent to the school are complete, however alternative locations are now being considered due to zoning limitations of the previous space;
- Palmerston District Primary School – preliminary designs for an overflow car park on the oval adjacent to the school are complete, EDU is in discussion with TCCS to determine viability of the site for a car park;
- Mount Rogers Community School – exploring options with the school for additional car park spaces to respond to increased student enrolments. These works will be considered for 2018-19 or in future financial years;
- Ngunnawal Primary School – exploring options with the school for additional car park spaces to respond to increased student enrolments. These works will be considered for the 2018-19 financial year;
- Gold Creek School – the Directorate is working with TCCS to redesign the junior campus parent car park to improve pedestrian safety and traffic flow. In addition, a Temporary Traffic Management Plan was put into operation from June 2017 to facilitate a trial of the proposed changes;
- Theodore Primary School – investigation into relocating the disabled spaces, flow improvements to car park, signage and compliance improvements that will enable parking regulation enforcement;
- Hughes Preschool – investigations are ongoing into the provision of additional car park spaces; and

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- Giralang Primary School – review of proposed design and investigation of bus access options are ongoing.

Background Information

- Education has been provided with advice in relation to dwindling community facility-zoned land stocks. This issue has resulted in a government decision to suspend consideration of all direct sales of community facility land (apart from a few that were already significantly progressed), while a policy is developed for the remaining blocks/stocks. This has a direct impact on the proposed car park works at Waniassa Hills Primary School, Bilson Place (Block 5 Section 253 Wanniasa) as this space is a community facility zoned block. The policy work is being done by the Land Supply and Policy Division of EPSDD.

42.

Education & Early Childhood Development

ISSUE: CLEANING CONTRACTORS IN SCHOOLS

Talking points:

- A priority of government in delivering cleaning services to ACT public schools is the continuous improvement in the standards of cleaning performance and compliance, ethical employment and protection of the Industrial Relations and Employment (IRE) conditions of the cleaning staff.
- The Territory takes very seriously its commitment to the protection of workers' rights in the cleaning industry and has been instrumental in providing training on employment rights and conditions to ensure a level of compliance transparency by contract employers.

Key Information

- An open tender process was undertaken in 2017 valued at \$48 million over 4 years to replace a cleaning panel arrangement which had been in place since 2011 and due to expire 30 June 2017. The Directorate undertook broad industry stakeholder consultation throughout the process on which the tender requirements were based, including United Voice, the Building Services Contractors Association of Australia (BSCAA) and an independent cleaning consultant.
- As a result of the tender process financial and administrative efficiencies were achieved with the reduction of 88 individual panel Service Agreements plus another 23 Deed contracts based on school size, to just four (4) new Agreements across eight (8) contract school packages covering 87 schools and the Hedley Beare Centre for Teaching and Learning. Contract engagements are with:
 - ACT Commercial Cleaning Service Pty Ltd
 - Dimeo Cleaning Services Pty Ltd
 - Menzies International (Aust.) Pty Ltd
 - Vivid Property Services Pty Ltd.
- As part of the service agreement between the four contractors and the Education Directorate, audits are to be undertaken throughout the contract period. The audits are:
 - Business Operations – including employee entitlement compliance. The auditor has been engaged and a final report has been received for ACT

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Commercial Cleaning and a draft report for Dimeo. The remaining reports are expected by mid-June 2018;

- Cleaning Performance - The auditor has been engaged and is due to commence inspections the week beginning 28 May;
- Workplace Health and Safety – The auditor has been engaged and is due to commence inspections the week beginning 28 May;

Act of Grace payments to eligible ACT public school cleaners

- To alleviate the effect of transition on the school cleaners, a direct payment equivalent to two weeks annual leave is being made by Government to eligible school cleaners who transferred to new cleaning companies, by way of Act of Grace payments.
- Time constraints to finalise procurement of school cleaning services prior to commencing the new contracts on 1 July 2017 led to a very limited time for workers to transition to the new cleaning providers.
- Due to the short transition timeframe between cleaning contracts, the majority of cleaners did not transfer on the commencement of the new contracts (1 July 2017) and were without employment for approximately 2 weeks.
- In addition, school cleaners will not have been able to accrue enough annual leave to be paid over the Christmas period. Generally, school cleaners have 4 weeks annual leave over the Christmas holidays.
- School cleaners are often vulnerable members of our community, from non-English speaking and low-socioeconomic backgrounds and are the least able to respond to periods without pay.
- There is a moral issue of addressing the financial impact of a short transition to new cleaning contractors on a vulnerable workforce.
- As there was not a legal requirement to make this payment, approval was sought and granted, from the Treasurer for Act of Grace payments under section 130 of the *Financial Management Act 1996*.
- All Act of Grace payments will be disclosed in the Directorate's financial statements, and includes details on each payment, the amounts and grounds for the payment, as required under this section of the Act.

Background Information

- Contract Agreements to commence 1 July 2017 were executed on Tuesday 27 June 2017 and Wednesday 28 June 2017. Unsuccessful tenderers were notified of the outcome on Wednesday 28 June 2017 and agreements were made publicly available on the ACT Contracts Register on Monday 3 July 2017.
- Approximately 290 existing cleaning staff who were employed under previous cleaning arrangements were re-engaged by the new cleaning contractors.

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QUESTION TIME BRIEF

- The production rate and Personal Pay Rate (PPR) payable under the Agreements was set by the Territory, the PPR being at a rate above the Cleaning Services Award 2010.

The focus on continuous improvement to provide high quality cleaning services in ACT public schools addresses:

- Compliance
 - Industrial relations and employment performance
 - Maintenance of police checks
 - Safety systems
- Quality
 - Performance management
 - Audits/inspections
 - Regular meetings
- Administrative efficiency
 - Fewer transactions
- Communication and cooperative contracting
- Value for money

39.

Portfolio: Education & Early Childhood Development

ISSUE: CONDITION OF ACT PUBLIC SCHOOLS**Talking points:**

- Each year the government invests over \$20 million maintaining ACT Public Schools;
- Over the next four financial years, there will be \$85 million invested to improve the infrastructure of existing schools, including upgrades to learning spaces, expansions, accessibility improvements and replacement of end of life building systems and fabric.

Key Information***Maintaining and upgrading the condition of public schools in the ACT***

The Education Directorate has an annual allocation of \$16.4 million to undertake planned and unforeseen repairs and maintenance works at ACT public schools and preschools as well as compliance programs.

A further \$6.0 million is allocated each year directly to ACT public schools. This funding is for physical infrastructure costs covering minor repairs and maintenance works.

Building Condition Assessment Reports are undertaken for each school every three years. These Reports identify the priority workplace health and safety tasks to be undertaken by schools and those further works required as the plant, equipment and facilities age.

These Reports, together with feedback from schools, including works identified by compliance inspections, inform the annual school repairs and maintenance program managed by the Directorate and the annual Public School Infrastructure Upgrades Program.

In January 2017 the updated School Management Manual commenced and reflected a change in the apportioning of responsibility around schools repairs and maintenance activities.

The Directorate's Repairs and Maintenance Team now has responsibility for more functions related to compliance and safety. The schools are responsible for more general and low risk maintenance issues including painting, floorcoverings and minor electrical and plumbing issues. This affords the schools greater autonomy around their environment but assists greatly in piece of mind around important compliance responsibilities.

The 2017-18 Capital Upgrades Program includes:

- Aranda Primary School expansion;
- Arawang Primary School expansion;
- Garran Primary School expansion;

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QUESTION TIME BRIEF

- The Woden School – Stage 2 of the master plan works will be completed across the two financial years of 2016-17 and 2017-18;
- Mount Stromlo High School – roof replacement works (Stage 2);
- Learning area improvements at:
 - Mount Stromlo High School;
 - Canberra High School;
 - Melba Copland College;
 - Lyneham High School;
 - UC Kaleen High School;
 - The O'Connor Co-operative School; and
 - Wanniasa School.
- Internal capacity expansions to:
 - Palmerston Primary School;
 - Yarralumla Primary School.
- Toilet upgrades at:
 - Lake Ginninderra College;
 - Black Mountain School; and
 - Makara School.
- Heating and Cooling upgrades at multiple schools.
- End of life asset replacements at multiple schools.
- Implementation of the Schools for All program at multiple schools.

In the 2016 ACT Election, the Labor Government committed to investing \$85m to upgrade and maintain ACT public schools from 2017-18 to 2020-21.

A \$0.575m building tuning program is in place to conduct energy audits at schools where energy efficiency is low. Schools are selected according to annual and seasonal energy consumption compared against their peers with the high energy consumers being prioritised for audits, site visits and intervention works. The program identifies mechanical efficiencies to heating, ventilation and cooling systems in addition to building solutions that will assist in improving thermal comfort whilst managing energy consumption. The audits also assist in identifying investment priorities for inclusion in future works programs.

Background Information

The 2017-18 repairs and maintenance works include:

- Specific projects (e.g., balustrade replacements, electrical switchboard upgrades);
- Heating, Ventilation and Air Conditioning maintenance and repairs;
- Stormwater and sewer line inspections and rectification works;
- Roof access safety system certification;
- Lifts and auto doors inspections and maintenance;
- Emergency lighting inspections and maintenance;

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QUESTION TIME BRIEF

- Fire alarm system monitoring;
- Asbestos materials surveys;
- Asbestos removal program;
- Building condition assessments;
- Work health and safety related works; and
- Security system upgrades.

An ACT Labor 2016 Election commitment was to provide \$85m over 4 years from 2017-18 to upgrade and maintain public school infrastructure particularly in older schools under the School Infrastructure for the Future (SIF) program.

40.

Portfolio: Education & Early Childhood Development

ISSUE: HEATING AND COOLING IN ACT PUBLIC SCHOOLS**Talking points:**

- A program of works to increase the level of cooling in selected classrooms is underway and \$3.35 million is being spent in 2017-18 addressing cooling issues in schools.
- All schools have an extreme temperature management plan to keep students and staff comfortable, as required by ACT Education Directorate policy.
- Each management plans for extreme temperatures is site specific. Activities to manage high temperatures include:
 - Optimising natural ventilation, air movement and shade;
 - Using additional fans or coolers;
 - Easy access to water and increased use of water play;
 - Rotating classes through cooler areas on site;
 - Adjusting educational programs and access to certain areas of the school to minimise potential for heat stress;
 - Adjusting uniforms, if required; and
 - Limiting playground access to shaded areas in addition to ensuring all students playing outside have hats, sunscreen and a water bottle.

Key Information

In the 2016 Election, ACT Labor committed to fund \$85m in ACT public school capital upgrades over the next 4 years. This program was intended to include upgrades to heating and cooling systems and build on the recent artificial cooling of all school libraries and administration areas.

- The Heat Mitigation in ACT Public Schools Program was initiated in early 2017 in response to the high temperatures experienced in some parts of ACT public schools in previous years.
- The Infrastructure and Capital Works (ICW) Branch has selected interventions that are able to be delivered in the required time frame and with the least impact on the school in relation to disruption and long term energy consumption. The scope of

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Lead Directorate: Education

works developed for each school will support the *Procedures for Managing Extreme Temperatures in ACT Public Schools* with a focus on the student spaces.

- More than 700 high priority spaces have been identified by the schools in this program. Due to the scale of the identified issues, a phased implementation approach over a number of years is being used. This approach prioritises schools according to a risk matrix.
- An additional \$1.8m has been allocated in the 2017-18 Infrastructure and Capital Works programs to address priority areas in consultation with the schools. This remediation is being delivered through a rolling program that includes passive solutions such as external shading, building insulation and glazing treatments. Where passive solutions are not suitable, installation of air cooling systems will be considered.
- An advanced specimen tree planting program has been implemented across five schools in 2017-18 to provide passive shading at Alfred Deakin High School, Amaroo School, Arawang Primary School, Miles Franklin Primary School and Callwell High School.
- A building tuning program with a budget of \$0.575m has been implemented in 2017-18 to increase the efficiency of heating and cooling plant and improve the building envelope at schools with low energy efficiency. The program has included draught proofing workshops in each of the school catchments. The workshops provided Building Service Officers with information and training in the application of cost effective/high impact draught proofing solutions to reduce the operational costs and the impact of external temperatures on internal school environment.

2017-18 Heating, Ventilation and Air Conditioning (HVAC) Program

To the end of March 2018, there have been 1804 maintenance calls to repair or replace existing HVAC assets, with 100% of the HVAC maintenance budget committed to date. The budget for HVAC specific works, which includes works requested by schools, is also 100% committed.

Background Information

The former Minister for Education and Training made a statement in the Legislative Assembly in June 2015, about the ACT Government's position on heating and cooling in schools. This affirmed:

- Preference for natural ventilation – consistent with the ACT Government's carbon neutral strategies to reduce energy consumption;
- Employment of extreme temperature management plans; and
- Installation of artificial cooling in priority areas of schools – specialist education facilities, libraries and administration area to allow students to circulate to cooler areas.

QUESTION TIME BRIEF

There is a direct scientific correlation between the temperature of a learning space and the concentration levels of students. Studies identified that both low (<20° C) and high (>27° C) temperatures have negative effects on performance.

On the occasions where existing management activities are no longer effective, the Principal will consult with the Directorate's Health, Safety and Wellbeing Team and the Delegated Official who will determine whether a school should be closed.

The Directorate maintains engineering controls for thermal comfort throughout the year:

- Currently the majority of heating and cooling plants across the Directorate are working to acceptable standards; and
- As faults are identified, maintenance providers attend the affected specific schools.

In 2015, a program commenced to ensure all schools had air conditioning or evaporative cooling in both library and administration areas. Across schools 11 libraries and 15 administration areas did not have a cooling mechanism. This program is now complete with a total cost of \$0.75 million from 2015 to 2017.

In addition, under the schools repairs and maintenance program, \$3.6 million is spent each year on heating and cooling maintenance. So far in the 2017/18 year, more than \$4.3 million has been committed to the maintenance and upgrade of the schools' HVAC systems.

In 2016, the Directorate sought tenders for new contractors to provide heating, ventilation and air conditioning (HVAC) maintenance services to schools. This contract is now performance-based and focuses on the thermal comfort of spaces within schools.

The Directorate is also investigating replacement of aged building management systems at schools. This is expected to improve the management of thermal comfort in schools as well as reduce energy consumption.

Loan funding of \$0.758 million was secured from the Carbon Neutral Government Fund for renewal of the first school's building management system at Erindale College. Calwell High School will receive a building management system (excluding lighting) in 2017-18 to facilitate coordinated control of the heating and cooling systems at a cost of \$0.150 million. This project is funded by the Education Directorate.

10.

Portfolio/s Education & Early Childhood Development

ISSUE: NATIONAL ASSESSMENT PROGRAM – LITERACY AND NUMERACY RESULTS AND PARTICIPATION**Talking points:**

- The 2017 NAPLAN National Report release shows that Canberra school students maintained their overall high performance, with ACT mean scores reported as the highest or equal highest in the nation in 19 of the 20 areas tested.
- A number of other jurisdictions, such as Western Australia and Queensland have seen significant improvement in recent years and, therefore, the ACT is no longer as far in front as in previous years.
- NAPLAN is only one piece of the puzzle when it comes to tracking our students' ability in literacy and numeracy. Schools use lots of methods to assess and support students. We do this to make sure that we track and record meaningful data for all children.
- With this in mind, we are shifting our focus from achievement to progress. We want to see that we are making progress year on year. Because we come from a high base, we are more interested in the progress we are making as we are already maintaining high levels of achievement.

Key Information

- The 2017 National Report showed all ACT mean scores in 2017 were very similar to results of previous years and statistically similar to the 2016 results. The 2017 NAPLAN results were not significantly lower than the 2016 results.
- The mean performance of ACT students in years 3 and 5 reading, language conventions and numeracy have remained relatively stable since 2012 while the performance of students in other jurisdictions has been improving. As a result the gap between the ACT performance and the national performance has been decreasing.
- There has been little variation in ACT years 7 and 9 results in any domain since NAPLAN testing began in 2008. Variations in ACT results have to a large extent mirrored changes in national results.

- The 2017 results show:
 - ACT mean scores were the highest or equal highest in the nation in 19 of the 20 areas tested, compared with 18 of 20 in 2016.
 - Ninety percent of all Canberra school students performed at or above the national minimum standard across all year groups and assessment domains with the exception of year 9 writing where 85% of students were at or above the national minimum standard.
 - In the ACT, and across Australia, the mean scores for Aboriginal and Torres Strait Islander students were significantly lower than the mean scores for non-Indigenous students across all year levels and all domains. For ACT Aboriginal and Torres Strait Islander students by year 7, this difference equates to approximately two years of schooling.
 - Outcomes for students whose parents have a degree and/or higher professional occupation are on average lower in the ACT than outcomes for students of similar background in NSW and Victoria.
- The following test administration incidents occurred during 2017 testing:
 - School A (non-government school) – unauthorised access to calculator
 - School B (public school) – unauthorised materials in test environment
- The Directorate investigated each incident and the schools involved have been reminded of the need to follow the testing protocols in the future. There was no evidence of any data or results being compromised by these incidents.

Background Information

- National Assessment Program – Literacy and Numeracy (NAPLAN) participation includes students who:
 - sat the assessment, or
 - were classified as exempt.
- Non-participation includes students who were:
 - absent (those who were absent from school on test day); or
 - withdrawn (those who were withdrawn from the testing process through formal application by a parent or carer).
- Participation rates nationally, and in the ACT, have been decreasing since NAPLAN was introduced in 2008.
- Participation rates (based on the reading domain) for ACT students in 2017 were below the national rates for all year levels:

QUESTION TIME BRIEF

	Year 3	Year 5	Year 7	Year 9
	%	%	%	%
ACT	93.8	94.4	95.3	89.9
Australia	94.9	95.4	94.4	91.3

- A breakdown of the 2017 ACT participation data shows:

	Tested	Exempt	Absent	Withdrawn
Year	%	%	%	%
3	92.0	1.8	2.2	4.0
5	92.5	1.9	2.2	3.4
7	93.8	1.5	2.6	2.1
9	87.8	2.1	5.7	4.4

- Withdrawal rates in all years were similar to the 2016 rates. Participation rates for the ACT in 2017 were similar to the rates in 2016 for all year levels.
- The Government and Directorate place a high priority on ensuring that all students engage in NAPLAN testing, and will continue to work with schools to increase NAPLAN participation rates.
- Principals and the school system regularly monitor and reflect upon ways to improve both attendance and participation. At the system level, the Directorate monitors participation patterns and provides this information back to schools for appropriate action.
- Regular communication reinforces that:
 - Principals are required to ensure that parents/carers of students are fully informed about the assessment program
 - All students in years 3, 5, 7, and 9 are expected to participate in NAPLAN tests
 - Students may be withdrawn from the testing program by their parent/carer. This is a matter for consideration by individual parents/carers in consultation with their child's school. Withdrawals are intended to address issues such as religious beliefs and philosophical objections to testing
- Adjustments are permitted for students with disability to support their access to the tests and facilitate maximum participation. Support is provided to schools to provide test materials in an alternative format for those students who meet the criteria.

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30.

Portfolio/s Education & Early Childhood Development

ISSUE: NORTH GUNGAHLIN SCHOOLS**Talking points:**

- The government is committed to deliver increased school capacity in growing locations of the ACT, particularly in Gungahlin.
- The geographic distribution of school enrolment growth mirrors the population growth of the ACT, with the strongest growth in Gungahlin.
- A new public schools is due to open in Taylor in 2019
- In addition to the new school in Taylor, planned expansions at Gold Creek, Neville Bonner, Harrison and Palmerston schools, will add a further 400 places to capacity in Gungahlin between 2019 and 2021 to respond to enrolment growth.
- Planning is also underway for a new school in East Gungahlin and for an expansion to the Franklin Early Childhood School and to the Gold Creek senior School.

Key InformationGungahlin region growth - space in schools

- The *Education Act 2004* requires that priority be given to the enrolment of children in the government school in their neighbourhood.
- Enrolments for the North Canberra/Gungahlin network are projected to grow at the fastest rate in the ACT over the five years to 2023. Growth can be attributed to the continuing development of the recently established suburbs of Casey, Crace, Bonner, Franklin, Harrison, Moncrieff, Throsby and Jacka, and to the planned suburbs of Moncrieff (2017), Throsby (2019), Taylor (2019) and Kenny (mid 2020s).
- These forecasts indicate that decisions around further capacity in the Gungahlin region will need to be made during the forecast period. Expected enrolments in primary schools will be initially absorbed through planned capacity expansion at Amaroo, Neville Bonner, Gold Creek and Harrison schools as well as through the new P-6 primary school to be located in the suburb of Taylor. Planning is underway for the the expansion of the Franklin Early Childhood School.
- A new primary school in the suburb of Taylor will open in 2019 to cater for enrolments generated by the suburbs of Moncrieff and Taylor.

QUESTION TIME BRIEF

- It is important that we make sure that the capacity increases in the Gungahlin region that are required are made in a timely fashion, and put in place neither too soon or too late.
- Taking account of the new North Gungahlin P-6 school and of other planned capacity increases, the Government expects that, as has always been the case, there will continue to be places for Canberra's children in their neighbourhood schools.

12.

Portfolio/s Education & Early Childhood Development

ISSUE: PERFORMANCE OF THE ACT EDUCATION SYSTEM**Talking points:**

- ACT schools have regularly been either the top, or amongst the top, academic performers nationally, based on NAPLAN and other testing results.
- Much of this success has been due to socio-economic factors particular to the ACT and, in recent times, the advantage held by the ACT has been eroded by improved results elsewhere.
- Despite our successes, there are a significant number of ACT children for whom poor early life circumstances are most likely to result in lower academic achievement compared to students of similar ability but from a higher socio-economic background.
- The Government is committed to an approach to learning grounded in key principles of equity, fairness and universal access. We have completed the first stage of a system-wide process of consultation and policy development to map out the school education system we want for the future. Equity is at the core of this conversation and I am pleased to say that our community shares this view.

Key Information

- The National Assessment Program – Literacy and Numeracy (NAPLAN) is the main Australian mechanism of comparing educational outcomes between jurisdictions and between schools. The ACT has performed well in national comparisons, achieving the highest, or equal highest, national ranking in most of the twenty domains since 2008. The relative performance has improved in some other Australian jurisdictions and the ACT is no longer as far in front as in previous years. However, ACT students continue to perform well, particularly in reading, grammar and punctuation and numeracy.
- Results from the 2015 rounds of the *Trends in International Mathematics and Science Study* (TIMSS) and *Programme for International Student Assessment* (PISA) were published recently. Both assessments showed that the ACT as the highest or equal highest performing jurisdiction nationally.

- However, there has been no significant change in ACT year 4 or year 8 TIMSS results since 2015, and ACT performance relative to international results has slipped during this period. The performance of ACT students has declined significantly in all domains over the cycles on PISA.
- Between PISA 2006 and 2015, when scientific literacy was the major domain, ACT performance declined by 22 points, reading literacy declined by 37 points between 2000 and 2015, and performance in mathematical literacy declined by 42 points between 2003 and 2015 (equivalent to almost one-and-a-half years of schooling).
- The Government's focus in education is squarely on teacher quality. We have high expectations of teachers and reward them accordingly. We have great teachers in ACT public schools and our student results show this.
- The Directorate has a deliberate strategy to recruit, develop and retain great teachers in ACT public schools. As part of this strategy, we are ensuring teacher recruits have high quality literacy and numeracy skills.
- We are offering 100 scholarships to train teachers in science, technology, engineering and mathematics.
- Principals implement strategies to improve students' literacy and numeracy performance. These guide teacher practice and school decisions about the allocation of resources to improve outcomes. School strategies focus on supporting improved literacy and numeracy outcomes using individual, small group and whole class approaches. Schools continually monitor student progress and inform future actions.
- ACT schools use NAPLAN data to support decision making and determine strategies at the school level to improve student learning outcomes. However, it is only one tool used by schools to gather information about student performance, and when used in combination with classroom teachers' professional judgement and school based assessment, it can provide a detailed and useful representation of the whole student.

Background Information

- While not determinative, the impact of a low socio-educational background for a child is demonstrated early in the child's educational experience, and remains with the child throughout their school experience.

31.

Portfolio/s Education & Early Childhood Development

ISSUE: PRIORITY ENROLMENT AREAS

Talking points:

- The *Education Act 2004* requires that the Director General of Education make arrangements to give ‘priority to the enrolment of children in the government school in their neighbourhood’. This is achieved through the establishment of priority enrolment areas.
- Priority Enrolment Areas are reviewed regularly to ensure that they continue to meet the changing circumstances of a school and of the families in its neighbourhood. Changes are published by the Directorate on the Directorate website.
- A new PEA has been established for enrolments at the new public school in the suburb of Taylor starting in term 1 of 2019.
- The new PEA includes the suburbs of Taylor, Moncrieff and part of Jacka, all currently within the Amaroo School PEA, and the suburb of Casey, currently within the Gold Creek School PEA. Casey will be a shared zone for the new school and the Gold Creek School pending a review for 2022.
- Each year, without fail, we find a place for every child who wants a place in their neighbourhood school. We expect that to continue this year.

Key Information

- Most public schools in the ACT have a defined priority enrolment area. Priority enrolment areas are how the Director General ensures that the obligation in the *Education Act 2004* to give ‘priority to the enrolment of children in the government school in their neighbourhood’ is met. Students who reside in that area have priority for enrolment at that school. The priority enrolment area takes into account geographical boundaries, school capacity, and the actual and projected student numbers. Each school is required to enrol students who live within its priority enrolment area.
- There are a small number of schools with special circumstances that do not have a priority enrolment area but have specific criteria for entry to the school. These include specialist language schools such as Telopea Park School (for entry to primary school), specialist education schools (which provide education for students with a disability), Allen Main Memorial Preschool (Duntroon) and the five early childhood schools.

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QUESTION TIME BRIEF

- Schools must maintain available capacity to accommodate current and future students from within their priority enrolment area before they accept out-of-area students. When projections identify emerging capacity pressures schools may be directed not to accept out-of-area enrolments.
- While most school priority enrolment areas remain unchanged from year to year, some require adjustment in response to demographic changes, school openings or closures, or changes in enrolment capacity.
- The PEA changes allow for the management of enrolment growth facing schools under pressure, particularly schools in north Gungahlin.
- In an effort to ensure that priority enrolment area arrangements are easily understood by both families and schools, the Directorate continues to develop simplified processes for updating priority enrolment areas, improved communication practices and, where possible, the reduction or elimination of shared areas or divided suburbs.

Background Information

Schools and School Network Leaders participate in the process associated with changing priority enrolment areas. Decisions on changing priority enrolment areas are made two years in advance and a communication strategy is used to ensure the information is disseminated to schools and their communities.

32.

Education & Early Childhood Development

ISSUE: SCHOOL CAPACITY

Talking points:

- Every public school in Canberra can accommodate the students living in the school's Priority Enrolment Area.
- More than 700 new places have been provided in Gungahlin schools in 2017 for the start of the 2018 school year.
- In the coming years new schools will be built in Molonglo and Gungahlin to support the population growth in these regions.

Key Information

- Canberra public schools must be able to accommodate students living within each school's Priority Enrolment Area (PEA), and all public schools in the ACT are able to do this.
- School Capacity is a measure of student numbers that can be accommodated in schools and takes into account provisions for mainstream students and for students in special settings (such as disability education). Together with enrolment trends, school capacities are indicators for potential infrastructure works or non-infrastructure changes to the operation of a school.
- Each year the Education Directorate reviews current and projected enrolments and compares them with school capacities to determine whether additional classroom spaces are required or where school facilities are underutilised.
- A number of areas in the ACT are subject to considerable population growth, either from new developments, such as in Gungahlin or Molonglo, or from urban infill. This population growth can place demand on existing public school infrastructure. Evidence of school enrolment pressure is analysed to determine likely trends and solutions are explored including:
 - reducing out-of-area enrolments;
 - adjusting the PEA boundaries;
 - making better use of available space, including better use of larger teaching spaces and multi-purpose rooms;
 - planning for a temporary capacity increase with the installation of transportable buildings; and
 - planning for a permanent capacity increase by expanding a school, or where necessary, building a new school.

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- Gungahlin schools were expanded in 2017 and at the beginning of the 2018 school year an additional 716 places were added across the region. Another 250 places will be added over the next few years. This is in addition to the 600 places which will be provided in the new North Gungahlin P-6 School which opens at the start of 2019.
- A new primary school is planned in Denman Prospect in Molonglo and a new school in East Gungahlin is also proposed. The Denman Prospect School is scheduled to open in 2021 and the opening date for the Gungahlin school is yet to be confirmed.

Background Information

- Where schools are projected to have a high (greater than 85%) or low (less than 40%) utilisation, schools develop and implement School Enrolment Management Plans (SEMP).
- The capacities for ACT public primary schools are based on an average of 25 students per learning and teaching space and the capacities for secondary schools are based on an average of 19 students for each learning and teaching space.
- School capacity methodologies have evolved from demographic considerations and best practices in other jurisdictions. Development of a Directorate School Capacity policy is underway.
- School libraries are not counted in capacity at any school and the main halls are typically not counted.
- For the 2018 assessment cycle, a change was made to the way in which specialised spaces in primary schools are counted in capacity, recognising that some of these spaces may not be suitable for long term use as a mainstream classroom. The new method applies to second halls, art rooms, kitchens, music rooms, multipurpose rooms, science rooms and community rooms. Under the new approach, a case by case assessment of each specialised space enables consideration of the actual use of the space and the value it is delivering to the school community at the time of assessment. The application of the new methodology reduces the assessed capacity of several schools as some specialised rooms are no longer being counted in capacity.
- A school's capacity is updated following the completion of building works that involve either an expansion or reduction of infrastructure (minor or major works or the addition/removal of transportable buildings). It is also adjusted where special settings changes are made.
- A school's capacity can be temporarily adjusted to take account of best practice for the delivery of the special education services. A full review of each school's capacity is undertaken every two years, and reviews can be requested as required.
- A School Capacity Working Group comprising of representatives from the Infrastructure and Capital Works and Planning and Analytics branches meets to review capacity issues. Directors and the senior executive are notified of critical issues as they occur.

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QUESTION TIME BRIEF

3.

Portfolio: Education & Early Childhood Development**ISSUE: AUDITOR-GENERAL'S AUDIT ON PERFORMANCE INFORMATION IN ACT PUBLIC SCHOOLS****Talking points:**

- The Government is implementing a range of initiatives to improve the use of performance information in ACT public schools. This includes implementation of the seven recommendations made by the Auditor-General's Audit on the use of Performance Information in ACT Public Schools.
- In conjunction with the Future of Education policy work and ongoing strategic planning, the implementation of these recommendations will build on existing governance arrangements and school improvement initiatives that the Auditor found to be sound and support improved outcomes for students in ACT public schools.

Key Information

- The ACT has historically been a national leader in school education. As gains in the ACT have become harder to achieve our performance growth in some measures has levelled out and improvements in other Australian school systems have brought them in line with or ahead of the ACT.
- The ACT's relative performance in these measures is most obvious in relation to disadvantaged students.
- In addition to the Future of Education policy work the Education Directorate, with the assistance of the Australian Curriculum Assessment and Reporting Authority (ACARA), is refining indicators for public reporting that will demonstrate the growth in learning achieved by students in ACT public schools. These strategic indicators will also be included in the Directorate's 2018-2020 strategic planning cycle. The indicators will also provide guidance on how performance is measured as well as any quantitative targets associated with performance.
- These measures are likely to include a longitudinal measure that compares the growth between NAPLAN assessment points of ACT public students, such as between years 3 and 5 and years 7 and 9, compared with the growth achieved by students in other jurisdictions.

QUESTION TIME BRIEF

- The Directorate is implementing an initiative titled ‘Enabling Evidence Based Improvement in Canberra Public Schools – Valuing Data as Evidence to Inform Great Teaching’. The initiative is designed to:
 - a) align school level data used by teachers, and whole of ACT system data, to align planning and accountability for our students from top to bottom;
 - b) refine a set of strategic indicators based on performance data over time. These indicators will include other domains, such as school climate and student engagement and wellbeing indicators, as well as the more traditional educational outcome measures;
 - c) ensure that the data sets used throughout the education system here in the ACT are fit for purpose meet, and meet the specific needs of teachers, school leaders and the Education Support Office;
 - d) increase the capacity across the whole system for our teachers, school leaders and administrators to use and obtain the greatest value from performance information.
 - e) During term 1 2018 Evidence Based Improvement professional learning will target school leaders in 19 schools that undertook School Reviews in 2017. This half day session will be reviewed and followed later in term 1 with sessions open to all school leaders.
- All schools have transitioned to a new Annual Action Plan approach which is substantially supported by consultation and guidance from the Education Support Office to ensure the efficacy of performance planning for each school.

Background Information

- On Wednesday 31 May 2017, the Auditor-General released the *Performance Information in ACT Public Schools* report. The Auditor-General’s Report finds that “ACT public schools are performing below similar schools in other jurisdictions despite expenditure on a per student basis for public schools being one of the highest in the country. Since 2014 reviews of ACT public schools have consistently identified shortcomings in their analysis of student performance information and their use of data to inform educational practice. These shortcomings indicate a systemic problem”. The Auditor-General made seven recommendations in the Report.

2.

Portfolio: Education & Early Childhood Development

ISSUE: AUDITOR-GENERAL'S AUDIT ON ACCOUNTABILITY AND STRATEGIC INDICATORS

Talking points:

- The Auditor-General in her overall conclusion has made an observation that not all strategic indicators are relevant and appropriate for measuring ACT Government progress towards key strategic policies. She states in the report, 'in contrast, Territory entities' accountability indicators are effective in measuring performance. While this is the case, it may be appropriate to have fewer accountability indicators given the very large number that are used, and there may also be better indicators'.
- The Auditor-General's Office (AGO) makes five recommendations in her report. Recommendations specifically relevant to the Education Directorate includes amending strategic indicators so they meet the clarity criterion. The Education Directorate's result was 97 per cent.
- The Whole of Government response to the audit is currently being coordinated by CMTEDD and will be tabled in the Assembly in the coming months.

Key Information

- The ACT Auditor-General's Report on the ACT Government's Strategic and Accountability Indicators was a cross agency audit and included examination of 27 Territory entities. The Education Directorate was a selected entity.
- The audit period examined was the 2015-16 and 2016-17 financial years. The AGO examined 994 accountability indicators and 282 strategic indicators totalling 1,276 performance indicators over the two year period.
- The AGO examined the indicators using evaluation criteria from the ACT Government's *Guide to the Performance Management Framework (2012)*. There are seven criteria used to assess **strategic indicators**.
- The AGO also examined the ACT Government's Performance and Accountability Framework and supporting documentation.
- The Education Directorate was assessed against its **strategic indicators** under each criterion as follows:

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- Representative – 100%
- Responsive – 100%
- Clarity – 100%
- Quantifiable – 100%
- Comparable – 88% (the majority of indicators were met)
- Longer term focus – 100%
- Sustainable – 94% (the majority of indicators were met)
- The Education Directorate was assessed against its **accountability indicators** under each criterion as follows:
 - Representative – 100%
 - Relevant – 100%
 - Quantifiable – 100%
 - Verifiable – 100%
 - Clarity – 97%
 - External Focus – 100%
 - Comparable – 77%
 - Timeliness – 100%
 - Focus – 100%
 - Sustainable – 73%
 - Impartiality – 97%

Background Information

On 1 February 2018, the Auditor-General released the ACT Government strategic and accountability indicators audit report.

56.

Portfolio: Education & Early Childhood Development

ISSUE: FUNDING FOR CANBERRA PUBLIC SCHOOLS AND NON-GOVERNMENT SCHOOLS
Talking points:

- The 2017-18 ACT Government Budget provides a 7 per cent increase in funding for ACT public schools with total funding of \$666.8 million.
- The 2017-18 ACT Government Budget provides a 3 per cent increase in funding for non-government schools with total funding of \$286.6 million.

Key Information

- Recurrent funding to ACT public schools in 2017-18 is budgeted to be \$666.8 million. This represents an increase of \$41.4 million or 7 per cent over the 2016-17 estimated outcome.
- Recurrent funding to ACT non-government schools in 2017-18 is budgeted to be \$286.6 million. This represents an increase of \$7.0 million or 3 per cent over the 2016-17 estimated outcome.
- The ACT Government Budget does not incorporate the potential funding impact of the Commonwealth 'Quality Schools' model (Gonski 2.0) as legislation has not yet been passed.

Background Information

- Recurrent funding for ACT public school education has increased by \$41.4 million from 2016-17 to 2017-18. This translates to a funding increase of 7 per cent.
- Over the same period, recurrent funding for non-government schools (ACT and Australian Government) has increased by around \$7.0 million. On a per capita basis the increase is 3 per cent.

The tables below provide details:

Public School Education	2016-17 Est Out	2017-18 Budget	Increase	Increase
	\$000	\$000	\$000	Percent
ACT Government ^{1,2}	529,231	560,979	31,748	6
Australian Government ³	96,193	105,847	9,654	10
Total	625,424	666,826	41,402	7
Student Numbers ⁴	44,831	46,557	1,726	4

QUESTION TIME BRIEF

	\$	\$	\$	Percent
<i>ACT Government Per Capita Funding</i>	11,805	12,049	244	2
<i>Australian Government Per Capita Funding</i>	2,146	2,273	128	6
TOTAL Per Capita Funding	13,951	14,322	371	3

Notes:

1. Includes preschool and early intervention funding.
2. The increase is primarily due to rollovers, indexation and initiatives.
3. Includes recurrent funding and funding for National Partnerships Programs. The increase is primarily due to enrolment increases.
4. Includes preschool students, as they are funded by government.

Non-Government School Education	2016-17 Est Out	2017-18 Budget	Increase	Increase
	\$000	\$000	\$000	Percent
ACT Government ¹	66,062	67,931	1,869	3
ACT Government Interest Subsidy Scheme ²	1,566	259	(1,307)	(83)
Australian Government ³	211,896	218,370	6,474	3
Total	279,524	286,560	7,036	3
Student Numbers ⁴	27,265	27,259	(6)	0

	\$	\$	\$	Percent
<i>ACT Government Per Capita Funding⁵</i>	2,423	2,492	69	3
<i>Australian Government Per Capita Funding</i>	7,772	8,011	239	3
TOTAL Per Capita Funding	10,195	10,503	308	3

Notes:

1. Includes ACT Government funding to the Complaints and Liaison Unit within the Directorate.
2. 2016-17 estimated outcome includes a rollover of \$1.339 million from 2015-16. A \$16b rollover of remaining funds into 2017-18 is expected.
3. Includes Australian Government grants provided to non-government schools through Controlled Recurrent Payments. The 2017-18 Commonwealth Budget estimates for 'Quality Schools' have not been included in the 2017-18 ACT Government Budget as the new funding proposal is yet to be passed by Federal Parliament.
4. Excludes preschool students as they are not funded by government. Non-government student enrolments are taken from the Commonwealth's August 2016 Census.
5. Numbers exclude funding for the Interest Subsidy Scheme.

34.

Portfolio/s Education & Early Childhood Development

ISSUE: LAND RELEASE FOR NON-GOVERNMENT SCHOOLS

Talking points:

- The government continues to support non-government schools in the ACT through the registration of non-government schools and the release of land in growth areas of the ACT.
- Education officials are working closely with officials in the Environment, Planning and Sustainable Development Directorate to finalise the land release process for potential non government schools in Molonglo and West Belconnen, in accordance with the 2017-18 indicative land release program.
- Information on the land release process will be publicised widely via government websites.

Key Information

- The allocation of land for community purposes is primarily the responsibility of the Minister for Planning and Land Management, while the approval to operate a non-government school is my responsibility. Further information on non-government school registrations is available in the fact sheet Non-government School Registration Summary.
- The ACT Government Indicative Land Release Program for 2017-18 to 2020-21 identifies land for non-government school sites in West Belconnen in 2019-20 and North Wright for 2018-19.
- The Environment, Planning and Sustainable Development Directorate is finalising information on the sites and the land release process for non-government schools.

New land release process

- The new Expression of Interest (EOI) process which is currently being finalised by the Environment, Planning and Sustainable Development Directorate and my Directorate will implement the Government's commitment under the Indicative Land Release Program. The EOI process will address the present legislative anomaly between the Planning and Development Act 2007 (the Planning Act), the Planning and Development Regulation 2008 and Education Act 2004 (the Education Act) which has resulted in non-government schools being unable to obtain registration or acquire land under the direct sales process without already being registered to operate a school.

QUESTION TIME BRIEF

- The existing direct sale process operates on a 'first come, first served' basis with no comparative assessment of proponents, and the Education Act requires non-government education institutions to be registered before land can be sold via direct sale.
- Consequently, only established non-government education providers are able to operate in the ACT market by claiming that the “new” school site is an additional campus, rather than an entirely new establishment. This has resulted in a lack of diversity within the Territory’s non-government school sector.
- Land zoned for a non-government school is not a finite resource. The establishment of the EOI process for non-government school sites as they are released, will enable Government to identify the organisation best able to develop and deliver a non-government school and associated facilities. The aim is to ensure the successful proponent most efficiently and effectively utilises the land and provides ongoing benefit to the broader community.
- Once finalised, the new process for releasing a non-government school site will ensure there is greater equity, transparency and accountability of process. Moreover, the EOI process will provide opportunities for proponents to present their proposals and encourage market diversity, while not placing disproportionate costs and administrative burdens on the non-government school sector.
- The EOI process will ensure that proponents continue to meet my statutory responsibilities as the Minister for Education, and the legislative requirements set out by the Minister for Planning and Land Management under the Planning Act. The Government is in the process of finalising the EOI process to achieve these outcomes, and some legislative changes may be required. We are aware that there is interest in establishing non-government schools in growth areas within the ACT.